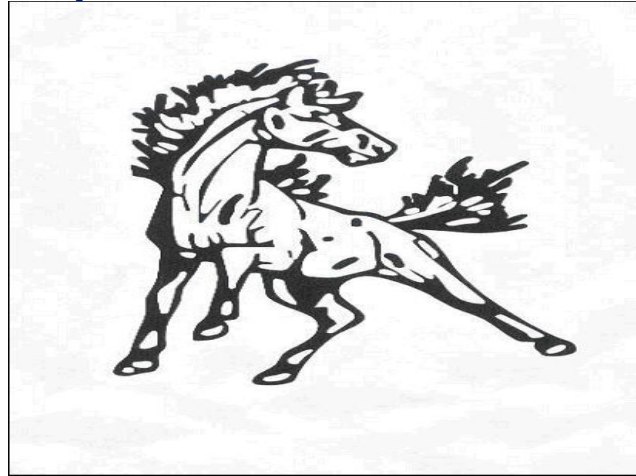


Hope Middle School



"Home of the Mustangs"

2018-2019

Parent/Student Handbook

2995 Mills Road

Greenville, NC 27858

Phone: (252) 355-7071

Fax: (252) 355-6055

Remember to Download the PCS App. -
You can find in the app store.



Hope Middle School
2995 Mills Road
Greenville, North Carolina 27858
Telephone (252) 355-7071 Fax (252) 355-6055
Website: <http://www.pitt.k12.nc.us/hope>

Jennifer Poplin
Principal

Daniale Stancil
Assistant Principal

Dear Parents and Students,

Welcome! The faculty and staff take great pride in welcoming you to Hope Middle School for the 2018-2019 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 Hope 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 in all areas of their middle school experience.

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 to make the change process a meaningful and fulfilling experience. We look forward to establishing a wonderful partnership with our parents and encourage communication and involvement in your child's educational experience. Please join and be active in our school's PTA organization, stay in touch with your child's teachers on a consistent basis, and support all students in school events as often as possible

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.

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. We ask that parents 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.

Go MUSTANGS!

Jennifer Poplin

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Pitt County Administrative Staff

Dr. Ethan Lenker.....Superintendent
Matt JohnsonAssociate Superintendent, Operations
Steve LassiterAssociate Superintendent, Educational Programs and Services
Dr. Ve-Lecia Council..... Assistant Superintendent, Human Resources
Debra Baggett.....Assistance Superintendent, Finance
Travis Lewis Director of Community and Student Services
Kay Weathington Student Management Information

Pitt County Board of Education

Worth Forbes

3119 Ivy Rd.
Greenville 27858
252-714-9587
worth@worthforbes.com

Anna Barrett Smith

720 Chesapeake Place
Greenville, NC 27858
252-489-9395
annabarrett.smith@pitt.k12.nc.us

Robert Moore

3104 Blue Willow Way
Greenville, NC 27834
252-756-1754
robert.moore@pitt.k12.nc.us

Melinda Fagundus

708 Kensington Dr.
Greenville, NC 27858
252-756-7031
melinda.fagundus@pitt.k12.nc.us

Caroline Doherty

1712 Forest Hill Dr.
Greenville, NC 27858
252-902-9024
dohertyc@pitt.k12.nc.us

Mary Blount-Williams

2101 Webster's Ct.
Greenville, NC 27834
252-757-2784
proudmary61@gmail.com

Mildred A. Council

410 West Fifth Street
Greenville, NC 27834
252-757-1037
councilwomancouncil@gmail.com

Benjie Forrest

2293 Sis Mills Rd.
Grimesland, NC 27837
252-758-5328
forrestpb@gmail.com

Betsy Flanagan

4114 East Horne Avenue
Farmville, NC 27828
252-327-4286
betsy.flanagan@pitt.k12.nc.us

Hope Middle School Staff

Administrative Staff

Jennifer Poplin	Principal	Bernadette Cox	Administrative Assistant
Daniale Stancil	Assistant Principal	Shuntane Baker	Bookkeeper
Rebecca Eblin	Counselor	Lisa Jackson	Data Manager
Mikiko Simmons	Counselor		

Sixth Grade Teachers

Paula Ange	Science	Jessica Mullen	Math
Crystal Malpass	Science/SS	Mary Holloman	ELA
Lindsay Boylan	Science/SS	Ryan Stockdale	ELA
Melisa Beddard	Math	Jennifer Hemink	ELA
Lidelle Corey	Math		

Seventh Grade Teachers

William Fuller	Social Studies	Karen Thompson	ELA
Beth Lang	Science	Jessica Griffin	ELA
Jamie Stanfield	Science/Social Studies	C. W. Sloan	ELA
Stephanie Lynch McLean	Math	Erin Dancer	ELA/SST
Samantha Gorham	Math	Laura Schroeder	M/SCI
Amy Smith	Math		

Eighth Grade Teachers

Lisa Burgwyn	Social Studies	Shaela Churchill	Math
Kathryn Cargile	Science	Alison Killy	ELA
Charles Geletzke	Science/Social Studies	Kim Hall	ELA
Tyondra Garris	Math	Wisonia Hopkins	ELA
Sharon Morrison	Math		

Encore Teachers

Bryan Castro	Band	Savannah Price	Creative Dramatics/Theatre
Brittany Cox	Guitar/Orchestra	Kyndall Elks	Art
Paul Flowers	Chorus/General Music	Brian Kirby	PE/Health/Athletic Director
Eileen Best	Career Technical Education	Jeff Best	PE/Health
Beth Sanderson	STEM LAB		

Academic Resource Specialists

Kathryn Banning	AIG	Tracie Below	Media Coordinator
Karen Eberenz	AIG	Sarah Adams	Instructional Coach

Exceptional Children Teachers

Tonya Brewer	ID Moderate	Laura Octigan	EC Gen Ed
Arthur Nava	ID Severe	April Smith	EC Gen Ed
Deirdre Jones	AU Teacher	Shantria Barrett	Hearing Impaired
Richard Lage	EC Gen Ed		

Teacher Assistants			
Lisa Thomas	ISS Coordinator	Annie Wood	ID Moderate
Wanda Bingaman	Media Assistant	Latisha Prayer	AUTA
Rachicka Langley	ID Severe	Heather Denittis	AUTA
Peggy Stockdale	ID Severe	Katelyn Grant	Interpreter
Gladys Jackson	ID Moderate		

Custodian Staff		Cafeteria Staff	
Betty Smith-Whitfield	Head Custodian	Tera Barrett	Manager
James Staten	Lead Custodian	Camilya Smith	Assistant Manager
Henry Jenkins		Lakia Roundtree	
Armahd Latham			
Gatearra Council			

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 note 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	10/29/18	11/5/18
2 nd Nine Weeks	1/18/19	2/4/19
3 rd Nine Weeks	3/28/19	4/8/19
4 th Nine Weeks	6/7/19	Mailed

Progress Reports

Progress reports are distributed at the midpoint of each grading period by teachers. Please review them carefully and contact your child's teacher(s) with any questions you may have.

1 st Nine Weeks	Week of October 1st
2 nd Nine Weeks	Week of December 3 rd
3 rd Nine Weeks	Week of February 25th
4 th Nine Weeks	Week of May 6th

You may call the school at (252) 355-7071 to schedule a conference with your child's teacher(s).

Student Holidays, Early-Release Days and Teacher Workdays

September 3, 2018	Labor Day Holiday
October 11, 2018	Early Release Day
October 12, 2018	Teacher Workday
November 7, 2018	Early Release Day/K-8 Conferences
November 21, 2018	Annual Leave
November 22-23, 2018	Thanksgiving Holiday
December 20, 2018	Early Release Day
December 21-31, 2018	Winter Holiday
January 1, 2019	New Year's Day
January 21, 2019	Martin Luther King Jr. Holiday
January 22-23, 2019	Teacher Workday/ System Designated Workday
February 25, 2019	Teacher Workday
March 12, 2019	Early Release Day
April 3, 2019	Early Release Day/K-8 Conferences
April 19, 2019	Good Friday
April 22-26, 2019	Annual Leave/ Spring Break
May 27, 2019	Memorial Day Holiday
June 7, 2019	Last Day for Students/Early Release Day
June 10-12, 2019	Teacher Workdays

Mission Statements

Pitt County Schools

Pitt County Schools will ensure that every student is provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st century.

Hope Middle School

Hope Middle School builds pride and promotes academic excellence to prepare all students to be successful and productive citizens in the 21st century. Hope Middle School will accomplish this through high expectations, excellence in teaching and learning, and a safe, orderly environment.

Vision Statement

Hope Middle School

Hope Middle School students will be independent learners, critical thinkers, effective communicators and responsible citizens of the 21st century.

Middle School Concept

Hope Middle School strives to help make the transition from elementary school to high school smooth while preparing students for a global workforce, postsecondary education, and life in the 21st century. The following information will provide students and parents a better understanding of the middle school concept.

Block Classes

Hope Middle School will utilize a class structure that allows for effective use of instructional time, more hands-on instruction, and more in-depth exploration of concepts. Language Arts and math will be offered in 90 minute blocks all year. Science and social studies will occur within a 90 minute block as well. All students will have two elective classes daily that are 45 minutes in length each.

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

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. 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.

Hope 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.

In an effort to support Hope's continued focus on academic curriculum and rigor, 6th graders will be required to complete a Science Fair Project , 7th graders will complete a mandatory Math Fair Project and 8th graders a National History Day Project. With the implementation of this project schedule, we can be assured that all students will be afforded the opportunity to create and participate in at least three school/community curriculum events! Participation in all three projects each year is encouraged but only one will be required each year.

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. Any student who is not performing satisfactorily in Accelerated Math may elect to drop the course before the 20th day of school. 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)

Students have the opportunity to participate in up to four encore classes per year. These encore classes are randomly assigned with exception to year-long electives. (band, orchestra, chorus)

AIG Program (Semester/Year-Long)

Hope Middle School AIG students in sixth grade will be enrolled in AIG as an elective class for one semester. Students will also receive year long resource support and / or resource services through collaboration of the AIG teacher and the regular classroom teacher. This may include short-term projects, pull-out groups, team teaching, learning contracts, differentiated units, competitions, and problem-based learning.

AIG is a year-long elective for 7th and 8th graders. Band, Chorus, and Orchestra students may elect to take AIG for one semester and have PE. The AIG curriculum integrates reading, math, science, history, and technology as well as research skills.

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: Computer Science Discoveries

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, Computer Science Discoveries is a semester course for 8th grade students. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data.

Students are empowered to create authentic artifacts and engage with CS as a medium for creativity, communication, problem solving, and fun.

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.

Creative Dramatics (Semester)

Sixth-Eighth Grades

Students will use movement, voice, and writing to communicate ideas and feelings. They will analyze literary texts and performances. Students learn how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

Students analyze theatre in terms of the social, historical, and cultural contexts in which it was created and develop an understanding of the traditions, roles, and conventions of theatre as an art form

Guitar (Semester)

Exploration in the many elements of the Classical Guitar, such as posture and playing, note reading, history, performance, careers, and more.

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 is 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/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. As well, 8th grade

students will participate in Hands Only CPR training. This is mandatory as a high school graduation requirement.

All students in Physical Education are required to dress out and encouraged to wear a PE uniform. Uniforms may be purchased from the student's PE teacher for a cost of \$20. The uniform includes a white screen printed t-shirt and navy screen printed shorts. A PE cinch bag may be purchased for an additional \$15. PE uniform shorts meet the PCS dress code.

Remediation (Semester)

This class is designed for students who would benefit from additional support in either Math and/or ELA. Students may be assigned to Remediation for one semester. Assignment is based on students' grades in Math and/or ELA, EOG test scores and/or teacher recommendation.

STEM Lab (Semester)

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

Applied Physics	Forensic Math Module
Biotechnology Module	Heat & Energy Module
Body Systems Module	Horticulture Module
CADD Module	Logic & Reasoning Module
Chemical Math Module	Microbiology Module
CNC Manufacturing Module	Plastics & Polymers Module
Computer Graphics and Animation	Robots Module
Electricity Module	Statistical Analysis Module
Electronics Module	Sustainable Agriculture Module
Energy, Power, & Mechanics Module	Weights & Measures Module
Engines Module	

Strings/Orchestra (Year-Long)

At Hope Middle School experienced sixth, seventh, and eighth graders may elect to participate with the option of renting or purchasing their own instruments. Orchestra students are involved in a fall & a spring performance 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.

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 per year. 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. Media Helpers are limited to ONE SEMESTER per year.

Student Involvement

Extra-Curricular Activities

Young adolescents need a variety of experiences beyond those offered in the core and encore curriculum. Hope Middle School will work to provide students with the opportunities to have a well-rounded educational experience.

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.

Drama Performances

Hope Middle School's drama performance exposes students to a new artistic outlet and provides an opportunity for them to experience the true meaning of collaboration by participating in school productions.

First Lego League

First Lego League consists of a team of up to 10 students who practice imaginative thinking and teamwork by researching a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop an innovative solution. Members will develop critical thinking and team-building skills, basic STEM applications, and even presentation skills. They also must design, build, program a robot using LEGO MINDSTORMS®, and then compete on a table-top playing field.

Math Teams

Eighth grade Math I 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.

Mentoring Programs

Hope Middle School offers **Destined D.I.V.A.S.** as a mentoring group for our young women. This program explores a wide range of topics of interest to young ladies as they developed into strong determined successful young adults.

Men of Purpose program is designed to inspire and empower young men to pursue their individual purposes in life with excellence.

National Junior Beta Club

Sixth through eighth grade students are eligible for the Hope National Junior Beta Club. Candidates must have a cumulative average of 95 or higher to be invited. This average is determined by averaging all core and encore classes from each nine weeks. Students are invited to an induction ceremony during the 2nd semester of the school year.

SADD Club

Pitt County Students Against Destructive Decisions (SADD) Program is comprised of four student leaders who will be an important part of governing all aspects of the club for Hope Middle School. The overall goal of SADD is to decrease destructive decisions made by students. Goals include but are not limited to: Stronger peer-to-peer relationships; Stronger alignment between youth that do not want to participate in destructive decisions, ultimately decreasing peer pressure and ability to ward off destructive behaviors; Increased confidence and less fear and anxiety related to entering high school; and an Increased sense of caring for the “whole child”, leading to better grades and academic growth.

Science Olympiad

Each school based-team of up to 15 members will cross-train for a variety of events in their skill set. The events are rigorous academic interscholastic competitions that consist of a series of different hands-on, interactive, challenging and inquiry-based events that are well balanced between the various disciplines of biology, earth science, environmental science, chemistry, physics, engineering, and technology.

Student Government Association (SGA)

The Student Government Association is composed of two students from each homeroom in grades six through 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. Any student wishing to run for SGA VP or President must have been an active member for at least one year.

Interscholastic Sports

Hope 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 *Pitt County Schools Parent/Student Handbook* and on the PCS website.

Please note for the 18-19 school year, the athletic gate fee is as follow:

\$5 for adults (high school and up)

\$3 for students (K-8th grade)

\$3 for all scrimmages

Sports Offered at Hope Middle School:

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

Field Trips

- Field trips are an enjoyable educational extension of the NC Standard Course of Study. 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. Pitt County Schools has adopted a 10-point grading scale for all students in grades 3-12. 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

Homework

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 requesting their child's assignments. Please allow teachers 24 hours to prepare work for pick up in our front office. It is encouraged that you also check individual teacher's websites. If a student prefers to wait until he/she returns to school to make up assignments, he/she has 1 - 5 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.

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.

Pitt County Policy recognizes the right of a principal to make the final decision on grading and classifying students. Refer to the *Pitt County Schools Parent/Student Handbook* for more information regarding promotion/retention standards.

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 Hope 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 Hope 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.

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 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 be given an alternate assignment for which credit will be awarded and averaged with the existing zero. The student will take the work home to his/her parent to be signed by the parent and returned to the teacher within two school days. Failure to return the signed work will result in a referral to school administrators, who will contact the parent/legal guardian.

2nd Offense: May result in a suspension of up to seven days.

School Policy and Procedures

School Hours

Office	7:45 AM – 4:00 PM
Teachers	8:00 AM – 3:30 PM
Teacher Assistants	8:00 AM – 3:30 PM
Students	8:05 AM – 3:30 PM
Media Center	8:05 AM – 3:30 PM

Arrival and Dismissal

Attendance Policy

School attendance is compulsory. Regular attendance is necessary to the success of all students. Upon returning to school from an absence, students should bring a written excuse including name, date(s) of absence, the reason for absence, and signature of the parent on the first day of return to his/her homeroom teacher. The responsibility for make-up work must be initiated by the student when they return to school. 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.

Arrival to School

The school day for students begins **promptly at 8:05 a.m.** An **Early Bird** program has been established in our cafeteria from 7:30 a.m. until 8:00 a.m. Students must pay one dollar (\$1.00) to enter the cafeteria and be a part of this program. **Early Bird** riders should be dropped off prior to 8:00 in the back parking lot by the gym, and enter the building through the cafeteria entrance. All other car riders arriving to campus prior to 8:05 must NOT unload or exit their vehicle prior to the 8:05 bell. Students are NOT to be left and unsupervised by their parent while in the parking area. Students may enter the building through any of the three front doors at 8:05. Bus riders will enter the building through the doors near the cafeteria at 8:05. All students will go to their lockers and report directly to homeroom. The tardy bell rings at 8:15 a.m. and homeroom begins.

Late Arrival to School

Students arriving late to school should sign in so that they will be counted present for the day and obtain a permission slip to enter class. **Parents are asked to accompany their child.** There are only 180 instructional days in a school year. Every learning minute is precious! Tardiness is a disruption of the instructional process. We EXPECT all students to come to school on time.

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. A note from a parent must accompany the student when he/she returns to school in order for it to be considered an excused absence.
- **Quarantine:** When isolation of the student is ordered by the local health officer or by the State Board of Health.
- **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:** In order for a doctor's visit to be considered excused, a note from the doctor must be brought in to school. The doctor's office also may fax a note to 252-355-6055.
- **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. *Family vacations and trips are not approved as educational opportunities.
- **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 Level I Offense as outlined in the *Pitt County Schools Parent/Student Handbook*. An offense 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 (Letter or Phone Call)
8 to 10	Level 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 <u>Possible Repeat Level I Consequence</u> (Possible suspension of up to 2 days)
25	<u>Possible Repeat Level I Consequence</u> (Possible suspension of up to 2 days)
30	Level I Consequence (Possible suspension of up to 2 days) (may be assigned an additional consequence for each subsequent tardy/early dismissal)

Early Dismissal

The school day ends at 3:30 PM. Early check outs are coded as tardies. Parents/legal guardians are discouraged from checking students out early. Repeated early dismissals from school or class is considered a violation, which is a Level I offense as listed in the *Pitt County Schools Parent/Student Handbook*.

PLEASE, no check-outs after 3:15!!

- The person picking up the student must come in the Attendance 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, they must either be listed on the student's pick up list or a written note needs to be presented to the attendance office. A phone number should be included in case parent contact needs to be made. If the parent/legal guardian does not inform the school who will be signing out their child, the student will not be released.
- Students who are checked out before **11:45 AM**, will be counted absent for the entire day. Students who check in after **11:45**
- 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. TRANSPORTATION CHANGES WILL ONLY BE ACCEPTED IN WRITING (NOTE FROM HOME, FAX TO THE SCHOOL, OR EMAIL)

All Transportation Changes Must Be Made Prior to 3:15!

At the sound of the bell, all students involved in after school activities should report to their designated areas immediately. At dismissal, bus riders must report to the bus parking lot and car riders must report to the front sidewalk area. Van riders including Boys/Girls Club will wait in the cafeteria until pick-up.

Finances

School Fees

K-12 School Fees of \$10.00 are due at the beginning of the school year. They are expected to be paid by the end of the first marking period.

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:

- Lost Library Books / Text Books
- Text Book Damages
- Unpaid lunch fees
- Damage to School Property

Other Policies

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. 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.

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.

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.

Withdrawal Procedures

All students withdrawing from Hope 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 will be available in the front office for parents to take to the student's new school.

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.
- 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 Hope 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. One way to get involved is by joining and becoming actively involved with our PTA.

Parent Teacher Association

The Parent Teacher Association (PTA) 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. PTA information will be sent home or feel free to contact the school.

Parent/Legal Guardian Expectations 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.

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!

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.

Multi-Tier System of Support

The Multi-Tier System of Support (MTSS) is a multi-tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data-driven problem solving to maximize growth for all. The Multi-Tier System of Support is the first step in addressing academic and behavioral concerns. The goal of MTSS is to show a picture of all researched-based core program support strategies provided to students. It is a process of planning, intervening, documenting, reviewing, and decision making. During this process, a problem-solving team of teachers will develop an intervention plan that includes diagnosis of difficulties, intervention strategies, and tactics for monitoring. As a parent, you will be a part of the decision-making process.

School Counselors

Hope Middle School has two full time school counselors who provide a variety of services to assist students, parents/guardians, 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 listed below:

- Oversee High School registration and orientation assistance.
- Test interpretation to assess academic progress.
- Coordinate with the MTSS Problem Solving 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.

School Health Case Managers are provided to the school district by Vidant Medical Center. 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 355-7071.

Student Expectations

All students will be given a copy of the *Pitt County Schools Parent/Student Handbook*, but below are some important points to remember. In addition, the following information describes our school's expectations, procedures, and consequences.

At Hope, we focus on the teaching and learning environment that is conducive to quality instruction. We expect students to behave in a manner that allows the maximum benefit of educational opportunities for all students. 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 and orderly environment where respect for others reigns as a guiding force in all decisions that students and staff make daily. Teachers are held responsible for teaching the accepted behaviors and practices that we expect from all students. Therefore, we hold students accountable for their behavior, and they need to realize that certain behaviors carry negative consequences. As a staff, we will help students to understand that the best discipline is self-discipline. However, those behaviors and practices that interfere with teaching and learning will not be tolerated at Hope. In addition to the system and school-wide expectations, each team and encore teacher will have individual classroom expectations so they can maintain a classroom atmosphere conducive to learning.

In order to maintain a climate that promotes healthful living and cooperative attitudes, we have established the following expectations, procedures, and consequences:

Everyone should conduct himself or herself in a courteous and respectful manner.

Fighting and/or aggressive behavior will not be tolerated. Students who choose to fight could face up to ten-day suspension from school. Horseplay, play fighting, and verbal altercations are other examples of disruptive behavior that will be dealt with according to PCS policy. Students should seek preventative measures to avoid hitting, pushing, or provoking in any aggressive manner with a student.

Everyone should show respect for all people, personal property, and school property.

Some examples of inappropriate behavior include (but are not limited to): 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 ISS room or 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 *Pitt County Schools Parent/Student Handbook*.

All students should help create and maintain a positive and safe learning environment.

Bus conduct, hall conduct, cafeteria conduct, media center conduct, gym and classroom conduct should be appropriate for a school setting. There are some items that should never be in a student's possession whether at the bus stop, 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. Items such as: radios, cellular telephones, beepers, games, playing cards, items for sale, will not be allowed and will be confiscated and returned at the discretion of the principal. In addition, gum, candy, drinks, and snacks are not allowed in the classroom. Please help us by not bringing any of these items to school.

Options

When student behaviors escalate and disrupt the learning environment or a student fails to comply with classroom or school rules, they may be assigned to Options. This provides them the opportunity to reflect on their choices and realign themselves with school expectations. Students that are assigned to Options typically receive a discipline referral. **The options personnel will call parents/guardians while a student is in options.**

In School Suspension (ISS)

The primary focus of ISS will be on helping students to develop tools that enable them to make better behavioral choices.

ISS placement will be assigned by administrators as deemed appropriate based on the seriousness of the offense. Parents will be notified of the date(s) that a student is assigned to ISS.

Specific Expectations for students Assigned to ISS

- Students must complete their assigned time before returning to the regular classroom.
- Absences from school during ISS assignments will be made up upon return to school.
- Inappropriate behavior in ISS will result OSS.
- Assigned work must be completed before exiting ISS. Failure to do so may result in further disciplinary action.

Out of School Suspensions (OSS)

Students and parents should familiarize themselves with the *Pitt County Schools Parent/Student Handbook*. Policies included 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.

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

Assemblies

Throughout the school year we may hold student assemblies. Certain standards for assembly conduct will be expected.

- 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 Hope 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.

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. Phones or devices may be confiscated.

1st Offense –The item may be confiscated and held until the end of the school day. A STEP will be issued.

2nd Offense or more– The item is taken and held until a parent/legal guardian picks it up from the front office, as well as deemed a Repeat Level I Offense found in the *Pitt County Schools Parent/Student Handbook*.

Refusal to surrender the phone will result in Out-of-school-suspension.

Dress and Appearance

Pitt County Schools has adopted a county-wide dress code/appearance policy. Please read and review carefully.

- 3rd or more offense will result in In-School Suspension 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 Schools Parent/Student Handbook*. 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)

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.

Breakfast

Students eating breakfast should go directly to the cafeteria upon arrival. Breakfast will be served from 8:05 – 8:15 AM. Students are to report to homeroom at 8:15.

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:	\$2.35
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 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.
- 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. We sponsor our school's Battle of the Books Team as well as encourage participation in the Accelerated Reader program. 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. A student is allowed to have up to 10 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 replacement cost. If the book is found later within the same school year, the money will be refunded. The final report card will be held by the school until all book fees have been paid.

Office

Students are required to sign in late or check out early through the Attendance Office 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.

Telephones

1. The telephones are for school business only.
2. Students desiring to use the phone must have permission from a teacher.
3. **We ask that parents avoid calling the school to speak to their child or leave messages except in an emergency situation.**

Positive Behavior Intervention and Support

Hope Middle School has implemented the use of Positive Behavior Interventions and Support system (PBIS). Teachers will teach the expectations for appropriate behavior in various school settings. Expectations include: Highest expectations, On time, on task, Prepared to learn, and Encourage excellence: HOPE

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

- **Weekly Positive Referrals** – Students will receive a small token of appreciation and sign their grade level banner.
- **Monthly No Dress Code Days** – Students that have not received any infractions (steps, options, bus suspensions, or any other discipline referral) for the entire month will be recognized by not having to follow the dress code the last day of each month. It is expected that students still adhere to the PCS Appearance Policy.....
- **Nine Week Rewards** – Any students who have one infraction or less (steps, options, discipline referrals, or bus suspensions) for the marking period will receive a Homework Pass and a “Sit with a Friend at Lunch” Pass. (Must be used during the following marking period)
- **Semester Rewards** – All students will be eligible for the semester reward if the school meets the discipline goal for the semester. These rewards will be determined during the school year. (Ex. – student/staff basketball game, dance, movie)

Consequences for not following the student expectations will include “Steps” for students. Staff members will document each “step” in our schools database. The consequences and strategies to help improve each student’s behavior are:

- 1-Student warning/redirection or conference
- 2- Parent contact via phone or email
- 3- Options lunch... parent contact
- 4 -Office referral-When a student receives their 4th infraction a PCS Disciplinary Referral (office referral) will be issued.
- Any four infractions (Steps, Options, or a combination of both) will result in a PCS Disciplinary Referral (office referral).

First referral will result in one day of ISS. Students then repeat the STEP process. Days of ISS increase with each office referral. After 3 days of ISS, students will receive OSS.

Hope Middle School Positive Behavior Intervention and Support (PBIS) Matrix for *Students*

Settings-->	Bus	Hallway/ Common Areas	Lockers	Bathroom	Cafeteria	Media
Expectations						
<u>H</u> Highest Expectations	Have responsibility for safety and don't act crazy.	Head to your assigned place while respecting other's space.	Hurry and collect your things for class to bring.	Help keep area clean, use good hygiene.	Help keep area clean, trash on the floor and table unforeseen.	Halt when you enter and sign the book.
<u>O</u> On Time, On Task	On time or in a bind.	On the right we walk, down the hall as we softly talk.	One visit to your lock after each block.	Observe the time; to be late is a crime.	Once seated, you've got all that you needed.	Over dues should be turned in don't make us look.
<u>P</u> Prepared to Learn	Prepare to assist so there won't be a crisis.	Prepare to look your best in your uniform dress.	Plan ahead with a friend and collect all materials before class begins.	Permission and pass when leaving class.	Permission for Readmission	Passes are required to examine our collection.
<u>E</u> Encourage Excellence	Encourage good behavior and be a team player.	Embrace teachers and peers in a helpful cheer.	Echo a low voice, make a good choice.	Exhibit an indoor voice, it's not a choice.	Exhibit an indoor voice, it's not a choice.	Expand your mind, read from all the sections.



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 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 parents/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 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

PITT COUNTY SCHOOLS
AUTHORIZATION FOR MEDICATION

TO BE COMPLETED BY PHYSICIAN/MEDICAL PROVIDER Date: _____

Name of Student _____

DOB: _____ School: _____

It is necessary that medication be given during school hours in order to keep this student in optimum health and to help maintain school performance.

Medication _____ **Dosage/mg** _____ **Route** _____

Time(s) medication is to be given at SCHOOL _____

***Providers please note that "lunch time" can vary from 10:30 am to 1:30 pm**

***If medication is ordered as needed, please indicate specific circumstances when medication should be given (School staff, not licensed medial or nursing personnel, will be administering medication):**

For K-12 students authorized to carry and administer rescue medications such as asthma inhalers, epi-pens or insulin or high school students to carry and administer medication, with the exception of Class 2 controlled substances such as Ritalin, Oxycontin, Percocet, Adderol, Concerta, please check the appropriate box.

- May self-medicate (student has demonstrated proficient use of medication).
- May not self-medicate

Medical Provider's Signature Telephone Number

TO BE COMPLETED BY PARENT

I hereby give permission for my child, _____ to receive medication during school hours. This medication has been prescribed by a licensed physician. I hereby release Pitt County Board of Education and their agents and employees from any and all liability that may result from my child taking the medication.

Signature of Parent/Guardian Telephone Number Date

TO BE COMPLETED BY STUDENT AUTHORIZED TO SELF-MEDICATE

I understand that it is a privilege for students to be allowed to self-medicate during school hours. Abuse of this privilege shall result in its revocation.

Signature of Student Date