

in Lancaster County School District LEARNING

For more information,
on programs or policies of our school district,
call 286-6972 or 1-800-277-LCS^D
OR visit www.lancastercsd.com



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facebook

On the inside

Opening Aug. 20!!!!

New press boxes
at
Andrew Jackson High
& Buford High
stadiums

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New Lancaster High administrative offices on Woodland Drive are open, with the old offices now classrooms, freeing up space in the career center for more career tech programs.



The new 100,000+ square foot Van Wyck Elementary opened Aug. 13 for teachers. Officials predict the school – built with room to serve 1,200 students – will open to 650 students Aug. 20.

Opening this fall!!!!!!



Buford multipurpose building features classrooms, a gym for practices as well as cheerleading, volleyball and wrestling competitions and for use as 1,600-seat performance/meeting space.



Lancaster multipurpose building features classrooms, a gym for practices as well as cheerleading, volleyball and wrestling competitions and for use as 1,600-seat performance/meeting space.

Under construction



New Andrew Jackson multipurpose building features performance arts classes, a gym for practices and competitions and for use as 1,600 seat performance/meeting space – to open Fall 2019.



Work has begun on the new Indian Land High, designed to serve 2,000 students. When the school opens in August 2020, the existing high school will become middle school for Grades 7-8.

Also beginning this year

- New Buford Elementary/Middle traffic loop
- New Heath Springs Elementary offices/library
- New Kershaw Elementary offices
- Design on other bond projects

Celebrate Great Teaching

District recognizes four exceptional teachers

How to nominate
a great teacher
(Form on Page 23)

Lisa Knox

District Great Teaching Award
& High School Award
Chorus – Indian Land High

“Energetic, confident, inspiring, humble are words students and teachers use to describe her.



“She cares about her students and has a way of getting students from all kinds of backgrounds working together to reach their potential.

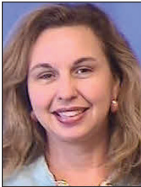
“She leads by example and treats all students with dignity.”

– Comments from nomination forms

Kimberly Sowell

Great Teaching Award
for Middle School Teachers
Math Teacher – South Middle

“She really knows how to connect with students. She really cares about them and is always there to listen and support them.



“She understands how to take math concepts that are hard for students and get those concepts across to students in ways they can understand and in ways that make learning fun.”

– Comments from nomination forms

Leslie Parker

Great Teaching Award
for Elementary School Teachers
2nd grade – Kershaw Elementary

“She treats her students like they’re her own, and her enthusiasm for teaching is contagious.



“She’s positive, creative and encouraging, and she takes great pride in helping her students grow in their classwork and in their social skills.

Her students love how she makes learning fun.”

– Comments from nomination forms

Lauren Watts

Great Teaching Award
for Beginning Teachers
P.E. – Harrisburg Elementary

“She tries every possible way to help every student complete PE tasks, including students with special needs.

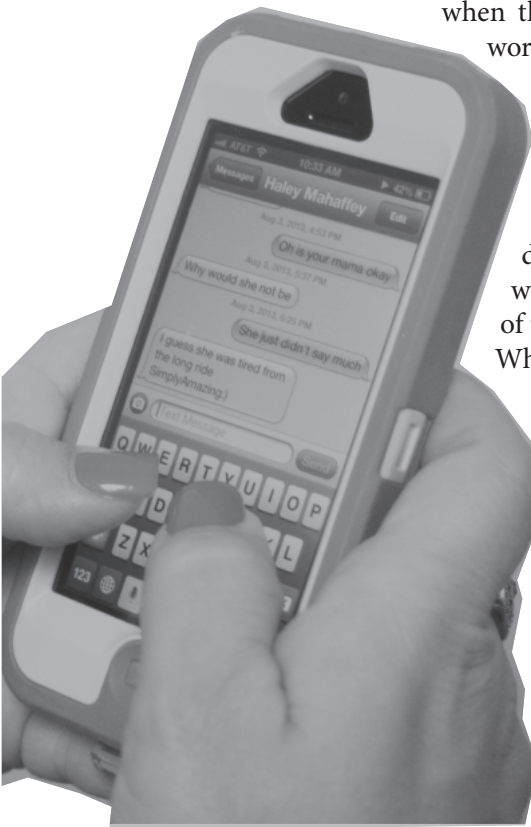


“She’s always smiling, energetic and makes learning fun!
“Children and staff love her – they see her as approachable, caring and inspiring.”

– Comments from nomination forms

Cell phone rules are tough

Students using cell phones during class causes significant disruptions, and the administration hopes tough cell phone rules will cut down on inappropriate cell phone use.



Use your cell phone when you should be doing classwork, and you'll lose that phone – maybe for the rest of the school year.

“Disruptions caused by cell phones really hurt a student’s chances of doing his/her best in class and can be very disruptive,” Superintendent Jonathan Phipps said. “We want to send a strong message that we won’t tolerate students using phones without permission when they should be focusing on school work.”

The tough procedures require a parent and the student to meet with school officials before a confiscated phone will be returned.

The procedures also mean that a student whose phone is taken four times will lose that phone for the remainder of the school year.

When the phone is taken, the student gets a receipt and information on steps he and his parents must take to get the phone back.

The second time the phone is taken, the parent must call the Safety Office at 285-6009 to make an appointment to meet with the safety director.

The safety director will then meet with the parent and student to be sure they understand how disruptive cell phone use is to learning and to explain the consequences if the phone is taken again.

The tough cell phone rules

- ◆ Students are allowed to possess cell phones/tablets on school property with these exceptions:
 - **In elementary schools**, the device cannot be visible or activated from the first bell to final bell of school day.
 - **In middle schools**, the device cannot be visible or activated from the first bell to final bell of school day unless a teacher has asked you to use the device for instructional purposes.
 - **In high schools**, the device cannot be visible or activated during academic work unless a teacher has asked you to use the device for instructional purposes.
- ◆ Students who violate this regulation are subject to confiscation of the device. These rules include off-campus trips during the academic day.
- ◆ Once the device has been confiscated by the school official, the parent or guardian will be required to attend a conference with a school official before the device will be returned.
- ◆ The parent is responsible for scheduling and attending the conference.
- ◆ No walk-ins are permitted.
- First offense**
 - ◆ The confiscated device will be held until a parent meets with a school official.

Second offense

- ◆ The confiscated device will be sent to the Safety Director and will be held for a minimum of 10 school days.
- ◆ The parent must call the Safety Office at 285-6009 to make an appointment with the safety director to get the phone.

Third offense

- ◆ The confiscated device will be sent to the Safety Director and will be held for a minimum of 30 school days.
- ◆ The parent must call the Safety Office at 285-6009 to make an appointment with the safety director to get the phone.

Fourth offense

- ◆ The confiscated device will be held for the rest of the current school year.
- ◆ The device will be eligible for return after the last day of school.
- ◆ The device will be stored for up to 180 days after confiscation if a conference is not held and the device is unclaimed.

If the device is not claimed

- ◆ If the device is not retrieved within the 180 days, it will be disposed of by the school district as abandoned property.

Repeat offenders

- ◆ Repeat offenders are subject to confiscation as well as disciplinary action ranging from in-school suspension to out-of-school suspension.

“Using cell phones in class without permission keeps students from focusing on their studies,” Dr. Moore said. “And any student who uses a phone to cause or be part of a disruption – any time during the school day – will certainly face punishment.”

Rules that govern access to student records

- The principal of each school is the legal custodian of all student records for that school.
 - Cumulative record folders for all students will be kept in each school office.
 - » The educational records or school records include all materials directly related to a student that a school maintains.
 - « Records and notes maintained by a teacher, administrator, school physician or school psychologist for his/her own use, and which are not available to others, are exempted from this definition.
 - The principal will
 - » maintain juvenile criminal records and information provided by the Department of Youth Services in accordance with this policy and applicable district

- procedures.
 - » destroy such juvenile criminal records upon the juvenile’s completion of secondary school, or when the juvenile reaches 21 years of age, whichever occurs earlier.
- Students and parents will have access to their school records.
- Parents may inspect and copy these records by contacting the school principal and showing proof of guardianship.
- Parents have a right to ask the principal for an interpretation of records.
- Parents have the right to challenge data thought to be erroneous, to challenge the procedures for expunging such data or to challenge inserting a rebuttal statement.
- Parents have the right to lodge a complaint with the U.S. Department

- of Education if mandates are not adequately implemented.
- The school will require prior written consent before records may be divulged to third parties.
 - Exceptions to this rule exist for
 - » school district employees who have legitimate interests in viewing the records,
 - » officials in other schools in which the student seeks to enroll, although at the time of transfer, parents may review the material,
 - » military recruiters who seek student contact information,
 - » material under court order, although parents must be notified of the order,
 - » state and national educational organizations that require student data for confidential

- research and statistical purposes are also exempted from the parental consent prerequisite.
- The district, with certain exceptions, may disclose directory information, which may include names, addresses, telephone listings and dates of birth, without first obtaining written parental permission.
- Special education records for each child with a disability are maintained by our district until no longer needed to provide educational services to the child. **Please note:** Special education records for each child will be destroyed five years after program completion or graduation from high school, unless the student or the student’s legal guardian has taken possession of the records before that time.

Clip and return to your school

Yes, I received this newsletter

Dear Parent,

You are encouraged to read the codes and policies included in this paper and to review them with your student.

Make sure your student understands the discipline code, the bus discipline code, the attendance policy, the computer use policy and other information included in this publication. Knowing these regulations will help students have a more successful year.

If your principal asked that you return this form, please sign below and have your student sign below **OR** if you do **not** want your child involved in any of the activities, please check below, sign and return this form.

- ☐ I do **NOT** want my child’s image or work used in the media.
- ☐ I do **NOT** want my child to have access to the internet.
- ☐ I do **NOT** want the military to have my child’s phone number and address.

If you have questions about a policy in this publication, please call your school.

Print student’s name

Parent or guardian’s signature

Student’s signature

How to nominate a great teacher

- ◆ Pick up a nomination form from your school or the district office. (One is also included on page 23)
- ◆ Find someone who wants to nominate the teacher with you. Remember, at least two people must submit a nomination form for it to be considered. Students, parents, teachers, administrators or community members can nominate teachers.
- ◆ On the nomination form, check the actions you have seen demonstrated by the teacher you’re nominating and give specific examples of your teacher’s actions.
- ◆ Nominations are due by the end of first semester. No nominations will be accepted after that time.

G Suite from Google: A great tool for students & staff

Students and staff will work together in G Suite, an education tool to help students succeed.

What is G Suite for Education?

- A word processing program (docs)
- and a “Power-Point” type application (slides)
- and a spreadsheet application (sheets)
- and an email system (Gmail)
- and a file storage system (drive)



How will G Suite be used?

Students and teachers can work together in “real time” on docs, sheets and slides from school or home in a secure online environment.

What can my child do with G Suite?

- Your student might
- work on an English or history or Spanish paper using docs
 - create a slides presentation for health or science
 - use sheets to build a spreadsheet or a graph to chart results of a science experiment or to report observations from a social studies survey
 - use emails through Gmail to a teacher or classmates about assignments
 - store files for projects or assignments in Drive

How can my child’s teacher use Apps?

- These apps will make it much easier for teachers and students to work together in the classroom and beyond. Teachers can use G Suite to
- facilitate group projects
 - use the history tool to see how much each student in a group is participating
 - give feedback to students directly in documents
 - receive assignments from students electronically.

What does “work together” mean?

- Work together, or collaborate:
- As a student works on a Doc or Slides or Sheets, the teacher can see what’s being typed or type comments and suggestions.
 - Multiple students in different locations can work together in the same Doc or Sheet at the same time.

Student guide for using technology, apps

- **Be sure to** keep personal info out of anything you put online.
- **Do NOT log-in** as another student.
- **Do NOT use** speech that isn’t appropriate for a classroom.
- **Treat other students** and staff and their ideas online with respect.
- **Your online assignments** are just like any other assignments – you must follow rules about plagiarism, cheating and use of technology.
- **You MUST NOT** use the internet to harass, discriminate or threaten the safety of others. If you receive a comment that makes you feel uncomfortable or is not respectful, report it to a teacher. Do NOT respond to the comment.
- **Do NOT download** or install any software or applications on school devices without permission – whether you’re at home or school – and do NOT click on ads.
- **You must be** honest, fair and cautious in gathering, interpreting and expressing information for the benefit of others. Always identify sources and test accuracy of all sources.

- **You are accountable** to your readers, listeners, viewers and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.
- **You will face** academic sanctions and/or disciplinary action if you violate rules for acceptable use of technology.
- **Students may have** a personal Google accounts, but these may not be used at school; only the @lcsd.k12.sc.us domain should be logged onto at school.

How will use of G Suite reflect in my student’s grade?

- Your child will be instructed on how to use the technology; the correct use may factor into the student’s assignment completion.
- Talk to your child’s teacher about specific requirements for assignments.

Does it cost to use G Suite?

G Suites is free to students and staff in our schools.

What if I don’t have a computer at home or internet access?

- Students in grades 3-12 will be issued a district Chromebook for educational purposes. G Suite will work on any device connected to the internet.
- Students in grades 3-8 will use Chromebooks at school only; students in grades 9-12 will use Chromebooks at school and take them home daily.

Who has access to my child’s account?

Our G Suite Terms of Use agreement ensures that our

students and staff are sole owners of their data. Google will only access content stored on G Suite when a district administrator grants explicit permission. One example would be to investigate inappropriate use.

How will my child be protected online?

- no ads are used with G Suite
- Google requires a school-issued login and individualized password
- the gmail account only allows a student to email other students and staff
- G Suite complies with Family Educational Rights and Privacy Act (FERPA) and Children’s Online Privacy Protection Act (COPPA)

What if another student deletes my student’s work?

The owner is the only person who can delete work. Once a document is deleted, no one can access it, including those with whom it was shared.

2018-19 School Year – by event

- Approved – 02/20/18

School begins

- New personnel orientation**
Aug. 10
- 1st day for returning teachers**
Aug. 13
- Districtwide meeting day**
Aug. 14
- First day for 6th & 9th grade – orientation**
Aug. 17 – 8:15 a.m.-1 p.m.
- 1st day for all students**
Aug. 20

Exams— No extracurriculars

- Final exams for first term**
Jan. 10-11 (Early dismissal Jan. 11)
(no extracurricular activities on Jan. 9 & 10)
- Final exams for second term**
May 30-31 (Early dismissal May 30-31)
(no extracurricular activities on May 29 & 30)

End of school

- Last student school day**
May 31
- Graduation**
May 31

Graduation

- Graduation**
May 31

Half-days— Dismiss early

- 1st term ends**
Jan. 11
- 2nd term exams**
May 30-31

Holidays— Schools closed

- Labor Day**
• Sept. 3
- Election Day**
• Nov. 6
- Thanksgiving holidays**
• Nov. 21-23
(Nov. 21 – Holiday for students and comp day for teachers for parent/teacher conferences)
(Nov.21 – Make-up day, if needed)
- Winter break**
• Dec. 22-Jan. 6
- Teacher workdays**
• Aug. 13 & 15
• Nov. 21 (Make-up day, if needed)
• Jan. 14 – 1/2 teacher workday
• March 11 (Make-up day, if needed and comp day for teachers for parent/teacher conferences)
• May 31 - 1/2 teacher workday
- MLK holiday**
• Jan. 21
- Professional development**
• Aug. 14, 16-17 (Aug. 14 – district inservice)
• Oct. 22 (Make-up day, if needed) (Student holiday & professional development day for teachers)
• Feb. 18 (Make-up day, if needed) (Student holiday & teacher professional development day)
- Spring break**
• April 15-19 (April 15-17, make-up days, if needed) (April 18-19, guaranteed spring break)

Reporting periods

- Elementary schools**
1st reporting period ends–Oct. 23
2nd reporting period/1st semester ends – Jan. 11
3rd reporting period ends–March 21
End of school year–May 31

High schools

- 1st reporting period ends**–Sept. 20
2nd reporting period ends–Oct. 23
3rd reporting period ends–Nov. 28
4th reporting period/1st semester ends–Jan. 11
5th reporting period ends–Feb. 15
6th reporting period ends–March 21
7th reporting period ends–April 29
2nd semester ends–May 31

Middle schools

- 1st reporting period ends**–Oct. 23
2nd reporting period/1st semester ends – Jan. 11
3rd reporting period ends–March 21
End of school year–May 31

Report cards

Elementary schools

- (Interim reports issued at middle of each 9 weeks)
1st report card–Oct. 30
2nd report card–Jan. 24
3rd report card–March 28
End-of-year report card–By June 11

High schools

- 1st report card**–Sept. 27
2nd report card–Oct. 30
3rd report card–Dec. 6
1st term report card– Jan. 24
5th report card–Feb. 22
6th report card–March 28
7th report card–May 6
End-of-year report card–By June 11

Middle schools

- (Interim reports issued at middle of each 9 weeks)
1st report card–Oct. 30
2nd report card–Jan. 24
3rd report card–March 28
End-of-year report card–By June 11

State testing

- CogAT/1A testing– Grade 2**
Oct. ??-Nov. ??
- ACT/SAT/R2W** - Feb.-March
- AP exams** - May ??
- EOCEP** - Last 20 days of school
- SCReady/SC PASS** - Last 20 days of school

Teacher workdays

- Teacher workdays–**
Full days– Aug. 13, 15, Nov. 21, March 11
Half days– Jan. 14, May 31

Professional development

- New personnel orientation**
August 10
- Professional development for all teachers–**
Full days– Aug. 14, 16-17, Oct. 22, Feb. 18

Student make-up days

- Oct. 22, Nov. 21, Feb. 18, March 11, April 15-17

SAT & PSAT dates

- PSAT/NMSQT**
Oct. 10, 13 & 24
- SAT**
Oct. 6, Nov. 3, Dec. 1, March 9
- ACT**
Feb. 9, April 13, June 8, July 13

Using our technology

Our district’s acceptable use & internet safety regulations

Educational purpose

- Our district wants to establish the basic structure for the use of our technology resources.

What we expect

- Each employee, student or non-student user of our district information system is expected to be familiar with and follow the expectations and requirements of these acceptable use & internet safety regulations.
- The purpose of these regulations is to ensure that individuals are aware of their responsibilities regarding the internet and related technology and equipment.
- These guidelines also help ensure the safety and privacy of current and former employees and students.

Legal requirements

- Our district is committed to complying with applicable information security requirements and relevant information security standards and protocols.
- These requirements include, but are not limited to
 - *The Family Educational Rights and Privacy Act (FERPA)*
 - *Children’s Internet Protection Act (CIPA)*
 - *Individuals with Disabilities Education Act (IDEA)*
 - *Children’s Online Privacy Protection Act (COPPA)*
 - *Health Insurance Portability and Accountability Act (HIPPA)*
- Users of our network are required to adhere to state and federal law as well as board policy.
- Any violation of laws or policies through the use of district networks may result in discipline or litigation against the offender(s) by the proper authority.
- Our district will provide any information necessary to fully cooperate with the appropriate authorities in the civil and/or criminal process.
- Our district will not be responsible for any obligations resulting from any unauthorized use of the system, including, but is not limited to,
 - copyrighted material,
 - threatening or obscene material,
 - material protected by trade secret,
 - inappropriate materials of any kind or any other illegal act.

Acceptable use

- Our district provides computers and similar devices, network, e-mail and internet access to individuals as part of the learning environment.
- The use of these resources is a privilege and not a right.
- While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual.
- Violation of these guidelines may result in the loss of this privilege and may also result in discipline or litigation in accordance with board policy and state and federal law.
- With access to technology and to people all over the world comes the increased availability of material that may not be of educational value in the context of the school setting.
- Although the district firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may get material inconsistent with the educational goals of the district, the district still makes every effort to monitor and restrict ready access to known objectionable sites and to controversial or inappropriate materials.
- The district does not condone the use of controversial or offensive materials and cannot be held responsible for such unauthorized use.
- Use of technology and/or internet access for any

purpose that is inconsistent with the educational mission of the district is strictly prohibited.

- While the schools’ teachers and other staff will make reasonable efforts to supervise student use of network and internet access, they must have student and parent/legal guardian cooperation in exercising and promoting responsible use of this access.
- Due to the integration of technology in the educational process and the curriculum of the district, student use of technology is not optional. All students enrolled in the district understand that they will be using technology responsibly on a regular basis and are bound by the terms of district policy and individual school guidelines.

District internet safety & other terms of use

General access

- The internet can provide a vast collection of educational resources for students.
 - It is a global network that makes it impossible to control all available information.
 - Because information appears, disappears and changes constantly, it isn’t possible to predict or control what students may locate.
 - Our district makes no guarantees as to the accuracy of information received on the internet.
 - Although students will be under teacher supervision while on the network, it isn’t possible to constantly monitor individual students and what they are accessing on the network.
 - Some students might encounter information that is not of educational value.
 - The district will use technology protection measures to protect students from inappropriate access.

Online behavior program

- Efforts will be made to educate minors about appropriate online behavior, including
 - interacting with other individuals on social networking websites and in chat rooms,
 - cyberbullying awareness and response and
 - the safety and security of users when using electronic communication tools.

Off-campus conduct

- Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of technology if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools – including discipline for student harassment and bullying – regardless of whether the action involved district or personal equipment and regardless of the source of access.

Expectation of privacy

- Individuals should not have an expectation of privacy in the use of the district’s email, network systems, applications or equipment.
- The district may
 - open, read and copy emails sent or received on district email.
 - monitor an individual’s use on the district’s systems.
 - confiscate and/or search district-owned software or equipment.
- The district prohibits the use of its email or any application within its system for unprofessional and/or inappropriate purposes to include, but not be limited to
 - creating, transmitting or receiving data containing any language or depictions that could reasonably be perceived by others as being offensive, threatening, obscene, sexual, racist or discriminatory;

On our district website

Under General Info

Administrators & staff • Bell schedules • District departments & strategic plan • *Learning* newsletter • Parent Portal • School listings & profiles • State Report Cards • State SIC information 8 Strategic plan • Title 1 Parent Act • Volunteer application

Under Instruction

Accountability Act requirements • Adult Education • Exams/promotion/graduation • Gifted & talented programs • Grading/report cards • Homebound instruction • Individual graduation plans • Instructional Services Homepage • Internet/computer use • Pacing Guides • What we teach (information on our curriculum)

Under Discipline/Safety

Alive At 25 • Discipline codes • Dress code • Health • Immunizations • Punishment for crimes/firearms • Student complaints & grievances • Student records rules

Under Meals

Online meal pay info • Online application for free & reduced meals • Online meal pay info • Summer meal program • Breakfast & lunch menus

Under Calendars

Past & current calendars • Events calendar

Under Board of Trustees

Board policies • About our board • Agenda for next board meeting • Board meeting dates • Minutes for last board meeting • Our board members • Map of board voting districts

Under Employment

Employee complaints/grievances • Payroll schedules • Salary schedule • Vacancies for administration, teachers, support staff

Under Finance/Procurement

Administrative cost reporting • District budgets • Employee self-service • Financial audits • Municipal advisor disclosure • Procurement procedures • Spending transparency

- any use that violates local, state and/or federal laws or regulations; and
 - setting up or operating a commercial business.
- The district may confiscate and search personal electronic devices in accordance with regulations.

Use of personal devices by students

- With the approval of the school’s administration, students may bring their personal electronic communication devices (ECDs) from home.
- The use of an ECD is optional.
- If a student chooses to bring an ECD to school, he/she is responsible for its safekeeping and its use must fall within any limitations established by the school’s administration.

Personal use of district resources

- Limited personal use of district computers, the district network and the internet and electronic research and communications resources is permitted if it does not disrupt or interfere with the operation of the district and its instructional programs.
- Excessive personal use that may or does disrupt or interfere is prohibited.
 - Our district network is not a public access service or a public forum.
 - Our district retains the right to place restrictions on material accessed or transmitted by employees.

Appropriate care & handling of ECDs

- Students and employees are expected to handle ECDs with care and to follow school procedures for their use, storage and transport.
- The school/district may assess charges for intentional damage to devices or for loss or negligent damage to devices.

Student Complaints & Grievances (JCE)

In the interest of providing effective communication among students, teachers, staff and administrators, the board recognizes the need for a prompt and effective procedure for resolving student concerns, complaints or grievances at the lowest possible level.

The board encourages students to discuss their concerns or complaints informally with the teacher or staff member involved. Often, the cause of a problem or concern is merely a misunderstanding among the individuals involved.

If, at any time, a student believes that a formal mechanism for raising his/her concern or problem is needed, he/she should follow the procedure in this policy.

- Such a procedure will be available to all students of the district.
- At every level of the process, the parent/guardian is encouraged to be involved in the process, to assist the student in meeting the procedures required by the process and to participate in finding a resolution to the concern, complaint or grievance.
- A grievance is a claim by a student of a violation, misinterpretation or misapplication of a provision of board policies and administrative procedures or rules and regulations as they affect the student or work of the student.
- Students are encouraged to seek resolution of concerns, complaints or grievances under the procedure outlined in this policy and will have the right to do so with complete freedom from reprisal. It is important that concerns, complaints or grievances be settled without undue delay.
- The grievance may be appealed through each level to the board.
 - The original grievance and the response of the teacher or staff member involved will serve as the basis for each meeting.
 - The student and the teacher or staff member at the preceding level may summarize the facts previously presented.

Level I

- Step 1** – Any student having a grievance will first orally review or discuss such grievance with the teacher or staff member involved.
- Step 2** – If the discussion at Step 1 does not resolve the matter to the satisfaction of the student, the student has the right to present the grievance in writing to the teacher or staff member involved.
- The written grievance must contain a concise compilation of the facts upon which the matter is based and must include a reference to the specific policy, rule or regulation in question.
 - The student must present the matter in writing to the teacher or staff member involved within 5 school days after completing Step 1. Failure to do so will mean that the grievance no longer exists.
 - A copy of such grievance will be filed with the building principal.
 - The teacher or staff member involved will
 - » arrange a meeting with the student within 5 school days of receipt of the written grievance,
 - » provide the student with a written response to the grievance within 5 school days after the meeting and
 - » include in the response the name of the next level school staff member to whom the grievance may be appealed.

Level II

- Step 1** – If the decision of the teacher or staff member involved does not resolve the grievance to the satisfaction of the student or if no decision is made within the allotted time, the student may appeal in writing to the next school administrative level.
- Step 2** – On appeal to this level, the administrator
 - » will arrange a meeting within 5 school days of receipt of the grievance,
 - » may, at his/her discretion, hear witnesses and evidence directly and
 - » will respond in writing to the student within 5 school days of his/her hearing of the grievance.

NOTE: If the decision of a teacher or staff member is appealed to an assistant principal and the grievance is not resolved to the satisfaction of the student or if no decision is made within the allotted time, the student must then appeal to the principal of the school following Steps 1 & 2 above before moving to Level III.

Level III

- Step 1** – If the decision of the principal does not resolve the grievance to the satisfaction of the student or if no decision is made within the allotted time, the student may appeal in writing to the superintendent.
- Step 2** – On appeal to this level, the superintendent or his/her designee
 - » will arrange a meeting within 10 school days of receipt of the grievance
 - » may, at his/her discretion, hear witnesses and evidence directly and
 - » will respond in writing to the student within 10 school days of his/her hearing of the grievance.

Level IV

- Step 1** – If the action taken by the superintendent or his/her designee does not resolve the grievance to the satisfaction of the student, he/she may request in writing that the superintendent notify the board of the student's wish to be heard by the board.
- » The student's request must include a brief statement of the issues to be presented to the board.
 - » Failure to file such a request with the superintendent within 5 school days after receipt of the superintendent's decision on the grievance will cause the superintendent's decision to become the final judgment in the matter.
- Step 2** – Upon receiving the student's request to be heard by the board, the superintendent will, at the next regularly scheduled board meeting, deliver to the board in executive session the student's request and copies of all correspondence and decisions from Levels I, II & III.
- Step 3** – After examining these materials, the board may or may not grant the hearing request.
- » Written notice of the board's decision on the student's request will be rendered within 45 calendar days of the board's receipt of the request and sent to
 - student,
 - superintendent,
 - administrator(s) and
 - teacher/staff member involved.
 - » If the board decides to hear the matter, the student will receive written notice of date, time and place of hearing.
 - » Should the board decide to discuss the grievance with the student, the discussion will be informal and non-adversarial.

General provisions

- Reasonable adjustments to the timeframes set forth in this policy may be made at the request of either party.
- All notices to be given as part of this procedure by the administration should be served by certified mail, return receipt requested.
- At Level I & II/Steps 1 or Steps 2, the student may be represented by a parent.
- At Level III and IV, the student may be represented by an attorney with the cost borne by the student.
- The district will not provide legal counsel for the student.
- If the student chooses to be represented by legal counsel at Level III or IV, written notice to the superintendent of that intent must be given not later than 5 school days before the scheduled date of the hearing. Failure to give such notice could result in postponement of the hearing.
- No student will be the object of teacher or administrative reprisal, sanction or penalty of any kind for either activating or participating in the grievance procedure.
- Any hearing by the board will be private unless the student is not a minor and the student requests in writing that it be public.

Title VI, VII, Title IX, Section 504 of the Rehabilitation Act of 1973 & the Americans with Disabilities Act

The grievance procedures set forth above are to be used to process student complaints based on alleged violation of Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; and Titles I and II of the American with Disabilities Act of 1990 referred to as "civil rights grievances."

The above grievance procedure, however, shall be modified for civil rights grievances as follows:

- If the response of successive administrative levels below the superintendent do not resolve the grievance to the satisfaction of the student or if no decision is made within a designated time, the student may appeal in writing to the District's Civil Rights Coordinator if the complaint involves an alleged violation of the Civil Rights or to the Coordinator of Special Services if the complaint involves an alleged violation of Section 504.
- If the student fails to appeal within 5 school days of receipt of the written response, the right to appeal is waived.
- If an appeal is made to the Civil Rights Coordinator or the Section 504 Coordinator, an investigation, as may be appropriate, should be undertaken by individual.
 - Within 10 school days following any investigation, the Civil Rights Coordinator or Section 504 Coordinator will conduct a hearing and afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
- The Civil Rights Coordinator or Section 504 Coordinator shall render a decision on the matter within 10 school days after receipt of the grievance or if a hearing is conducted, within 10 school days after the conclusion of the hearing.
 - The decision, and any description of the resolution, shall be in writing, and a copy forwarded to the student.
 - After appeal to the Civil Rights Coordinator, the student may follow the procedures in accordance with the regular grievance policy.
- The right of a student to a prompt and equitable resolution of any civil rights grievance shall not be impaired by the student's pursuit of other remedies such as the filing of a complaint with the responsible federal department or agency.

Adopted July 2005

20 great art events coming this year

20 arts activities are planned this year, including several through the *Partners in Education* program of the John F. Kennedy Center for the Performing Arts.

The Nutcracker

Auditions..... **Sept. 14**

The Billy Jonas Band

Music • Grade 3 **Oct. 30**

The Lion & the Little Red Bird

Theatre • 4-year-old kindergarten ... **Nov. 2**

Rapunzel

Theatre • Grade 1..... **Nov. 8**

Rapunzel

Theatre • Grade 2..... **Nov. 9**

High School Honor Choir

Grades 9-12..... **Nov. 12-13**

Lancaster All-County Band Festival

Middle & high school (Grades 7-12)
..... **Nov. 16 & 17**

Scrooge

Dance • Kindergarten..... **Nov. 19**

The Nutcracker

Dance (Evening performance) **Nov. 19**

Glenis Redmond

Poetry • Grade 7 **Nov. 27**

Poetry Out Loud

Poetry • High school **Dec. 11**

Downtown Banner Project

Visual art students & community members
Grades K-12 **Jan. 7 – Feb. 8**
(Designs due to David Platts by Dec.3)

Spelling 2•5•5

Theatre • Grade 4..... **Jan. 15**

Spelling 2•5•5

Theatre • Grade 5..... **Jan. 16**

Spelling 2•5•5

Theatre • Grade 6..... **Jan. 17**

One Noble Journey

Theatre • Grade 8..... **Jan. 31**

Middle School Honor Choir

Grades 7 & 8 **March 4-5**

Youth Art Month Show

Opening of Banner Project in conjunction
with a reception at LCCA
Grades K-12 **March 14**

Elementary Honor Choir

Grade 5 **March 18-19**

Charlotte Symphony

Music • Grade 5 **April 3**

Board policy prohibits gangs in our schools

The Board of Trustees recognizes the harm done by the presence and activities of gangs in public schools.

Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities.

Gangs and gang activities are prohibited in our schools, according to:

Definition

- For purposes of this policy, a “gang” is any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the district.
- “Gang-related activity” includes but is not limited to the prohibited conduct set forth below.

Prohibitions

- No student on or about school property or at any school activity will be

allowed to

- wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang;
- engage in any act – either verbal or nonverbal, including gestures or handshakes – showing membership or affiliation with any gang; or
- engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to,
 - » soliciting membership in, or affiliation with, any gang;
 - » soliciting any person to pay for “protection,” or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - » painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property;

- » engaging in violence, extortion, or any other illegal act or other violation of school policy;
- » soliciting any person to engage in physical violence against any other person.

Violations of policy

- Students who violate this policy will be subject to the full range of disciplinary measures ranging from in-school suspension to expulsion based on the totality and severity of the circumstances and the principal’s discretion.
 - Law enforcement will be notified when violations of criminal law are detected.

Constitutional & Statutory Provisions

South Carolina Code, 1976, as amended

- Section 16-3-510 – Organizations and entities revised.
- Section 59-19-90 – General powers and duties of school trustees.
- Sections 59-63-210 through 270 – Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.
- Section 59-63-275 – Student hazing prohibited.
- Section 59-67-240 – Other duties of bus driver; discipline of students for misconduct.
- Section 59-63-110, et. seq. – Safe School Climate Act

State Board of Education Regulations

- R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Adopted May 15, 2007

How we handle bad checks

Our district uses **First Citizen’s ChecXchange and BB&T’s Check Track** services for electronic collection of returned checks written to schools. Collection of non-sufficient fund (NSF) checks will be made through an automatic withdrawal from the check writer’s account. South Carolina law allows a maximum “bad check” fee of \$30, which will be collected along with the returned check.

Behaviors referred to law enforcement

State law and board policy require that law enforcement be notified of criminal behavior committed on campus or during school-sponsored activities. Below are offenses that will be referred.

Alcohol

THE CRIME– Possession of alcohol by a minor

THE TIME– 30 days in jail and/or \$200 fine and suspension of driver’s license for 90 days, no matter where you are when you’re caught with the alcohol

Drugs

THE CRIME– Possession or distribution of a controlled substance or distribution of a look-a-like substance

THE TIME– From 30 days to 10 years in jail and fines

Fighting

THE CRIME– Disturbing schools

THE TIME– Six months in jail and/or up to \$1,000 fine

Fire alarms

THE CRIME– Disturbing schools

THE TIME– Six months in jail and/or up to \$1,000 fine

Thefts

THE CRIME– Larceny

THE TIME– Jail time and/or fine and restitution

Threats

THE CRIME– Any threat of violence or property damage to a student, teacher or principal

THE TIME– Up to a year in prison and/or fine

Vandalism

THE CRIME– Malicious injury to property

THE TIME– Six months in jail and/or up to a \$1,000 fine

Weapons

THE CRIME– Possession of a weapon on school grounds (includes brass knuckles, knives, guns, metal poles, mace, tear gas or any object considered a deadly weapon)

THE TIME– five years in jail and/or \$5,000 fine, **plus**, for guns and any explosive or incendiary type device, expulsion from school for one calendar year

Tougher laws

The punishment for a student who assaults a school employee or brings a firearm on campus is now tougher.

The School Safety Act of 1997 passed by the S.C. Legislature sets the punishment for a student who assaults a school employee at one year in jail or a \$1,000 fine.

Also, the S.C. Legislature has passed a law requiring that a student who brings a firearm to school be expelled from school for no less than one year.

“The board and the administration want to be sure parents and students understand that these laws are in place,” Superintendent Jonathan Phipps said. “Please talk with your children about these laws and be sure they understand the consequences they face.”

“The state obviously wants to be sure educators know that they’re working with students who’ve committed such acts.”

The assault law also requires the district to record the conviction in the student’s permanent record and to record any conviction of any violent crime committed in the community.

The law requires the district to notify each person who teaches the student that he has been convicted of a violent crime for as long as the student is in school.

The law leaves the district no choice but to tell teachers of a student’s criminal record.

“We don’t want to brand a child as a felon, but the law leaves us no choice. We must notify teachers,” Phipps said.

The firearm law leaves the Board of Trustees no choice but to expel a student from school for no less than one year if it is determined that the student brought a firearm to school or to a school-sponsored event.

Student convicted of violent crimes faces tough punishment

Provisions of School Safety Act

- Any student convicted of assault and battery of a school employee shall be subject to one year in jail or a \$1,000 fine.
- The conviction of such a student will be entered into the student’s permanent record as will any conviction of any violent crime committed in the community.
- The teacher of any student convicted of a violent crime or assault on a school employee will be notified of such a conviction for as long as the student is enrolled in school.

What the firearm law says

- The district board of trustees must expel for no less than one year a student who is determined to have brought a firearm to school or any setting under the jurisdiction of a local board of trustees.
- The expulsion must follow the procedures established pursuant to Section 59-63-240.
- The one-year expulsion is subject to modification by the district superintendent of education on a case-by-case basis.
- Students expelled pursuant to this section are not precluded from receiving educational services in an alternative setting.
- Each local board of trustees is to establish a policy which requires the student to be referred to the local county officer of the department of juvenile justice or its representative.

A “firearm” means not only a gun but any explosive or incendiary type device.

“The board and the administration want to be sure parents and students understand that such an expulsion could cost them two years of school,” Phipps said.

An expulsion under the law that happens after the first 10 days of the school year could result in the student losing school credit for two years in a row because the student could not return until one year later at a point too late to gain credit for that year.

Tough dress code designed to help students

Dress Code – Board Policy JCDB

The responsibility for the dress and appearance of a student rests with that student and his parents/guardians. The student and his parents/guardians have the right to determine how the student dresses, providing the dress and grooming

- are not destructive to school property,
- comply with health and safety requirements,
- don’t interfere with the educational process or disrupt a recognized school function and
- reflect respect for the student, the school and the community.

The following items are minimum requirements for student dress code regulations established by schools:

- Clothing and/or hair should not be so extreme or inappropriate to the school setting as to disrupt the education process. For that reason, clothing deemed distracting, revealing, overly suggestive or otherwise disruptive will not be permitted.
- Wearing accessories or clothing that could pose a safety threat to the student or others is not allowed.
- Hats and sunglasses may not be worn in the building.

- Attire must not evidence membership or affiliation with a “gang” in any negative sense of the term.
- Appropriate, safe shoes must be worn at all times.
- Attire must not be immodest, obscene, profane, lewd, vulgar, indecent or offensive.
- Clothing that inappropriately exposes body parts is not permitted. Students will not expose undergarments.
- Pants must be worn at the natural waistline and undergarments aren’t to be visible. Pants and slacks must not bag, sag or drag.
- No clothing, jewelry, or tattoos are permitted that display profanity, suggestive phrases, or advertisements for – or messages or pictures depicting or suggesting – alcohol, tobacco, drugs, sex or any other inappropriate or illegal behavior.

The administration has the responsibility of ensuring that student dress meets the criteria above and may make reasonable rules to restrict or govern student dress.

Adopted March 16, 2010

consistent dress code.”

Contact your school for its specific dress code.

at each level,” Phipps said. “This tougher policy gives our school administrators and faculties the support they need to enforce a

Surveillance on district property

Surveillance equipment

- Surveillance equipment may be installed to monitor public spaces including, but not limited to, meeting rooms, hallways and parking lots.
- Surveillance equipment may also be installed on buses.
- Surveillance equipment will not be installed in individual offices or classrooms without the specific authorization of the superintendent/designee.
- Individuals may not make recordings on school property, including classrooms, hallways, offices, meeting rooms, parking lots and buses at any time, without knowledge and approval of appropriate school employee.
 - The exception to this rule would be extracurricular events or school-day events open to parents or the public that are recorded by parents, students or other individuals as a historical record for a person connected to the event.

Custody of district recordings

- The principal or his/her designee will have custody of and maintain recordings made by the district in public spaces.
- The transportation director will have custody of and maintain recordings made on buses.
- All recordings must be maintained in a secure location to which students do not have access.

Access to district recordings

- Recordings made by the district are the exclusive property of school district.
- The district will release or allow viewing/hearing of recordings only in certain defined situations, consistent with state and federal law, including the Family Education Rights and Privacy Act.
- Recordings will not be loaned, sold, rented, leased or otherwise made available outside the district without superintendent/designee’s written permission.
- A media request to view or listen to a recording should be routed through the public information director.
- A parent/legal guardian may request to review a recording of alleged incident involving his/her child.
- The principal or his/her designee will determine whether it is appropriate for a parent/legal guardian to review a recording in consultation with the superintendent or his/her designee and/or legal counsel.
 - If a review is permitted, the principal or his/her designee will be present when the parent/legal guardian reviews the recording.
 - The parent/legal guardian may view only the portion of the recording that pertains to his/her child.

- Parents/legal guardians, the media and others may not duplicate or make any type of recording except with the written permission of the superintendent or his/her designee.

Reusing/erasing recordings

- Recordings may generally be recycled or reused after a period of 30 days.
- However, if an incident is reported or a request is made to view, listen to or copy a recording, the recording will be kept as long as needed, including time for any appeals resulting from disciplinary or other actions.

Reporting violations

- Any person who has reason to believe that a recording is being made or used in violation of the policy or this administrative rule or in an otherwise improper manner should immediately notify the appropriate administrator.
- Once the administrator is notified of a possible violation, he/she must notify the superintendent or his/her designee of the allegations.
- The appropriate administrator must
 - investigate the allegations,
 - take appropriate remedial or disciplinary actions as necessary and
 - notify superintendent or his/her designee of the outcome of the investigation and the remedial or disciplinary actions taken.

Penalties for improper use

- Any employee who violates the terms of the policy or this administrative rule or otherwise misuses a recording device will be subject to disciplinary action, up to and including discharge.
- Any student who violates the terms of the policy or this administrative rule or otherwise misuses a recording device will be subject to disciplinary action in accordance with the district’s student behavior code.
- Any individual who violates the terms of the policy or this administrative rule or otherwise misuses a recording device will be subject to appropriate legal action.
- Violations of U.S. or S.C. laws may subject a person to criminal prosecution.
- Any person who damages a district recording device will be charged the cost to repair or replace damaged equipment. In the case of a student, the student(s)’ parent/legal guardian will be liable, and the student will face appropriate disciplinary action.

Notice requirements

- Students, parents/legal guardians and employees must be notified annually that students, employees and visitors are subject to being videotaped in public spaces, including hallways, meeting rooms, parking lots and on buses at any time.
- Notices must be conspicuously posted on school property at all regular entrances and all other access points on school grounds and should advise individuals that they are subject to being recorded at any time in any public spaces, including hallways, meeting rooms, parking lots and on buses.

Use of recordings in discipline proceedings

- The school administration may use recordings as evidence in student disciplinary proceedings.
 - The parents/legal guardians will be notified in advance of the disciplinary proceeding that the administration intends to introduce a recording during the proceeding.
 - The administration will provide parents/legal guardians an opportunity to view the recording before the proceeding.
- The district may use recordings as evidence in employee grievance proceedings.
 - The employee will be notified in advance of the disciplinary proceeding that the district intends to introduce a recording during the proceeding.
 - The district will provide the employee an opportunity to view the recording before the proceeding.

Other uses of recordings

- Recordings may be used for legitimate training purposes inside the district.
- Original recordings required as evidence in criminal, family or other court actions will be maintained by the safety director.
 - A recording used as evidence in a criminal or family court proceeding will be maintained by the safety director for a period of two years.
 - A recording of an incident resulting in injuries or fatalities will be secured as soon as practicable, sealed in an envelope and sent to safety director.
 - » The safety director, in consultation with the superintendent/designee and/or legal counsel, will determine disposition of the recording.
 - Recordings showing potential evidence of criminal activity will be evaluated by the safety director and/or resource officer for evidentiary value and referral to the appropriate law enforcement agency.

Searches & seizures on district property

Students do not lose their constitutional rights upon entering school premises. The Fourth Amendment to the U.S. Constitution protects all citizens, including students from unreasonable searches.

However, students and their belongings are subject to reasonable searches and seizures when administrators have a belief, reasonable under the circumstances,

- that a student committed a crime or a violation of a school rule and
- that such a search will reveal contraband or evidence of a violation of a school rule or a criminal law.

Any search conducted must be reasonable in scope giving the age and sex of the student and the nature of the alleged infraction.

Only the principal or his designee may conduct such searches within the constitutional parameters outlined above unless exigent circumstances exist that require another staff member to take immediate action for safety reasons.

Searches - lockers & desks

Schools provide lockers and/or desks to students for their use during the school year.

- Schools retain ownership of both.

- School officials may conduct unannounced searches at any time to maintain health and safety standards.

Searches with metal detectors

The administration is authorized to use stationary or mobile metal detectors when

- the administration in any school has reasonable suspicion to believe that weapons or dangerous objects are in the possession of unidentified students;
- a pattern of weapons has occurred or dangerous objects have been found at a school, on school property, at a school function or in the vicinity of a school; or
- violence involving weapons has occurred at a school or on school property, at school functions or in the vicinity of a school.

School personnel operating the metal detectors must comply with the rules and regulations for the use of such devices as adopted by the Board of Trustees.

Surveillance of students

- Surveillance may be used in areas where students have no expectation of privacy such as but not limited to buses, classrooms, parking lots, lunch rooms and halls.

Interrogations by school personnel

Teachers and principals may question students about any matter pertaining to the operation of a school and/or enforcement of its rules.

- The staff member will conduct the questioning discreetly and under circumstances that will avoid unnecessary embarrassment to the person being questioned.
- Any student who answers falsely or evasively or who refuses to answer a proper question may be disciplined.

Interrogations by law enforcement personnel

When law enforcement officers find it necessary to question students during the school day, the school principal or his designee will be present.

- The law enforcement officers will conduct the questioning with the principal or his designee present.
- The principal or his designee will attempt to contact the parent/legal guardian and request his attendance.
- If law enforcement officers intend to take a student into custody or arrest a student, they must present an official warrant.
- The principal will assist law enforcement officers in assuring that all proce-

dural safeguards as prescribed by law, are observed.

- School officials must attempt to notify parents if their child is taken into custody by a law enforcement officer.

Disposal of illegal items/substances

The district will arrange with local law enforcement agencies custodial and disposal procedures for illegal items/substances that are confiscated by school officials.

When an administrator confiscates an illegal item or substance, he must

- if the item/substance is not needed for an in-district hearing, call the designated law enforcement agency to pick up the item/substance for use in criminal prosecution, if needed, or for disposal
- OR**
- if the item/substance is needed for an in-district hearing, call the designated law enforcement agency to pick up the item/substance for safekeeping until the hearing and then disposal.

Adopted Aug. 20, 1996

Constitutional & Statutory Provisions

United States Supreme Court Cases

- New Jersey v. T.L.O.- U.S.-, 105 S. Ct. 733 (1985)

Sexual harasssment policy

A learning and working environment that is free from sexual harasssment will be maintained.

Authority

- ◆ No employee will harass a student through conduct or communications of a sexual nature as defined below.
- ◆ Also, no student will harass other students through conduct of communications of a sexual nature as defined below.

Definitions

- ◆ Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student or employee constitute sexual harassment when
- ◆ submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
- ◆ submission to or rejection of such conduct by an individual is used as the

- basis for academic decisions affecting that individual; or
- ◆ such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.
- Sexual harassment, as defined above, may include but is not limited to
- ◆ verbal harassment or abuse;
- ◆ pressure for sexual activity;
- ◆ written contact including
 - sexually suggestive or obscene letters, notes, invitations or
 - computer terminal messages of a sexual nature;
- ◆ verbal contact including sexually suggestive or obscene comments, threats or jokes about a student or an employee;
- ◆ physical contact including
 - any intentional pats, squeezes, touching or pinching,
 - repeatedly brushing up against another's body,
 - assault,

- blocking movement or
- coercing sexual contact; and
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades.

Procedures

- When a student feels that he has been a victim of sexual harassment, the student needs to verbally express to the accused that the harassment is unwanted.
- ◆ Any person who alleges sexual harassment by any staff member or student may use the district's complaint procedure or may complain directly to the building principal, assistant principal or guidance counselor.
 - The principal will be responsible for conducting a full investigation of the complaint.
 - The parents of the victim and the accused will be informed of the incident and the complaint.
 - ◆ Filing a complaint or otherwise reporting sexual harassment will not reflect negatively upon the individual's status

- nor will it affect future employment, grades or work assignment.
- ◆ The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the district's obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has taken place.

Disciplinary action

- ◆ A substantiated charge against a staff member will subject the staff member to disciplinary action, including discharge.
- ◆ A substantiated charge against a student will subject that student to disciplinary action including suspension or expulsion, consistent with the Student Discipline Code.

Adopted Aug. 20, 1996

Constitutional & Statutory Provisions

- Federal statutes
- Title IX of the Education Amendments of 1972

Harassment, intimidation, bullying policy

The board prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties.

- These acts will include any act that interferes with or disrupts a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether
- ◆ in a classroom,
 - ◆ on school premises,
 - ◆ on a school bus or other school-related vehicle,
 - ◆ at an official school bus stop,
 - ◆ at a school-sponsored activity or event whether or not it is held on school premises, or
 - ◆ at another program or function where the school is responsible for the student.

- Harassment, intimidation or bullying is defined as
- ◆ a gesture,
 - ◆ an electronic communication or
 - ◆ a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the following:
 - ◆ harming a student physically or emotionally,
 - ◆ damaging a student's property,
 - ◆ placing a student in reasonable fear of personal harm or property damage or
 - ◆ insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, orderly operation of the school.

- Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent.
- ◆ Complaints will be investigated promptly, thoroughly and confidentially.
 - ◆ All school employees are required to report alleged violations of this policy to the principal or his/her designee.
 - ◆ Reports by students or employees may be made anonymously.
 - ◆ The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying
 - ◆ The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying.

- The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner.
- ◆ Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and district.
 - ◆ Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee.

- ◆ Individuals may also be referred to law enforcement officials.
 - ◆ The district will take all other appropriate steps to correct or rectify the situation.
- The superintendent will be responsible for
- ◆ developing procedures for implementing this policy,
 - ◆ ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers and members of the community including its applicability to all areas of the school environment as outlined in this policy and
 - ◆ ensuring that a process is established for discussing the district policy with students.

Adopted January 16, 2007

Constitutional & Statutory Provisions

- South Carolina Code, 1976, as amended**
- Section 16-3-510 – Organizations and entities revised.
 - Section 59-19-90 – General powers and duties of school trustees.
 - Sections 59-63-210 through 270 – Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.
 - Section 59-63-275 – Student hazing prohibited.
 - Section 59-67-240 – Other duties of bus driver; discipline of students for misconduct.
 - Section 59-63-110, et. seq. – Safe School Climate Act.
- State Board of Education Regulations**
- R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy prohibits hazing by students or adults

- The district prohibits hazing by students, staff and third parties as a part of any school-sponsored activity.
- All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting or engaging in any hazing activity.
- Further, no administrator, coach, sponsor, volunteer or district employee will permit, condone or tolerate any form of hazing.
- ◆ For purposes of this policy, state law defines hazing as "the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily

- harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, OR other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature."
- ◆ Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates.
- ◆ Any student who feels he/she has been subjected to hazing is encouraged to file a complaint with the principal.
 - All complaints will be investigated promptly and confidentially.

- The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing.
- ◆ Any student or employee who is found to have engaged in hazing will be subject to disciplinary action, up to and including termination in the case of an employee or expulsion in the case of a student.
 - Individuals may also be referred to law enforcement officials.
 - The district will take all other appropriate steps to correct or rectify the situation.

Adopted April 20, 2004

Constitutional & Statutory Provisions

- South Carolina Code, 1976, as amended**
- Section 16-3-510– Organizations & entities revised.
 - Section 59-19-90– General powers and duties of school trustees.
 - Sections 59-63-210 through 270– Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.
 - Section 59-63-275– Student hazing prohibited.
 - Section 59-67-240– Other duties of bus driver; discipline of students for misconduct.
- SC Board of Education Regulations**
- R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Discipline

Our elementary and secondary discipline plans

The elementary, middle and high school discipline plans are based on four beliefs.

- Our students consistently bring honor and distinction to themselves, their parents, the school district and their communities.
- Our students’ academic accomplishments, community service and co-curricular activities are well known.
- Our students, in general, are excellent citizens and
 - are rarely absent or tardy,
 - recognize the importance of learning,
 - enjoy the challenges of increased responsibility,
 - form healthy relationships with staff and other students,
 - take part in school activities and
 - meet the demands of growing up and getting an education in a most satisfactory manner.
- A few students
 - seem unwilling to accept responsibility for their own behavior and
 - sometimes make it difficult for other students to learn.

Our discipline plans identify unacceptable behaviors, outline procedures for staff to follow in administering the plan and list consequences for students whose

Be part of the solution
by turning in the problem

Safe Schools

Two ways to report school crime & make school safer

 **By Phone**
285-6009
or
1-800-277-LCSD

 **By form**
Bryan Vaughn
Safety/Transportation
300 South Catawba Street
Lancaster, SC 29720

Pick up a form at school
or just write a letter.

behavior is unacceptable.

- Each student, parent and school employee will receive a copy of the plan.
- The community will be made aware of the plan.
- A copy of the appropriate plan will be provided to any resident upon request.

The board is given the authority to expel, suspend or transfer any student by

Help us keep our schools safe

Working together, we can continue our tradition of safe schools. Below is information that we want to be sure you know.

- No firearms or explosives of any kind are allowed on school grounds, including firearms stored in vehicles driven onto school grounds by adults. State law strictly prohibits this, and all violators will be prosecuted.
- All visitors must register with the school office as they arrive. Anyone failing to do so will be in violation of state law and may face prosecution.

- Conduct at sporting events and other extracurricular events will be closely monitored, and all board policies and state laws will be strictly enforced.
- Please be reminded that a dog trained to find drugs will be used on a routine basis in school buildings and parking lots.

Thanks for your cooperation in making our schools safe havens for learning.

Sincerely,
Bryan Vaughn
Safety/Transportation Director

Section 59-63-210, S.C. Code. The statute also gives a student the right to petition for readmission.

- Any district board of trustees or its designee may authorize or order the expulsion, suspension or transfer of any student for
 - a commission of any crime,
 - gross immorality,
 - gross misbehavior,
 - persistent disobedience,
 - violation of written rules and regulations established by the district board or the State Board of Education or

- when the presence of the student is detrimental to the best interest of the school.
- Every expelled student will have the right to petition for readmission for the succeeding school year.
- Expulsion or suspension prohibits a student from
 - entering the school or school grounds, except for a prearranged conference with an administrator,
 - attending any day or night school functions or
 - riding a school bus.

Elementary code sets levels of misbehavior

Disruptive behavior – Level I misbehavior

Acts of misbehavior	Enforcement procedures
1. Student behavior that disrupts orderly classroom/school procedures or violates classroom or school rules but is not directed at himself/herself, another person or property	1. A staff member will take immediate action to address the misconduct. 2. Parent/guardian will be informed of continuing misconduct. 3. A record of interventions and disciplinary actions will be maintained.

Disruptive behavior – Level II misbehavior

Acts of misbehavior	Enforcement procedures
1. Student behavior that is disruptive and/or aggressive and is directed at himself/herself, another person, or property	1. A school administrator will confer with staff member and take immediate action to address the misconduct. 2. Parent/guardian will be notified. 3. Due process procedures will be followed. 4. A record of interventions and disciplinary actions will be maintained.

Disruptive behavior – Level III misbehavior

Acts of misbehavior	Enforcement procedures
1. Student behavior that is extremely disruptive, aggressive, and/or a legal violation. (Law enforcement will be contacted)	1. A school administrator will confer with staff member and take immediate action to address the misconduct. 2. The administrator will contact parent/guardian. 3. Due process procedures will be followed. 4. A record of interventions and disciplinary actions will be maintained.

Possession of firearm, explosive, similar device

Under state law, any student who brings one of these illegal items to school, **including an elementary school student**, must be expelled for **one calendar year**, beginning at the date of expulsion.

Protocol for student threats to self or others

A staff member who learns, either directly or indirectly, that a student has threatened to harm self or others should immediately report this matter to the principal/designee.

The school principal or designee:

- Immediately investigates and substantiates the threat and provides supervision of the student by a staff member(s),
- Contacts the parent/guardian to come to the school to pick up the student and contacts law enforcement to report the threat,

- Upon parent/guardian arrival, provides details of the threat and requires that student be immediately taken to a licensed medical provider (licensed mental health or licensed physician) for a threat assessment and informs parent/guardian that law enforcement has been notified,
- Prior to student returning to school, parent/guardian must provide a letter from the licensed medical provider who conducted the threat assessment stating the student is not a threat to self or others,

- If it is determined that the student cannot return to school, the Medical Homebound process should be initiated,
- Upon approval to return to school, the principal, parent/guardian, and other appropriate staff have a Student Assistance Team meeting to determine appropriate intervention strategies and/or recommend a referral for an evaluation,
- The principal may choose to initiate disciplinary action according to district policy and procedure, if warranted.

Intervention/ disciplinary action

For Levels I, II & III
Extenuating circumstances give the principal or school disciplinarian the right to use his discretion regarding disciplinary action.

- Action taken by the teacher and/or school administrator will be in accordance with district and school-based interventions and discipline procedures and based on the duration and/or severity of the misconduct.
- Early parent/guardian involvement to address student misconduct is important.
- The school administrator is given discretion regarding disciplinary action under extenuating circumstances. Interventions and disciplinary actions may include but are not limited to
 - Student conference
 - Parent/guardian conference
 - Isolated work time
 - Time-out
 - Student Assistance Team referral
 - Detention
 - In-school suspension
 - Out-of-school suspension
 - Behavior contract (including positive options)
 - Agency involvement
 - Law enforcement contact
 - Expulsion

For off-campus behavior

Any off-campus student behavior that impairs or has a debilitating effect on the ability of school officials to maintain appropriate discipline at school will be subject to the disciplinary action authorized by the above code.

For disabled students

A student identified as having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Vocational Rehabilitation Act of 1973 shall be disciplined within the parameters of the Board of Trustees’ discipline, suspension and expulsion policies, the district elementary and secondary discipline plans and the district discipline procedures for Students with Disabilities, unless otherwise stipulated by the student’s Individual Education Program (IEP) or 504 Accommodation Program.

Middle school plan sets levels of misbehavior

Middle school disorderly behavior – Level I misbehavior


Acts of misbehavior <ol style="list-style-type: none">1. Student behavior that impedes orderly classroom/school procedures or that violates school rules2. Level I offenses that are not disruptive actions by a student directed at himself, another student or property	Enforcement procedures <ol style="list-style-type: none">1. Upon observation or notification and verification of an offense by a student, a staff member will take immediate action to rectify the misconduct and will apply the appropriate punishment.2. A complete record of the procedures will be maintained.3. The student’s parent/guardian will be notified.	Disciplinary action <p>The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action</p> <ul style="list-style-type: none">• Student/teacher conference• Student/team conference• Parent/teacher conference• Student/administrator conference• Lunch detention• After-school detention• Referral to Student Assistance Team• One to three days in-school suspension
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Middle school disruptive behavior – Level II misbehavior

Acts of misbehavior <ul style="list-style-type: none">• Disruptive behavior by the student directed at himself, another person or property• Aggressive behavior toward or threatening another student <ol style="list-style-type: none">1. Failing to identify himself to a staff member2. Committing forgery3. Behaving in a severely disruptive manner4. Being disrespectful or disobedient to a staff member5. Communicating obscenities6. Being absent from class or school without authorization7. Using fireworks (Law enforcement will be contacted)8. Visibly displaying, activating or using a cell phone or other electronic telecommunications device during the continuous academic day9. Throwing rocks or other objects at a student or indiscriminately on school property or a school bus10. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant11. This list of offenses is not all inclusive.	Enforcement procedures <ol style="list-style-type: none">1. Upon observation or notification and verification, a staff member will report to an administrator who will take appropriate disciplinary action and notify the student’s parent/guardian.2. The staff member and administrator will follow established due process procedures.3. A record of the procedures will be kept.4. The student will make restitution in all cases for which it is appropriate.5. The administrator will confiscate cell phone.	Disciplinary action <p>The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action</p> <p>The principal or school disciplinarian will take appropriate action that may include, depending on repetitions of offenses</p> <ul style="list-style-type: none">– One to five days in-school suspension– One to five days out-of-school suspension <p>Repeated offenses</p> <ul style="list-style-type: none">– The Student Assistance Team– Juvenile Arbitration– The Department of Juvenile Justice– Recommended expulsion. A student recommended for expulsion will receive 10 days out-of-school suspension
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Middle school criminal behavior simple – Level III misbehavior

Acts of misbehavior <ol style="list-style-type: none">1. Fighting, contributing to a fight or threatening another student (Law enforcement will be contacted)2. Committing assault and/or battery (Law enforcement will be contacted)3. Extorting and/or blackmailing a student (Law enforcement will be contacted)4. Committing extreme misconduct5. Committing a theft and/or possession of stolen property of less than \$50 (Law enforcement will be contacted)6. Smoking or possessing tobacco products or related objects7. Committing vandalism of less than \$50 (Law enforcement will be contacted)8. Committing sexual harassment (Law enforcement will be contacted)9. Brandishing a weapon (Law enforcement will be contacted)10. Gross disrespect or disobedience to a staff member, using profane or disrespectful language or gesturing in a profane or disrespectful manner at a staff member11. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant12. Possessing a weapon, look-a-like gun or knife that does not violate state law (Law enforcement will be contacted)13. This list of offenses is not all inclusive.	Enforcement procedures <ol style="list-style-type: none">1. An administrator will confer with the appropriate staff member and take the proper action.2. If warranted, the student will be removed immediately from school and the parent/guardian will be notified.3. If appropriate, the administrator will contact law enforcement authorities.4. The staff member and administrator will follow established due process procedures.5. The student will make restitution in all cases for which it is appropriate.	Disciplinary action <p>The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action</p> <p>First offense</p> <ul style="list-style-type: none">– Five days out-of-school suspension (First time violators of smoking or smoking paraphernalia ban are required to go to a tobacco resistance workshop sponsored by the school district instead of the five days out-of-school suspension) <p>Second offense</p> <ul style="list-style-type: none">– The principal’s supervisor must be notified of the student’s second offense– 10 days out-of-school suspension, or the principal may recommend expulsion <p>Third offense</p> <ul style="list-style-type: none">– Recommended expulsion. Students recommended for expulsion will receive 10 days out-of-school suspension.– For a third offense of #6 under Acts of Misbehavior, the parent/guardian and student must contract for counseling with the Lancaster County Commission on Alcohol and Drug Abuse
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 Middle school levels IV & V on next page

Discipline action for off-campus behavior <p>Any off-campus student behavior that impairs or has a debilitating effect on the ability of school officials to maintain appropriate discipline at school will be subject to</p>	the disciplinary action authorized by the above code.
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Discipline of students with disabilities <p>A student identified as having a disability under the Disabilities Education Act (IDEA) or Section 504 of the Vocational Rehabilitation Act of 1973 shall be disciplined within the parameters of the Board of Trust-</p>	ees’ discipline, suspension and expulsion policies, the district elementary and secondary discipline plans and the district discipline procedures for Students with	Disabilities, unless otherwise stipulated by the student’s Individual Education Plan (IEP) or 504 Accommodation Plan.
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Middle school criminal behavior aggravated – Level IV misbehavior

Acts of misbehavior

1. Committing assault and/or battery of an aggravated nature (Law enforcement will be contacted)
2. Blackmailing, threatening, harassing or intimidating a staff member or a student by one or more students (Law enforcement will be contacted)
3. Making a bomb threat, pulling a fire alarm or making false 911 call (Law enforcement will be contacted)
4. Possession, consumption, use, or under the influence of alcohol, drugs or a controlled substance or a copy-cat substance (Law enforcement will be contacted)
5. Committing gross immorality
6. Committing malicious vandalism more than \$50 or to any piece of school property (Law enforcement will be contacted)
7. Committing theft and/or possession of stolen property greater than \$50 (Law enforcement will be contacted)
8. Aiding, abetting or concealing any of above misbehaviors means punishment as principal participant
9. This list of offenses is not all inclusive.

Enforcement procedures

1. The administrator will confer with the appropriate staff member and take the proper action.
2. The student will be removed immediately from school and the parent/guardian will be notified.
3. The administrator will confer with parents.
4. The staff member and administrator will follow established due process procedures.
5. If appropriate, the principal will contact law enforcement authorities.
6. The student will make restitution in all cases for which it is appropriate.

Disciplinary action

The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action

First offense

- The principal’s supervisor must be notified of the student’s first offense.
- 10 days out-of-school suspension or the principal may recommend expulsion.
- For a first offense of #4 under Acts of Misbehavior, the parent/guardian and student must contract for counseling with the Lancaster County Commission on Alcohol and Drug Abuse.

Second offense

- Recommended expulsion. Students recommended for expulsion will receive 10 days out-of-school suspension.

Middle school criminal behavior flagrant– Level V misbehavior

Acts of misbehavior

1. Possession with intent to distribute or distribution of alcohol, drugs, an unauthorized controlled substance or a copy-cat substance as defined by law or by board policy (Law enforcement will be contacted)
2. Possessing, brandishing, pointing, or discharging a firearm, pellet gun or any other projectile-type weapon (Law enforcement will be contacted)
3. Setting a fire or attempting to set a fire (Law enforcement will be contacted)
4. Assault and battery of a school employee (Law enforcement will be contacted)
5. Sexual assault (Law enforcement will be contacted)
6. Possession of any knife, brass knuckles or other object that violates state law (Law enforcement will be contacted)
7. Flagrant refusal to follow an administrative directive, such as to leave campus, submit to a search or comply with an oral command and battery
8. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant

Enforcement procedures

1. The administrator will confer with the appropriate personnel and record for the record pertinent facts.
2. The student will be removed immediately from school and the parent/guardian will be notified.
3. The administrator will confer with parents and district office personnel.
4. The administrator will follow due process procedures.
5. The principal will contact law enforcement authorities.

Disciplinary action

The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action

First offense

- The principal’s supervisor must be notified of the student’s first offense.
- Recommended expulsion. Students recommended for expulsion will receive 10 days out-of-school suspension.

Possession of any firearm, explosive or similar device

- Recommended expulsion for one calendar year, beginning at the date of expulsion.

Possession with intent to distribute or distribution of alcohol, drugs, an unauthorized controlled substance or a copy-cat substance

- For first offense, the parent/guardian must contract with the Lancaster County Commission on Alcohol and Drug Abuse.

The use of corporal punishment

The authority to administer corporal punishment

In South Carolina, local school boards have been empowered to provide for the corporal punishment of any pupil that it deems just and proper by Section 59-63-260, S. C. Code. Two U. S. Supreme Court decisions have affirmed the constitutionality of the use of corporal punishment in the public schools – Baker vs. Owen, 423 U. S. 907 (1975) and Ingram vs. Wright, 51 L.Ed 2d 711 (1977).

The persons who can administer corporal punishment

Principals and assistant principals in grades K-6 and principals, assistant principals or principals’ designees in grades 7-9, excluding grade 9 in a 9-12 high school, are authorized by the Board of Trustees to administer corporal punishment to students under the guidelines below, provided the administrator/designee and the student in grades 7-9 are of the same sex.

The guidelines for administering corporal punishment

As a matter of board procedure, reasonable corporal punishment of a student is permitted as a disciplinary measure to preserve an effective educational environment free from disruption and conducive to the furthering of the educational mission of the board.

- Corporal punishment should be used only after other corrective measures have been used without success.

- Corporal punishment may be used only when the student is informed beforehand of the specific misconducts that could result in corporal punishment.
- The only exception is when a student’s misconduct is so anti-social or disruptive that it shocks the conscience. Subject to this exception, corporal punishment should never be used as a first line of punishment.
- Before administering corporal punishment, the principal or assistant principal must consider
 - the seriousness of the offense,
 - the nature and severity of the punishment,
 - the student’s attitude,
 - the student’s past behavior,
 - the student’s age and
 - the student’s physical condition.
- Corporal punishment must be reasonable and moderate.
- Corporal punishment may not be administered maliciously or for the purpose of revenge.
- The only corporal punishment permitted will be paddling on the buttocks.
- The time from when the offense is committed to when the punishment is administered should not be so long as to cause undue anxiety in the student.
- A teacher or principal must punish corporally in the presence of a second professional school employee.

- The professional school employee witnessing the corporal punishment must be informed beforehand and in the student’s presence of the reason for the punishment.
- The student need not be afforded a formal opportunity to present his side to the professional school employee witnessing the corporal punishment.

The records that must be maintained when corporal punishment is used

A disciplinary record of corporal punishment must be maintained.

- The disciplinary record must contain
 - the name of the student,
 - the type of misconduct,
 - any previous disciplinary actions,
 - the type of corporal punishment administered,
 - the name of the person administering the punishment,
 - the names of witnesses present and
 - the date of the punishment.
- A professional school employee who administers corporal punishment must provide the child’s parent, upon request, a written explanation of the reasons for corporal punishment, including the information contained in the discipline record.

High school plan sets levels of misbehavior

High school disorderly behavior – Level I misbehavior

Behavior by a student that tends to impede orderly classroom/school procedures or acts contrary to rules, regulations.

Acts of misbehavior

1. Behaving aggressively
2. Cheating (results in grade of zero)
3. Chewing gum in building
4. Failing to return to school any notice or report that requires parental acknowledgement
5. Failing to complete an assignment or carry out directions from a teacher or an administrator
6. Fraternizing with an unauthorized visitor
7. Gambling
8. Wearing a hat in a building
9. Bringing radio or recording device onto school property
10. Leaving books in unauthorized area
11. Leaving cafeteria trays or sitting on desks or tables
12. Littering
13. Loitering in an unauthorized area
14. Behaving loudly or boisterously or running in a building
15. Exhibiting other disorderly conduct
16. Being out of class without a pass
17. Parking in an unauthorized place
18. Possessing obscene materials or an obscene article
19. Using profanity or gesturing in an obscene way
20. Displaying public affection
21. Being tardy to school or class without an excuse
22. Failing to serve an assigned punishment
23. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant
24. This list of offenses is not all inclusive.

Enforcement procedures

1. Upon observation or notification and verification of an offense by a student, a staff member will take immediate action to rectify the misconduct and will apply the appropriate punishment.
2. A complete record of the procedures will be maintained.
3. The student’s parent/guardian will be notified.

Disciplinary action

The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action
Note: Indian Land High uses a 2-hour after-school detention instead of in-school detention

First offense

- One detention

Second offense

- Two detentions

Third offense

- Three detentions

Fourth offense

- Parent conference and one day in-school suspension

Fifth offense

- One to three days in-school suspension
- The fifth offense is treated as a first offense Disruptive Behavior and must receive the designated disciplinary action

High school disruptive behavior – Level II misbehavior

Inappropriate behavior by a student directed against himself, another person or property.

Acts of misbehavior

1. Being disrespectful or disobedient to staff member
2. Failing to identify himself to a staff member
3. Committing five or more acts of disorderly misconduct
4. Committing forgery
5. Behaving in a severely disruptive manner
6. Communicating obscenities
7. Visibly displaying, activating or using a cell phone, pager or other telecommunications device during the continuous academic day
8. Being absent from class or school without authorization
9. Using fireworks (Law enforcement will be contacted)
10. Throwing rocks or other objects at a student or indiscriminately on school property or a school bus
11. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant
12. This list of offenses is not all inclusive.

Enforcement procedures

1. Upon observation or notification and verification, a staff member will report to an administrator who will take appropriate disciplinary action and notify the student’s parent/guardian.
2. The staff member and administrator will follow established due process procedures.
3. A record of the procedures will be kept.
4. The student will make restitution in all cases for which it is appropriate.
5. The administrator will confiscate cell phone if appropriate.

Disciplinary action

The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action
Note: Indian Land High uses a 2-hour after-school detention instead of in-school detention

First offense

- One to three days in-school suspension

Second offense

- Three days in-school suspension

Third offense

- Three days out-of-school suspension

Fourth offense

- Five to 10 days out-of-school suspension, or the principal may recommend expulsion
- The principal’s supervisor must be notified of the student’s fourth offense.

Fifth offense

- Recommended expulsion. Students recommended for expulsion will receive 10 days out-of-school suspension.

High school criminal behavior simple – Level III misbehavior

Acts of misbehavior

1. Fighting, contributing to a fight or threatening another student (Law enforcement will be contacted)
2. Committing assault and/or battery (Law enforcement will be contacted)
3. Extorting and/or blackmailing a student (Law enforcement will be contacted)
4. Committing extreme misconduct
5. Committing a theft and/or possession of stolen property of less than \$50 (Law enforcement will be contacted)
6. Committing vandalism of less than \$50 (Law enforcement will be contacted)
7. Smoking or possessing tobacco products or related objects
8. Committing sexual harassment (Law enforcement will be contacted)
9. Possessing a weapon or look-a-like weapon that does not violate state law
10. Brandishing a weapon (Law enforcement will be contacted)
11. Using profane/disrespectful language or gesturing in profane or disrespectful manner at staff member
12. Aiding, abetting or concealing any of above misbehaviors means punishment as principal participant
13. This list of offenses is not all inclusive.

Enforcement procedures

1. An administrator will confer with the appropriate staff member and take the proper action.
2. If warranted, the student will be removed immediately from school and the parent/guardian will be notified.
3. If appropriate, the administrator will contact law enforcement authorities.
4. The staff member and administrator will follow established due process procedures.
5. The student will make restitution in all cases for which it is appropriate.

Disciplinary action

The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the disciplinary action

First offense

- Three days out-of-school suspension (First-time violators of smoking or smoking paraphernalia ban are required to go to a tobacco resistance workshop sponsored by the school district)
- For a third offense of #7 under Acts of Misbehavior, the parent/guardian and student must contract for counseling with the Lancaster County Commission on Alcohol and Drug Abuse

Second offense

- The principal’s supervisor must be notified of the student’s second offense.
- Five to 10 days out-of-school suspension, or the principal may recommend expulsion.
- Students recommended for expulsion will receive 10 days out-of-school suspension.

Third offense

- Recommended expulsion.
- Students recommended for expulsion will receive 10 days out-of-school suspension.

Gifted & Talented Programs

EAGLE

- ◆ For students in grades 3-5 identified as gifted and talented
- ◆ Students from Buford, Harrisburg, Heath Springs, Indian Land, Kershaw, North and Van Wyck elementary schools receive services at their schools
- ◆ Students from all other elementary schools are bused to Discovery School for classes

Middle school GT

- ◆ For students in grades 6-8 identified as gifted and talented
- ◆ Students are served in special ELA and math classes
- ◆ Curriculum is differentiated through enrichment and acceleration

College courses

- ◆ For students in grades 10-12
- ◆ Students earn college credit and high school units through these courses offered through USCL & York Tech
- ◆ Available courses change each semester
- ◆ Advanced Placement courses available at each high school

ST-ARTS

- ◆ For students in grades 6-8 identified as artistically gifted and talented (in dance, drama, music, and visual arts)
- ◆ Students are selected through an audition process held in the fall
- ◆ ST-ARTS is a three-week program on the Winthrop campus each summer.

Summer programs

- ◆ For students in selected grades
- ◆ Week-long workshops at Discovery School
- ◆ ST-ARTS for students in grades 6-8 (see above)
- ◆ For more information, call Tom McDuffie at 416-8910

State regulations

Q's&A's on identifying GT students

Our mission

The mission of gifted education is to maximize the potential of gifted/talented students by providing programs and services that match the unique characteristics and needs of these students.

Q Who are gifted/talented students?

The description below of the identification process reflects the South Carolina definition of gifted and talented and is in keeping with the National Excellence Report (1995) which states:

“Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment.

“These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

“Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”

Q What are characteristics of a GT student?

- ✓ Learns easily and rapidly
- ✓ Thinks clearly, recognizes implied relationships, comprehends meanings
- ✓ Reads above grade level
- ✓ Retains what she/he hears or reads without appearing to need much rote or drill
- ✓ Possesses a large vocabulary
- ✓ Exhibits independence, individualism, self-sufficiency
- ✓ Demonstrates a curious and investigative nature
- ✓ Asks penetrating, searching questions
- ✓ Focuses intently on areas of interest
- ✓ Produces original products or ideas
- ✓ Prefers complex ideas

State regulations

Q's&A's on identifying Junior Scholars

Q What is the Junior Scholars Program?

The S.C. Junior Scholars Program was developed by the State Department of Education during the 1985-86 school year to identify eighth-grade students with exceptional academic talent and to determine strategies for their inclusion in special programs.

The program reflects the growing statewide effort to improve education in South Carolina and responds to the needs of students possessing unique abilities.

The program's purpose is to identify students with exceptionally high scholastic achievement and intellectual ability and to provide opportunities for these students that will facilitate their intellectual growth, broaden their individual interests and promote their scholastic achievement.

Q What does the program include?

The program includes a process for screening a potential talent pool of students identifying and recognizing those students

Q How do I nominate my child for GT evaluation?

Parents with students who have demonstrated ability or potential for high performance in academic areas may refer their child for screening by completing a referral form available at local schools. To obtain a form, parents should contact their building principal or guidance counselor.

Q How does a student qualify for GT programs?

Gifted/talented students may be found within any racial, ethnic, or socio-economic group; within any nationality; within both genders; and within populations with disabilities.

Identification is a multi-step process, which consists of referral, screening and assessment of eligibility by a district evaluation and placement team. The state of South Carolina has established three dimensions of giftedness as criteria for placement in the academically gifted program. In order to qualify for placement in gifted/talented programs, a student must meet the eligibility criteria in two out of the following three dimensions

Dimension A– Reasoning Abilities

Students must score 93rd national age percentile on a nationally normed aptitude test.

Students may be eligible for placement on the basis of aptitude scores alone if they score 96th national age percentile on the composite score of a nationally normed aptitude test.

Dimension B– Achievement

Students must score 94th national percentile on approved subtests (reading comprehension and/or mathematical concepts and problem solving) on a nationally normed achievement test, or an appropriate score on reading and/or math on the South Carolina statewide assessment instrument.

Dimension C– Academic Performance

For placement in grades 3-6, a student must achieve an appropriate performance

standard on either verbal or non-verbal performance tasks.

For placement in grades 6-9, a 3.75 grade point average in the academic disciplines is required.

Q Why are GT students identified?

Purposes of the identification process are

- to find students who display characteristics of the gifted/talented (i.e., ability or potential for high performance in academic areas);

- to assess the aptitudes, attributes and behaviors of each student; and
- to evaluate each student for the purposes of placement.

Q How are gifted/talented students served?

The approved program models below are used by school districts:

Resource Room/Pull-out Model

In this model, gifted/talented students are removed from the regular classroom for a specified period each week to receive differentiated instruction. The curriculum involves advanced problem-based interdisciplinary units of study. Multi-grade grouping may be used.

Special Class

This model is a gifted/talented class organized around one or more academic subjects. The special class delivers services to identified students through a rigorous and often accelerated curriculum.

Q When are screenings & who do I call for info?

Screening for academic gifted programs begins in fall of Grade 2 for third grade placement. For specific information regarding the program in our district, contact **Tom McDuffie** (803) 416-8910.

Referrals must be made by Oct. 15.

No private testing is accepted, but those results may be used for referrals.

with exceptionally high scholastic achievement and intellectual ability, and sponsoring summer opportunities in collaboration with participating S.C. colleges and universities.

Q When does the program begin?

Students are screened and identified in the eighth grade. Educational plans are developed following identification.

Q How will be the students be recognized?

The students who qualify for this special recognition will be recognized in local awards ceremonies, receive an Award of Merit from the State Department of Education, and be invited to attend summer opportunities at participating S.C. colleges and universities.

Q What identification criteria is used?

Eligible students who score greater than or equal to 50 on the Preliminary Scholastic

Aptitude Test (PSAT) in verbal, math, or writing will be identified as Junior Scholars.

Students who participated in the Duke University's Talent Identification Program (TIP) during their seventh-grade year, who met the eligibility requirements as outlined by that program, and who were identified and recognized as Duke TIP scholars at the state level will be automatically identified as S.C. Junior Scholars.

Q Who is eligible to take the PSAT?

Any eighth grader who is interested may take the PSAT for a nominal fee.

Q Who do I call for info?

For more information about the South Carolina Junior Scholars Identification and Development Program, please contact the principal or guidance counselor in your local school.

Timeline for selecting artistically gifted

- ◆ Referrals due by mid-October (applications available at middle schools or GT office)
- ◆ Auditions in fall after referrals are received

State regulations

Q's&A's on identifying artistically gifted

Q Who are artistically gifted students?

Sixth-eighth graders who meet eligibility criteria established by S.C. Department of Education and our district will be identified as artistically gifted & talented. Students can qualify as artistically gifted & talented in either dance, drama, music or visual arts.

Q How can students be referred?

Beginning in September, students may be referred for artistically gifted and talented

programs by parents, students, teachers, administrators or others aware of a student's interest and talent in the arts. Referral forms are available at each middle school and the GT office. Referrals must be received by mid-October.

Q What happens after a student is referred?

Auditions to select students are scheduled each fall after referrals are received. Selections are made by an evaluation/placement team as prescribed by state regulation. The team bases selection on interviews and performance at auditions.

For students auditioning in visual arts, the team also reviews student portfolios.

Q What services does our district offer?

Services may include, but aren't limited to, after-school and Saturday workshops and an intensive summer arts program. There is a nominal fee for transportation to and from Winthrop University.

Q Who can I call for more information?

For more information on student selection or the programs offered, call the Gifted & Talented Program Coordinator.

Immunization of students

These vaccines are required for the 2018-19 school year.

- ◆ **Diphtheria, whooping cough, tetanus vaccine**
 - Four doses of any combination of DTP, DT, DTP-Hib, DTaP, Td and Tdap vaccine with at least one dose received on or after fourth birthday.
 - One dose of Tdap vaccine received on or after seventh birthday for grades 7-12.
- ◆ **Oral or inactivated Polio vaccine**
 - Three doses with at least one dose received on or after fourth birthday for grades K-6.
 - Three doses with at least one dose received on or after fourth birthday **OR** four doses before the fourth birthday for grades 7-12.
- ◆ **Hepatitis B Series**
 - Three-dose series for 5K-12
- ◆ **Rubeola (Measles) vaccine**
 - Two doses received on or after first birthday and separated by at least one month
- ◆ **Rubella (German Measles) vaccine**
 - One dose received on or after first birthday
- ◆ **Mumps vaccine**
 - One dose received on or after first birthday
- ◆ **Varicella (chicken pox) vaccine**
 - Two doses received on or after first birthday or positive history of disease required for grades K-4.
 - One dose received on or before first birthday for grades 5-12.

For more details, contact your school nurse, private physician or the Lancaster County Health Department (803-286-9948).

If your child needs to take medicine at school

Our procedures for helping students with medications are designed to establish the basic structure for assisting students with prescription and/or over-the-counter medications.

How assistance must be requested

- A student may receive assistance with over-the-counter and prescription medications during school hours from the nurse, the principal or his/her designee after the school receives a *Permission to Dispense Medication* form signed and dated by the parent/legal guardian.
 - The *Permission to Dispense Medication* form must include:
 - student's name
 - health care provider's name
 - time to administer
 - dosage
 - possible side effects and
 - termination date for assisting the student with medication
 - Before a school can help a student with prescription medications, the school must also receive
 - the original medicine container including a prescription label from the student's health care provider and
 - the *Permission to Dispense Medication* form.
 - A *Permission to Dispense Medication* form must be submitted for
 - each new or different over-the-counter and prescription medication and for
 - each prescription medication (original medicine container including a prescription label from the student's health care provider must be submitted.)
 - One *Permission to Dispense Medication* form per year will suffice for medications
 - that will be given on a long-term basis **or**
 - that must be administered in case of emergency.
 - The school district retains the discretion to reject a request for assisting a student with medication.
- ## Packaging, storing & recording medication
- Each over-the-counter and prescription medication must be properly labeled and in its original container.
 - All medication brought to school must be kept in a central location unless otherwise authorized in the student's IHP.
 - The nurse, principal or his/her designee will
 - keep the over-the-counter and prescription medication in a locked container **and**
 - keep a record (medication log) of all

instances when the student is assisted with over-the-counter and prescription medication.

- The parent/legal guardian will **reclaim** any unused medications **within one week** of treatment's termination or within one week of the last day of school.
- The nurse, principal or his/her designee school will destroy unused medications not reclaimed **within one week** of treatment's termination or within one week of the last day of school.

Responsibility for adverse drug reaction

Neither the district nor its personnel will be responsible for the occurrence of any adverse drug reaction when the medication has been given in the manner prescribed.

Penalty for sharing prescription medicine

- Students will not share any prescriptions or over-the-counter medication with another student.
- Students who share any prescriptions or over-the-counter medication with another student will face disciplinary action including, but not limited to, **suspension or expulsion**.
- Each year, the district will notify students in writing of this prohibition and that violations may result in disciplinary action.

Individual Health Care Plan

- The district will provide an individual health care plan (IHP) for certain students with special health care needs.
- The IHP will
 - meet the needs of the student for health monitoring and care during the school day or at school-sponsored events,
 - contain components as required by the State Department of Education **and**
 - be developed with input from and approval of the following individuals:
 - » student's health care practitioner who prescribed the medication,
 - » parent/legal guardian,
 - » principal or his/her designee,
 - » school nurse,
 - » supervising nurse
 - » student, if appropriate **and**
 - » other designated school staff members, if appropriate.

Students monitoring & administering medication

- The district will authorize students with approved IHPs to self-monitor and self-administer medication as prescribed by the student's health care provider **except**
 - in the case of controlled substances **and/or**

- when there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.
- The district will grant permission to self-monitor and self-administer medication on a year-by-year basis.
- **Documents required:** The following documents are required for a student to self-monitor or self-administer medications:
 - written authorization from the parent/legal guardian for the student to self-monitor or self-administer medication,
 - a written statement from the student's healthcare provider who prescribed the medication verifying the student has medical condition and has been taught and demonstrates competency in self-monitoring or self-administration of medication or both,
 - an approved IHP signed and authorized by
 - » the student's health care practitioner who prescribed the medication,
 - » the parent/legal guardian,
 - » the principal or his/her designee,
 - » the school nurse,
 - » supervising nurse
 - » the student as appropriate **and**
 - » other school staff members as appropriate for a student to self-monitor or self-administer medication.
 - a signed statement by the parent or legal guardian acknowledging
 - » the district will incur no liability as a result of any injury arising from taking or using medications or self-monitoring devices by the student **and**
 - » the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against claims arising out of self-monitoring or self-administration of medication by the student.
- Receipt of the above documents will authorize a student to possess and administer medications, with the exceptions of controlled substances, while
 - in classroom or on school grounds,
 - at a school-sponsored activity,
 - in transit to and from school or school-sponsored activities **or**
 - during before or after-school activities on school-operated property.
- The district may revoke a student's permission to self-monitor or self-administer medication if the student endangers him/herself or others through misuse of the monitoring device or medication.

Signs & symptoms of a concussion

- **Physical symptoms**
How a person's body reacts
 - Headache/pressure
 - Blurred vision
 - Dizziness
 - Poor balance
 - Ringing in ears
 - Seeing "stars"
 - Vacant stare
 - Nausea
 - Vomiting
 - Numbness/tingling
 - Sensitivity to light
 - Sensitivity to noise
 - Disorientation
 - Neck pain
- **Cognitive symptoms**
How a person thinks
 - "In-a-fog" feeling
 - "Slowed-down" feeling
 - Difficulty remembering
 - Difficulty concentrating/easily distracted
 - Slowed speech
 - Easily confused
- **Emotional symptoms**
How a person feels emotionally
 - Inappropriate emotions
 - Personality change
 - Nervousness/anxiety
 - Feeling more "emotional"
 - Irritability
 - Sadness
 - Lack of motivation
- **Maintenance symptoms**
How a person experiences their energy level and/or sleep patterns
 - Fatigue
 - Excessive sleep
 - Trouble falling asleep
 - Drowsiness
 - Sleeping less than usual

Remember
Not all signs or symptoms will be displayed.

Our district's Best Practices beliefs

Our district believes

- the best method to concussion assistance should involve a multi-disciplinary team trained and equipped to put the best interest of the student first.
- four teams should be involved with a student's care after a concussion:
 - *The Family Team,*
 - *The School Physical Team,*
 - *The School Academic Team* and
 - *The Medical Team.*
- **Please note** – The team list is not all inclusive.
 - Every school is unique in the resources it has, and our district wants to leave room for growth in our schools' concussion management program.
 - All members listed may not be available to join the *Concussion Assistance Team*.

• **Students**

• **Parents/Guardian**

• **Friends**

• **Teachers**

• **Counselors**

• **Administrators**

• **Athletic trainers**

• **School nurses**

• **PE teachers**

• **JROTC instructors**

• **Coaches**

• **Emergency Dept.**

• **Primary physicians**

• **Neurologists**

• **Concussion specialists**

resentation from each team will be part of the *Concussion Assistance Team*.

Concussion Assistance Team responsibilities

Team roles in concussion management

- ◆ **Administration**
 - Helps with the change in culture of concussion management by putting in place concussion management policies
 - Provides the necessary programs and training for all involved with concussion management to help students return fully and safely to athletics and academics
- ◆ **Athletic Director**
 - Promotes concussion awareness to students/athletes/coaches
 - Helps with facilitation of training for all parties involved
 - Monitors the appropriate incident protocols
 - Encourages the proper tracking of all injuries
- ◆ **Certified Athletic Trainer**
If the Certified Athletic Trainer is employed at the school,
 - Helps with treatment and gradual return to play of the student athlete per physician's orders
 - Notifies the school nurse and the *Concussion Assistance Team* Coordinator that an athlete has sustained a concussion and provides information on the athlete and his/her condition
 - Plays a vital part of *School Physical Team*
 - Helps provide education to staff and coaches on concussion signs, symptoms and treatment protocols for head injuries and concussions
- ◆ **Coach**
 - Responsible for knowing and implementing the rules of his/her perspective sport
- Insures safe conditions for practice and play
- Must remove a student athlete with a possible head injury from play until cleared by a physician familiar with head and brain injuries
- Must help implement gradual return to play as specified in procedures if a Certified Athletic Trainer is not available
- ◆ **School Counselor**
 - Helps oversee the return to academics by a student with a concussion
 - May provide counseling to the student when needed
 - Helps keep teachers informed of the student's progress
- ◆ **School Nurse**
 - Helps with daily treatment of the student athlete
 - Is involved with the *School Physical Team* for implementation of the *Concussion Assistance Team*
 - All physician notes should go through the school nurse and Certified Athletic Trainer (if present) for the physical and academic school teams of the *Concussion Assistance Team*
- ◆ **Teachers**
 - Work as part of the *Concussion Assistance Academic Team*
 - Help provide accommodations as needed for the student
 - Help in daily assessment with signs and symptoms of concussion in the student for the *Concussion Assistance Team*
- ◆ **Student/Athlete**
 - RESTS, RESTS, RESTS until signs and symptoms of a concussion are totally absent
 - Listens and does what is recommended by medical professionals and school staff
 - Does no video games, texting, prolonged TV, exercise or anything that causes symptoms to get worse
 - Works with the *Concussion Assistance Team* truthfully
- ◆ **Parents**
 - Send *Teacher Concussion Assistance Team* form to *Concussion Assistance Team* facilitator
 - Take student athlete to proper medical professional as soon as possible
 - Sign the release notifying the school of the student's condition so the rest of the *Concussion Assistance Team* can be prepared for the student's return to school
 - Monitor signs and symptoms at home (listed at top of this page)
 - Communicate with the school and medical teams about student's progress and any regressions
 - Make the student rest – physically and cognitively
 - Allow no video games, computers, TV, texting, driving, prolonged reading until the student is cleared for these activities by a medical professional and signs and symptoms of a concussion are totally absent
- ◆ **Student/Athlete**
 - RESTS, RESTS, RESTS until signs and symptoms of a concussion are totally absent
 - Listens and does what is recommended by medical professionals and school staff
 - Does no video games, texting, prolonged TV, exercise or anything that causes symptoms to get worse
 - Works with the *Concussion Assistance Team* truthfully

Continued on next page

CONCUSSIONMANAGEMENTGuidelines & Procedures

Concussion Facts

- ◆ **Concussions** can occur in any sport, male or female sports, at any age.
- ◆ An athlete **does not** always lose consciousness – "knocked-out" – when suffering a concussion.
- ◆ Concussion symptoms may last from a few days to **several months**.
- ◆ Concussions can cause symptoms **that interfere** with school, work and social life.
- ◆ A concussion may cause multiple symptoms.
- ◆ Many symptoms **appear immediately** after the injury. ◆ Other symptoms may develop over the **next several days or weeks**.
- ◆ Symptoms may be subtle and **are often difficult** to fully recognize.

Signs & Symptoms

You cannot see a concussion, but you might notice symptoms right away. Other symptoms can show up hours or days after the injury.

Signs observed by coaches, parents, teachers, teammates

- ◆ Appears dazed or stunned
- ◆ Is confused about what to do
- ◆ Forgets plays
- ◆ Is unsure of game, score or opponent
- ◆ Moves clumsily
- ◆ Answers questions slowly
- ◆ Loses consciousness
- ◆ Shows behavior or personality changes
- ◆ Can't recall events before hit
- ◆ Can't recall events after hit

Symptoms reported by athlete

- ◆ Headache
- ◆ Nausea
- ◆ Balance problems or dizziness
- ◆ Double or fuzzy vision
- ◆ Sensitivity to light or noise
- ◆ Feeling sluggish
- ◆ Feeling foggy or groggy
- ◆ Concentration or memory problems
- ◆ Confusion

Return To Play

Before a student with a concussion will be allowed to participate in an athletic program again, the student must present a **written release** from a **licensed practitioner**.

For specific **return-to-play regulations** and the types of licensed practitioners who can issued these releases, look inside.

On the web

This document is also available online on the Lancaster County School District website at www.lancastercsd.edu

Our goal: Protect our students

Our district's goal is to be proactive instead of reactive in our management of concussions in our students. Since our district's primary mission is to help our students develop their brain power and become more mature thinkers through academic and social settings, we believe we must do our best to protect and help our students' ability to mature mentally.

The guidelines and procedures we have adopted for concussion management are not all inclusive. We recognize that each concussion case is individual. Some students will progress quickly and others may take more time.

These guidelines and procedures are our attempt to be prepared for all cases so that we may do what is right for our students.

Our district believes the best method for concussion management involves a multi-disciplinary team trained a district.

What is a concussion?

A concussion is any brain injury that results in a temporary disruption of normal brain function.

Causes of a concussion

A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body.

This type of rocking can occur in sports from

- contact with another player, (McAvoy, 2011);
- hitting a hard surface such as the ground, court, wall or goal post or getting hit by a piece of equipment such as a bat, stick or ball.
- Physical,
- Cognitive,
- Emotional and
- Maintenance.

Signs & symptoms

Signs and symptoms of a concussion are broken into four areas (McAvoy, 2011):

- Physical,
- Cognitive,
- Emotional and
- Maintenance.

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LANCASTER COUNTY SCHOOL DISTRICT
Protecting the Future First

Concussion Assistance Team responsibilities

Team roles in concussion management (Continued from Page 2)

Forms we use to communicate

Completed by trainer/nurse to alert parent & concussion teams that student has symptoms of concussion

Suspected Head Injury Notification

Completed by coach to alert parent & trainer that student has possible concussion

Completed by athlete & parents to assure they understand the dangers of a concussion and what their care responsibilities are

Suspected Concussion Notification

Completed by athlete & parents to assure they understand the dangers of a concussion and what their care responsibilities are

- Reports any and all signs and symptoms
- If a teammate is the athlete with a concussion, reports any signs or symptoms to a coach, trainer, teacher, school nurse and/or guidance counselor.

- ◆ **Team Medical Provider (Physician)**
 - Provides care for the student athlete
 - Works with the *Concussion Assistance Team* to provide the proper care for the student athlete's recovery
 - Serves a vital part of the *Concussion Assistance Team* but must be willing to work with all parties involved
- ◆ **Hospital Medical Provider (Emergency Department)**
 - Has the parents of a Lancaster County School District student sign the *Release of Information* form
 - Fixes the *Suspected Concussion Notification* form to the *Concussion Assistance Team* Coordinator so he/she can provide the necessary information to all parties involved and begin the process for accommodations when the student is able to return to school

Assuring REAP in our schools

The REAP program was written by Karen McAvoy, PsyD, of the Rocky Mountain Youth Sports Medicine Institute of Centennial, Colorado

- The program is a multidisciplinary approach to concussion management of students by the *Concussion Assistance Team*, composed of the sub teams listed on Page 2.
- ◆ **Reduce**
 - **Reduce** the chance for further injury to the brain by taking the injured student out of play or practice as soon as a school employee observes or receives a report of signs and symptoms of a possible concussion.
 - **Remember** that only a medical professional such as a physician or physician assistant can make a medical diagnosis of a concussion.
- ◆ **Educate**
 - The *Educate* part of REAP consists two segments – **Education and Collaboration**.
 - **Education** – knowing the signs and symptoms of a concussion
 - As mentioned above, signs and symptoms occur in four categories, and it is important that all parties involved in recovery and management of the student's concussion know these signs and symptoms and are able to recognize them.
 - As stated before, concussion management is a team approach with many stakeholders, including the *Concussion Assistance Team*.
 - **Collaboration** – all stakeholders on the same page and communicating effectively with one another.
 - According to the REAP program, it is a “Multi-Disciplinary Team” approach in which team members provide multiple perspectives of the student/athlete and share multiple sources of data to assist in the student/athlete's recovery (McAvoy, 2011).
 - REAP supports the idea that each case is unique and may have different people on the *Concussion Assistance Team*.

- The team members and their responsibilities will vary at each school depending on personnel at each school.
- Here's how our district plans to assure the **REAP** program is a living plan to fit our students' needs and fulfill our capabilities as a district.

- **Restrict** – The school has the right to hold any student out of games and practices if the student is suspected of having a possible concussion and will hold the player out until cleared by an appropriate medical provider (M.D., D.O., Physician Assistant, Licensed Nurse Practitioner; with training in concussion management), regardless of parental consent to put the student back into games and practices.

- **Option 2** – If non-emergent, the student may be transported by parent/guardian to appropriate medical facility.
- Once Emergency Department/Primary Care Physician makes diagnosis, appropriate medical facility will
 - fill out *School Notification* form (signed by parent giving consent of information) and
 - fax to the *Concussion Assistance Team* Coordinator.
- *Medical Team* will evaluate concussion and make recommendations for rest and recovery.
- Emergency Department/Primary Care Physician may make recommendation to Concussion Specialist.
- *Family Team* will follow medical team's orders for rest and recovery and notify the school of the student's diagnosed concussion.
- *Medical Team* Coordinator will contact school *Concussion Assistance Team* coordinator to begin dialogue for student care and possible academic adjustments.

- ◆ **Step 1**
 - **Suspected head injury occurs**
 - ◆ **Option 1** – If injury is reported to coach
 - » Coach will sit the player out.
 - » Coach will contact parent/guardian and fill out *Suspected Head Injury Notification* form and give appropriate copy to parent/guardian.
 - ◆ **Option 2** – If injury is reported later to athletic trainer or school nurse
 - » Trainer/nurse will contact parent/guardian and coach of the sport.
 - » Trainer/nurse will fill out *Suspected Concussion Notification* form and give appropriate copy to parent/guardian.

- ◆ **Step 2**
 - **Medical attention provided to injured student**
 - ◆ **Option 1** – If deemed an emergency situation, the player will be transported by EMS to appropriate medical facility and parents/guardian will be notified.

- ◆ **Step 3**
 - **Concussion Assistance Team notified student has concussion**
 - *Concussion Assistance Team* coordinator receives notification of student's concussion diagnosis from health care provider and parents/guardian.

Continued on next page

Assuring REAP in our schools (Continued from Page 3)

- *School Academic Team* makes necessary adjustments to student's academic schedule and workload to provide student with optimal environment for recovery.
- *School Physical Team* and *School Academic Team* communicate with all sub teams on the progress of the student, noting any changes in signs, symptoms, or behaviors in the student.
 - *Teacher Data* form will be filled out either weekly or bi-weekly as deemed by the *Concussion Assistance Team*.
 - *Teacher Data* form will be turned into the *Concussion Assistance Team* coordinator.
- *Concussion Assistance Team* coordinator will share results with the *Family Team* and *Medical Team*.
- *Medical Team* will communicate and work with all parties of the *Concussion Assistance Team* and advise them on the care of the student.

◆ Accommodate

- The *Concussion Assistance Team* members must all communicate with each other about the progress of the student and any adjustments needed for the recovery process.
- It has been documented that most symptoms of a concussion in adolescents last anywhere from 1 to 3 weeks (McAvoy, 2011).
- It is also documented that a CT Scan or MRI cannot diagnose or show a concussion.
 - A CT Scan and MRI can only show if there is a bleed or a structural abnormality of the brain or skull.
- Concussions are not structural – they are functional, meaning the brain can appear perfectly normal on scans, but functionally the brain is suffering from signs and symptoms.
- For this reason, it is recommended that the student be treated for a concussion and the necessary adjustments be made to help in recovery as long as the student is symptomatic.
- It is important that while the student is symptomatic, the *Concussion Assistance Team* members

◆ Pace

- Pace ensures gradual and appropriate return to activity for the student.
 - The 2008 Zurich Consensus Statement on Concussions in Sports recommends a “Graduated Return-to-Play,” set up in stages.
 - Based on this recommendation, the REAP

Step	Progression	Description
Step 1	Home - Total rest	• Stay at home • No driving • No driving - computer, texting, video games, homework
Step 2	Home - Light mental activity	• No driving • Up to 30 minutes mental exertion • No preplanned concentration
Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms		• Provide quiet place for scheduled mental rest • Shortened day/schedule • No significant classroom or standardized testing • Build in breaks
Step 3	School - Full time	• No structured testing • Moderate accommodations • Modified classroom setting • Shortened day/schedule
Progress to Step 4 when student handles 30 - 40 minutes of sustained mental exertion without worsening of symptoms		• No structured testing • Moderate accommodations • Modified classroom setting • Shortened day/schedule
Step 4	School - Full time	• No structured testing • Continued decrease of extra time, help and modifications of assignments • Academic support in academically challenging subjects
Progress to Step 5 when student handles all class periods in succession without worsening of symptoms and receives medical clearance for full return to academics and athletics		• All class • Full homework and testing • No accommodations
Step 5	School - Full time	• All class • Full homework and testing • No accommodations
Progress to Step 6 when student handles all class periods in succession without worsening of symptoms and receives medical clearance for full return to academics and athletics		• All class • Full homework and testing • No accommodations
Step 6	School - Full time	• All class • Full homework and testing • No accommodations
When symptoms continue beyond 3 - 4 weeks, in-school supports are required.		

Adapted from Oregon Concussion Management Program and Summit Sports Concussion Program (©CCKA 2011)

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- *The Brain Injury Association of West Virginia* - Mike Davis of the BIA of WV has been very helpful in the development of the REAP program. We have learned a lot from her through email, talked to her face to face, and she has sent us numerous resources to help us begin this program. She has been a great help in the development of the REAP program. We would like to thank her for her help.
- *Oregon Concussion and Management Program* - This guide from the state of Oregon includes the state concussion law (Mike's Law) and provides a great overview of the program. We have learned a lot from their guide and we plan to use it as a resource for our program. We would like to thank them for their help.
- *Concussion Management Program* - This guide from the state of Oregon includes the state concussion law (Mike's Law) and provides a great overview of the program. We have learned a lot from their guide and we plan to use it as a resource for our program. We would like to thank them for their help.

Bibliography

- Bernard, V., Bowers, B., Chesnut, J. C., Clay, J. E., Franz, C., et al. (2011). *Concussion Management: A Practical Approach*. Philadelphia: Elsevier.
- *Concussion Management Program* - A Practical Approach. Philadelphia: Elsevier.
- *Concussion Management Program* - A Practical Approach. Philadelphia: Elsevier.

Adapted from Oregon Concussion Management Program and Summit Sports Concussion Program (©CCKA 2011)

Homebound instruction

Services help students with serious illnesses

Students who can't attend school because of illness, accident or pregnancy, even with transportation, are eligible for homebound or hospitalized instruction.

The district will provide at least the minimum number of instruction hours as provided in current State Board of Education rules and regulations. All teachers providing homebound instruction to students residing in the district must hold a valid S.C. teacher's certificate.

Conditions that must exist

For a student to receive homebound instruction, the following conditions must exist.

- The student must be of legal school age.
- A **licensed physician** must certify that the student is unable to attend school, even with transportation, because of a medical condition.
- Appropriate school staff must determine that homebound instruction is appropriate for the student.
- The student must successfully complete the materials assigned and receive a passing grade from the student's classroom teacher. This requirement is necessary for the student to advance to the next grade or to satisfy the state requirements for a state high school diploma.

Precautions to students

The precautions below are given to a student who initiates homebound instruction.

- If the homebound student becomes irregular in setting appointments for instruction or in being available for appointments, the district's attendance/truancy procedures will be initiated and may result in discontinued homebound services.
- A violation of the homebound regulations will result in cancellation of homebound services.

Homebound instruction will be administered according to local procedures with all procedures in compliance with state regulations and district policy.

The procedures for determining eligibility and services

The procedures below regarding eligibility and delivery of services are provided to insure consistency across the district:

- Each school will follow state regulations and district policy on homebound instruction.
- Homebound instruction begins on the 7th consecutive absence for high school students and on the 11th consecutive absence for elementary and middle school students who are ill and stops on the day the student returns to school. Exceptions must be approved by the Student Services Director.
- The homebound application, properly signed by a physician and submitted to the district for approval, will be valid for 30 days.
- If homebound services need to be extended beyond

Medicaid Notification

Student Services

Our district provides Medicaid-Billable Services to students

Our district provides health-related services to students – including nursing services, psychological evaluation services and speech services – and for these services to be billable to Medicaid, your permission is needed. Each year, our district sends a *Medicaid Parent Notification* form and a *Medicaid Consent* form to parents requesting consent to bill Medicaid for these services. Below is the *Medicaid Parent Notification* form letting you know about our district's intent to request your consent to bill Medicaid. Reimbursement for health-related school services will **NOT** affect any other Medicaid services or insurance benefits for which your child is eligible. If you have questions, please contact Student Services Director Kathy Durbin at Kathy.Durbin@lcsdmail.net or at 803-416-8876.

Notification

This notification is to inform you of the intent of our district and the S.C. Department of Education (SCDE) to bill Medicaid and/or third-party insurance and receive payment from Medicaid and/or any third-party insurer for services, as permitted under the Individuals with Disabilities Education Act (IDEA), and as set forth in your child's individualized education program (IEP). Our district and SCDE may also bill Medicaid for diagnostic and psychological evaluation services, behavioral health services, nursing services and other health-related screenings and treatment services billable to Medicaid or a third-party insurer with or without the requirement of an IEP. Our district must provide this notice to you prior to requesting your consent to bill Medicaid and/or any third-party insurer once a year for services that our district will provide in the future.

This document also serves as notice that our district and SCDE will release and exchange medical, psychological, and other personally-identifiable confidential information, as necessary, to the S.C. Department of Health and Human Services and any applicable third-party insurer regarding services provided to your child.

Medicaid and third-party insurance reimbursement for billable services provided by our district will not affect any other Medicaid services or insurance benefits for which your child is eligible. Our district cannot bill Medicaid or your child's insurance program if it will decrease available lifetime coverage or any other insurance benefit, result in your family paying for services that would otherwise be covered, increase your insurance premiums or risk loss of eligibility for waived programs. You are not responsible for paying any outstanding deductibles, co-payments or co-insurance related to the district billing Medicaid or your child's insurance program for services provided by our district. Your child will receive the services listed in the IEP, regardless of whether your child is covered by public or private insurance programs and regardless of whether or not you provide consent to access those benefits. Your refusal to provide consent to release personally-identifiable information to Medicaid or any third-party insurer does not relieve our district of its responsibility to ensure that all required services are provided at no cost to you.

Any previous, current or future consent to bill Medicaid or third-party insurance was voluntary, and you may revoke your consent at any time. If you choose to revoke consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Our district and SCDE will continue to operate under the guidelines of the Family Educational Rights and Privacy Act (FERPA) to ensure confidentiality regarding your child's treatment and provision of services.

Student's name

Medicaid Number

Date

300 South Catawba Street, Lancaster SC 29720

SS-fm-issued 08-19-16

LANCASTER COUNTY SCHOOL DISTRICT

Putting our children first

Medicaid Billable Services to students

Our district provides health-related services to students including nursing services, psychological evaluation services, and speech services. For these services to be billable to Medicaid, a parent's permission is needed.

Each year, our district sends a Medicaid Parent Notification form and a Medicaid Con-

sent form to parents requesting consent to bill Medicaid for these services.

Above is the Medicaid Parent Notification form that notifies parents of our district's intent to request consent to bill Medicaid.

For more information, contact Student Services Director Kathy Durbin at Kathy.Durbin@lcsdmail.net or at 803-416-8876.

30 days, the schedule below is necessary.

- Between the 20th and 30th day, another application signed by the physician and submitted to the district for approval.
- If the application for extension of homebound services is not complete by the 30th day, absences will be counted as unexcused.
- The date the physician recommends for homebound instruction to begin is limited to five school days before the date the application is submitted.
- Once a student returns to school full-time, homebound services cease. Any work not made up during the homebound period must be made up under the normal makeup procedures. Exceptions must be approved by the Student Services Director.

- Homebound instruction will be available only for the four core curriculum subjects– English, math, science and social studies. Any modification or substitution of the course offerings must be approved by the principal and must be based on extenuating circumstances.

Homebound services for pregnant students will follow the suggested timeline below. No exceptions will be made unless the physician's documents severe complications of the pregnancy that make a variance from guidelines necessary.

- Students become eligible for homebound instruction a maximum of six weeks before the projected delivery date.
- Students must return to school one month after delivery date.

More on Homebound instruction

If your child has special health care needs

Many health care services can be provided for students to keep them at school where they can learn and participate with other students.

Our goal is to provide information to parents and legal guardians about some of the services and programs available for addressing the health care needs of students during the school day to help students succeed in school.

It is important that the necessary health care information is shared with the appropriate people – such as teachers on duty during recess, bus drivers, and cafeteria employees – to make sure that the students’ needs are met throughout the school day.

Individual Health Care Plans or Individual Health Plans (IHPs)

Individual health care plans are also called individual health plans or IHPs.

- Registered school nurses write IHPs to insure a student’s health care needs are met while at school.
- The nurse works with the student, the student’s parents or legal guardians, the student’s health care provider and other school staff to write the plan.
- IHPs are written for students who have special health care needs that must be met by school staff during the school day.
- IHPs are also written for students who have been approved by the

school district to self-medicate or self-monitor.

- To learn more about IHPs, talk with your child’s school nurse or lead nurse Graceann Jones, 803-416-8884/803-320-2485, 302 West Dunlap Street, Lancaster, SC 29720.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a federal law that requires public schools to make adjustments so that students with certain disabilities can learn and participate in settings like other students who do not have disabilities.

- To be eligible for services under Section 504, a student must have a condition that substantially limits one or more major life activities.
- A team decides if a student is eligible.
- The team should include the student’s parent or legal guardian, the student (if able), and others who know the student or know about the student’s disability, such as a teacher, a guidance counselor, a school nurse and other school staff.
- If the student is eligible, the team develops an individual accommodation plan.
- The individual accommodation plan explains how the student’s needs will be met while at school

and may include health services for the student during the school day if needed.

- To learn more about Section 504, contact Student Services Director Kathy Durbin, 803-285-8439, 302 West Dunlap Street, Lancaster SC 29720.

Individuals with Disabilities Education Act (IDEA)

Students, ages 3 through 21 years, may receive services under the IDEA if the student needs special education and related services to benefit from his or her educational program.

- A team decides if a student qualifies for services under the IDEA.
- The team includes the student’s parent or legal guardian, teachers and other school staff.
- The team develops an individualized education program (IEP) if the student meets federal and state requirements.
- The IEP outlines a plan for helping the student receive a free appropriate public education and meet goals set by the team.
- The IEP may include health services for the student during the school day if needed.
- Contact Student Services Director Kathy Durbin, 803-285-8439, 302 West Dunlap Street, Lancaster SC 29720 to learn more about the IDEA.

Medical Homebound Instruction

Medical homebound instruction is a service that is available for students who cannot attend school for a medical reason even with the aid of transportation.

- A physician must certify that the student has such a medical condition but may benefit from instruction, and must fill out the medical homebound form that the school district provides.
- The school district then decides whether to approve the student for medical homebound services.
- The school district will consider the severity of the student’s illness or injury, the length of time that the student will be out of school, the impact that a long period away from school will have on the student’s academic success, and whether the student’s health needs can be met at school.
- To learn more about medical homebound services, contact Student Services Director Kathy Durbin, 803-285-8439, 302 West Dunlap Street, Lancaster SC 29720.

On PowerSchool's Parent Portal

Look what you can see instantly

Days missed

Grades!

Assignments

School bulletins

Tardies

Personal messages from teachers

You just need ONE login for all your children's info

Parents can now create an account that lets them get all their children's information using a single login.

With single sign-in access, parents/guardians can have an individual account with a user name and password.

Once you create your account, you can

- manage your account information,
- link any and all your children to your account and
- set email and notification preferences for each of your children.

Easy as 1, 2, 3

Step 1

- Each school gives its parents student IDs and passwords that are created by the district.

Step 2

- Parents/guardians must have at least one of their children's IDs and passwords to create an account.

Step 3

- The parent goes to <http://powerschool.lcsd.k12.sc.us/public> and follows the user-friendly steps to create an account. If you have a problem with your account, contact your school's PowerSchool contact.

What state attendance law says

From the school year in which a child is 5 years old on or before Sept.1 until the child attains his/her 17th birthday or graduates from high school, parents and school officials have a responsibility to ensure the child attends school regularly.

Parents

- Parents are required by law to make sure their children regularly attend school (unless the child meets one of the limited exceptions listed in S.C. Code Ann. §59-65-30 (2004), found in Appendix Two).S.C.Code Ann. §59-65-10 (A) (2004).
- Parents whose child is not six years of age on or before Sept. 1 of a particular school year may elect for their child not to attend kindergarten. The parent must sign a written document making the election with the school district in which the parent resides.
- Parents who neglect to enroll their child or refuse to make their child attend school, upon conviction, may be fined up to \$50 or imprisoned for up to 30 days for each absence. S.C. Code Ann. §59-65-20 (2004). It may be considered educational neglect if a child is accumulating unlawful absences and the school’s efforts to help the child attend regularly fail because of the parent’s refusal to cooperate. S.C. Code Ann. §20-7-490 (2) (c) (Supp. 2005).

Board policy

In accordance with state law, every child between the ages of five and 17 must be enrolled in school. Each student is also expected to be in regular attendance. If students are to be successful in school they must be in school.

- The school year consists of 180 school days.
- Elementary, middle and high schools will establish guidelines for daily attendance for students to be counted present for a day. These guidelines will include provisions to address tardies to school and class and early dismissals.
- Any absences for a student in grades K-8 exceeding 10 or in grades 9-12 on a block schedule exceeding six in a unit course or exceeding three in a 1/2 unit course whether lawful, unlawful or a combination thereof, must be approved or disapproved by the board’s designee, the school principal. The principal’s decision may be appealed to the superintendent’s designee.
 - In each grade that does not award high school credit, a student with more than 10 absences, lawful and/or unlawful, will not be promoted without the recommendation of the principal.
 - In each class that may award one unit of high school credit on a block schedule, a student with more than six absences, lawful and/or unlawful, will not receive credit without the principal’s recommendation.
 - In each class that may award 1/2 unit of high school credit on a block schedule, a student with more than three absences, lawful and/or unlawful, will not receive course credit without the principal’s recommendation.

The district will develop

- definitions for lawful and unlawful absences,
- requirements for excuses and procedures for submitting excuses,
- regulations and procedures for interventions for unlawful absences,
- requirements for recovery and procedures for recovery programs and
- incentive programs at each school to encourage students to strive for perfect attendance.

District attendance regulations

Absences

An absence from school is considered “lawful” or “unlawful.”

Lawful absences

Lawful absences are absences made necessary when the student

- is so ill that attendance would endanger the student’s health or other’s health.
- has an immediate family member who has a serious illness or who dies.
- has a medical appointment that cannot be scheduled outside the school day.
- is observing a recognized religious holiday of student’s faith.
- must appear in court or meet an appointment with a legal officer.
- participates in a class-based field trip that the principal approves in advance.
- is suspended from class or school.
- participates in extracurricular activities that are not part of the regular school curriculum provided the principal approves the absence as lawful.

Unlawful absences

Unlawful absences are absences involving situations when the student

- is absent from school without the student’s parent or guardian knowing.
- is absent from school with the knowledge of the student’s parent or guardian but for a reason not considered lawful.
- presents a forged excuse.
- is absent for any reason that does not meet the criteria for a lawful absence.

Truancy

Truant

A child, at least 6 but not yet 17 years old, who has accumulated three consecutive or a total of five unlawful absences.

Habitual truant

A child, at least 12 but not yet 17 years old, who

- fails to comply with the intervention plan developed by the school, the child, and the parents or guardians, and
- accumulates two or more additional unlawful absences.

Chronic truant

A child, at least 12 but not yet 17 years old, who

- has been through the school intervention process
- has reached the level of a habitual truant and has been referred to family court and placed under an order to attend school and
- continues to accumulate unlawful absences.

Truancy intervention is initiated when a student accumulates “unlawful” absences. Reg.43-274 requires school districts to adopt policies to define and list lawful and unlawful absences.

Excuses

An excuse in the form of a note must be presented by the student to the principal or designee after the student’s return to school. The

principal may require additional documentation to justify a lawful absence.

- A note must be from a parent, guardian, legal officer, physician, dentist or licensed certified medical practitioner.
- The note must be presented within two days after the student’s return to school.
- The note must be dated and must include the date(s) of absence(s), the reason(s) for absence(s) and the signature of person providing the excuse.
- The reason given on the note for the absence will determine whether the absence is recorded as lawful or unlawful.
- A note not properly submitted according to this policy will cause the absence to be recorded as unlawful.
- A forged note will result in the absence being recorded as an unlawful absence.

Parent notes

After a student has 10 recorded parent notes or a combination of 10 parent and medical notes, a student will be required to turn in only medical notes due to illness for an absence to be recorded as lawful.

Recovery

Elementary students

- Students will be required to do one hour of recovery per missed school day that exceeds the number of allowable absences per board policy.
- Students will not be required to pay for recovery.
- Recovery will begin on the 11th absence.
- Medical excuses will be accepted
 - Make-up of hours missed is not required
 - Make-up of work missed is required
- Bereavement for immediate family is treated just like medical absence
- Make-up is required for out-of-school suspension
- Five early dismissals, tardies or a combination of the two require one hour of make-up time
- Exception for very special cases can be made by the principal

Middle students

- Students will be required to do one hour of recovery per missed school day that exceeds the number of allowable absences per board policy.
- Students will not be required to pay for recovery.
- Medical excuses will be accepted
 - Make-up of hours missed not required
 - A form from the teacher stating that all work has been completed is required before the student can receive credit for courses.
- Middle school recovery begins on the 11th absence.
- Principals will determine the total amount a student can miss.
- All high school credit courses that are missed will count as one hour per missed class.
- Recovery in high school credit courses begins after six absences.
- No more than 12 absences (three

and six for a .5 course) can be made up. Medical absences do not count in this total.

- Bereavement for immediate family is treated just like medical absence
- Make-up is required for out-of-school suspension
- Exception for very special cases can be made by the principal

High school students

- Full recovery of instructional time and work for each class absence that exceeds the number of allowable absences per board policy.

Intervention for unlawful absences

Beginning with a student’s third consecutive or fifth overall unlawful absence, school officials will take steps to identify the reasons for the student’s continued absence and work with the student and parent/guardian to develop an intervention plan to improve attendance.

If a child who is at least six but not yet 17 years old accumulates three consecutive unlawful absences or a total of five unlawful absences, that child is classified as a truant. Reg.43-274 (B)(1). Once a child is classified as a truant, the child’s parents and school officials have additional responsibilities to improve the child’s attendance.

- Parents must cooperate with the school intervention planning. This means parents should take an active role in assisting the school in identifying the reasons for the child’s truant behavior.
- Parents should also cooperate with any referrals made by the school in an effort to improve the child’s attendance.
- Parents must understand that if they refuse to cooperate with the intervention planning, Reg. 43-274 (D) states that the district has the authority to refer the child to Family Court for truancy and requires a report be filed against the parents with DSS for educational neglect.
- Educational neglect occurs only if a child is accumulating unlawful absences and the school’s efforts to help the child attend regularly were unsuccessful because of the parent’s refusal to cooperate.
- The three-day or five overall intervention plan will include
 - a direct intervention conference between the student and student’s homeroom teacher or regular teacher;
 - contact with student’s parent or guardian by the homeroom or regular teacher to determine reasons for unlawful absences and to discuss a plan to improve attendance;
 - documentation of the student and parent contacts, reasons for unlawful absences and methods agreed upon to resolve the causes of unlawful absences; and
 - documentation of referral to other school personnel or community agencies if the reasons for absences warrant this action.

- If the accumulated unlawful absences increase by two more, a second intervention plan will be initiated. The second intervention plan requires action by representatives of the school’s Student Assistance Team, including
 - a letter from the school to the parent requiring a conference with the parent and representatives of the Student Assistance Team;
 - a direct conference with representatives of the Student Assistance Team that includes both student and parent for ages 12-17, parent only for student ages 6-11 or the student alone, if the parent fails to come for the conference;
 - methods to resolve the cause of unlawful absences;
 - actions that will be taken in the event unlawful absences continue;
 - signatures of parent/guardian, student and S.A.T. members or documentation of attempt to involve parent/guardian and student;
 - documentation of involvement of agencies, departments, organizations and personnel outside the school system who assisted with or are a component of the intervention plan.
- If the accumulated unlawful absences increase by two after S.A.T. meeting, and the intervention plan is not successful, the school will refer the student to the truancy division.

School Truancy Court

- If a student ages 6 up until 17 continues to violate attendance laws by not complying with School Intervention plan, that student can be referred to School Truancy Court, where his/her file will be heard by the district-designated School Court Judge.
Note: When a child is age 6 up to 12, the parent will be required to attend Truancy Court process alone as the responsible party for child’s truancy.
- At the hearing, the Judge can immediately refer the case to Family Court, the Department of Social Services, Mental Health and/or the Department of Juvenile Justice (If student has had incorrigible behavior detrimental to those around him/her, the School Court Judge may opt to continue the intervention process depending on circumstances surrounding truant behaviors.)
- Once a student reaches the “Habitual Truancy” status or parents of ages 6-11 reach a status that could be interpreted as Habitual, the district reserves the right to petition Family Court or make a referral at the district’s discretion to the Department of Social Services or Mental Health.

Parents/Guardians: Please sign and return to your child’s school to indicate that you ...

- have read the attendance policy and procedures above.
- understand that to be in compliance with both federal and state law, my child must comply with these policies.
- understand that children under age 11 are not taken to court for excessive unlawful absences but the parents are.
- understand that children older than 11 and their parents are held accountable for excessive unlawful absences.

The purpose of Title I

Title I is a federal program that provides opportunities for the children served to acquire the knowledge and skills necessary to meet challenging state content standards.

- Title I resources are distributed to schools where needs are the greatest, in amounts sufficient to make a difference in the improvement of instruction.
- Title I coordinates services with other educational services and, to the degree possible, with health and social services programs.
- Title I provides great decision-making authority and flexibility within the schools and for teachers. However, greater responsibility for student performance is the exchange made for this flexibility.

Components of school-wide program

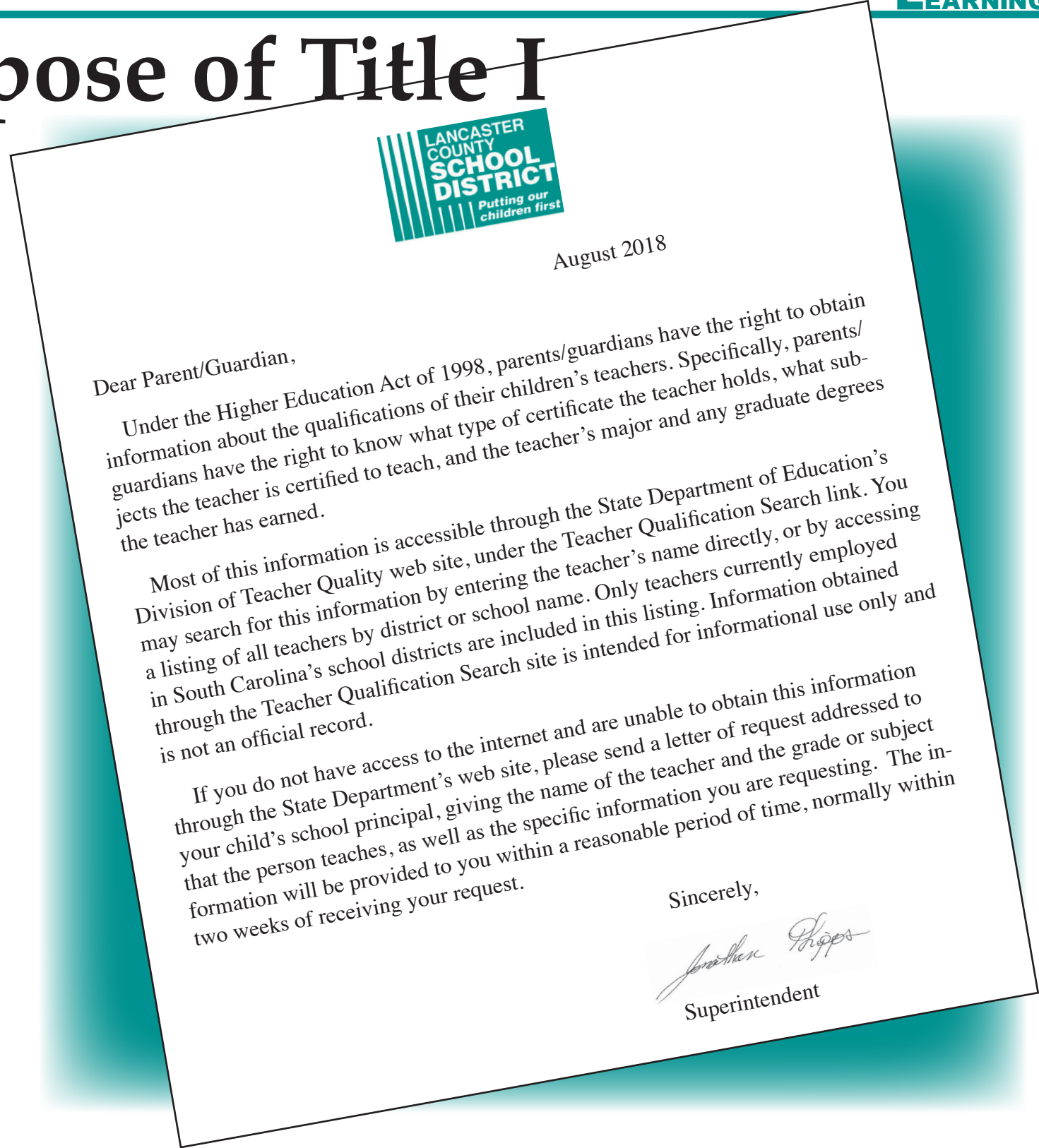
- A comprehensive needs assessment of the entire school is conducted.
- School-wide reform strategies provide opportunities for all children to meet the state's performance standards.
- Instruction is conducted by a highly qualified staff.
- Professional development is conducted on a continual basis throughout the year.
- Activities are conducted to increase parent involvement.
- Plans are included to provide transitional assistance from preschool to elementary, from elementary to middle school, and from middle school to high school.
- Measures are taken to include teachers in decisions about assessment.
- Activities are conducted to ensure that students with learning difficulties receive assistance.

Parent involvement

- Parental engagement is an integral part of the Title I program.
- Parents are encouraged to become partners in helping their children achieve and become actively involved in all aspects of the process of the Title I program, from the writing of the plan to its implementation and evaluation.
 - A strong connection between the home and the school is a key element in student success.
 - Materials, strategies and help from teachers are available to all parents within a Title I school.
 - Opportunities for active parent participation should include, but not be limited to,
 - PowerSchool Parent Portal,
 - open house,
 - parent workshops,
 - school-parent compacts,
 - home visitations,
 - parent-teacher organizations,
 - conferences,
 - newsletters and more.
 - The *ESEA Waiver* legislation requires schools to use a portion of their Title I funds to support parent involvement.
 - Parents should contact the school principal with any comments or suggestions regarding the school's parent involvement expenditures.

Parent involvement policy & school-parent compact

- Each Title I school receives input from parents for the development of a parent involvement policy and a school-parent compact.
- The parent engagement plan explains how the school plans to work with



- parents to review and improve parent programs and describes how parents can participate in planning these programs.
- The school-parent compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Description & explanation of curriculum, forms of academic assessment, and proficiency levels students are expected to meet

- Our district provides a high-quality curriculum based upon the S.C. College & Career Ready Standards.
- These curriculums have been approved by the S.C. Board of Education and adopted by our district.
 - Textbooks used in the classrooms have been revised by a committee of teachers and adopted and endorsed by the State Department of Education.
 - Specific educational programs in each school are targeted to meet the identified needs of the school's children. Our district administers a variety of standardized assessments to its students.
 - The test of state standards is part of the state assessment program, is given to students in Grades 3-8 and measures student performance on state standards.
 - Kindergartners take KRA to assess early literacy skills.
 - All students in Grades 1-5 take Fountas & Pinnell Benchmark Assessment to

- determine students' reading abilities and instructional needs.
- To monitor student progress throughout the year, students in Grades K-5 are assessed by MAP (Measures of Academic Progress) to allow teachers diagnostic information in order to meet the needs of all students. In addition, all students are given teacher-prepared and textbook-provided assessments.

Parent's right to know

- As a parent of a student enrolled in our district, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who instruct your child.
- Federal law allows you to ask for the information below about your child's teachers and requires the district to give you this information in a timely manner:
- Whether the teacher is certified to teach the subjects and/or grade levels the teacher is teaching.
 - Whether the teacher's certificate is a waiver or substandard certificate.
 - The teacher's academic major, graduate degrees, if any, and
 - The teacher's certification area.
- If you want to receive this information, please call the principal or contact the district human resources office at 286-6972.

S.C. Department of Education Complaint Resolution Procedures

The S.C. Department of Education has the authority to hear complaints and appeals regarding certain federal programs and requires school districts to distribute the following information concerning the

- S.C. Department of Education's complaint resolution procedures:
- Organizations or individuals may file a complaint that applies to Title I within 30 days of receiving the decision by the school district or group of districts.
 - Complaints and appeals must be made in writing.
 - Complaints and appeals must contain
 - a statement indicating the violation,
 - the facts on which the statement is based and
 - the specific requirement of law or regulation allegedly violated.
 - Complaints and appeals must be filed with the State Superintendent of Education at the
*S.C. Department of Education
1429 Senate Street
Columbia, S.C. 29201*
 - The SCDE will confirm receipt of the complaint within 10 business days and will conduct an investigation to determine the merits of the complaint.
 - The Deputy Superintendent will issue a final decision regarding the complaint within 60 days, except under exceptional circumstances that warrant an extension.
 - The final decision of the SCDE may be appealed to the Secretary of the U.S. Department of Education.

District-wide Title I expenditures for 2017-2018

Activities listed below are included in the district's Title I plan. This plan was jointly developed by members of the district's Title I Planning Team and the district's Oversight Team.

Read to Succeed legislaton -FAQ

What parents need to know

What is Read to Succeed (R2S)?
The South Carolina Read to Succeed Act is a state law that aims to improve literacy and reading proficiency for all children in our state.

How does this law affect my K-3rd grade student?

- R2S law requires all K-3 students to receive a minimum of 90 minutes of ELA instruction daily by their classroom teacher.
- R2S law requires students who are identified as “moderately” or “severely” struggling with reading to receive 30 additional minutes of daily, small group instruction/intervention with the classroom teacher or a reading interventionist.

R2S Legislation: Section 59 155 150 (B) - “These interventions must be at

least thirty minutes in duration and be in addition to ninety minutes of daily reading and writing instruction provided to all students in kindergarten through grade three.”

How does this law affect my 4th-12th grade student?

- R2S law requires 4th-8th grade students to receive 45-60 minute blocks of ELA instruction.
- R2S law requires 9th-12th grade students to receive 90 minute blocks of ELA instruction.
- R2S law requires students who are identified as “moderately” or “severely” struggling with reading to receive small group instruction/interventions by all content area teachers (not just the ELA teacher) and supplemental support if determined necessary before school, after school, or during school.

R2S Legislation: Section 59 155

170 (A) - “Teachers of content areas (English/language arts, mathematics, science, social studies, the arts, career and technology education, and physical and health education) at all grade levels must focus on helping students comprehend print and nonprint texts authentic to the content area.”

How will I know if my child is “moderately” or “severely” struggling with reading?

- Federal and state laws require schools to form teams to discuss the progress of students who are struggling with grade-level academics and to develop multi-tiered plans of instruction for these students.
- State law requires schools to notify parents, in writing, of their student’s inability to read grade-level texts, the interventions to be provided, and the student’s reading abilities at the end of the planned interventions.

Beginning in 2017-18, any student in Grade 3 who is “reading substantially below grade level” can be retained, per state law.

R2S Legislation: Section 59 155 160. (A) – “Beginning with the 2017-18 School Year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment.”

- Third-grade students scoring at the lowest achievement level on the new SC Ready Assessment will be retained – unless they qualify for an exemption.
- Schools will notify parents of students who qualify for an exemption.
- Students exempted from retention will continue to receive instructional support and services as well as reading intervention appropriate for their age and reading level in grade four and beyond as needed.

Food Services payment procedures

Why we encourage advance payment
The MealsPlus Computer System allows the School Food Service Program to keep up with student payments and meals eaten on a daily basis throughout the school year.

Because we post grade-level menus monthly to our website, we encourage students to pay in advance for their breakfast and lunch meals.

How to pay for meals

- We accept personal in-state checks. Checks must have current address and telephone numbers imprinted on them.
- The check should not include other school fees, because we cannot cash checks or split checks with other funds.

To apply, simply go to www.LunchApplication.com and click **Apply Now**.

- Send checks made out to the cafeteria of the school your child attends.
- Please note the child’s name on the check - if the check is written for more than one child’s money, each child’s name & the amount to credit to each child should be noted on the check.
- Meal Payments can also be made through <https://www.k12payment-center.com/> where payments are made electronically to the student’s account. You will need the student’s PowerSchool number to complete this process. There is a convenience fee per transaction of \$1.95 per student.

What happens if a parent can’t pay

- Federal law requires that payment must be made for all meals received.
- Provisions are made for households that are unable to pay for their child’s meals through Free and Reduced Price Meal Applications. You may complete a paper meal application at your child’s school or go to <https://www.lunchapplication.com/> to apply electronically. You will need the student’s PowerSchool number to complete this process.
- Middle and high school students are not allowed to charge meals.
- Elementary school students may charge Breakfast and Lunch Meals up to five days. After five days, a balance-owed letter will be sent home to communicate

a negative balance in the student’s account.

How we handle non-sufficient fund checks

- All NSF checks will be recovered by the electronic system CheckTrac via our banking system.
- A second NSF check by the same person will result in all meals being paid by cash or money order for the rest of the school year.
- NSF checks that cannot be collected by the Check Trac system will be notified by certified mail. Please have the check amount plus a \$30 NSF fee in cash or money order. Failure to recover the NSF check will result in NSF checks being turned over to the Magistrate Court.

Chromebook protection plan

Protection plan is recommended

- A prepaid device protection plan of \$30 is recommended for all students for the current school year.
- The plan is recommended, and if not paid, the student is assessed the full cost of repair or replacement for all incidents.

Protection plan details

- You may opt to pay for the replacement/repair instead of using your protection plan at any time.
- Protection plan is non-refundable and will not be applied to previous repairs or replacement costs.
- After use of protection plan, additional reports of theft or accidental damage are charged to the student at the full cost of repair or replacement, as defined in the cost schedule below.

Loss, gross neglect and abuse

- Incidents of loss, gross neglect and intentional abuse are not covered, and will be charged to the student at the full cost of repair or replacement, as defined in the cost schedule below.
- Chromebooks that are stolen must be reported immediately to the School Resource Officer and the Lancaster City or County Police Department.
- In cases of theft, vandalism and other criminal acts, a police or sheriff’s report, or a fire report in the case of fire, **MUST** be provided by the student or parent to the principal’s office.
- Without a valid police or sheriff’s report detailing the theft, students may be held liable for the full replacement value of the device and accessories.

Replaceable items

- Students may opt to simply pay for the replacement of certain items that are not

repairable when damaged, and which can be easily swapped.

- For example, if a power adapter is damaged, we do not repair it - we replace it.
- Replacement items must be purchased through the district’s authorized vendors. Third-party replacement items will not be accepted.

Repair and replacement cost schedule

- To reduce the potential burden to students and parents, and to simplify the assessment of costs for schools, the cost schedule is generalized into estimated costs for full replacement cost, damages, replacement of swappable items and cosmetic damages. Estimate costs are based on our current model.

Costs are typical and only estimates. At times, items like a touchpad, keyboard or a screen replacement could require more extensive repairs than just the replacement part.

Full replacement cost

- For loss, theft or in cases where damage is so severe that repair is not cost effective.....\$425

Damages

- Replace touchpad\$150
- For damage to the screen.....\$100
- Replace Chromebook exterior...\$75
- Replace keyboard\$70
- Replace hinge\$50
- Replace camera.....\$75

Cosmetic

- For minor cosmetic damage which in no way affects the operation of the device, and will not be repaired.\$50

Replacement items

- Power adapter and cable.....\$45
- Laptop case.....\$25
- User replaceable battery\$90
- Strap\$5

Nominate a teacher for a Celebrate Great Teaching Award

see page 25

Just complete the form below (Forms also available at schools & online)

Celebrate GreatTeaching

School year _____

in Lancaster County School District

How to nominate a GreatTeacher

- ◆ **At least two people *must* work together on a single nomination form and sign it for it to be considered.**
- ◆ On the next two pages are characteristics we look for as we select our **GreatTeaching Award** winners and the weight we will give each characteristic.
- ◆ Under each characteristic, please check the actions you have seen demonstrated by the teacher you're nominating. *You must give specific examples of your teacher's actions or the nomination will not be considered.*
- ◆ Please note that it is not necessary to complete each characteristic. For areas you have not observed, you should write *not observed* in the Examples section.

The GreatTeacher you're nominating

School _____

Please include first & last name

Category ☐ Beginning **GreatTeaching Award** (A teacher with no more than three years of experience)

☐ Elementary **GreatTeaching Award** (A teacher in Grades PreK-5 with more than three years of experience)

☐ Middle School **GreatTeaching Award** (A teacher in Grades 6-8 with more than three years of experience)

☐ High School **GreatTeaching Award** (A teacher in Grades 9-12 with more than three years of experience)

Two persons nominating this teacher and your relationships to this teacher

Nominator 1

First & last name _____

Address _____

City _____ State _____ Zip _____

Home phone _____ Work phone _____

☐ student

☐ former student

☐ parent of student in the teacher's class

☐ parent of former student

☐ administrator

☐ fellow teacher

Nominator 2

First & last name _____

Address _____

City _____ State _____ Zip _____

Home phone _____ Work phone _____

☐ student

☐ former student

☐ parent of student in the teacher's class

☐ parent of former student

☐ administrator

☐ fellow teacher

LANCASTER
COUNTY
SCHOOL
DISTRICT

Page 4

Celebrate Great Teaching

Celebrate Great Teaching!

Hundreds of great teachers work in our schools, and we know trying to select four of them for great teaching will be a very difficult task.

But we believe that recognizing great teaching is important. It lets our community know the great things teachers are doing for children, and it lets our teachers know what we consider the characteristics of great teaching.

We hope everyone will share in our celebration of great teaching, and we hope you have a teacher you want to recognize for a great job in the classroom.

We look forward to reading your nominations.

Sincerely,



Jonathan Phipps
Superintendent

The process

- ◆ Nominations due by end of first semester.
- ◆ No nominations accepted late.
- ◆ Committee of educators and community members selects recipients by May 1.
- ◆ **Great Teaching Awards** will be announced during August inservice.

Who can be nominated

- ◆ Regular classroom teachers
- ◆ Resource and special education teachers
- ◆ Media specialists
- ◆ Guidance counselors

How we'll recognize them

- ◆ A special **Great Teaching Award**
- ◆ \$500 for classroom supplies for each Great Teaching Award recipient and \$1,000 for classroom supplies for the District Great Teaching Award recipient
- ◆ Special gifts from the community

Who we'll recognize

- ◆ **Beginning Great Teaching Award**
Teachers with no more than three years experience may be nominated.
- ◆ **Elementary Great Teaching Award**
Teachers in Grades PreK-5 with more than three years of experience may be nominated.
- ◆ **Middle School Great Teaching Award**
Teachers in Grades 6-8 with more than three years of experience may be nominated.
- ◆ **High School Great Teaching Award**
Teachers in Grades 9-12 with more than three years of experience may be nominated.
- ◆ **District Great Teaching Award**
Selected from the four teachers above and will serve as the district's representative in the State Teacher of the Year program.

Where to send nominations

Send or bring your nominations to your child's school, or send to:

David Knight, Public Information
Lancaster County School District
300 South Catawba Street
Lancaster, SC 29720

LANCASTER
COUNTY
SCHOOL
DISTRICT
Celebrating a 100th

Deadline to nominate: End of 1st semester

Nominate a teacher for a *Celebrate Great Teaching* Award

Just complete the form below (Forms also available at schools & online)

Page 2

Teacher _____

School _____

Celebrate Great Teaching

Is skilled, innovative and dedicated (60%)

A GreatTeacher...

☐ has high expectations for students

☐ is always prepared for class

☐ is knowledgeable

☐ teaches in a way that inspires students of all backgrounds and abilities to learn

☐ uses a variety of teaching strategies

☐ works to address differences in learning styles

☐ makes class and school enjoyable

☐ uses available technology appropriately

☐ is available to work with students outside class

☐ understands and cares about students

☐ treats students with respect and is fair and consistent

☐ makes students feel important

☐ communicates with parents

Examples

Contributes to the community (10%)

A GreatTeacher...

☐ takes part in community service activities through civic or religious organizations

☐ leads students in community service activities

Examples

Page 3

Teacher _____

School _____

Celebrate Great Teaching

Is a professional (20%)

A GreatTeacher...

☐ possesses a local, state and national perspective of educational issues and positions

☐ belongs to professional organizations

☐ sets a professional example for other educators

☐ takes advantage of professional growth opportunities and applies new concepts in the classroom

☐ is able and willing to conduct workshops and inservices

☐ shares ideas and successful strategies with fellow teachers

☐ realizes the importance of being part of the educational team at the local, state and national levels

Examples

Serves as an ambassador for education (10%)

A GreatTeacher...

☐ has the respect and admiration of students, parents and colleagues

☐ is a positive, encouraging person who promotes the good things that are happening in our schools

☐ is poised and articulate, with excellent written and oral skills

☐ is able to provide presentations and workshops to diverse audiences in his/her area of expertise

Examples

LANCASTER SCHOOL DISTRICT

Putting our students first

Deadline to nominate: End of 1st semester

Continued from page 23
The Purpose of Title I

- Employ district Title I coordinator
- Employ .42FTEExtendedLearning coordinator
- Employ .10 FTE instructional specialist in technology
- Provide stipend for district parent coordinator
- Provideopportunitiesforongoingresearch-based professional development
- Provide support for instructional programs in Title I schools
- Provide support for parents in Title I

District-Wide Title I parent involvement activities

The *ESEA Waiver* legislation requires school districts to use a portion of their Title I funds to support parent involvement.

The parent involvement activities listed below are included in the district’s Title I Plan. This plan was jointly developed by members of the district’s Title I Planning Team.

- Disseminate school report card information to parents in an understandable format.
- Provide parent resource information to schools to improve academic achievement and school performance.

Elementary parent involvement policy

Policy involvement

Parent Involvement Policy is jointly developed with, agreed upon with and distributed to all of the parents of participating children.

- Schools will to the extent possible, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in language that the parent can understand.
- Schools will coordinate and integrate parental involvement programs and activities at the school level with other federal, state and district programs.
- The parent policy will be presented for discussion and approval with parents and the community during fall parent meetings at schools.
- The policy will be updated as needed and reviewed annually by a team of people – including parents, community members, school and district administrators, and school faculty and staff members – to continuously meet the changing needs of our parents, students and school.

Shared responsibility – School-Parent Compact

The School-Parent Compact, jointly developed with, agreed upon with and distributed to all parents, will describe how parents, students and the entire school staff will share in the responsibility for high student achievement.

A team of people – including parents, community members, school and district administrators and school faculty/staff – will annually review the School-Parent Compact.

Building capacity for involvement

To ensure effective involvement of parents and to support a partnership among the parents, community and school to improve student achievement, we will:

- Assist parents in understanding S.C.’s academic and achievement standards by disseminating pamphlets and hand-outs and holding parent-teacher conferences, parent workshops and Open Houses.
- Communicate and monitor child’s progress by using weekly folders, nine-week report cards, IEP meetings, parent-teacher conferences, academic plans and dissemination of state standard info with a letter giving explanation.

- Help parents improve achievement of their children through Google webpages and students’ weekly folders.
- Educate teachers and other staff, with parents’ help, to reach out to, communicate with and work with parents through PTA/ SIC conferences, workshops and staff development.
- Send information related to school and parent programs, meetings and other activities to the parents in a format and language they can understand through newsletters, PTA meetings, school improvement council, school calendar, parent/student handbook and student planner.
- Provide opportunities for parents to communicate with school through open door policy, suggestion box, designated time to meet with the principal and/or teachers and parenting workshops.
- Provide other activities to promote parental involvement through Celebrate Great Teaching, National Education Week, Celebration of Excellence, Field Day, Teacher Appreciation Week, parenting workshops and volunteer and mentoring programs.

Parents’ full participation

Convening an annual meeting at a convenient time to inform parents of the school’s participation in the Title I program, the requirements of Title I law and their right to be involved –

- Schools may use their Open House, Meet and Greet or other beginning-of-the-year gatherings as opportunities to provide information to parents.
- Offering a flexible number of meetings and parent trainings at convenient times for parents to participate, give suggestions and take part in decisions regarding the instructional program of the school – School Improvement Council, PTA, and other school-sponsored groups give schools the flexibility needed to offer meetings at convenient times for parents to give their input on Title I programs.
- Parents are involved in an “organized, ongoing and timely way” in planning, reviewing and improving Parent Involvement Policy and Title I programs.
 - Parents will receive timely information about Title I programs.
 - The Parent Involvement Policy will be reviewed throughout the year as PTA, SIC, Title I and other parent groups meet.

LunchApplication.com



**Quick.
Easy.
Secure.
Convenient.**

You can now apply online for FREE/Reduced meals

Now you can apply online for your children to receive FREE or reduced price school meals.

www.LunchApplication.com is an easy, secure and convenient way to apply for free or reduced meals.

Your application will be sent from a secure web site directly to our district,

so you don’t need to worry about filling out a paper form that could be lost or misplaced.

www.LunchApplication.com is designed to make it easy for you to know exactly the information you need to provide and to guide you through the process. Once your application has been received, the district office will

determine your eligibility and send you a letter with the results.

To apply, simply go to

www.LunchApplication.com and

click

Apply Now.

Parent Classroom Observation Procedure

Our district’s open policy invites parents to observe their children’s interactions in class.

The guidelines below are in place to ensure instruction isn’t compromised.

- ◆ All visitors must report to the school office upon arrival and receive principal’s authorization before visiting.
- ◆ The purpose of class observation is to observe your child. A parent should

address concerns about the teacher or curriculum through a parent-teacher conference.

- ◆ Classroom observations should be scheduled with the administration at times that will cause the least interruption of the learning process.
- ◆ Classroom observations must be scheduled through the administration for a designated time period.

- Changes to the program, new information and review and evaluation of the policy and programs will be included on the meetings’ agendas.
- Giving opportunities for parents to submit comments on the plan and the school-wide programs if it is not satisfactory to participating parents
 - Schools use suggestion boxes and surveys to provide opportunities for parent comments.
- Sharing jointly in the development of the school-parent compact
 - Parents share in developing the compact during a series of meetings.
 - Agendas and sign-in sheets are maintained as record of all meetings.
- Supporting a partnership among the school, community and parents to improve student academic achievement
 - Schools engage business partners, the faith community, county and city governments, media and other groups to support the academic program.
- Providing extensive assistance to parents in understanding such topics as the state’s academic standards, assessments, monitoring student progress and working with their children through a variety of ways including workshops, trainings and at-home activities.
- Coordinating and integrating parent involvement programs and activities with Head Start, Reading First, Early Reading

First, Even Start and public preschool and other programs that encourage and support parents to more fully participate in their children’s education. (The Southside Early Childhood Center houses Head Start, Early Head Start, and Even Start. Parents are encouraged to participate in activities held at Southside.)

- Ensuring that information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practical, in a language the parents understand.
 - Specific areas have greater populations of ESL/ESOL families.
 - Every effort is made to ensure that information is sent home in a format and language parents understand.
 - Internet translations services and interpreters are used for this purpose.
- Providing full opportunity for participation of parents with limited English proficiency, parents with disabilities and parents of migratory children in a format and, to the extent practical, in a language such parents understand.
- Every effort is made to afford all parents the opportunity to participate in school activities.
- Providing reasonable support for parental involvement activities as parents may request. Schools make every attempt to meet the needs of parents who make special requests.

Visitors to schools

Parents and other citizens of the district are encouraged to visit classrooms to observe the work of the school.

- The board requires all visitors to report to the school office and receive the principal’s authorization before visiting elsewhere in the building.
- Students may not bring sisters, brothers,

cousins or other relatives to school with them, without approval of principal.

- Principals will not permit unauthorized persons in school buildings or on school grounds.
- Both state law and the board authorize principals to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on grounds.

We need volunteers

For more info, go to

www.lancastercsd.com & click on

Volunteer Application in column on left of the website

Happenings
in our district

September

Labor Day– no schoolSept. 3
1st high school grading period endsSept. 20
High school report cardsSept. 27

October

Elementary parent/teacher conferences
..... Oct. 30
PSAT/NMSQT Oct. 11, 14 or 25
Professional development Oct. 22
No students – May be used as make-up day, if needed
1st elementary & middle, **2nd** high school grading periods end
..... Oct. 23
Report cards for all Oct. 30

November

Aptitude testing, Grade 2 Nov.
Election Day– no school Nov. 6
Teacher workday Nov. 21
No students – May be used as make-up day, if needed
Thanksgiving holidays Nov. 22-23
3rd high school grading period ends Nov. 28

December

High school report cardsDec. 6
End of Course exams ... Dec. 10- Jan. 11
Winter holidaysDec. 22-Jan. 2
Elementary schools may choose to set 1/2 teacher workday during winter break. Otherwise, elementary 1/2 workday will be Jan. 14.

January

ExamsJan. 10 & 11
2nd elementary & middle, **4th** high school grading periods end;
First semester ends **Jan. 11**
Teacher workdayJan. 14
No students – May be used as make-up day, if needed
Second semester begins.....Jan. 15
Report cards – All gradesby Jan. 24
MLK Holiday – No schoolJan. 21

February

ACT/SAT/Ready To Work.....February
5th high school grading period endsFeb. 15
High school report cardsFeb. 22
Elementary parent/teacher conferences
.....Feb. 26
Professional developmentFeb. 18
No students – May be used as make-up day, if needed

March

Teacher workdayMarch 11
No students - May be used as make-up day, if needed
3rd elementary & middle, **6th** high school grading periods end
.....March 21
Report cardsMarch 28

April

Spring holidays – No school April 15-19
April 15-17 may be used as make-up days, if needed
7th high school grading period endsApril 29

May

High school report cardsMay 6
AP exams May 6-17
End of Course exams May 6-31
Final exams – Students dismissed early .. May 30-31
Last student dayMay 31
GraduationMay 31
Half teacher workday –
No students, make-up day, if needed . May 31 or 28

June

Report cards– All gradesby June 11

Adult Education



Kimerla W. Linton

610 E. Meeting Street
Lancaster, SC 29720
Phone: 285-7660
Students: 950
Teachers: 14
Programs: GED, diploma, Work
Keys, basic skills, computer
literacy, employability
Director: Kimerla W. Linton
Secretary: Chandra McIlwain

A.R. Rucker Middle



Anita Watts

422 Old Dixie Road
Lancaster, SC 29720
416-8555
http://rms.lancastercsd.com
Students: 550
Teachers: 39
Grades: 6-8
Principal: Anita Watts
Secretary: Joy Cudd

Assistant principals: Arthur Bridges, Christopher Davis
Guidance: Reshi Clyburn, Allison Teschke

Andrew Jackson High



Alex Dabney

6925 Kershaw-Camden Hwy.
Kershaw, SC 29067
475-2381/283-1958
http://ajhs.lancastercsd.com
Students: 619
Teachers: 44
Grades: 9-12
Principal: Alex Dabney
Secretary: Cathie Pardue

Assistant principals: Shuntay Miller, Scott Phillips
Guidance: Brandi Brown, Malissa Crawford

Andrew Jackson Middle



Chris Timmons

6865 Kershaw-Camden Hwy.
Kershaw, SC 29067
475-6021/283-1970
http://ajms.lancastercsd.com
Students: 483
Teachers: 32
Grades: 6-8
Principal: Chris Timmons
Secretary: Mandy Eudy,

Assistant principals: Kelly Phillips, Heather Turner
Guidance: Malissa Crawford, Susan Hammond

Barr Street Learning Center



Kimerla W. Linton

610 E. Meeting Street
Lancaster, SC 29720
416-8944
Grades: 6-12
Director: Kimerla W. Linton

Brooklyn Springs Elementary



Beth Blum

1637 Billings Drive
Lancaster, SC 29720
283-8471
http://bses.lancastercsd.com
Students: 473
Teachers: 32
Grades: PreK-5
Principal: Beth Blum
Secretary: Shewanda Lathan
Assistant principal: Trevor Althof

Guidance: Sandi Cox

Buford Elementary



Andrea Ribelin

1906 N. Rocky River Rd.
Lancaster, SC 29720
Phone: 286-0026
http://bes.lancastercsd.com
Students: 734
Teachers: 41
Grades: PreK-5
Principal: Andrea Ribelin
Secretary: Gayle Caskey

Assistant principal: Susan Plyler
Guidance: Amanda Budd, Erin Kimbrell

Buford High



Michael Belk

4290 Tabernacle Rd.
Lancaster, SC 29720
Phone: 286-7068
http://bhs.lancastercsd.com
Students: 619
Teachers: 45
Grades: 9-12
Principal: Michael Belk
Secretaries: Earline Bowers,

Pamela Inman
Assistant principals: Kinsey Long, Martin Orr
Guidance: Lisa Cauthen, Eron Watts

Buford Middle



Sheri Wells

1890 N. Rocky River Rd.
Lancaster, SC 29720
285-8473
http://bms.lancastercsd.com
Students: 424
Teachers: 28
Grades: 6-8
Principal: Sheri Wells
Secretary: Rhonda Steele

Assistant principals: Bryan Steele
Guidance: Todd Smith

Clinton Elementary



Michelle Crosby

110 Clinton School Road
Lancaster, SC 29720
285-5395
http://ces.lancastercsd.com
Students: 446
Teachers: 30
Grades: PreK-5
Principal: Michelle Crosby
Secretary: Arlene Mackey

Assistant principal: Alysia Joyce
Guidance: Wendy Hamilton

Discovery School

302 West Dunlap Street
Lancaster, SC 29720 • 285-8430
http://dis.lancastercsd.com
Students: 108 • Teachers: 12 • Grades: K-5
Leadership Team: Tom McDuffie, Chucky Rivers
Secretary: Paulette Jane

Erwin Elementary



Jane Gaston

1477 Locustwood Avenue
Lancaster, SC 29720
285-8484
http://ees.lancastercsd.com
Students: 484
Teachers: 28
Grades: PreK-5
Principal: Jane Gaston
Secretary: Teresa Brown

Assistant principal: Deirdra Chandler
Guidance: Patricia McFadden

Harrisburg Elementary



Teryn Dalton

10251 Harrisburg Rd.
Indian Land, SC 29707
396-3737/283-8484
http://hes.lancastercsd.com
Students: 950
Teachers: 48
Grades: K-5
Principal: Teryn Dalton
Secretary: Karen Thomas

Assistant principals: Brad Johnson, Valisha Singleton
Guidance: Kate Jones, Kelly VanDaley

Heath Springs Elementary



Sheri Watson

158 Solar Rd.
Heath Springs, SC 29058
273-3176/286-8621
http://hses.lancastercsd.com
Students: 421
Teachers: 27
Grades: PreK-5
Principal: Sheri Watson
Secretary: Shawna Holden

Assistant principal: Lisa McBride
Guidance: Trudie Mason

Indian Land Elementary



Keisha Witherspoon

4137 Doby's Bridge Rd.
Indian Land, SC 29707
548-2916/283-1939
http://iles.lancastercsd.com
Students: 1,075
Teachers: 60
Grades: K-5
Principal: Keisha Witherspoon
Secretary: Amy Stuart

Assistant principals: Cheryl Fleischman, Haley Steele
Guidance: Amanda Bayne, Terri Nowinski

Indian Land High



David Shamble

8063 River Road
Indian Land, SC 29707
547-7571/286-8470
http://ilhs.lancastercsd.com
Students: 1,164
Teachers: 73
Grades: 9-12
Principal: David Shamble
Secretary: Jonetta English

Assistant principals: Monica Eaddy, Tal Horton,
Brenda Ishmael, David Sweem
Guidance: Marisa King, J. Barry Ledman, Tychonna Urqu-
hart, Shatonna Walker

Indian Land Middle



Chris Thorpe

8361 Charlotte Hwy.
Indian Land, SC 29707
578-2500/286-5300
http://ilms.lancastercsd.com
Students: 991
Teachers: 58
Grades: 6-8
Principal: Chris Thorpe
Secretary: Andra McGuirt

Assistant principals: Sarah Deason, Jennifer Thomas,
Darryall White

Guidance: Phedrian Alexander, Jennifer Blake, Curwood
Dillingham, Kelly Ewing

Kershaw Elementary



Kelli Farmer

108 N. Rollins Dr.
Kershaw, SC 29067
475-6655/286-6689
http://kes.lancastercsd.com
Students: 459
Teachers: 32
Grades: PreK-5
Principal: Kelli Farmer
Secretary: Terri King

Assistant principal: Kevin Miller
Guidance: Anita Robinson

District Career Center



Rodney Miller

625 Normandy Rd.
Lancaster, SC 29720
283-2001
http://lhs.lancastercsd.com
Students: 900 serving all 4 high
schools
Teachers: 21
Grades: 9-12
Career and Technology Education

Director: Rodney Miller
Assistant Principal: Bill Farrar
Transition Coordinator: Joann Garris
Secretary: Katie Humphries
Bookkeeper: Leslie Sinclair

Lancaster High



Rosalyn Mood

617 Normandy Rd.
Lancaster, SC 29720
283-2001
http://lhs.lancastercsd.com
Students: 1,336
Teachers: 112
Grades: 9-12
Principal: Rosalyn Mood
Secretary: Kristen Rollings

Lead assistant principal: Richard Pringle
Assistant principals: Paul Crenshaw, Bill Farrar, Marie
Johnson, Jason Young
Guidance: Eric Byrd (Director), Jerron Cauthen,
Rick Hodge, Charmaine Johnson, Sara Jordan

McDonald Green Elementary



Tonya Hunter

2763 Lynwood Dr.
Lancaster, SC 29720
285-7416
http://mges.lancastercsd.com
Students: 453
Teachers: 25
Grades: K-5
Principal: Tonya Hunter
Secretary: Melanie Wallace

Assistant principal: Connie Horton
Guidance: Kimber Celmer

North Elementary



Keishea Mickles

1100 Roddey Dr.
Lancaster, SC 29720
Phone: 283-9918
http://nes.lancastercsd.com
Students: 731
Teachers: 44
Grades: PreK-5
Principal: Keishea Mickles
Secretary: Elizabeth Phillips

Assistant principals: Michelle Burton, Cory Hyslop
Guidance: Rita Isom, Angela McGee

South Middle



Joyce Crimminger

1551 Billings Drive
Lancaster, SC 29720
283-8416
http://sms.lancastercsd.com
Students: 595
Teachers: 39
Grades: 6-8
Principal: Joyce Crimminger
Secretary: Cristy Courtney

Assistant principals: Brent Chavous, Liz James
Guidance: Reginal Partee, Dr. Patrice Robinson

**Southside Early
Childhood Center**



Shirmetha Stinson

500 Hampton Road
Lancaster, SC 29720
283-3915
http://ss.lancastercsd.com
Students: 250
Teachers: 44
Grades: Early Head Start & Head
Start
Preschool director: Shirmetha Stinson

Secretary: Dianne Hamrick

Van Wyck Elementary



Steven Puckett

4945 Charlotte Highway
Lancaster, SC 29720
313-6650/313-6649
http://http.bit.ly/vweseagles
Students: 625
Teachers: 38
Grades: PreK-5
Principal: Steven Puckett
Secretary: Rowena Player

Assistant principals: Nicole Lee, Jill Nelson
Guidance: Tia Ellam, Amy Wamsley

**Lancaster County
School District**



Jonathan Phipps
Superintendent

300 S. Catawba Street
Lancaster, SC 29720
www.lancastercsd.com
803-286-6972
1-800-277-LCSD
Total students: 13,500
Preschool through adult educa-
tion
Teachers & administrators: 1,091
Clerical & support personnel: 651