STEAMastic

The district's new STEAM initiative will get... Teachers working together across subject areas K-12. Students working together to solve problems. All of us understanding how what we're teaching & learning will matter in life after high school by:

STEAM

Talks about common themes to help students understand how skills in each subject help them solve problems. An example: A school’s teachers of art, English, history, math and science decide to use Star Wars as a basis for a connected unit of study. Art students look at famous space art and at how the movie’s art directors created props and imagined locations. Students create art connected to both. English students read and analyze famous science fiction, study themes of good versus evil and write their own stories/poems/scripts. Maybe even write and perform a scene. Social studies students study the history of the movie or space travel, construct how future economies might look, compare governments in Star Wars to ours. Math students learn formulas to measure distance and circumference and time travel. Science students learn scientific processes for analyzing atmosphere and soil and radiation. And in every assignment, students work together to solve problems they’re given.

CRITICAL THINKING

STEAM gets students focused on solving problems – the best way to master concepts and standards. That focus on problem solving uses real world resources – the internet, apps, computers and Discovery Education’s extensive data bank of learning resources. And that focus forces students to build the critical-thinking skills today’s jobs demand – in manufacturing, in offices, in the service sector – the same skills colleges demand. The same skills students will need when technology changes jobs they’re hired for again and again. Today’s workforce must have problem-solving skills – critical-thinking skills – not just be good at the same repetitive tasks past jobs rewarded.

GIFTED/TALENTED

STEAM focuses on building those skills. Collaborations across subject areas K-12. STEAM gets teachers across subject areas working together. They plan together on how to use common themes to help students understand how skills in each subject help them solve problems. An example: A school’s teachers of art, English, history, math and science decide to use Star Wars as a basis for a connected unit of study. Art students look at famous space art and at how the movie’s art directors created props and imagined locations. Students create art connected to both. English students read and analyze famous science fiction, study themes of good versus evil and write their own stories/poems/scripts. Maybe even write and perform a scene. Social studies students study the history of the movie or space travel, construct how future economies might look, compare governments in Star Wars to ours. Math students learn formulas to measure distance and circumference and time travel. Science students learn scientific processes for analyzing atmosphere and soil and radiation. And in every assignment, students work together to solve problems they’re given.

How to nominate a great teacher (Page 2)

Mary Beth Hileman
District Great Teaching Award & High School Award
Math – Lancaster High

“Mrs. Hileman is a teacher who focuses on individual student needs and works until she finds strategies to close the gaps. She works to support the school in efforts that are far-reaching. For Mrs. Hileman, teaching isn’t solely about her content; it is about paving a road that makes the complete high school experience more accessible for all students.”

Ashley Bradley
Great Teaching Award for Middle School Teachers
Science Teacher – Burford Middle

“Ashley is a great teacher that looks for new and innovative ways to teach her students. She is able to motivate her students to do their best and work hard. She looks for the best in each of her students. Ashley is a highly motivated teacher and leader in the school. She puts her students first. She tries to make science fun and interesting.”

Sarah Thomford
Great Teaching Award for Elementary School Teachers
1st grade – Clinton Elementary

“Mrs. Thomford strives to educate every child by not only focusing on academics, but also keeping a close eye on their physical, social and emotional needs. Mrs. Thomford truly puts all children first. "Sarah has a gift for making every moment a teachable moment and her love, passion, and thirst for knowledge is contagious for both students and adults."
Cell phone rules are tough

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.
- If the device has been confiscated by the safety director, the parent or guardian will be required to attend a conference with a school official before the device will be returned.
- The student is responsible for scheduling and attending the conference.

First offense
- The confiscated device will be held until a parent meets with a school official.

“Using cell phones in class without permission keeps students from focusing on their studies,” Dr. Phipps 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.
- 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.
- 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.

How to nominate a great teacher

- Pick up a nomination form from your school, the district office or online.
- 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.
- 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.

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.

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Page 2

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- If the device has been confiscated by the safety director, 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.

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Page 2
**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.
- Students and teachers can work together in the classroom and beyond.
- Teachers can use G Suite to
  - facilitate group projects
  - give feedback to students directly in documents
  - provide access to school devices without permission.
- These apps will make it much easier for teachers and students to work together in G Suite.

**What can my child do with G Suite?**

- Your child will be instructed on how to use the technology.
- Your child will work on a Docs or Sheets, and the teacher can see what’s being typed or type comments and suggestions.
- Students in grades 3-12 will receive documents and assignments.
- Students in grades 9-12 will use Chromebooks at school and take them home daily.

**Does it cost to use G Suite?**

- G Suite 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 3-8 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 school 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 child’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.

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

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**How will 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.

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**School begins**

- New personnel orientation
  - Aug. 9
  - 1st day for returning teachers
  - Aug. 12
- Districtwide meeting day
  - Aug. 19
- First day for 6th & 9th grade – orientation
  - Aug. 16 – 8:15 a.m. - 1 p.m.
- 1st day for all students
  - Aug. 19

**Exams – No extracurriculurs**

- Final exams for first term
  - Jan. 9-10 (Early dismissal Jan. 10)
- Final exams for second term
  - May 28-29 (Early dismissal May 28-29)

**End of school**

- Last student school day
  - May 20
- Graduation
  - May 29

**Graduation**

- Graduation
  - May 29
- Graduation
  - May 29
- Half days
  - Jan. 10

**Holidays – Schools closed**

- Labor Day
  - Sept. 2
- Thanksgiving holidays
  - Nov. 27-29

**Spring break**

- March 15-19

**MLK holiday**

- Jan. 20

**Professional development**

- Aug. 13, 15-16 (Aug. 13 - district inservice)
- Oct. 17

**High schools**

- 1st reporting period ends–Sept. 19
- 2nd reporting period ends–Oct. 22
- 3rd reporting period ends–Nov. 21
- 4th reporting period/1st semester ends–Jan. 10
- 5th reporting period ends–Feb. 14
- 6th reporting period ends–March 19
- 7th reporting period ends–April 28
- 2nd semester begins–May 29

**Middle schools**

- 1st reporting period ends–Oct. 22
- 2nd reporting period/1st semester ends–Jan. 10
- 3rd reporting period ends–March 19
- End of school year–May 29

**Report cards**

**Elementary schools**

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**Middle schools**

- 1st reporting period ends–Oct. 22
- 2nd reporting period/1st semester ends–Jan. 10
- 3rd reporting period ends–March 19
- End of year report card–By June 10

**State testing**

- CopAT/1A testing–Grade 2
- ACT WorkKeys spring exam - TBD
- AP exams - May 4-15

**Teacher workdays**

- Full days – Aug. 12, 14, Nov. 27,
- March 16
- Half days – Jan. 13, May 30

**Professional development**

- New personnel orientation
  - August 9
- Professional development for all teachers–
  - Full days–Aug. 13 (district inservice),
- Student make-up days
  - Nov. 27, Jan. 13, Feb. 17,
  - March 16, April 10, 15-17

**SAT & PSAT dates**

- PSAT/NMSQT
  - Oct. 16, 19 & 30 (not yet confirmed)
- SAT
  - Oct. 5, Nov. 2, Dec. 7, March 14,
  - May 2, June 6
- ACT
  - Sept. 14, Oct. 26, Dec. 14, Feb. 8,
  - April 4, June 13, July 18
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 to 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 laws and regulations, and with various safety and security standards and tools.
- 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 laws as well as district 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, material or material that threatens or otherwise violates the rights of others.
- The use of technology is not optional. All students enrolled in the district are expected to handle ECDs in accordance with regulations.

Acceptable use
- Our district provides computers and similar devices, network, email 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 course of study.
- Although the district firmly believes that the valuable information and interaction available on this world-wide network far outweighs the possibility that users may gain 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 information is available on the internet.
- 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 the 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 & Strategic plan • Title 1 Parent Act
- Multipurpose Buildings

Under Instruction
- Accountability Act requirements • Adult Education • Ext. exams/promotion/graduation • Gifted & talented programs • Grading/report cards • Homebound/instruction • Individual graduation plans • Instructional Services Homepage • Internet/computer use • Parenting Guides • What we teach (information on our curriculum) • School Librarians

Under Discipline/Safety
- Alive At 25 • Discipline codes • Health • Immunizations • Punishment for crimes/firearms • Student complaints & grievances • Student records rules • Volunteer application

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

Under Calendars
- School guidelines • 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

Use of personal devices by students
- With the approval of the schools as many located, 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 or 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.
Class rank procedures

Weighting of courses

Three levels of weighting
- College Prep – Courses designed to prepare students for college, technical school or for the workplace
- Honors/Pre AP – Courses designed to prepare students for and culminate in advanced placement courses
- Advanced placement – Courses that follow the advanced placement curriculum outlined by the College Board

Dual credit – College-level courses approved for dual credit by the Board of Trustees. A specific listing of dual-credit courses is published in the Course Guide.

South Carolina Uniform Grading Scale for weighting course grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
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<td>90-100</td>
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<td>80-89</td>
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Honor student standards

Standards for honor students
- Each senior’s GPR at the end of his senior year will determine his eligibility as an honor student.
- Honors – 4.2 minimum GPR on the uniform grading scale
- High honors – 4.4 minimum GPR on the uniform grading scale
- Highest honors – 4.6 minimum GPR on the uniform grading scale

Standards for junior marshals
- Each junior’s number of quality points at the end of the first semester of his junior year will determine his eligibility as a junior marshal.
- Head marshal – the junior with the highest GPR
- Number of marshals – to be determined by each school

Promotion standards

Attendance requirements
- You must meet the state and district attendance standards in all grades

For promotion from grade 9
- Must have five units
- Must be able to schedule all remaining units in the appropriate sequence

For promotion from grade 10
- Must have 10 units
- Must be able to schedule all remaining units in the appropriate sequence

For promotion from grade 11
- Must have 16 units and be able to schedule all remaining units required for graduation

Grades

Grading period
The school year is divided into four 9-week grading periods for elementary and middle students. High school courses are divided into four 4 1/2-week grading periods each term.

Grading scale
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Honor organizations eligibility
- Beta Club – 4.1 minimum GPR
- National Honor Society – 4.4 minimum GPR
- National Technical Honor Society – 3.9 minimum GPR

Exams will be given in year-long courses.

Frequency of reports
- A grade report will be sent to each student’s parent or guardian at the end of each grading period. A standardized progress report will be issued every 4 1/2 weeks at the elementary and middle schools.
- A teacher is required to contact parents when a student shows unsatisfactory progress by the midpoint of a grading period or thereafter.

Format of reports
- The kindergarten, elementary or secondary report cards will be used by every school (except Discovery School) in the district. Discovery School will use multiple intelligences/narrative report cards.

Exam procedures

Purpose of an exam
An exam should serve two purposes.
- To assess a student’s mastery of material taught during a course. Exams should be cumulative.
- To evaluate the effectiveness of instruction and its impact on student performance.

Amount of time for an exam
Elementary school
The amount of time for an exam in an elementary school will be set by the principal, with 60 minutes the maximum time for an exam.

Middle school
The amount of time for an exam in a middle school will be set by the principal, with the minimum time for an exam 60 minutes and the maximum time 120 minutes.

High school
The amount of time for an exam in a high school will be set by the principal, with the minimum time for an exam 90 minutes.

Schedules for exam days
- Exam dates are set on the district calendar.
- Clock schedules for exam days are set by principals.

Grade level exam guidelines
Elementary school
- Exams will be given only in grades 4-5 at the discretion of the principal.
- An exam in grades 4-5 will be given primarily as a teaching tool.

Middle school and high school
Exams will be administered at all grade levels in a middle school or a high school.

Self-contained units for disabled students
Exam requirements in this policy do not apply to self-contained units for students with disabilities.

Exemptions from an exam
- No exam exemptions except for seniors who are passing.

Weighting of an exam
- A high school final exam or end-of-course exam will be factored at one-fifth of the final grade.
- Mid-term exams will be given in year-long courses and will count 20% of the first semester grade.
- In a middle school unit course, a final exam or an end-of-course exam will count 20% of the final grade.
- In a middle school non-unit course, the final exam will count one-tenth of the final grade.
**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 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 to the teacher or staff member involved.
  - The written grievance must contain a concise statement of the issue(s) on which the matter is based and must include reference to the specific policy, rule or regulation in question.
  - The teacher must present the matter in writing to the teacher or staff member involved within 5 school days of 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 involved within 5 school days of the receipt of the written grievance.
    - provide the student with a written response to the grievance within 5 school days of 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
  - 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 involved 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 may 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
  - 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 made 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 or guardian.
- 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 advocating 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 Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments 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 Act 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 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
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 evidence or reflect 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;
  - 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 engage in physical violence against any other person.

- 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.

Adopted May 15, 2007

Constitutional & Statutory Provisions
- Section 16-3-130 – Organizations and entities revised.
- Section 59-10-90 – General powers and duties of school trustees.
- Sections 59-63-275 – Student hazing prohibited.
- Section 59-19-90 – General powers and duties of school trustees.
- Section 59-25-160 – Grounds for which trustees may expel, suspend or transfer pupil; petition for realignment; notices and parent conferences; expulsion for remainder of year and hearing; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.

How we handle bad checks
Our district uses First Citizen’s CheckXchange 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.

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The Nutcracker
Auditions.................................. Sept. 13

Glenis Redmond
Poetry • Grade 7 .................. Sept. 19
Poetry • High School Students .. Sept. 20

The Jackie Robinson Story
Theatre • Grade 8.......................... Oct. 1

The True Story of the 3 Little Pigs
Theatre • Grade 1.................. Nov. 7

The True Story of the 3 Little Pigs
Theatre • Grade 2................... Nov. 8

High School Honor Choir
Grades 9-12.......................... Nov. 11-12

The Grinch
Dance • Kindergarten............. Nov. 25

The Nutcracker
Dance (Evening performance) ...... Nov. 25

Poetry Out Loud
Poetry • USC-I .......................... Dec. 10

Downtown Banner Project
Visual art students & community members
Grades K-12.......................... Jan. 7 – Feb. 6

(Designs due Dec. 2)

Accidental Friends
Theatre • Grade 4.................. Jan. 28

Accidental Friends
Theatre • Grade 5.................. Jan. 29

Accidental Friends
Theatre • Grade 6.................. Jan. 30

Balloonacy
Theatre • 4-year-old kindergarten .... Feb. 4

Middle School Honor Choir
Grades 7 & 8 ........................... March 2-3

Lancaster All-County Band Festival
Middle & high school (Grades 7-12) .................................. March 6-7

Elementary Honor Choir
Grade 5 ................................ March 9-10

Youth Art Month Show
Opening of Banner Project in conjunction with a reception at LCCA
Grades K-12 ............................ March 12

Charlotte Symphony
Music • Grade 5 ........................ March 31

Beauty & The Beast
Columbia City Ballet
Dance • Grade 3 .......................... TBA

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.
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 time for 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.

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

Pull up those pants. Take off those caps and sunglasses. Get rid of those too-revealing tops. The Board of Trustees’ tough policy on student dress codes is designed to help students realize how appearance affects how others see them -- and how people see our schools.

“Everyone -- from the person who decides if you get that job you’ve always wanted to the person who decides if you get a loan for your dream house -- is influenced by how you look,” superintendent Jonathan Phipps said.

“Students’ appearance can also influence their attitudes toward learning and behavior. The board believes it has a duty to set high standards for our students to insure their success -- during school and in life after school.”

The policy sets specific standards for student dress and requires principals to see that those standards are maintained.

“The board wants expectations for student dress to be consistent from school to school at each level,” Phipps said. “This tougher policy gives our school administrators and faculties the support they need to enforce a consistent dress code.”

Contact your school for its specific dress code.

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.

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.

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 inappropriately 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
Surveillance on district property

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

Surveillance with metal detectors
The administration is authorized to use stationary or mobile metal detectors when:
- the administration in any school has reasonable suspicion that a student may possess, use, or be in the vicinity of a school or firearm or dangerous object; or
- an individual has been observed violating any school rules or engaging in criminal activity.

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 in accordance with the student and the nature of the alleged infraction.
- 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 officer will conduct the questioning with the principal or his designee present.
- If law enforcement officers intend to take a student into custody or arrest a student, they must present an official warrant, a court order or other legal authority.
- The principal will assist law enforcement officers in assuring that all procedural safeguards as prescribed by law, are observed.

Searches & seizures on district property

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

However, students and their belongings are subject to reasonable searches and seizures when administrators have a reasonable belief, as a result of circumstances that will avoid unnecessary 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.

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

Custody of district recordings
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.

Access to district recordings
• Recordings made by the district are the exclusive property of the 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.
• All recordings must be maintained in a secure location and should only be accessed by authorized personnel.

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.

Reusing/erasing recordings
• Recordings may generally be recycled or reused after a period of 30 days.

Use of recordings in discipline proceedings
• The school administration may use recordings as evidence in student disciplinary proceedings.

Notice requirements
• Students, parents/legal guardians and employees must be notified in advance 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.

Surveillance on district property

Surveillance equipment
• Surveillance equipment may be installed to monitor public areas including, but not limited to, meeting rooms, hallways and parking lots.

Schools provide lockers and/or desks to students for their use during the school year.
• Schools retain ownership of both.
• Students and their belongings are subject to searches.

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Searches - lockers & desks
Schools provide lockers and/or desks to students for their use during the school year.
• Schools retain ownership of both.

– Parents/legal guardians, the media and others may not duplicate or make any type of recording, 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 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 superintendent or his/her designee.

– 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 and should only be accessed by authorized personnel.

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 and should only be accessed by authorized personnel.

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The transportation director will have custody of and maintain recordings made on buses.

All recordings must be maintained in a secure location and should only be accessed by authorized personnel.
Sexual harassment policy

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.

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.

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.

No 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.
Discipline

Our elementary and secondary discipline plans

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

Elementary code sets levels of misbehavior

Disruptive behavior – Level I misbehavior

Acts of misbehavior
1. Student behavior that disrupts orderly classroom/school procedures or violates classroom/school rules but is not directed at himself/herself, another person or property

Enforcement procedures
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
1. Student behavior that is disruptive and/or aggressive and is directed at himself/herself, another person, or property

Enforcement procedures
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
1. Student behavior that is extremely disruptive, aggressive, and/or a legal violation.

Enforcement procedures
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 a elementary school student, must be expelled for one calendar year, beginning at the date of expulsion.

Procedures 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.

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 plans sets levels of misbehavior

Middle school disorderly behavior – Level I misbehavior

Acts of misbehavior
1. Student behavior that impedes orderly classroom/school procedures or that violates school rules
2. Level I offenses that are not disruptive actions by a student directed at himself, another student or property
3. Extorting and/or blackmailing a student
4. Committing sexual misconduct
5. Committing theft and/or possession of stolen property
6. Smoking or possessing tobacco products or related objects
7. Committing vandalism of less than $50
8. Committing sexual harassment
9. Brandishing a weapon or using profane or disrespectful language or gesturing in a profane or disrespectful manner
10. Gross disrespect or disobedience to a staff member, using profane or disrespectful language or gesturing in a profane or disrespectful manner
11. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant
12. Possessing a weapon, look-a-like gun or knife that does not violate state law
13. 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 of school discipline or authorized circumstantial circumstances may use discretion in increasing or decreasing the disciplinary action.
• Student/team conference
• Parent/team conference
• Student/administrator conference
• Lunch detention
• After-school detention
• Referral to Student Assistance Team
• One to three days in-school suspension

Middle school disruptive behavior – Level II misbehavior

Acts of misbehavior
- Disruptive behavior by the student directed at himself, another person or property
- Aggressive behavior toward or threatening another student
- Absenteeism without valid reason
- Committing forgery
- Behaving in a severely disruptive manner
- Being disrespectful or disobedient to a staff member
- Communicating obscenities
- Being absent from class or school without authorization
- Using fireworks
- Visibly displaying, activating or using a cell phone or other electronic telecommunications device during the continuous academic day
- Throwing rocks or other objects at a student or indiscriminately on school property or a school bus
- Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant

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.

Disciplinary action
The principal or school disciplinarian will take appropriate action that may include, depending on repetitions of offenses.
- One to five days in-school suspension
- One to five days out-of-school suspension

Repeated offenses
- 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

Middle school criminal behavior simple – Level III misbehavior

Acts of misbehavior
1. Fighting, contributing to a fight or threatening another student
2. Level I offenses that are not disruptive actions by a student directed at himself, another student or property
3. Extorting and/or blackmailing a student
4. Committing extreme misconduct
5. Committing a theft and/or possession of stolen property of less than $50
6. Smoking or possessing tobacco products or related objects
7. Committing vandalism of less than $50
8. Committing sexual harassment
9. Brandishing a weapon or using profane or disrespectful language or gesturing in a profane or disrespectful manner
10. Gross disrespect or disobedience to a staff member, using profane or disrespectful language or gesturing in a profane or disrespectful manner
11. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant
12. Possessing a weapon, look-a-like gun or knife that does not violate state law
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
- 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)

Second offense
- 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

Third offense
- Recommended expulsion. Students recommended for expulsion will receive 10 days out-of-school suspension.
- For a third offense of #5 under Acts of Misbehavior, the parent/guardian and student must contract for counseling with the Lancaster County Commission on Alcohol and Drug Abuse

Discipline action for off-campus behavior

Any off-campus student behavior that impacts 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.

Discipline of students with disabilities

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 Trusteess’ 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.
## 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 copycat 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.

## Disciplinary action

The principal, director of school disciplinary 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.

## Acts of misbehavior

1. Possession with intent to distribute or distribution of alcohol, drugs, an unauthorized controlled substance or a copycat 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 projecticle-type weapon (Law enforcement will be contacted)
3. Setting 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 above misbehaviors results in punishment as a principal participant

## Disciplinary action

The principal director of school disciplinary 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.

### Second offense
- Recommended expulsion for one calendar year, beginning at the date of suspension.

## Possession of any firearm, explosive or similar device
- Recommended expulsion for one calendar year, beginning at the date of suspension.

## 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 because, prior to the principal or assistant principal 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.
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. Being disrespectful or disobedient to staff member
24. Using profane or disrespectful manner at staff member

Enforcement procedures
1. Upon observation or notification and verification of an offense by a staff member, 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

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 disorderly behavior – Level I misbehavior

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

High school plan sets levels of misbehavior

High school disorderly behavior – Level I misbehavior

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. 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.
6. 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

First offense
– One detention
Second offense
– Two detentions
Third offense
– Three detentions
Fourth offense
– Three days in-school suspension
Fifth offense
– Recommended expulsion. Students recommended for expulsion will receive 10 days out-of-school suspension.

High school disruptive behavior – Level II misbehavior

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

Acts of misbehavior
1. Failing to complete an assignment or carry out directions from a teacher or an administrator
2. Failing to return to school any notice or report that requires parental acknowledgement
3. Committing extreme misconduct
4. Committing theft and/or possession of stolen property of less than $50
5. Committing vandalism of less than $50
6. Committing sexual harassment
7. Smoking or possessing tobacco products or related objects
8. Committing sexual harassment
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

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

First offense
– Three days out-of-school suspension
– Students recommended for expulsion will receive 10 days out-of-school suspension.
Second offense
– Three days out-of-school suspension
– 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.

High school criminal behavior simple – Level III misbehavior

Acts of misbehavior
1. Failing to complete an assignment or carry out directions from a teacher or an administrator
2. Failing to return to school any notice or report that requires parental acknowledgement
3. Using profane/disrespectful language or gesturing in profane or disrespectful manner at staff member
4. Failing to return to school any notice or report that requires parental acknowledgement

Enforcement procedures
1. The student will make restitution in all cases for which it is appropriate.
2. The student will be made to participate in counseling with the Lancaster County Commission on Alcoholic and Drug Abuse
3. The student will be recommended for expulsion.
4. The student will be required to attend Alcohol and Drug Abuse counseling with the Lancaster County Commission on Alcohol and Drug Abuse

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
– Students recommended for expulsion will receive 10 days out-of-school suspension.
Second offense
– Three days out-of-school suspension
– 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.

This list of offenses is not all inclusive.

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Note:
– The fifth offense is treated as a first offense Disruptive Behavior and must receive the designated disciplinary action

Note:
– Students recommended for expulsion will receive 10 days out-of-school suspension.

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### High 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 intimidat- ing 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 influ- ence of alcohol, drugs or a controlled substance or a copy-cat substance
   - (Law enforcement will be contacted)
5. Committing gross immorality
6. Committing theft and/or possession of stolen prop- erty greater than $50
7. Committing malicious vandalism over $50 or to any piece of school property
   - (Law enforcement will be contacted)
8. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a 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 enforce- ment 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
  - Five to 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.

### High 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 document 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 proce- dures.
5. The principal will contact law enforcement authori- ties.

**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
  - Five to 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.

### Discipline action 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.

### Discipline of students with disabilities

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- 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.

### Conduct on buses– Bus safety depends on riders following the rules

#### The bus discipline plan

**Acts of misbehavior**
- Dangerous or disruptive behavior such as but not limited to:
  - Not being at the bus stop on time
  - Not following safety policies as outlined by your driver
  - Not sitting in assigned seat
  - Not following the instructions of your driver
  - Loud or disruptive behavior
  - Aggressive acts toward students, staff or motor- ists
  - Any criminal violation

**Disciplinary actions**
**Note:** The director reserves the right to administer the school discipline code when appropriate in conjunction with the school principal.

- **First offense**
  - Parent/guardian will be contacted, and the student will be assigned a punishment by the director rang- ing from a warning to a bus suspension dependent on the severity of the offense.
- **Second offense**
  - Parent/guardian will be contacted, and the student will be assigned a punishment by the director ranging from a warning to a bus suspension dependent on the severity of the offense.

**Car-riding pick-up**
For separated or divorced parents, the law stipulates that we can’t decide which parents may pick up the child. We must release the child to either parent, regardless of which parent registered the child, unless the custodial, enrolling parent has a court order on visitations or pick-up. In that case, we must retain a copy of the court order in our files.
Q’s & A’s on identifying GT students

Q’s & A’s on identifying Junior Scholars

State regulations

Q’s & A’s on identifying GT students

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 bussed to Discovery School for classes

Middle school GT
• For students in grades 6-8 identified as gifted and talented
• Students are served in special English Language Arts 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

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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 to respond to the needs of students possessing unique abilities.

The program’s purpose is to identify students with exceptionally high scholastic achievement, 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 identifying exceptional students and recognizing those students with exceptionally high scholastic achievement and intellectual ability, and sponsoring summer opportunities in collaboration with participating S.C. colleges and universities.

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 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 characteristics of a GT student?

✓ Learns easily and rapidly
✓ Thinks clearly, recognizes implied relationships, comprehends meanings
✓ Reads above grade level
✓ Retains what he/she 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

Q How do students 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 of the following three dimensions:

Dimension A – Reasoning Abilities

Students must score 93% 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 96% national age percentile on the composite score of a nationally normed aptitude test.

Dimension B – Achievement

Students must score 94% 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 a measure of reading and/or math on the South Carolina statewide assessment instrument.

Dimension C – Academic Performance

For placement, grades 3-6, a student must achieve an appropriate performance standard on either verbal or non-verbal performance tests.

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);
• Test the aptitudes, attributes and behaviors of each student; and
• 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 day to receive differentiated instruction. The curriculum involves advanced problem-based inter-disciplinary 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 your 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.

Q Why are GT students identified?

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.

Q Who is eligible to take the PSAT?

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 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 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 characteristics of a GT student?

✓ Learns easily and rapidly
✓ Thinks clearly, recognizes implied relationships, comprehends meanings
✓ Reads above grade level
✓ Retains what he/she 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

Q How do students 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 of the following three dimensions:

Dimension A – Reasoning Abilities

Students must score 93% 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 96% national age percentile on the composite score of a nationally normed aptitude test.

Dimension B – Achievement

Students must score 94% 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 a measure of 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 tests.

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);
• Test the aptitudes, attributes and behaviors of each student; and
• 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 day to receive differentiated instruction. The curriculum involves advanced problem-based inter-disciplinary 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?

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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.
Immunization of students

These vaccines are required for the 2019-2020 school year:

- Diphtheria, whooping cough, tetanus vaccine
- Four doses of any combination of DT, DTaP, Td and Tdap vaccine with at least one dose received on or after fourth birthday for grades 7-12.
- One dose of Tdap vaccine received on or after seventh birthday. Routinely administered at ages 11-12, a dose on or after the seventh birthday will meet this requirement 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-7.
- Three doses with at least one dose received on or after fourth birthday OR four doses before the fourth birthday (if all doses separated by at least 4 weeks) for grades 8-12.
- Hepatitis B Series
- Three doses in series, with the third dose received > 24 weeks of age and at least 16 weeks before the first dose for grades K-12.
- Mumps, Measles and Rubella (MMR) Vaccine
- Two doses with both doses received on or after the first birthday and separated by at least 4 weeks OR positive history of disease for grades 6-12.
- Varicella (chicken pox) vaccine
- One dose received on or after first birthday OR positive history of disease for grades 6-12.
- Two doses received on or after first birthday and separated by at least 4 weeks OR positive history of disease for grades K-5.

For more details, contact your school nurse, private physician or the Lancaster County Health Department (803-286-9488).

State regulations

Q’s&’A’s on identifying artistically gifted

Q Who are artistically gifted students?

1. Eleventh- and twelfth-graders who meet eligibility criteria established by S.C. Department of Education and our district will be identified as artistically gifted & talented.

2. 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.

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 as prescribed by state regulation.

Q What services does our district offer?

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

Q Who can I call for more information?

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

If your child needs to take medicine at school

We are strongly committed to the health, safety and well-being of our students. A student may receive assistance with over-the-counter and prescription medication during school hours from the nurse, principal or his/her designee. Our Guidelines for School Administrators of Medication establish the basic structure for assisting students with medication during school hours.

- Medication should be given by a parent or guardian before or after school hours, when possible.
- Initial doses of medication that a student has never taken before will not be given at school.
- A responsible adult should deliver the medication to the school. Do not send medication with the student.
- Medication to be given at school must be accompanied by the Permission for School Administration of Medication form.
- A separate Permission for School Administration of Medication form must be completed for each medication.
- The parent or guardian must sign the Permission for School Administration of Medication form.
- A separate form must be completed for each medication.
- Over-the-counter medication must be in the original, unopened container with manufacturer’s label. The parent/guardian should attach a label with the student’s name to the medication.

Q 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 prescribed methods.

Q Penalty for sharing prescription medicine

- Students who share any medicine with another student will face disciplinary action including, but not limited to, suspension or expulsion.
- Each student on whom notification is made will notify students in writing of this prohibition and that violations may result in disciplinary action.

Q Self-medicating and/or self-monitoring

- The school district will authorize eligible students to self-monitor and self-administer medication, as prescribed by the student’s healthcare provider, except in the case of controlled substances and/or sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.
- Authorization forms completed and signed by the physician, parent and student are required, if student needs to carry an emergency medication on his/her person.

- An IHP must be established in order for a student to be allowed to self-medicate and/or self-monitor.
- Medications authorized to be carried by the student must be in the original, labeled container provided by the pharmacist who filled the prescription.
- Parents/guardians are responsible for knowing the expiration date of any medication brought to school and replacing medication before the expiration date. Expired medication will not be administered.
- The school district will grant permission to self-monitor and self-administer medication on a year-by-year basis.
- The district may revoke a student’s permission to self-monitor or self-admister medication if the student endangers himself/ or others through misuse of the monitoring device or medication.
- In classroom or on school grounds, at school-sponsored activity, in transit to and from school or school-sponsored activities during the school day.

Individual Health Care Plan

Many students attending school have health conditions requiring special health care services. An Individual Health Care Plan (IHP) is a plan of care, written by a registered nurse, for an individual student to provide for meeting the health monitoring and care of the student during school hours, or school nursing services, please contact your student’s school nurse or Lead Nurse, Leigh Anne Lever (803-416-8887).

- Students with special health care needs are students with health conditions requiring treatments, medical procedures, medications, and/or monitoring that must be performed by school personnel and meet one or more of the criteria below:
  - (a) are complicated and/or lengthy
  - (b) require several contacts with the nurse during the school day.
  - (c) are needed to prevent death or disability on an emergent basis.
  - (d) are needed for students who have medically fragile health conditions, and/or
  - (e) are prescribed treatment, medical procedures, medications and/or monitoring at school more than fourteen consecutive days.
  - (f) Students who have been granted permission to self-monitor and/or self-medicate and have an IHP must be monitored while on school grounds.
  - (g) Students who have been granted permission to self-monitor and/or self-medicate and have an IHP must be monitored while on school grounds.
  - (h) Students who have been granted permission to self-monitor and/or self-medicate and have an IHP must be monitored while on school grounds.
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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.

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 Consent 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.

The procedures for determining eligibility and services

The procedures below regarding eligibility and delivery of services are provided to ensure insurance coverage 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 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 are discontinued. Any work not completed 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.
• Students become eligible for homebound instruction after a minimum of six weeks before the projected delivery date.
• Students must return to school one month after delivery date.

More Homebound instruction information on next page
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

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.

Personal messages from teachers

Look what you can see instantly

Tardies

Assignments

Grades!

Days missed

School bulletins

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 https://lancastercsd.powerschool.com/public/home.html and follows the user-friendly steps to create an account. If you have a problem with your account, contact your school’s PowerSchool contact.
### District attendance regulations

<table>
<thead>
<tr>
<th>Board policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>In accordance with state law, every child between the ages of 6 and 17 must be enrolled in school. Each student is also expected to be in regular attendance at school on days and times for which he or she is to be present. The following guidelines will provide instructions to address truancy to school and class absences.</td>
</tr>
<tr>
<td>Any absences for a student in grades K-2, where the child is 12 or 13 years of age on or before Sept. 1, the child attends his/her 1st day of school, and is a high school student, and school officials have a responsibility to ensure the child attends school regularly.</td>
</tr>
<tr>
<td>Parents are required to be made aware of their child’s attendance at school (excluding any absences for a student in grades K-2, where the child is 12 or 13 years of age on or before Sept. 1, the child attends his/her 1st day of school, and is a high school student, and school officials have a responsibility to ensure the child attends school regularly).</td>
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### Absences

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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Absences may be excused under specific circumstances that would result in the student missing less than six school days.</td>
<td>Absences will result in the student missing more than six school days.</td>
</tr>
</tbody>
</table>

### Truancy

**A child, at least 12 but not yet 17 years old, who fails to attend school with the intent to determine reasons for the absence to be recorded as a lawful absence.**

<table>
<thead>
<tr>
<th><strong>Habitual truant</strong></th>
<th><strong>Middle schools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The child’s attendance at school is considered unlawful.</td>
<td>Students will be required to do one of the following: A. Obtain a medical note or letter from the principal that states that all work has been completed.</td>
</tr>
<tr>
<td>The child’s attendance at school is considered unlawful.</td>
<td>B. The student must appear in court to remove the cause of unlawful absences; and</td>
</tr>
<tr>
<td>The child’s attendance at school is considered unlawful.</td>
<td>C. The student must pay for recovery.</td>
</tr>
</tbody>
</table>

### Excuses

An excuse in the form of a note must be presented by the student to the principal before the end of the school day that precedes the student’s return to school.

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### 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 complete 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 disabilities receive assistance.

Parent engagement

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 the Title I school.
• Opportunities for active parent participation should include, but not be limited to,
  - PowerSchool Parent Portal,
  - open house,
  - parent workshops,
  - school-parent compact,
  - home visits,
  - 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 expenditure plan.

Parent engagement 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. This district administers a variety of standardized assessments to 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

• 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 2018-2019

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

Dear Parent/Guardian,

Under the Higher Education Act of 1998, parents/guardians have the right to obtain information about the qualifications of their children’s teachers. Specifically, parents/guardians have the right to know what type of certificate the teacher holds, what subject the teacher has earned, and requires school districts to distribute the following information concerning the teacher has earned.

Most of this information is accessible through the State Department of Education’s Division of Teacher Quality web site, under the Teacher Qualification Search link. You may search this information by entering the teacher’s name directly or by accessing a listing of all teachers by district or school name. Only teachers currently employed in South Carolina’s school districts are included in this listing. Information obtained through the Teacher Qualification Search site is intended for informational use only and is not an official record.

If you do not have access to the internet and are unable to obtain this information through the State Department’s web site, please send a letter of request addressed to your child’s school principal, giving the name of the teacher and the grade or subject that the person teaches, as well as the specific information you are requesting. The information will be provided to you within a reasonable period of time, normally within two weeks of receiving your request.

Sincerely,

Superintendent

The purpose of Title I

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After use of protection plan, additional replacement costs.

You may opt to 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.

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.

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 students and parents 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

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

Chromebook protection plan

Guidelines & Procedures for Concussion Management

Go to http://xserve.lcsd.k12.sc.us/LCSD/Web/ConcussionTab13.pdf
The Purpose of Title I

- Employ district Title I coordinator
- Employ district Title I assistant
- Employ 42FTE Extended Learning coordinator
- Employ .10 FTE instructional specialist in technology
- Provide stipend for district parent coordinator
- Provide opportunities for ongoing research-based professional development
- Provide support for instructional programs in Title I schools
- Provide support for parents in Title I

District-Wide Title I parent engagement activities

The SEA Waiver legislation requires schools districts to use a portion of their Title I funds to support parent engagement. 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.

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 migrant children, including providing information and materials in a language that the parent can understand.
- Schools will coordinate and integrate parent and school improvement programs and activities at the school level with other federal, state and district programs.
- The parent policy will be presented for discussion and approved 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

A School-Parent Compact was developed with, agreed upon with and distributed to all parents, will describe how parents, students and the entire school staff will share 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 effectively involve 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 conferencs, 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 link to an “organized, ongoing and timely way” in planning, reviewing and improving Parent Involvement Policy.
- Provide other activities to promote parent involvement through Celebrate Great Teaching, National Education Week, Celebration of excellence, Field Day, Teacher Appreciation Week, parenting workshops and volunteer and mentoring programs.
- 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 will receive timely information about Title I programs.
- The Parent Involvement Policy will be reviewed throughout the year as PTAs, SIC, Title I and other parent groups meet.

Elementary parent involvement policy

Policy involvement

Parent Involvement Policy is jointly developed with, agreed upon with and distributed to all 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 migrant children, including providing information and materials in a language that the parent can understand.
- Schools will coordinate and integrate parent and school improvement programs and activities at the school level with other federal, state and district programs.
- The parent policy will be presented for discussion and approved 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/staff – to continuously meet the changing needs of our parents, students and school.

Shared responsibility – School-Parent Compact

A School-Parent Compact was developed with, agreed upon with and distributed to all parents, will describe how parents, students and the entire school staff will share 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 effectively involve 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 conferencs, 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 link to an “organized, ongoing and timely way” in planning, reviewing and improving Parent Involvement Policy.
- Educate teachers and other staff, with parents’ help, to reach out to, communicate with and work with parents through PTAs, 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, PTAs, meetings, school improvement council, school calendar, parent/student handbook and school plans.
- Provide opportunities for parents to communicate with school through open door policy, suggestion box, designated time to meet with the principal and 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.
- 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 will receive timely information about Title I programs.
- The Parent Involvement Policy will be reviewed throughout the year as PTAs, SIC, Title I and other parent groups meet.

Changes to the program, new information and review and evaluation of the policy and programs will be included on the meetings’ agendas.

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 will receive timely information about Title I programs.
- The Parent Involvement Policy will be reviewed throughout the year as PTAs, SIC, Title I and other parent groups meet.

- 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 involvement.
- 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 council, city government, 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 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 Elementary Childhood Centers House 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 translation 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 migrant 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.
October

Elementary parent/teacher conferences...Oct.

Professional development...Oct.

PSAT/NMSQT...Oct.

1st anniversary in grades 1-2, 4th grade...Oct.

Report cards for all...Oct.

November

Aptitude testing, Grade 2...Nov.

3rd grade high school graduation period...Nov.

Teacher workday...Nov.

- No students - May be used as make-up day, if needed.

Thanksgiving holidays...Nov.

December

High school report cards...Dec.

End of Course exams...Dec.-Jan.

Winter holidays...Dec.-Jan.

- Elementary schools may choose to schedule workdays during winter break. Otherwise, elementary 2-week holiday will be Jan. 15.

January

Exams...Jan.

2nd anniversary in grades 1-2, 4th grade...Jan.

1st Teacher workday...Jan.

- No students - May be used as make-up day, if needed.

Second semester begins...Jan.

Report cards...All grades...Jan.

MLK Holiday...No school...Jan.

February

ACT/SAT/Ready To Work...Feb.

5th grade high school graduation period...Feb.

Professional development...Feb.

- No students - May be used as make-up day, if needed.

March

Elementary parent/teacher conferences...March

Teacher workday...March.

- No students - May be used as make-up day, if needed.

3rd anniversary in grades 1-2, 4th grade...March

Report cards...March

April

Spring holidays...No school...April

April 15-17 may be used as make-up day, if needed...April

May

High school report cards...May

AP exams...May

End of Course exams...May

Final exams...May

Last day student...May

Graduation...May

Half teacher workday...May

- No students - make-up day, if needed...May

June

Report cards...All grades...June

Adult Education

Lancaster Career Center

101 Milton Street

Lancaster, SC 29720

Phone: 285-7660

Students: 950

Teachers: 17

Programs:GED, diploma, Work Keys, basic skills, computer literacy, employability

Director: Kimerla W. Linton

Assistant principal: Lisa Scott

Guidance: India McCants

Clinton Elementary

110 Clinton School Road

Lancaster, SC 29720

Phone: 285-8049

Website: http://cvs.lancastercsd.com

Students: 481

Teachers: 30

Grades: PreK-12

Principal: Keisha Withrow

Guidance: Arlene Mackey

Assistant principal: Matt Miller

Guidance: Wendy Hamilton

Discovery School

Schools: 325 Normandy Road

Lancaster, SC 29720

Phone: 283-2001

Website: http://lcs.lancastercsd.com

Students: 108 Teachers: 12 Grades: K-5 Leadership Team: Tom McMillan, Chucky Rivers

Secretary: Pauline June

Principal: Sabina Saglimbeni

Erwin Elementary

1147 Lancaster Avenue

Lancaster, SC 29720

Phone: 494-8484

Website: http://ees.lancastercsd.com

Students: 484

Teachers: 28

Grades: PreK-4

Principal: Cory Hyslop

Assistant principal: Ryan Jones

Guidance: Patricia McFadden

Harrisburg Elementary

1022 Harrisburg

Indian Land, SC 29707

Phone: 501-378-2849

Website: http://hes.lancastercsd.com

Students: 490

Teachers: 48

Grades: K-5

Principal: Tony Dalton

Secretary: Karen Thomas

Assistant principal: Brenda Johnson, Vashon Singleton

Guidance: Lauren Longley, Kelly Vansale

Health Springs Elementary

138 Solar Rd.

Lancaster, SC 29705

Phone: 283-1726/286-8621

Website: http://bhs.lancastercsd.com

Students: 421

Teachers: 43

Grades: PreK-5

Principal: Dwayne Watson

Secretary: Sherron Holden

Assistant principal: Linda McLean

Guidance: Tracie Mason

Indian Land Elementary

4137 Deby’s Bridge Rd.

Indian Land, SC 29707

Phone: 504-291-283-1939

Website: http://iles.lancastercsd.com

Students: 1,100

Teachers: 61

Grades: K-5

Principal: Sarah Dennis

Secretary: Brianna McRae

Assistant principal: Cheryl Pielak, Jason Ramsey, Haley Steele

Guidance: Amanda Bayne, Tori Nowinski, Laura Usher

Indian Land High

3063 River Road

Indian Land, SC 29707

Phone: 547-757-286-8470

Website: http://ilhs.lancastercsd.com

Students: 1,164

Teachers: 73

Grades: 9-12

Principal: David Shelp

Assistant principal: Jonathan English

Guidance: Eunice Eaddy, Ted Holt, Brenda Mundar, Tori Umera

Guidance: Mighty King, Barry Ledman, Tychona Uguru-

Habitat Walker

Indian Land Middle

3831 Charlotte Hwy.

Indian Land, SC 29707

Phone: 578-285-286-5300

Website: http://ilmhs.lancastercsd.com

Students: 693

Teachers: 63

Grades: 6-8

Principal: Chris Thorpe

Assistant principal: Candice McGinty

Assistant principal: Chelsea Brown, Mark Bruhnik, Jennifer Thomas, Darrell White

Guidance: Phoebe Alexander, Jennifer Blake, Curved Dillingham, Kelly Ewing

Buford Elementary

2484 Taborneck Rd.

Lancaster, SC 29720

Phone: 286-0600

Website: http://bles.lancastercsd.com

Students: 726

Teachers: 45

Grades: 9-12

Principal: Michael Belk

Secretary: Jennifer Grooms

Assistant principal: Anthony Goodwin

Guidance: Sherry Smith

Buford Middle

2000 Rocky River Rd.

Lancaster, SC 29720

Phone: 286-8431

Website: http://bms.lancastercsd.com

Students: 424

Teachers: 28

Grades: 6-8

Principal: Kevin Miller

Secretary: Rhonda Steele

Assistant principal: Bryan Sowell

Guidance: Todd Smith

Brentley High

2360 14th Street

Lancaster, SC 29720

Phone: 286-8431

Website: http://bms.lancastercsd.com

Students: 726

Teachers: 45

Grades: 9-12

Principal: Michael Belk

Secretary: Jennifer Grooms

Assistant principal: Anthony Goodwin

Guidance: Sherry Smith

SOUTH CAROLINA