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School start times

- All Elementary schools - 7:30 a.m. to 2 p.m.
- Middle - 8:30 a.m. to 3:30 p.m.
- High - 8:45 a.m. to 3:45 p.m.
- Indian Land Intermediate- 8:20 a.m. to 3:20 p.m.
- Indian Land High - 9:10 a.m. to 4:10 p.m.

A note from Superintendent, Dr. Phipps

This last year was tough. The COVID-19 pandemic made the later part of 2019-20 and the whole of the 2020-21 school year look very different from years past. Our district's staff and students had to navigate learning in new and creative ways while staying safe with facemasks, Plexiglas shields, and extra hand sanitizing. They also endured the ever changing landscape of social distancing, quarantines, and virtual and hybrid learning models. However, our district and community are resilient and so as we look forward we are very hopeful that the 2021-2022 school year feels closer to normal. When you walk into any of our schools, we know you'll be impressed by the excitement you see for learning and teaching, by how friendly and caring our teachers and staff are and by how every learning space is clean and orderly. We're proud of our county and our school system.

You won't find a more dedicated, enthusiastic group of teachers anywhere. We are so thankful for our talented educators who are the heart of what makes our schools and programs so great. Our teachers, administrators and staff truly care about children. We're focused on giving our students world-class knowledge and tools as we help them develop life and career skills – skills that will ensure success throughout their lives. We've set rigorous standards in all courses, and our teachers use classroom strategies that build creativity, innovation, critical thinking, problem solving and effective communication. We work hard to see that our students have the intellectual tools and understanding to master new and complex concepts. STEAM curriculum has been integrated into all of our schools. STEAM usually stands for science, technology, engineering, arts and mathematics. In our district, we say it

stands for "students and teachers engaging active minds!" and is another way we prepare our students for the future. We're also committed to helping our students understand how important integrity, self-direction, and interpersonal skills are to success. We want our students to have a global perspective, and we want them to develop the work ethic and perseverance it takes to deal with all the changes they'll experience in their lifetimes. You can find lots of information on our website, www.lancastercsd.com. You'll find links to each of our schools and information about our board of trustees, human resources and instruction. The site includes curriculum information, our discipline and academic policies, our school calendar and much more. I look forward to meeting you and your family, and we, as a district, are eager to work with you to provide a world-class education for your children.

Google Workspace for Education Fundamentals

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

What is Google Workspace for Education Fundamentals?

- 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 Google Workspace for Education Fundamentals be used?

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

What can my child do with Google Workspace for Education Fundamentals?

Your student might

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

How can my child’s teacher use Apps?

These apps will make it easier for teachers and students to work together in the classroom and beyond.

Teachers can use Google Workspace to

- facilitate group projects
- use the history tool to see how much each student in a group is participating
- give feedback to students directly in documents
- receive assignments from students electronically.

What does “work together” mean?

Work together, or collaborate:

- As a student works on a Doc or Slides or Sheets, the teacher can see what’s being typed or type comments and suggestions.
- Multiple students in different locations can work

Student guide for using technology, apps

- **Be sure to** keep personal info out of anything you put online.
- **Do NOT log-in** as another student.
- **Do NOT use** speech that isn’t appropriate for a classroom.
- **Treat other students** and staff and their ideas online with respect.
- **Your online assignments** are just like any other assignments – you must follow rules about plagiarism, cheating and use of technology.
- **You MUST NOT** use the internet to harass, discriminate or

threaten the safety of others. If you receive a comment that makes you feel uncomfortable or is not respectful, report it to a teacher. Do NOT respond to the comment.

- **Do NOT download** or install any software or applications on school devices without permission – whether you’re at home or school – and do NOT click on ads.
- **You must be** honest, fair and cautious in gathering, interpreting and expressing information for the benefit of others. Always identify sources and test accuracy of all sources.

- **You are accountable** to your readers, listeners, viewers and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.

- **You will face** academic sanctions and/or disciplinary action if you violate rules for acceptable use of technology.

- **Students may have** a personal Google accounts, but these may not be used at school; only the @lcsd.k12.sc.us domain should be logged onto at school.

together in the same Doc or Sheet at the same time.

How will use of Google Workspace for Education Fundamentals reflect in my student’s grade?

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

Does it cost to use Google Workspace for Education Fundamentals?

Google Workspace 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 PreK-12 will be issued a district Chromebook for educational purposes. Google Workspace will work on any device connected to the internet.
- Students in grades PreK-12 will use Chromebooks at school and take them home daily.

Who has access to my child’s account?

Our Terms of Use agreement ensures that our stu-

dents and staff are sole owners of their data. Google will only access content stored in Education Fundamentals 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 Education Fundamentals
- Google requires a school-issued login and individualized password
- the gmail account only allows a student to email other students and staff
- education fundamentals 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.

Elementary parent involvement policy

Policy involvement

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

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

Shared responsibility – School-Parent Compact

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

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

Building capacity for involvement

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

- Assist parents in understanding S.C.’s academic and achievement standards by disseminating pamphlets and hand-outs and holding parent-teacher conferences, parent workshops and Open Houses.
- Communicate and monitor child’s progress by using weekly folders, nine-week report cards, IEP meetings, parent-teacher conferences, academic plans and dis-

semination of state standard info with a letter giving explanation.

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

Parents’ full participation

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

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

Due to COVID-19, no visitors or parents will be able to enter the classroom. This is to preserve the environment & protects students from health and safety concerns.

- The Parent Involvement Policy will be reviewed throughout the year as PTA, 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 comments.
- Sharing jointly in the development of the school-parent compact
 - Parents share in developing the compact during a series of meetings.
 - Agendas and sign-in sheets are maintained as record of all meetings.
- Supporting a partnership among the school, community and parents to improve student academic achievement
 - Schools engage business partners, the faith community, county and city governments, media and other groups to support the academic program.
- Providing extensive assistance to parents in understanding such topics as the state’s academic standards, assessments, monitoring student progress and working with their children through a variety of ways including workshops, trainings and at-home activities.
- Coordinating and integrating parent in-

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

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

This year may be different in that meetings will be held virtually rather than in person for safety purposes.

No visitors or outside guests will be able to enter classes or cafeterias.

Using our technology

Our district’s acceptable use & internet safety regulations

Educational purpose

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

What we expect

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

Legal requirements

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

Acceptable use

- Our district provides computers and similar devices, network, e-mail and internet access to individuals as part of the learning environment.
- The use of these resources is a privilege and not a right.
- While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual.
- Violation of these guidelines may result in the loss of this privilege and may also result in discipline or litigation in accordance with board policy and state and federal law.
- With access to technology and to people all over the world comes the increased availability of material that may not be of educational value in the context of the school setting.
- Although the district firmly believes that the valuable information and interaction available on this world-wide network far outweighs the possibility that users may get material inconsistent with the educational goals of the district, the district still makes every effort to monitor and restrict ready access to known objectionable sites and to controversial or inappropriate materials.
- The district does not condone the use of controversial or offensive materials and cannot be held responsible for such unauthorized use.
- Use of technology and/or internet access for any purpose that is inconsistent with the educational mission of the district is strictly prohibited.
- While the schools’ teachers and other staff will make reasonable efforts to supervise student use of network and internet access, they must have student and parent/legal guardian cooperation in exercising and promoting responsible use of this access.
- Due to the integration of technology in the educational process and the curriculum of the district, student use of technology is not optional. All students enrolled in the district understand that they will be using technology responsibly on a regular basis and are bound by the terms of district policy and individual school guidelines.

District internet safety & other terms of use

General access

- The internet can provide a vast collection of educational resources for students.
 - It is a global network that makes it impossible to control all available information.
 - Because information appears, disappears and changes constantly, it isn’t possible to predict

- or control what students may locate.
- Our district makes no guarantees as to the accuracy of information received on the internet.
- Although students will be under teacher supervision while on the network, it isn’t possible to constantly monitor individual students and what they are accessing on the network.
- Some students might encounter information that is not of educational value.
- The district will use technology protection measures to protect students from inappropriate access.

Online behavior program

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

Off-campus conduct

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

Expectation of privacy

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

Use of personal devices by students

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

Personal use of district resources

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

Appropriate care & handling of ECDs

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

Student Acceptable Use

- Student guidance of acceptable use of the district’s information technology resources, including but not limited to:
 - The Internet, intranet, e-mail, portal.
 - District assigned computing devices such as personal electronic devices, laptops, desktops and portable storage.
 - The district’s network and supporting systems and data transmitted by and stored on these systems.
 - Student-owned personal electronic devices using LCSD resources or during school and/

or school activities.

Filtering and monitoring computer resources

- The district takes reasonable precautions by using filtering software to keep inappropriate material out of the classroom. The district strongly adheres to the guidelines set forth by COPPA (Children’s Online Privacy Protection Act) and CIPA (Children’s Internet Protection Act) when installing filtering/monitoring software devices on district equipment
- The district reserves the right to review any e-mail sent or received using district equipment and e-mail accounts.
- Students must adhere to the behavior expectations while using technology and e-mail, including but not limited to those expectations contained in board policy. The district’s behavior policies can be found under Section J of the Board Policy Manual.
- Technology is constantly changing and evolving. Due to the nature of the Internet, online communications, and evolving technology, the district cannot ensure or guarantee the absolute safety of students during the use of technology, including email and the Internet. Parents and students should contact the school immediately with any concerns related to the use of technology.
- If a student inadvertently accesses a site that contains objectionable or questionable material, the student is instructed to tell his/her attending teacher immediately.

Prohibited Uses of district resources

- Students are restricted from using district technology resources for inappropriate behaviors including, but not limited to, the following:
 - The use of school computers for commercial purposes.
 - The use of obscene, bullying, profane, lewd, threatening, disrespectful, or gang related language or symbols.
 - Violation of copyright laws. Students should refer all questions regarding copyright concerns to administrators or designated persons such as the media specialist at their school.
 - Bypass or attempting to bypass any of the district’s security or content filtering safeguards.
 - Allowing another person to use a device or application under your district-assigned login.
 - Adding, modifying, repairing, reconfiguring or otherwise tampering with any device on the network infrastructure including, but not limited to: wireless network devices, computers, printers, servers, cabling, switches/hubs, routers, etc.
 - Unauthorized access, overloading, more commonly known as Distributed Denial of Service or Denial of Service, or use, or attempted unauthorized access or use of district information systems.
 - Destroying or tampering with any computer equipment or software.
 - Failure to follow school or teacher rules regarding use of technology.
 - The use of any “hacking tools” that can be used for “computer hacking”, as defined in the South Carolina Computer Crime Act, may not be possessed on school property, on any district premise, or run or loaded on any district system.
 - The use of school computers/devices for illegal activities including, but not limited to, planting viruses, hacking, or attempted unauthorized access to any system.
 - Violating any state for federal law or regulation, board policy or administrative rule.

Personal safety

- Students will not post or email personal contact information about themselves or other people unless it is in conjunction with a specific teacher-approved assignment or approved college/career communication.
- Students will not agree to meet with someone they have met online without their parent/guardian’s approval.
- Students will promptly disclose to an administrator, teacher, or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

Consequences

- Students who violate these regulations may be subject to disciplinary action up to, and including, expulsion in accordance with board policy and state and federal law. Suspected criminal activity must be immediately reported to law enforcement.

Privacy

- E-mail messages and any other electronic data created using district resources or stored district resources are the property of the district.
- The district reserves the right to examine, restrict or remove any material that is on or passes through its network, just as it does any other work or material generated at or brought to school by students.
- Access to electronic information related to any student will be governed by the same policies

For information about Chromebook protection plans, click here

Class rank procedures

Weighting of courses

- Three levels of weighting**
- The levels of weighting and their definitions are
- 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	A	B	C	D	F
College Prep	4.875-4.000	3.875-3.000	2.875-2.000	1.875-1.125	1.000-0.000
Honors (Pre AP)	5.375-4.500	4.375-3.500	3.375-2.500	2.375-1.625	1.500-0.000
Dual Credit/Adv. Placement	5.875-5.000	4.875-4.000	3.875-3.000	2.875-2.125	2.000-0.000

Promotion standards

- | | |
|---|--|
| <p>Attendance requirements</p> <ul style="list-style-type: none">• You must meet the state and district attendance standards in all grades <p>For promotion from grade 9</p> <ul style="list-style-type: none">• Must have five units• Must be able to schedule all remaining units in the appropriate sequence <p>For promotion from grade 10</p> <ul style="list-style-type: none">• Must have 10 units | <ul style="list-style-type: none">• Must be able to schedule all remaining units in the appropriate sequence <p>For promotion from grade 11</p> <ul style="list-style-type: none">• Must have 16 units and be able to schedule or complete all remaining units required for graduation• Must be able to schedule all remaining units in the appropriate sequence |
|---|--|

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

Class rank and honors for the class of 2004 and beyond

Uniform grading scale guidelines mandate that for the graduating class of 2004 and thereafter class rank will be determined by the student's grade point ratio.

The grade point ratio will determine the student's eligibility as an honors student.

Honors — 3.875 minimum GPR on the uniform grading scale

High honors – 4.125 minimum GPR on the uniform grading scale

Highest honors – 4.28 minimum GPR on the uniform grading scale

Standards for junior marshals

Each junior’s grade point ratio at the end of the first semester of his junior year will determine his eligibility as a junior marshal.

Head marshal – the student with the highest grade point ratio

Number of marshals – to be determined by each school

Honors organizations eligibility

- **Beta Club** – 4.1 minimum GPR
- **National Honor Society** – 4.4 minimum GPR
- **National Technical Honor Society** – 3.9 minimum GPR

Reporting to parents

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**
- | A | B | C | D | F |
|--------|-------|-------|-------|----------|
| 90-100 | 80-89 | 70-79 | 60-69 | Below 60 |
- K-8**– No grade lower than 50 assigned at end of grading period.
- 9-12**– No grade lower than 50 assigned at end of grading period during first half of course.

- Grades per grading period**
- A teacher must provide students in each class a minimum number of opportunities for grades each grading period, depending on the grade level.
- Grades 2-5 – nine grades per 9 weeks in all subjects
 - Grades 6-8 – 12 separate assignments regardless of weighting per 9 weeks
 - Grades 9-12 – six grades per 4 1/2 weeks

Report cards/interim reports

- Frequency of reports–**
- A grade report will be sent to each student’s parent or guardian at the end of each grading period. PowerSchool can be accessed by parents on a daily basis to monitor student progress.
 - **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.
 - The district report card for Grades 2-12 are

- computer-generated.
- In first and second grades, teachers will indicate on report cards each student’s progress toward mastering standards.
 - Teachers in Grades 2-12 record numerical grades only.
- Comments on report cards–**
- A comment must be made by the teacher in the comment section of the report card for any and each failing grade a student receives.
 - Any comment on a student’s traits or behavior pattern must be objective.

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.

Help keep children safe online

- Due to school closings and stay-at-home orders resulting from the COVID-19 pandemic, children’s increased online presence may put them at greater risk of child exploitation. Parents, guardians, caregivers, and teachers can take the following measures to help protect children from becoming victims of online child predators:
- Discuss internet safety and develop an online safety plan with children before they engage in online activity. Establish clear guidelines, teach children to spot red flags, and encourage children to have open communication with you.
 - Supervise young children’s use of

- the internet, including periodically checking their profiles and posts. Keep electronic devices in open, common areas of the home and consider setting time limits for their use.
- Review games, apps and social media sites before they are downloaded or used by children. Pay particular attention to apps and sites that feature end-to-end encryption, direct messaging, video chats, file uploads, and user anonymity, which are frequently relied upon by online child predators.
 - Adjust privacy settings and use parental controls for online games, apps, social media sites, and electronic devices.

- Tell children to avoid sharing personal information, photos and videos online in public forums or with people they do not know in real life. Explain to your children that images posted online will be permanently on the internet.
- Teach children about body safety and boundaries, including the importance of saying ‘no’ to inappropriate requests both in the physical world and the virtual world.
- Be alert to potential signs of abuse, including changes in children’s use of electronic devices, attempts to conceal online activity, withdrawn behavior, angry outbursts, anxiety, and depression.
- Encourage children to tell a parent,

- guardian or other trusted adult if anyone asks them to engage in sexual activity or other inappropriate behavior.
- Immediately report suspected online enticement or sexual exploitation of a child by calling 911, contacting the FBI at tips.fbi.gov, or filing a report with the National Center for Missing & Exploited Children (NCMEC) at 1-800-843-5678 or report.cybertip.org. For additional resources on online child safety, visit NCMEC’s website at missingkids.org/netsmartz/home. For more information about the Department of Justice’s response to COVID-19, visit justice.gov/coronavirus.

Student Complaints & Grievances

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

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

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

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

Level I

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

Level II

- Step 1** – If the decision of the teacher or staff member involved does not resolve the grievance to the satisfaction of the stu-

dent or if no decision is made within the allotted time, the student may appeal in writing to the next school administrative level.

- Step 2** – On appeal to this level, the administrator
 - » will arrange a meeting within 5 school days of receipt of the grievance,
 - » may, at his/her discretion, hear witnesses and evidence directly and
 - » will respond in writing to the student within 5 school days of his/her hearing of the grievance.

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

Level III

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

Level IV

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

General provisions

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

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

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

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

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

Adopted July 2005

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, dis-

play or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang;

- engage in any act – either verbal or nonverbal, including gestures or handshakes – showing membership or affiliation with any gang; or
- engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to,
 - » soliciting membership in, or affiliation with, any gang;
 - » soliciting any person to pay for “protection,” or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - » painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property;
 - » engaging in violence, extortion, or any other illegal act or other violation of school policy;
 - » soliciting any person to engage

in physical violence against any other person.

Violations of policy

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

Adopted May 15, 2007

Constitutional & Statutory Provisions

South Carolina Code, 1976, as amended

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

State Board of Education Regulations

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

How we handle bad checks

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

Behaviors referred to law enforcement

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

Alcohol

THE CRIME– Possession of alcohol by a minor

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

Drugs

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

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

Fighting

THE CRIME– Disturbing schools

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

Fire alarms

THE CRIME– Disturbing schools

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

Thefts

THE CRIME– Larceny

THE TIME– Jail time and/or fine and restitution

Threats

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

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

Vandalism

THE CRIME– Malicious injury to property

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

Weapons

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

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

Tougher laws

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

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

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

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

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

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

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

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

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

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

Student convicted of violent crimes faces tough punishment

Provisions of School Safety Act

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

What the firearm law says

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

A “firearm” means not only a gun but any explosive or incendiary type device. “The board and the administration want to be sure parents and students understand that such an expulsion could cost them two years of school,” Phipps said. An expulsion under the law that hap-

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

Tough dress code designed to help students

Dress Code – Board Policy JCDB

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

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

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

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

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

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

Adopted March 16, 2010

Rules that govern access to student records

- The principal of each school is the legal custodian of all student records for that school.
 - Cumulative record folders for all students will be kept in each school office.
 - » The educational records or school records include all materials directly related to a student that a school maintains.
 - « Records and notes maintained by a teacher, administrator, school physician or school psychologist for his/her own use, and which are not available to others, are exempted from this definition.
 - The principal will
 - » maintain juvenile criminal records and information provided by the Department of Youth Services in accordance with this policy and applicable district procedures.
 - » destroy such juvenile criminal records upon the juvenile’s completion of secondary school, or when the juvenile reaches 21 years of age, whichever occurs earlier.
- Students and parents will have access to their school records.
- Parents may inspect and copy these records by contacting the school principal and showing proof of guardianship.
- Parents have a right to ask the principal for an interpretation of records.
- Parents have the right to challenge data thought to be erroneous, to challenge the procedures for expunging such data or to challenge inserting a rebuttal statement.
- Parents have the right to lodge a

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

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

Surveillance on district property

Surveillance equipment

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

Custody of district recordings

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

Access to district recordings

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

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

Reusing/erasing recordings

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

Reporting violations

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

Penalties for improper use

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

Notice requirements

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

Use of recordings in discipline proceedings

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

Other uses of recordings

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

Searches & seizures on district property

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

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

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

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

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

Searches - lockers & desks

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

- Schools retain ownership of both.
- School officials may conduct unannounced searches at any time to maintain health and safety standards.

Searches with metal detectors

The District authorizes the use of metal detectors in order to enhance security in an attempt to prevent students and/or other individuals from bringing weapons or other dangerous objects into the school, on school property, or to school functions. Metal detectors may be used in places such as, but not limited to, entrances to the buildings, classrooms, auditoriums, and gymnasiums, or as individuals enter and exit District or S.C. school buses. They may also be used at activities hosted by the District, such as, but not limited to, football or basketball games.

At the beginning of each school year or as new students enroll, students and their parents shall be notified that searches involving the use of metal detectors may take place and that written procedures for the search process are available upon request.

Students must submit to a screening and/or search conducted in accordance with District policy and/or with written procedures. Students who fail to cooperate may be subject to discipline for insubordination. Students or other individuals who may be unable to be screened with a walk-through metal detector because of a medical condition shall so notify the supervisor or his/her designee at the screening site. Those students or other individuals will be escorted elsewhere where an alternative method of search may be conducted pursuant to District

policy and procedures. Handheld scanning devices should be used only by a member of the same sex as the student or other individual being scanned.

Surveillance of students

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

Interrogations by school personnel

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

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

Interrogations by law enforcement personnel

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

- The law enforcement officers will conduct the questioning with the principal or his designee present.
- The principal or his designee will

attempt to contact the parent/legal guardian and request his attendance.

- If law enforcement officers intend to take a student into custody or arrest a student, they must present an official warrant.
- The principal will assist law enforcement officers in assuring that all procedural safeguards as prescribed by law, are observed.
- School officials must attempt to notify parents if their child is taken into custody by a law enforcement officer.

Disposal of illegal items/substances

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

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

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

OR

- if the item/substance is needed for an in-district hearing, call the designated law enforcement agency to pick up the item/substance for safekeeping until the hearing and then disposal.

Adopted Nov. 16, 2021

Constitutional & Statutory Provisions United States Supreme Court Cases

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

Policy prohibits hazing by students or adults

The district prohibits hazing by students, staff and third parties as a part of any school-sponsored activity.

All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting or engaging in any hazing activity.

Further, no administrator, coach, sponsor, volunteer or district employee will permit, condone or tolerate any form of hazing.

- ◆ For purposes of this policy, state law defines hazing as “the wrongful striking, laying open hand upon, threatening with violence or offer-

ing to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, OR other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature.”

- ◆ Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates.
- ◆ Any student who feels he/she has been subjected to hazing is encouraged to file a complaint with the principal.
 - All complaints will be investigated

promptly and confidentially.

- The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing.

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

Adopted April 20, 2004

Constitutional & Statutory Provisions South Carolina Code, 1976, as amended

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

SC Board of Education Regulations

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

Sexual harasssment policy

The District prohibits discrimination and harassment on the basis of sex or gender in all of its programs and activities by its employees, students or third parties.

*Note: Upon receipt of a complaint under this policy, the administrator shall consult with the Title IX coordinator for guidance. This policy does not apply to any conduct that rises to the level of sexual harassment, as determined by the Title IX coordinator, consistent with the 2020 Title IX regulations addressed in Board policies GAMBA and JCDAF.

All students and employees must avoid any action or conduct which could be viewed as sex/gender discrimination or harassment or inappropriate conduct of a sexual nature, including acts of sexual violence or conduct which create a hostile sexual environment. This includes any action or conduct communicated or performed in person, in writing or electronically through such means as a cell phone, computer, personal data assistant or other telecommunication device, and includes text messaging and social networking.

Definitions:

Sex/gender discrimination consists of unfair or different treatment of an individual or group of individuals based on sex or gender (including gender identity, sexual orientation, and pregnancy, childbirth, and any related medical conditions).

Sexual harasssment consists of unwel-

come (as determined based on the age of the student) sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature under any of the following circumstances.

- Submission to such conduct is made either expressly or impliedly a condition of a student’s participation in an educational program or activity.
 - Submission to or rejection of such conduct by a student is used as the basis for any educational decisions affecting the student.
 - Such conduct has the purpose or effect of unreasonably interfering with the student’s educational performance or creating an intimidating, hostile or offensive educational environment.
- Any student who believes he she has been subjected to sex/gender discrimination or harassment is encouraged to file a complaint in accordance with administrative rule JCDAE-R. A parent/legal guardian may also file a complaint on behalf of his/her child. All allegations will be investigated promptly and confidentially. Students who file such a complaint will not be subject to retaliation or reprisal in any form.

All employees must avoid any action toward, or conduct with, a student which could be viewed as sexually inappropri-

ate. Inappropriate conduct of a sexual nature will not be tolerated at any time. Inappropriate conduct of sexual nature with a student occurs when an employee does any of the following.

- makes a sexually suggestive advance toward a student
 - makes a request for a sexual favor from a student
 - engages in a relationship of a sexual nature with a student
- Any student who believes an employee has directed inappropriate conduct of a sexual nature toward him/her is encouraged to file a complaint in accordance with administrative rule JCDAE-R.

A parent/legal guardian may also file a complaint on behalf of his/her child. All allegations will be investigated promptly and confidentially. Students who file a complaint of inappropriate conduct of a sexual nature by an employee will not be subject to retaliation or reprisal in any form.

Any employee who is found to have engaged in sex/gender discrimination or harassment, or inappropriate conduct of a sexual nature, will be subject to disciplinary action, up to and including, a recommendation of termination. Any student who is found to have engaged in sex/gender discrimination or harassment,

will be subject to disciplinary action, up to and including, a recommendation of expulsion. If a non-employee, including, but not limited to, an individual working in the District through another agency or third party, a contractor, a sales representative or a service vendor is determined to have engaged in sex/gender discrimination or harassment or engaged in inappropriate conduct of a sexual nature toward an employee or student, the District will take appropriate action against the individual, including severing the relationship with the individual or entity. The district will take all other appropriate steps to correct or rectify the situation.

Adopted May 19, 2021

Legal references:

- A. Federal statutes:
1. Title VII of the Civil Rights Act of 1964-Prohibits discrimination on the basis of race, color, national origin, religion or sex.
 2. Title IX of the Education Amendments of 1972, 20 USC Section 1681, et seq.,-Prohibits discrimination on the basis of sex

Harassment, intimidation, bullying policy

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

These acts will include any act that interferes with or disrupts a student’s ability to learn and the school’s responsibility to educate its students in a safe and orderly environment whether

- ◆ in a classroom,
- ◆ on school premises,
- ◆ on a school bus or other school-related vehicle,
- ◆ at an official school bus stop,
- ◆ at a school-sponsored activity or event whether or not it is held on school premises, or
- ◆ at another program or function where the school is responsible for the student.

Harassment, intimidation or bullying is defined as

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

Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent.

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

The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner.

- ◆ Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and district.
- ◆ Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or

- termination in the case of an employee.
- ◆ Individuals may also be referred to law enforcement officials.
 - ◆ The district will take all other appropriate steps to correct or rectify the situation.

The superintendent will be responsible for

- ◆ developing procedures for implementing this policy,
- ◆ ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers and members of the community including its applicability to all areas of the school environment as outlined in this policy and
- ◆ ensuring that a process is established for discussing the district policy with students.

Adopted January 16, 2007

Constitutional & Statutory Provisions
South Carolina Code, 1976, as amended

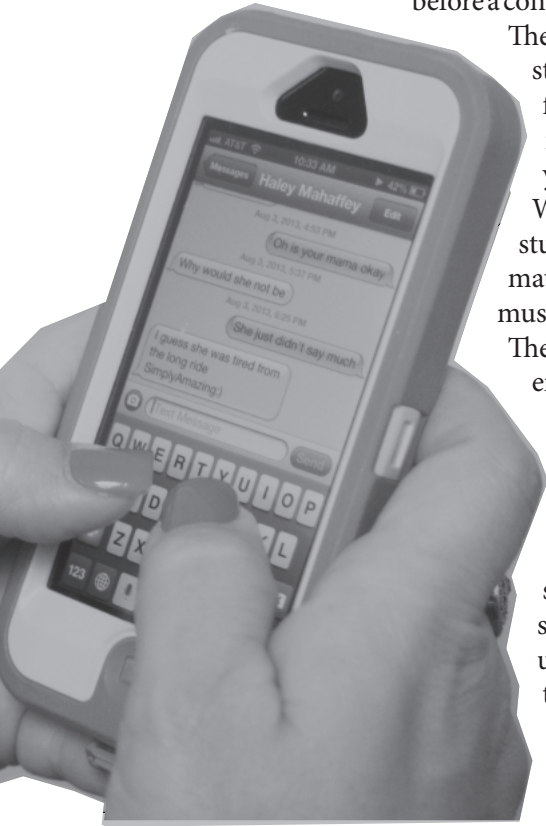
- Section 16-3-510 – Organizations and entities revised.
- Section 59-19-90 – General powers and duties of school trustees.
- Sections 59-63-210 through 270 – Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder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

State Board of Education Regulations

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

Cell phone rules are tough

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



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

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

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

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

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

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

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

“Using cell phones in class without permission keeps

The tough cell phone rules

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

First offense

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

Second offense

- ◆ The confiscated device will be sent to

the Safety Director and will be held for a minimum of 10 school days.

- ◆ The parent must call the Safety Office at 285-6009 to make an appointment with the safety director to get the phone.

Third offense

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

Fourth offense

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

If the device is not claimed

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

Repeat offenders

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

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.”

Title IX Procedures

The District, as required by Title IX of the Education amendments of 1972 and its corresponding regulations (“Title IX”), does not discriminate on the basis of sex in its education programs or activities. Title IX prohibits gender-based harassment, which may include acts of verbal, non-verbal, or physical aggression, intimidation, or hostility based on sex even if those acts do not involve conduct of a sexual nature. The District prohibits discrimination and harassment on the basis of sex or gender in all of its programs and activities by its employees, students or third parties.

The District will respond promptly to actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States in a manner that is not deliberately indifferent. The response will treat complainants and respondents equitably. Any allegations of inappropriate conduct of a sexual nature that fall outside of this policy will be handled consistent with other applicable Board policies, including the Code of Conduct.

DEFINITIONS

Sexual Harassment
34 CFR § 106.30(a)

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

- An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or
- “sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8), or “stalking” as defined in 34 USC 12291(a)(30).

(Note: use of email, internet or other technologies may constitute “sexual harassment” on a similar basis to use of in-person, postal mail, handwritten or other communications)

Education program or activity
34 CFR § 106.44(a)

Includes any locations, events or circumstances over which the district exercised substantial control over both the alleged harasser (respondent) and the context in which the harassment occurred.

Consent

An active agreement to participate in sexual contact or penetration. An active agreement is words and/or conduct that communicates a person’s willingness to participate in sexual contact or sexual penetration. Consent may not be given in some circumstances based upon incapacitation, force, coercion or age.

Formal complaint
34 CFR § 106.30(a)

A document filed by a complainant or signed by the Title IX coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Title IX Procedures

The factors that a Title IX coordinator may consider when determining whether to sign a complaint include, but are not limited to:

- Whether there have been other reports of sexual harassment or other relevant misconduct concerning the same Respondent
- Whether or not the incidents occurred while the Respondent was a District student or employee;
- Whether the Respondent threatened further sexual harassment or other misconduct against the Complainant or others;
- Whether the alleged sexual harassment was committed by multiple perpetrators;
- The nature and scope of the alleged sexual harassment including whether the sexual harassment was perpetrated with a weapon;
- The ages and roles of the Complainant and the Respondent;
- Whether the District can pursue the investigation without the participation of the Complainant (e.g., whether there are other available means to obtain relevant evidence of the alleged sexual harassment such as security cameras or physical evidence);
- Whether the report reveals a pattern of perpetration (e.g., perpetration involving illicit use of drugs or alcohol) at a given location or by a particular group.

Complainant

An individual who is alleged to be the victim of conduct that could constitute

LANCASTER COUNTY SCHOOL DISTRICT

Putting our children first

GEPA Statement

In order to comply with Section 427 of the General Education Provisions Act (20 U.S.C. § 1228a(a)), Lancaster County School District will take the following steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs.

Lancaster County School District understands the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. The District’s current policies and practices have been established to eliminate barriers that may prevent their students, teachers, etc., from such access or participation in the Federally-funded project or activities submitted in the attached CARES sub-grant application.

In Lancaster County School District none of the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability or age.

All students and teachers will have access to the activities under the Elementary and Secondary School Emergency Relief (ESSER) funds as authorized by the Education Stabilization Fund under the CARES Act. The Director of Student Services, Director of Elementary Instruction, Director of Secondary Instruction and Chief Operations Officer participated in the task force committee to establish activity priorities. Students with disabilities or special needs are offered all services in the CARES Act ESSER fund projects.

Lancaster County School District plans to continue its current policies and practices that direct barrier-free programs. Its compliance with Section 427 of GEPA is based on these policies and practices. District Student Services staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities, and care will be taken to assure benefits for both male and female participants.

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sexual harassment.

A parent or legal guardian who has the legal authority to act on behalf of his or her child may act as the complainant and file a complaint on behalf of his or her child. 34 CFR § 106.6(g).

Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Days

Any reference to days means a day on which the District is open.

Actual Knowledge
34 CFR § 106.30(a)

Actual knowledge of sexual harassment means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX coordinator or any District employee.

Burden of Proof

The District will use the preponderance of evidence standard to determine responsibility.

Role of Title IX Coordinator
34 CFR § 106.8(a)

The District administration will designate a Title IX coordinator. The Board authorizes the Title IX coordinator to coordinate the District’s required efforts under the law.

The Title IX coordinator’s name or title, email address, office address and telephone number will be posted on the District’s website and will be included in any handbook provided to employees, students and parents or legal guardians.

Notice requirement
34 CFR § 106.8

In addition to providing notice of the Title IX coordinator’s name and contact information, the administration will also provide notice of the District’s nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the District will respond to applicants for admission and employment, students, and parents or legal guardians.

Training
34 CFR § 106.45(b)

The District administration will ensure that Title IX coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and grievance process, appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The decision makers must also receive training on issues of relevance of questions and evidence. The investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. The administration will make training materials used to train Title IX coordinators, investiga-

tors, decision-makers, and any person who facilitates an informal resolution process publicly available on the District’s website.

Reporting Allegations
34 CFR § 106.8(a)

Any person may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in person, by mail, by telephone, or by email.

The report can be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX coordinator.

Supportive Measures
34 CFR § 106.30(a)

The Title IX Coordinator must promptly contact the complainant (alleged victim) to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Supportive measures are non-disciplinary, non-punitive, individualized services, offered as appropriate, as reasonably available, and without charge to a complainant or a respondent before or after the filing of a formal complaint, or where no formal complaint has been filed. Confidentiality of supportive measures must be maintained to the extent that maintaining confidentiality would not impair the ability of the District to provide the Title IX Procedures supportive measures. (Examples may include counseling, course modification, scheduling changes, mutual restrictions on contact between the parties, and increased monitoring or supervision).

The Title IX Coordinator’s prompt response (to offer supportive measures) is required regardless of whether a formal complaint is filed.

Supportive measures offered should be documented.

Response to a Formal Complaint
34 CFR § 106.45(b)(1)

The District’s grievance process will:

- Treat parties equitably.
- Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- Require that any person designated as a Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal process not have a conflict of interest against complainants or respondents generally or against the particular complainant and respondent. The District will ensure required training is provided to these individuals.
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination

has been made at the conclusion of the grievance process.

- Include reasonably prompt time frames for conclusion of the grievance process.
- Describe or list the possible disciplinary outcomes and remedies that may be implemented following a determination of responsibility. (See Student Code of Conduct JCD and Staff Code of Conduct GAMC and Staff Code of Conduct with student GAMD)
- Include the procedures and permissible reasons for appeal by a respondent or a complainant.
- Describe the range of supportive measures available to complainants and respondents.
- Not require, allow or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

Written Notice
34 CFR § 106.45(b)(2)

Upon receipt of a formal complaint, the District must provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. Written notice must include:

- Notice of grievance process, including any informal resolution process;
- Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be sexual harassment, and the date and location of the alleged conduct, if known) to allow the respondent to prepare a response;
- Statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
- Notice of the parties’ right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and
- Notice of any provision in the code of conduct that prohibits knowingly making false statements or providing false information in the grievance process.

Title IX Procedures

Dismissal of Complaint
34 CFR § 106.45(b)(3)

The District administration will investigate the allegations in a formal complaint.

The complaint must be dismissed if the allegations:

- would not constitute sexual harassment as defined in § 106.30, even if proved;
- did not occur in the district’s education program or activity; or
- did not occur against a person in the United States.

The complaint may be dismissed:

- if the complainant notifies the Title IX coordinator in writing at any time

More on Title IX Procedures

that he or she wishes to withdraw the complaint or any allegations in it;

- if the respondent’s enrollment or employment ends, or;
- if specific circumstances prevent the District from gathering evidence sufficient to reach a determination.

The District will promptly send written notice of dismissal and reasons for dismissal simultaneously to parties.

Such a dismissal does not preclude action under other provisions of the District’s code of conduct.

Investigation Process
34 CFR § 106.45(b)(5)

When investigating a complaint, the investigator will:

- Ensure that the burden of proof and of gathering evidence rests on the District rather than the parties, except that certain treatment records cannot be obtained without voluntary, written consent from the party or parent;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict either party’s ability to discuss the allegations or gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during interviews or other related proceedings, including an advisor who may, but is not required to be, an attorney (the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties);
- Provide to a party who is invited or expected to attend, written notice of the date, time, participants, purpose and location of any investigative interview or other meeting with enough time to allow the party to prepare to participate;
- Provide both parties and advisors, if any, an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint, including evidence on which the District does not intend to rely and any inculpatory or exculpatory evidence from any source; such evidence must be provided prior to the completion of the final investigation and in time to give the parties at least 10 days to prepare a written response, which the investigator must consider prior to completing the investigation report; and
- Prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to the parties and their advisors, if any, at least 10 days before the decision maker makes a determination of responsibility.

Title IX Procedures
Determination of responsibility by decision maker
34 CFR § 106.45(b)(7)

After the investigator has sent the

investigative report to the parties, and before a determination has been made regarding responsibility, the decision maker will:

- Provide each party 10 days to respond to the investigative report and the opportunity to submit written, relevant questions that the party wants asked of another party or witness;
- Provide each party with the answers to written questions; and
- Provide for limited follow-up questions from each party.

The decision maker, who cannot be the investigator or the Title IX coordinator, will apply the District’s preponderance of the evidence standard and issue a written determination of responsibility that:

- Identifies the allegations that potentially constitute sexual harassment;
- Describes the District’s procedural steps taken from the receipt of the complaint through the determination;
- Includes findings of fact supporting the determination;
- Includes conclusions regarding the application of the District’s code of conduct to the facts;
- Includes a statement of, and a rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the District’s education program or activity will be provided to the complainant; and
- Includes procedures and permissible bases for the complainant and respondent to appeal. The written determination must be provided to the parties simultaneously.
- Explains to the other party proposing the questions any decision to exclude a question as not relevant.

Appeals Process

34 CFR § 106.45(b)(8)

Within 10 days of receipt of the determination, either party may appeal a determination of responsibility, or the District’s dismissal of a formal complaint or any allegations therein, for the following reasons:

- A procedural irregularity that affected the outcome;
- New evidence that was not reasonably available at the time of determination and could affect the outcome; or
- Conflict of interest on the part of the Title IX coordinator, investigator, or decision maker that affected the outcome.

For all appeals, the District will provide written notice to both parties of the appeal and provide both parties an equal opportunity to submit a written statement in support of, or challenging, the determination. The parties will have five days to provide their written response. The appeal must result in a written decision that must be provided to both parties simultaneously.

The decision maker for the appeal cannot be the same person as the decision maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX coordinator; cannot have a conflict of interest; and must receive training (outlined in 34 CFR § 106.45(b)(1)(iii)).

Title IX Procedures
Informal Resolution
34 CFR § 106.45(b)(9)

The District cannot offer to facilitate an informal resolution process unless a formal complaint of sexual harassment is filed.

At any point during the formal complaint process, the District may offer to facilitate an informal process that does not require a full investigation, provided both parties are given the required notice of rights, and they consent.

This process cannot be used in the context of a complaint that an employee harassed a student. Additionally, at any point prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process.

Emergency removal/administrative leave
34 CFR § 106.44

In cases in which an employee is a respondent, the District may place that employee on administrative leave during the pendency of an investigation and grievance process.

In cases in which a student is a respondent, the District may remove, on an emergency basis, the respondent from the District’s educational program or activity provided the District: (i) undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and (ii) provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision does not modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Recordkeeping
34 CFR § 106.45(b)(10)

The District will maintain records related to this policy for seven years. Specifically, the District will maintain records pertaining to: (i) each investigation and determination; (ii) any disciplinary sanctions imposed on respondent; (iii) any remedies provided to the complainant; (iv) any appeal and the result thereof; (v) any informal resolution and result; (vi) any materials used to train Title IX coordinators, investigators, decision makers, and any person who facilitates an informal resolution process.

The District shall also create and maintain records related to any action or

supportive measures taken in response to a report or complaint of sexual harassment. The records shall document the basis for the District’s conclusion that its response was not deliberately indifferent and document that it has taken measures designed to restore or preserve equal access to the District’s educational programs or activities. If no supportive measures are provided, the District shall document why such a response was not clearly unreasonable.

Title IX Procedures
Retaliation
34 CFR § 106.71

Neither the District nor any other person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege under Title IX or because the individual made a report, a complaint, testified, assisted, participated in, or refused to participate in any manner in an investigation or proceeding under this policy.

The District shall keep confidential the identity of any individual who made a report or complaint of sexual discrimination or sexual harassment, any complainant, any individual reported as a perpetrator, any respondent and any witness except as permitted under FERPA or as required to carry out the purposes of this policy and its procedures thereunder.

Charging someone with making a materially false statement in bad faith, does not amount to retaliation, provided that a determination regarding responsibility alone is not sufficient to conclude that any party made a materially false statement in bad faith.

Timeline for process

The grievance process will be completed within one hundred and twenty (120) days. Temporary delays and/or extensions of the time frames within this Policy may occur for good cause. Written notice will be provided to the parties of the delay and/or extension of the time frames with explanation of the reasons for such action.

Examples of good cause for delay/ extensions include, but are not limited to, considerations such as the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Adopted __/__/20

- Legal references:
- A. Federal statutes:
1. Title IX of the Education Amendments of 1972, 20 USC § 1681, et seq. - Prohibits discrimination on the basis of sex.
 2. 34 CFR Section 106 et seq.
 3. 42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.
 4. Title VII of the Civil Rights Act of 1964, as amended.

Tobacco-free school district

The board affirms that tobacco use and exposure to second hand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board believes that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

For purposes of this policy:

Tobacco product means a substance that contains tobacco and is intended for human consumption, including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff.

Alternative nicotine product means any vaping product, whether or not it contains nicotine, including, but not limited to, electronic smoking devices, or products that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and applies to all school-sponsored or school-related events, on or off school grounds
- prohibiting the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law
- prohibiting the possession of all tobacco products, alternative nicotine products, or associated paraphernalia
- utilizing a proven and effective science-based tobacco use prevention curriculum
- providing information on cessation counseling or referral services for all students and staff

Notice

This policy will be communicated through a variety of efforts to educate students, staff, parents/legal guardians, contract and other workers, volunteers,

visitors, and other members of the public. The policy will be posted on the school website and printed in staff and student handbooks on an annual basis.

Tobacco-free signs prohibiting the use of tobacco products and alternative nicotine products on district property will be posted in highly visible areas at facility entrances and throughout school and district grounds, including athletic facilities.

Enforcement

Students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public are required to comply with this tobacco-free policy. The district will enforce this policy through appropriate disciplinary actions for violators, including, but not limited to, the following:

Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in tobacco prevention education or cessation programs
- community service
- in-school suspension
- suspension from extracurricular activities
- out-of-school suspension

Staff

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco prevention education program
- voluntary enrollment in a cessation program

Contract or other workers

- verbal reprimand
- notification to contract employer
- removal from district property

Visitors, volunteers, or members of the public

- verbal requests to leave school property
- termination from volunteer positions
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

All staff members are expected to enforce the policy under the direction of the principal or district administrator. Any violation of this policy should be reported to the school or district administration.

Education and Assistance

The district will utilize a proven and effective to-

bacco use prevention curriculum to educate all students and will provide assistance and/or make appropriate cessation referrals. The district will collaborate with the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement this policy.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions, gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco or alternative tobacco products, or tobacco or alternative tobacco product use, will not be allowed on district grounds or in the possession of students and staff (option: parents/legal guardians, visitors, other members of the public) on district property or at district-sponsored events.

Adopted July 28, 2020

Cf. GBED, JICG
Adopted 4/9/91; Revised 12/3/94, 4/21/15, ^

- Legal References:
- A. United States Code of Laws, as amended:
1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, et seq.
- B. S.C. Code of Laws, 1976, as amended:
1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
 2. Section 16-17-500, et seq. - Youth Access to Tobacco Prevention Act of 2006.
 3. Section 44-95-10, et seq. - Clean Indoor Air Act of 1990.
 4. Section 59-1-380 - Requires a written district policy prohibiting the use of tobacco products and alternative nicotine products on school property or at school-sponsored events.
 5. Section 59-67-150 - Prohibits use of tobacco products on school buses

Discipline

Our elementary and secondary discipline plans

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

- Our students consistently bring honor and distinction to themselves, their parents, the school district and their communities.
- Our students’ academic accomplishments, community service and co-curricular activities are well known.
- Our students, in general, are excellent citizens and
 - are rarely absent or tardy,
 - recognize the importance of learning,
 - enjoy the challenges of increased responsibility,
 - form healthy relationships with

- staff and other students,
 - take part in school activities and
 - meet the demands of growing up and getting an education in a most satisfactory manner.
- A few students
 - seem unwilling to accept responsibility for their own behavior and
 - sometimes make it difficult for other students to learn.

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

- Each student, parent and school employee will receive a copy of

- the plan.
- The community will be made aware of the plan.
- A copy of the appropriate plan will be provided to any resident upon request.

The board is given the authority to expel, suspend or transfer any student by Section 59-63-210, S.C. Code. The statute also gives a student the right to petition for readmission.

- Any district board of trustees or its designee may authorize or order the expulsion, suspension or transfer of any student for
 - a commission of any crime,
 - gross immorality,
 - gross misbehavior,
 - persistent disobedience,

- violation of written rules and regulations established by the district board or the State Board of Education or
- when the presence of the student is detrimental to the best interest of the school.
- Every expelled student will have the right to petition for readmission for the succeeding school year.
- Expulsion or suspension prohibits a student from
 - entering the school or school grounds, except for a prearranged conference with an administrator,
 - attending any day or night school functions or
 - riding a school bus.

Elementary code sets levels of misbehavior

Disruptive behavior – Level I misbehavior

Acts of misbehavior

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

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. (Law enforcement will be contacted)

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 an ele-**

mentary school student, must be expelled for **one calendar year**, beginning at the date of expulsion.

Protocol for student threats to self or others

- A staff member who learns, either directly or indirectly, that a student has threatened to harm self or others should immediately report this matter to the principal/designee.
- The school principal or designee:
 - Immediately investigates and substantiates the threat and provides supervision of the student by a staff member(s).
 - Contacts the parent/guardian to come to the school to pick up the student and contacts law enforcement to report the threat.

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

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

Intervention/ disciplinary action

For Levels I, II & III

Extenuating circumstances give the principal or school disciplinarian the right to use his discretion regarding disciplinary action.

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

For off-campus behavior

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

For disabled students

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

Be part of the solution by turning in the problem

Safe Schools

Two ways to report school crime & make school safer

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

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

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

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

Sign-up for Remind notifications

Remind is a communication platform that allows us to communicate in real-time with our parents and staff - on any device. Please see the instructions below to opt in to your area school. This is voluntary, of course. Your numbers are not shared with us as a safety precaution of your privacy.

To sign up for an emergency text group notification for your area school:

• **Andrew Jackson area schools:**
Text 81010 Text this message @ajemer

• **Buford area schools:**
Text 81010 Text this message @bufordsch

• **Indian Land area schools:**
Text 81010 Text this message @7gge22

• **Lancaster area schools:**
Text 81010 Text this message @4gfgba

Middle school plan 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

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

- Student/teacher conference
- Student/team conference
- Parent/teacher conference
- Student/administrator conference
- Lunch detention
- After-school detention
- Referral to Student Assistance Team
- One to three days in-school suspension

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

Enforcement procedures

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

Disciplinary action

The principal, director or school disciplinarian under extenuating circumstances may use discretion in increasing or decreasing the 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
(Law enforcement will be contacted)
- 2. Committing assault and/or battery
(Law enforcement will be contacted)
- 3. Extorting and/or blackmailing a student
(Law enforcement will be contacted)
- 4. Committing extreme misconduct
- 5. Committing a theft and/or possession of stolen property of less than \$50
(Law enforcement will be contacted)
- 6. Smoking or possessing tobacco products or related objects
- 7. Committing vandalism of less than \$50
(Law enforcement will be contacted)
- 8. Committing sexual harassment
(Law enforcement will be contacted)
- 9. Brandishing a weapon (Law enforcement will be contacted)
- 10. Gross disrespect or disobedience to a staff member, using profane or disrespectful language or gesturing in a profane or disrespectful manner at a staff member
- 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 (Law enforcement will be contacted)
- 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 #6 under Acts of Misbehavior, the parent/guardian and student must contract for counseling with the Lancaster County Commission on Alcohol and Drug Abuse

Middle school criminal behavior aggravated – Level IV misbehavior

Acts of misbehavior

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

Enforcement procedures

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

Disciplinary action

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

First offense

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

Second offense

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

Middle school criminal behavior flagrant– Level V misbehavior

Acts of misbehavior

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

Enforcement procedures

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

Disciplinary action

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

First offense

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

Possession of any firearm, explosive or similar device

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

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

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

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 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 Plan (IEP) or 504 Accommodation Plan.

The use of corporal punishment

The authority to administer corporal punishment

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

The persons who can administer corporal punishment

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

The guidelines for administering corporal punishment

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

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

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

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

The records that must be maintained when corporal punishment is used

A disciplinary record of corporal punishment must be maintained.

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

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 motorists
- 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 ranging 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.

Third 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.

Fourth and subsequent offense

- Parent/guardian will be notified, and the student will be assigned a punishment by the director ranging from suspension from the bus for no less than 10 days or up to suspension for remainder of the year.

Car-rider 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.

On PowerSchool's Parent Portal

Personal messages from teachers

Look what you can see instantly

Days missed

Grades!

Tardies

Assignments

School bulletins

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

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

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

Once you create your account, you can

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

Easy as 1, 2, 3

Step 1

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

Step 2

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

Step 3

- The parent goes to <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.

High school plan sets levels of misbehavior

High school disorderly behavior – Level I misbehavior

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

- Acts of misbehavior
1. Behaving aggressively

2. Cheating (results in grade of zero)

3. Chewing gum in building

4. Failing to return to school any notice or report that requires parental acknowledgement

5. Failing to complete an assignment or carry out directions from a teacher or an administrator

6. Fraternizing with an unauthorized visitor

7. Gambling

8. Wearing a hat in a building

9. Bringing radio or recording device onto school property

10. Leaving books in unauthorized area

11. Leaving cafeteria trays or sitting on desks or tables

12. Littering

13. Loitering in an unauthorized area

14. Behaving loudly or boisterously or running in a building

15. Exhibiting other disorderly conduct

16. Being out of class without a pass

17. Parking in an unauthorized place

18. Possessing obscene materials or an obscene article

19. Using profanity or gesturing in an obscene way

20. Displaying public affection

21. Being tardy to school or class without an excuse

22. Failing to serve an assigned punishment

23. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant

24. This list of offenses is not all inclusive.

- Enforcement procedures
1. Upon observation or notification and verification of an offense by a student, a staff member will take immediate action to rectify the misconduct and will apply the appropriate punishment.

2. A complete record of the procedures will be maintained.

3. The student’s parent/guardian will be notified.

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

Note: Indian Land High uses a 2-hour after-school detention instead of in-school detention
- First offense

– One detention
- Second offense

– Two detentions
- Third offense

– Three detentions
- Fourth offense

– Parent conference and one day in-school suspension
- Fifth offense

– One to three days in-school suspension

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

High school disruptive behavior – Level II misbehavior

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

- Acts of misbehavior
1. Being disrespectful or disobedient to staff member

2. Failing to identify himself to a staff member

3. Committing five or more acts of disorderly misconduct

4. Committing forgery

5. Behaving in a severely disruptive manner

6. Communicating obscenities

7. Visibly displaying, activating or using a cell phone, pager or other telecommunications device during the continuous academic day

8. Being absent from class or school without authorization

9. Using fireworks (Law enforcement will be contacted)

10. Throwing rocks or other objects at a student or indiscriminately on school property or a school bus

11. Aiding, abetting or concealing any of the above misbehaviors results in punishment as a principal participant

12. This list of offenses is not all inclusive.

- Enforcement procedures
1. Upon observation or notification and verification, a staff member will report to an administrator who will take appropriate disciplinary action and notify the student’s parent/guardian.

2. The staff member and administrator will follow established due process procedures.

3. A record of the procedures will be kept.

4. The student will make restitution in all cases for which it is appropriate.

5. The administrator will confiscate cell phone if appropriate.

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

Note: Indian Land High uses a 2-hour after-school detention instead of in-school detention
- First offense

– One to three days in-school suspension
- Second offense

– Three days in-school suspension
- Third offense

– Three days out-of-school suspension
- Fourth offense

– Five to 10 days out-of-school suspension, or the principal may recommend expulsion

– The principal’s supervisor must be notified of the student’s fourth offense.
- Fifth offense

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

High school criminal behavior simple – Level III misbehavior

- Acts of misbehavior
1. Fighting, contributing to a fight or threatening another student (Law enforcement will be contacted)

2. Committing assault and/or battery (Law enforcement will be contacted)

3. Extorting and/or blackmailing a student (Law enforcement will be contacted)

4. Committing extreme misconduct

5. Committing a theft and/or possession of stolen property of less than \$50 (Law enforcement will be contacted)

6. Committing vandalism of less than \$50 (Law enforcement will be contacted)

7. Smoking or possessing tobacco products or related objects

8. Committing sexual harassment (Law enforcement will be contacted)

9. Possessing a weapon or look-a-like weapon that does not violate state law

10. Brandishing a weapon (Law enforcement will be contacted)

11. Using profane/disrespectful language or gesturing in profane or disrespectful manner at staff member

12. Aiding, abetting or concealing any of above misbehaviors means punishment as principal participant

13. This list of offenses is not all inclusive.

- Enforcement procedures
1. An administrator will confer with the appropriate staff member and take the proper action.

2. If warranted, the student will be removed immediately from school and the parent/guardian will be notified.

3. If appropriate, the administrator will contact law enforcement authorities.

4. The staff member and administrator will follow established due process procedures.

5. The student will make restitution in all cases for which it is appropriate.

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

– Three days out-of-school suspension (First-time violators of smoking or smoking paraphernalia ban are required to go to a tobacco resistance workshop sponsored by the school district)

– For a third offense of #7 under Acts of Misbehavior, the parent/guardian and student must contract for counseling with the Lancaster County Commission on Alcohol and Drug Abuse
- Second offense

– The principal’s supervisor must be notified of the student’s second offense.

– Five to 10 days out-of-school suspension, or the principal may recommend expulsion.

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

– Recommended expulsion.

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

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 intimidating a staff member or a student by one or more students (Law enforcement will be contacted)

3. Making a bomb threat, pulling a fire alarm or making false 911 call (Law enforcement will be contacted)

4. Possession, consumption, use, or under the influence of alcohol, drugs or a controlled substance or a copy-cat substance (Law enforcement will be contacted)

5. Committing gross immorality

6. Committing theft and/or possession of stolen property greater than \$50 (Law enforcement will be contacted)

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 enforcement authorities.

6. The student will make restitution in all cases for which it is appropriate.

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

– The principal’s supervisor must be notified of the student’s first offense

– 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 procedures.
- 5. The principal will contact law enforcement authorities.

Disciplinary action

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

First offense

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

Possession of any firearm, explosive or similar device

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

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

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

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 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 Plan (IEP) or 504 Accommodation Plan.

Immunization of students

South Carolina immunization requirements for school and day care attendance are published annually by DHEC. Students attending school must have a valid South Carolina Certificate of Immunization. For more information on immunizations, please contact your healthcare provider, school nurse or the Lancaster County Health Department (803)286-9948).

These vaccines are required for the 2021-22 school year.

◆ An original South Carolina Certificate of Immunization – which states the child has had four (4) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday for kindergarten through twelfth grade

◆ One (1) dose of Tdap vaccine received on or after the 7th birthday. Routinely administered at 11-12 years of age, however, a dose on or after the seventh birthday will meet this requirement for seventh through twelfth grade

◆ Three (3) doses of oral and/or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday for kindergarten through ninth grade

◆ Three (3) doses of oral and/or inactivated polio vaccine (IPV) with at least one (1) dose received on or after the fourth birthday OR four (4) doses of oral and/or inactivated polio vaccine (IPV) before the 4th birthday (if all doses separated by at least 4 weeks) for grades tenth through twelfth- Follow CDC recommendations for students 18 years of age and older

◆ Two (2) doses of MMR vaccine with both doses received on or after the first birthday and separated by at least 4 weeks for kindergarten through twelfth grade

◆ Three (3) doses of Hepatitis B vaccine, with the third dose received > 24 weeks of age and at least 16 weeks after the first dose, for kindergarten through twelfth grade

◆ Two (2) doses of Varicella vaccine with both doses received on or after the first birthday and separated by at least 4 weeks for kindergarten through seventh grade OR a positive history of disease

◆ One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease for eighth through twelfth grade

◆ Two (2) doses of Hepatitis A vaccine with both doses received on or after the first birthday and separated by at least 6 months for students in kindergarten and first grade.

Minimum requirements will vary for pre-kindergarten students.

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 Administration 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 medicine 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 Permission for School Administration of Medication form must be renewed, at a minimum, at the beginning of each year.
- The school district may decline to administer certain medications, if deemed inappropriate for a school setting. In that event, the parent and healthcare provider will be notified.
- Medications that make students drowsy and unable to participate in educational activities may not be appropriate for school administration.
- All medications are to be stored in the health room. If a student needs to carry an emergency medication on his/her person, authorization forms completed and signed by the physician, parent and student are required.
- 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 parent/guardian will reclaim any used medications within one week of the termination of treatment or within one week of the last day of school.
- The nurse, principal or his/her designee will destroy any unused medication not reclaimed within one week of the termination of treatment or within one week of the last day of school.

Prescription medication

- A written prescription is required for Prescription medication, Herbal, Homeopathic or Over-the-Counter medication with dosage outside of manufacturer’s recommendations.
- The Permission for School Administration of Medication form, when signed by the healthcare provider, may serve as the written prescription. The parent/guardian signature is also required.
- A separate form must be completed for each medication.

- Prescription medication must be in the original, labeled container provided by the pharmacist who filled the prescription.
- Any medication that the nurse has received a healthcare provider’s order for, is to be treated as a prescription medication and must have a pharmacy label on the container in order to administer.
- Controlled substances must be limited to no more than a 31-day supply.

Over-the-counter medication

- The parent/guardian must complete and 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.

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.

Penalty for sharing prescription medicine

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

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.
- Medication 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-administer medication if the student endangers him/herself or others through misuse of the monitoring device or medication.
 - in classroom or on school grounds,
 - at a school-sponsored activity,
 - in transit to and from school or school-sponsored activities or
 - during before or after –school activities on school-operated property.

Field Trips

- The same Guidelines for School Administration of Medication followed during the school day, also apply to field trips.
- Individual student medications should be sent in their original containers - parents should provide properly labeled containers from a pharmacy filled only with the number of doses needed on the field trip.

Special Dietary Needs

- A Diet Order form, completed and signed by a healthcare provider, is required for students with special dietary needs. This form must be renewed, at a minimum, at the beginning of each school year.

Individual Health Care Plan

Many students attending school have health conditions which require special health care services. An Individual Health Care Plan (IHP) is a plan of care, written by a registered school nurse, designed specifically for an individual student to provide for meeting the health monitoring and care of the student during the school day or at school-sponsored functions. 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.

Students who have been granted permission to self-medicate and/or self-monitor in accordance with school district procedure are also considered to have special health care needs. An IHP must be established in order for a student to be allowed to self-medicate and/or self-monitor.

It is important to report any illness or condition that your child has that may require medical support during the school day. If you have questions or concerns about your child’s health or school nursing services, please contact your child’s school nurse or Lead Nurse, Leigh Anne Lever (803)416-8887.

Gifted & Talented Programs

EAGLE

- ◆ For students in grades 3-5 identified as gifted and talented
- ◆ Services are site-based at each elementary school and may be offered face-to-face, as a hybrid, or virtually

Middle school GT

- ◆ For students in grades 6-8 identified as gifted and talented
- ◆ Students are served in special ELA and math classes at each district middle school
- ◆ 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

GT-ARTS Enrichment

- ◆ 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
- ◆ GT-Arts Enrichment classes may be offered face-to-face, as a hybrid, or virtually and may be offered during school hours, after-school hours, on weekends, and/or during the summer

Summer programs

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

Timeline for selecting artistically gifted

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

State regulations

Q's&A's on identifying GT students

Our mission

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

Q Who are gifted/talented students?

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

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

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

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

Q What are characteristics of a GT student?

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

Q How do I nominate my child for GT evaluation?

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

Q How does a student qualify for GT programs?

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

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

Dimension A— Reasoning Abilities

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

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

Dimension B— Achievement

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

Dimension C— Academic Performance

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

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

Q Why are GT students identified?

- Purposes of the identification process are
- to find students who display characteristics of the gifted/talented (i.e., ability or potential for high performance in academic areas);
 - to assess the aptitudes, attributes and behaviors of each student; and
 - to evaluate each student for the purposes of placement.

Q How are gifted/talented students served?

The approved program models below are used by school districts:

Resource Room/Pull-out Model

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

Special Class

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

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

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

Referrals must be made by Oct. 15.
No private testing is accepted, but those results may be used for referrals.

State regulations

Q's&A's on identifying Junior Scholars

Q What is the Junior Scholars Program?

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

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

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

Q What does the program include?

The program includes a process for screening a potential talent pool of students identifying and recognizing those students with exceptionally high scholastic achieve-

ment and intellectual ability, and sponsoring summer opportunities in collaboration with participating S.C. colleges and universities.

Q When does the program begin?

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

Q How will be the students be recognized?

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

Q What identification criteria is used?

Eligible students who score greater than or equal to 50 on the Preliminary Scholastic Aptitude Test (PSAT) in verbal, math, or

writing will be identified as Junior Scholars.

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

Q Who is eligible to take the PSAT?

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

Q Who do I call for info?

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

State regulations

Q's&A's on identifying artistically gifted

Q Who are artistically gifted students?

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

Students can qualify as artistically gifted & talented in either dance, drama, music or visual arts.

Q How can students be referred?

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

programs by parents, students, teachers, administrators or others aware of a student's interest and talent in the arts.

Referral forms are available at each middle school and the GT office.

Referrals must be received by mid-October.

Q What happens after a student is referred?

Auditions to select students are scheduled each fall after referrals are received.

Selections are made by an evaluation/ placement team as prescribed by state regulation.

The team bases selection on interviews and performance at auditions.

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

Q What services does our district offer?

GT-Arts Enrichment classes may be offered face-to-face, as a hybrid, or virtually and may be offered during school hours, after-school hours, on weekends, and/or during the summer

Q Who can I call for more information?

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

**For more info about the GT program, please visit
sites.google.com/a/lcsd.k12.sc.us/gt_site/home**

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 Notification

Student Services

Our district provides Medicaid-Billable Services to students

Our district provides health-related services to students – including nursing services, psychological evaluation services and speech services – and for these services to be billable to Medicaid, your permission is needed.

Each year, our district sends a *Medicaid Parent Notification* form and a *Medicaid Consent* form to parents requesting consent to bill Medicaid for these services.

Below is the *Medicaid Parent Notification* form letting you know about our district's intent to request your consent to bill Medicaid.

Reimbursement for health-related school services will **NOT** affect any other Medicaid services or insurance benefits for which your child is eligible.

If you have questions, please contact Student Services Director Lindsey Marino at Lindsey.Marino@lcsd.k12.sc.us or at 803-416-8878.

Notification

- This notification is to inform you of the intent of our district and the S.C. Department of Education (SCDE) to bill Medicaid and/or third-party insurance and receive payment from Medicaid and/or any third-party insurer for services, as permitted under the Individuals with Disabilities Education Act (IDEA), and as set forth in your child's individualized education program (IEP).
- Our district and SCDE may also bill Medicaid for diagnostic and psychological evaluation services, behavioral health services, nursing services and other health-related screenings and treatment services billable to Medicaid or a third-party insurer with or without the requirement of an IEP.
- Our district must provide this notice to you prior to requesting your consent to bill Medicaid and/or any third-party insurer once a year for services that our district will provide in the future.
- This document also serves as notice that our district and SCDE will release and exchange medical, psychological, and other personally-identifiable confidential information, as necessary, to the S.C. Department of Health and Human Services and any applicable third-party insurer regarding services provided to your child.
- Medicaid and third-party insurance reimbursement for billable services provided by our district will not affect any other Medicaid services or insurance benefits for which your child is eligible.
- Our district cannot bill Medicaid or your child's insurance program if it will decrease available lifetime coverage or any other insurance benefit, result in your family paying for services that would otherwise be covered, increase your insurance premiums or risk loss of eligibility for waived programs.
- You are NOT responsible for paying any outstanding deductibles, co-payments or co-insurance related to the district billing Medicaid or your child's insurance program for services provided by our district.
- Your child will receive the services listed in the IEP, regardless of whether your child is covered by public or private insurance programs and regardless of whether or not you provide consent to access those benefits.
- Your refusal to provide consent to release personally-identifiable information to Medicaid or any third-party insurer does not relieve our district of its responsibility to ensure that all required services are provided at no cost to you.
- Any previous, current or future consent to bill Medicaid or third-party insurance was voluntary, and you may revoke your consent at any time. If you choose to revoke consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).
- Our district and SCDE will continue to operate under the guidelines of the Family Educational Rights and Privacy Act (FERPA) to ensure confidentiality regarding your child's treatment and provision of services.

Student's name

Medicaid Number

Date

300 South Catawba Street, Lancaster SC 29720

SS-fm-issued 07-21-21

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 con-

sent 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 Lindsey Marino at Lindsey.Marino@lcsd.k12.sc.us or at 803-416-8876.

The procedures for determining eligibility and services

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

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

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

- Director.
- Homebound instruction will be available only for the four core curriculum subjects– English, math, science and social studies. Any modification or substitution of the course offerings must be approved by the principal and must be based on extenuating circumstances.
- Homebound services for pregnant students will follow the suggested timeline below. No exceptions will be made unless the physician's documents severe complications of the pregnancy that make a variance from guidelines necessary.
- Students become eligible for homebound instruction a maximum of six weeks before the projected delivery date.
 - Students must return to school one month after delivery date.

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 Leigh Lever, 803-416-8887/803-320-2485, 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
- More on next page

More on Homebound instruction

- for the student during the school day if needed.
- To learn more about Section 504, contact Student Services Director Lindsey Marino, 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 Lindsey Marino, 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 Lindsey Marino, 803-285-8439, 302 West Dunlap Street, Lancaster SC 29720.

SC DHEC School-Based Screening Recommendations

The following school-based mass screening intervals are recommended as priority screenings for schools in South Carolina.

Vision Screening
All students in Early Childhood Development or Head Start Programs and grades K, 1st, 2nd, 3rd, 5th, 7th, and at least once in grades 9-12 will have their vision screened. All students who are new to the district who do not have records of vision screening within the past year, regardless of grade, will also be screened. If your child does not pass this screening, you will receive a Referral for Eye Exam from the school nurse. Students who do not pass the vision screening should be examined by an ophthalmologist or optometrist. Please have this referral completed and return to the school nurse. If your child is not in one of these grades and you would like to have their vision screened, please send a note to your school nurse.

Hearing Screening
All students in Early Childhood Development or Head Start Programs and grades K, 1st, 2nd, 3rd, 5th, 7th and at least once in grades 9-12 will have their hearing screened. All students who are new to the district who do not have records of hearing screening within the past year, regardless of grade, will also be screened. If your child does not pass the initial screening, he/she will be re-screened at a later date. If he/she does not pass the re-screening, you will receive a Referral for Hearing Exam from the school nurse. Students who do not pass should be evaluated by an audiologist, if the cause is determined to be non-medical. If your child is not in one of these grades and you would like to have their hearing screened, please send a note to your school nurse. Parents/guardians may request that their child not be screened at school. Such requests should be submitted in writing.

12 great art events

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

The Nutcracker

Auditions for K-12 Oct. 2

Aaron Atkins/667 Miles Away

Dance • Grade 6 Oct. 5

The Nutcracker

Dance • (Evening Performance).... Nov. 22

Jack Frost

Dance • Grade 4 Nov. 22

Poetry Out Loud

Poetry Grades 9-12 • USC-L Dec. 13

Downtown Banner Project

Grades K-12 Jan. 6 – Feb. 11
(Designs due Dec.3)

Aesop’s Fables

Theater • Grades K-3 Feb. 14-17

District Honor Choir

Grades 7-12 Feb. 28 - March 1

Lancaster All-County Band Festival

Grades 7-12 March 4-5

Elementary Honor Choir

Grade 5 March 7-8

Youth Art Month Show

Opening of Banner Project in conjunction with a reception at LCCA

Grades K-12 March 10

Charlotte Symphony

Music • Grade 5 March 16

2021-22 School Year – by event

– Approved 12/8/20

<div>School begins</div> <div>New personnel orientation<ul style="list-style-type: none">Aug. 6</div> <div>1st day for returning teachers<ul style="list-style-type: none">Aug. 9</div> <div>Districtwide meeting day<ul style="list-style-type: none">Aug. 10</div> <div>First day for 6th & 9th grade – orientation<ul style="list-style-type: none">Aug. 13 – 8:15 a.m.-1 p.m.</div> <div>1st day for all students<ul style="list-style-type: none">Aug. 16</div> <div>Exams– No extracurriculars</div> <div>Final exams for first term<ul style="list-style-type: none">Dec. 20 & 21 (Early dismissal Dec. 21) (no extracurricular activities on Dec.19 & 20)</div> <div>Final exams for second term<ul style="list-style-type: none">May 25-26 (Early dismissal May 25-26) (no extracurricular activities on May 24 & 25)</div> <div>End of school</div> <div>Last student school day<ul style="list-style-type: none">May 26</div> <div>Graduation<ul style="list-style-type: none">May 26 & 27</div> <div>Graduation</div> <div>Graduation<ul style="list-style-type: none">May 26 & 27</div> <div>Half-days– Dismiss early</div> <div>1st term ends<ul style="list-style-type: none">Dec. 21</div> <div>2nd term exams<ul style="list-style-type: none">May 25-26</div>	<div>Holidays– Schools closed</div> <div>Labor Day<ul style="list-style-type: none">Sept. 6</div> <div>Thanksgiving holidays<ul style="list-style-type: none">Nov. 24-26 (Nov. 24 – Holiday for students and comp day for teachers for parent/teacher conferences) (Nov. 24 – Make-up day, if needed)</div> <div>Winter break<ul style="list-style-type: none">Dec. 22- Jan. 4</div> <div>Teacher workdays<ul style="list-style-type: none">Aug. 9 & 11Nov. 24 (Make-up day, if needed)Jan. 4 - 1/2 teacher workdayMarch 11 (Make-up day, if needed and comp day for teachers for parent/teacher conferences)May 26 - 1/2 teacher workday</div> <div>MLK holiday<ul style="list-style-type: none">Jan. 17</div> <div>Professional development<ul style="list-style-type: none">Aug. 10, 12-13 (Aug. 10 – district inservice)Oct. 18Feb. 21</div> <div>Spring break<ul style="list-style-type: none">April 15-22 (April 15, 20-22, make-up days, if needed) (April 18-19, guaranteed spring break)</div> <div>Reporting periods</div> <div>Elementary schools<ul style="list-style-type: none">1st reporting period ends–Oct. 192nd reporting period/1st semester ends – Dec. 213rd reporting period ends–March 10End of school year–May 26</div>	<div>High schools<ul style="list-style-type: none">1st reporting period ends–Sept. 162nd reporting period ends–Oct. 193rd reporting period ends–Nov. 184th reporting period/1st semester ends–Dec. 215th reporting period ends–Feb. 76th reporting period ends–March 107th reporting period ends–April 122nd semester ends–May 26</div> <div>Middle schools<ul style="list-style-type: none">1st reporting period ends–Oct. 192nd reporting period/1st semester ends – Dec. 213rd reporting period ends–March 10End of school year–May 26</div> <div>Report cards</div> <div>Elementary schools (Interim reports issued at middle of each 9 weeks)<ul style="list-style-type: none">1st report card–Oct. 262nd report card–Jan. 123rd report card–March 17End-of-year report card–By June 7</div> <div>High schools<ul style="list-style-type: none">1st report card–Sept. 232nd report card–Oct. 263rd report card–Dec. 11st term report card– Jan. 125th report card–Feb. 156th report card–March 177th report card–April 27End-of-year report card–By June 7</div> <div>Middle schools (Interim reports issued at middle of each 9 weeks)<ul style="list-style-type: none">1st report card–Oct. 262nd report card–Jan. 123rd report card–March 17End-of-year report card–By June 7</div>	<div>State testing</div> <div>CogAT and IA– Grade 2<ul style="list-style-type: none">TBD</div> <div>ACT WorkKeys spring exam<ul style="list-style-type: none">TBD</div> <div>AP exams<ul style="list-style-type: none">May 4-15</div> <div>Teacher workdays</div> <div>Teacher workdays–<ul style="list-style-type: none">Full days– Aug. 9, 11, Nov. 24, March 11Half days– Jan. 4, May 26</div> <div>Professional development</div> <div>New personnel orientation<ul style="list-style-type: none">August 6</div> <div>Professional development for all teachers–<ul style="list-style-type: none">Full days– Aug. 10 (district inservice), 12-13, Oct. 18, Feb. 21</div> <div>Student make-up days<ul style="list-style-type: none">Nov. 24, Jan. 4, March 11, April 20-22</div> <div>SAT & PSAT dates</div> <div>PSAT/NMSQT<ul style="list-style-type: none">Jan. 26, Oct. 13 & 16</div> <div>SAT<ul style="list-style-type: none">March 13, May 8, June 5</div> <div>ACT<ul style="list-style-type: none">Feb. 6, April 17, June 21</div>
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What state attendance law says

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

Parents

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

Board policy

- In accordance with state law, every child between the ages of five and 17 must be enrolled in school. Each student is also expected to be in regular attendance. If students are to be successful in school they must be in school.
- The school year consists of 180 school days.
 - Elementary, middle and high schools will establish guidelines for daily attendance for students to be counted present for a day. These guidelines will include provisions to address tardies to school and class and early dismissals.
 - Any absences for a student in grades K-8 exceeding 10 or in grades 9-12 on a block schedule exceeding six in a unit course or exceeding three in a 1/2 unit course whether lawful, unlawful or a combination thereof, must be approved or disapproved by the board's designee, the school principal. The principal's decision may be appealed to the superintendent's designee.
 - In each grade that does not award high school credit, a student with more than 10 absences, lawful and/or unlawful, will not be promoted without the recommendation of the principal.
 - In each class that may award one unit of high school credit on a block schedule, a student with more than six absences, lawful and/or unlawful, will not receive credit without the principal's recommendation.
 - In each class that may award 1/2 unit of high school credit on a block schedule, a student with more than three absences, lawful and/or unlawful, will not receive course credit without the principal's recommendation.

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

District attendance regulations

Absences

An absence from school is considered "lawful" or "unlawful."

Lawful absences

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

Unlawful absences

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

Truancy

Truant

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

Habitual truant

- A child, at least 12 but not yet 17 years old, who
- fails to comply with the intervention plan developed by the school, the child, and the parents or guardians, and
 - accumulates two or more additional unlawful absences.

Chronic truant

- A child, at least 12 but not yet 17 years old, who
- has been through the school intervention process
 - has reached the level of a habitual truant and has been referred to family court and placed under an order to attend school and
 - continues to accumulate unlawful absences.
- Truancy intervention is initiated when a student accumulates "unlawful" absences. Reg. 43-274 requires school districts to adopt policies to define and list lawful and unlawful absences.

Excuses

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

principal may require additional documentation to justify a lawful absence.

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

Parent notes

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

Recovery

Elementary students

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

Middle students

- Students will be required to do one hour of recovery per missed school day that exceeds the number of allowable absences per board policy.
- Students will not be required to pay for recovery.
- Medical excuses will be accepted
 - Make-up of hours missed not required
 - A form from the teacher stating that all work has been completed is required before the student can receive credit for courses.
- Middle school recovery begins on the 11th absence.
- Principals will determine the total amount a student can miss.
- All high school credit courses that are missed will count as one hour per missed class.

- Recovery in high school credit courses begins after six absences.
- No more than 12 absences (three and six for a .5 course) can be made up. Medical absences do not count in this total.
- Bereavement for immediate family is treated just like medical absence
- Make-up is required for out-of-school suspension
- Exception for very special cases can be made by the principal

High school students

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

Intervention for unlawful absences

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

- If a child who is at least six but not yet 17 years old accumulates three consecutive unlawful absences or a total of five unlawful absences, that child is classified as a truant. Reg. 43-274 (B)(1). Once a child is classified as a truant, the child's parents and school officials have additional responsibilities to improve the child's attendance.
- Parents must cooperate with the school intervention planning. This means parents should take an active role in assisting the school in identifying the reasons for the child's truant behavior.
 - Parents should also cooperate with any referrals made by the school in an effort to improve the child's attendance.
 - Parents must understand that if they refuse to cooperate with the intervention planning, Reg. 43-274 (D) states that the district has the authority to refer the child to Family Court for truancy and requires a report be filed against the parents with DSS for educational neglect.
 - Educational neglect occurs only if a child is accumulating unlawful absences and the school's efforts to help the child attend regularly were unsuccessful because of the parent's refusal to cooperate.
 - The three-day or five overall intervention plan will include
 - a direct intervention conference between the student and student's homeroom teacher or regular teacher;
 - contact with student's parent or guardian by the homeroom or regular teacher to determine reasons for unlawful absences and to discuss a plan to improve attendance;
 - documentation of the student and parent contacts, reasons for unlawful ab-

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

School Truancy Court

- If a student ages 6 up until 17 continues to violate attendance laws by not complying with School Intervention plan, that student can be referred to School Truancy Court, where his/her file will be heard by the district-designated School Court Judge.

Note: When a child is age 6 up to 12, the parent will be required to attend Truancy Court process alone as the responsible party for child's truancy.
- At the hearing, the Judge can immediately refer the case to Family Court, the Department of Social Services, Mental Health and/or the Department of Juvenile Justice (If student has had incorrigible behavior detrimental to those around him/her, the School Court Judge may opt to continue the intervention process depending on circumstances surrounding truant behaviors.)
- Once a student reaches the "Habitual Truancy" status or parents of ages 6-11 reach a status that could be interpreted as Habitual, the district reserves the right to petition Family Court or make a referral at the district's discretion to the Department of Social Services or Mental Health.

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

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

Signature of parent/guardian

Lancaster County Education
Hall of Fame

Nominations & Criteria

- Nominees may come from these categories, with no specific number required in each category:
 - Teacher
 - Administrator
 - Board member
 - Community member – civic leader, politician or friend of education
- A deceased person can be nominated /selected
- No more than four inductees are allowed each year
- Inductees from the teacher, administrator or board member categories must have completed their educational careers in Lancaster County and cannot be inducted into the Hall of Fame until the year after their service ended.
- Nominees not selected will be left in the nominee pool.
- Nominations are accepted from students, educators and the community at-large.
- "Call for nominations" release will be sent to media the first of January
- Deadline for nominations is February 5
- Selection committee meets before March 31 to select inductees
- To nominate someone, go to lancastercsd.com, under applications, click Hall of Fame Nomination form

The purpose of Title I

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

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

Components of school-wide program

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

Parent engagement

Our district recognizes family and community engagement is essential for academic achievement.

- When families and communities support their children's education, the attitudes, behaviors and achievement of students are positively enhanced.
- Families provide the primary educational environment for children; consequently, families are vital and necessary partners with education institutions to prepare students for lifelong learning.
- Our schools, working with families, teachers, students, community members, and administrators are encouraged to develop and promote strategies that enhance family and community engagement and reflect the needs of students in the 21st century.
- The term "family" refers to any caregiver who assumes responsibility for nurturing and caring for children, and includes parents, grandparents, aunts, uncles, siblings, foster parents, stepparents and others.
- The term "community" refers to local business people, law enforcement, clergy, service organizations, emergency workers and others who share common attitudes and goals in preparing students to be college and career ready.

To enhance family - school partnerships - the essential elements are promoted and connected to the Board of Trustees policies and the superintendent's pledge:

- **Welcoming all families into the school network** - Families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to the school staff and to what students are learning and doing in class and through extra-curricular activities, groups or organizations.
- **Communicating with all effectively and regularly** - Families and school staff engage in meaningful verbal or written (virtual) dialogue about student learning, accomplishments, and challenges both in and outside of the traditional classroom.
- **Supporting all student success** - Families play an integral role in school and at home in their child's learning. School staff is encouraged to provide opportunities for families to learn effective ways to support their child's educational needs including information about how to enhance learning at home, promoting effective study habits and monitoring their child's progress through student achievement data.

- **Speaking up for every child** - Families may advocate for children to ensure that all students are treated fairly and have access to learning opportunities that support student achievement.

- **Sharing power** - Partnerships between families and school staff positively impact decisions when creating school policies, practices and programs. Schools are encouraged to actively enlist family participation in decision-making regarding their children. Efforts should be made to recruit and support participation by families representing diverse student groups.

Collaborating with community - While respecting cultural practices and traditions, families and school staff are encouraged to work with the community to enhance opportunities for learning, community services, and civic participation.

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. Our district administers a variety of standardized assessments to its students.



August 2021

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 subjects the teacher is certified to teach, and the teacher's major and any graduate degrees 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 for 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,

Jonathan Rogers
Superintendent

- The test of state standards is part of the state assessment program, is given to students in Grades 3-8 and measures student performance on state standards.
- Kindergartners take KRA to assess early literacy skills.
- All students in Grades 1-5 take Fountas & Pinnell Benchmark Assessment to determine students' reading abilities and instructional needs.
- To monitor student progress throughout the year, students in Grades K-5 are assessed by MAP (Measures of Academic Progress) to allow teachers diagnostic information in order to meet the needs of all students. In addition, all students are given teacher-prepared and textbook-provided assessments.

Parent's right to know

As a parent of a student enrolled in our district, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who instruct your child.

Federal law allows you to ask for the information below about your child's teachers and requires the district to give you this information in a timely manner:

- Whether the teacher is certified to teach the subjects and/or grade levels the teacher is teaching.
- Whether the teacher's certificate is a waiver or substandard certificate.
- The teacher's academic major, graduate degrees, if any, and
- The teacher's certification area.

If you want to receive this information, please call the principal or contact the district human resources office at 286-6972.

S.C. Department of Education Complaint Resolution Procedures

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

- Organizations or individuals may file a complaint that applies to Title I within 30 days of receiving the decision by the school district or group of districts.
- Complaints and appeals must be made in writing.
- Complaints and appeals must contain
 - a statement indicating the violation,
 - the facts on which the statement is based and
 - the specific requirement of law or regulation allegedly violated.

• Complaints and appeals must be filed with the State Superintendent of Education at the

*S.C. Department of Education
1429 Senate Street
Columbia, S.C. 29201*

- The SCDE will confirm receipt of the complaint within 10 business days and will conduct an investigation to determine the merits of the complaint.
- The Deputy Superintendent will issue a final decision regarding the complaint within 60 days, except under exceptional circumstances that warrant an extension.
- The final decision of the SCDE may be appealed to the Secretary of the U.S. Department of Education.

District-wide Title I expenditures for 2020-2021

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.

The Purpose of Title I

- Employ .5 FTE district Title I coordinator
- Employ 5 FTE district Title I administrative assistant
- Employ .5 FTE instructional specialist for At-Risk students
- 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 *ESEA Waiver* legislation requires school 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.

Guidelines & Procedures for Concussion Management

Go to <http://xserve.lcsd.k12.sc.us/LCSD/Web/ConcussionTab13.pdf>

Read to Succeed legislation -FAQ

What parents need to know

What is Read to Succeed (R2S)?

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

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

- R2S law requires all K-3 students to receive a minimum of 90 minutes of ELA instruction daily by their classroom teacher.
 - R2S law requires students who are identified as “moderately” or “severely” struggling with reading to receive 30 additional minutes of daily, small group instruction/intervention with the classroom teacher or a reading interventionist.
- R2S Legislation: Section 59 155 150 (B) - “These interventions must be at least thirty minutes in duration and be in addition to ninety minutes of daily

reading and writing instruction provided to all students in kindergarten through grade three.”

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

- R2S law requires 4th-8th grade students to receive 45-60 minute blocks of ELA instruction.
 - R2S law requires 9th-12th grade students to receive 90 minute blocks of ELA instruction.
 - R2S law requires students who are identified as “moderately” or “severely” struggling with reading to receive small group instruction/interventions by all content area teachers (not just the ELA teacher) and supplemental support if determined necessary before school, after school, or during school.
- R2S Legislation: Section 59 155 170 (A) - “Teachers of content areas

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

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

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

Beginning in 2017-18, any student in Grade 3 who is “reading substantially

below grade level” can be retained, per state law.

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

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

Food Services payment procedures

A new platform

Welcome to Titian a Linq solution. The Department of Foodservices is moving to a new platform to better serve students, staff and families.

Student meal payments, meal applications and school menus is available on the Titian Family Portal features - family.titank12.com.

Only one household account is needed for all students and the funds can be shared. Staff will be able to make their own accounts from the Family Portal, too.

Why we encourage advance payment

The Titan Computer System allows the School Food Service Program to keep up with student payments and meals eaten on a daily basis throughout the school year.

Because we post grade-level menus monthly to our website, we encourage

To apply, simply go to **family.titank12.com** and follow prompts on the screen.

students to pay in advance for their breakfast and lunch meals.

How to pay for meals

- We accept personal in-state checks. Checks must have current address and telephone numbers imprinted on them.
- The check should not include other school fees, because we cannot cash checks or split checks with other funds.
- Send checks made out to the cafeteria of the school your child attends.
- Please note the child’s name on the check - if the check is written for more than one child’s money, each child’s name & the amount to credit to each child should be noted on the check.
- Meal Payments can also be made

through family.titank12.com where payments are made electronically to the student’s account. You will need the student’s PowerSchool number to complete this process. There is a convenience fee per transaction of \$1.95 per student.

What happens if a parent can’t pay

- Federal law requires that payment must be made for all meals received.
- Provisions are made for households that are unable to pay for their child’s meals through Free and Reduced Price Meal Applications. You may complete a paper meal application at your child’s school or go to family.titank12.com to apply electronically. You will need the student’s PowerSchool number to complete this process.
- Middle and high school students are not allowed to charge meals.
- Elementary school students may

charge Breakfast and Lunch Meals up to five days. After five days, a balance-owed letter will be sent home to communicate a negative balance in the student’s account.

How we handle non-sufficient fund checks

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

family.titank12.com



TITAN
SCHOOL SOLUTIONS

Quick. Easy. Secure. Convenient.

You can now apply online for FREE/Reduced meals

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

Family.titank12.com is an easy, secure and convenient way to apply for free or reduced meals.

Your application will be sent from a secure web site directly to our district, so you don't need to worry about filling out a paper form that could be lost or misplaced.

Family.titank12.com is designed to make it easy for you to know exactly the information you need to provide and to guide you through the process. Once your application has been received, the district office will determine your eligibility and send you a letter with the results.

To apply, simply go to **Family.titank12.com** and click **Apply Now.**

Meals will be free for the 2021-22 School Year.

You will still need to complete a meal application.

Clip and return to your school

Yes, I received this newsletter

Dear Parent,

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

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

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

☐ I do **NOT** want my child’s image or work used in the media.

☐ I do **NOT** want the military to have my child’s phone number and address.

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

Print student’s name

Parent or guardian’s signature

Student’s signature

To complete this form online, click here

Adult Education



610 E. Meeting Street
Lancaster, SC 29720
Phone: 285-7660
Students: 300
Teachers: 7
Programs: GED, high school diploma, WIN, basic literacy, basic computer employability and career training/skills upgrade

Director: Kimerla W. Linton
Secretary: Chandra McIlwain

A.R. Rucker Middle



422 Old Dixie Road
Lancaster, SC 29720
416-8555
<http://rms.lancastercsd.com>
Students: 570
Teachers: 39
Grades: 6-8
Principal: Michelle Crosby
Secretary: Arlene Mackey

Assistant principals: Arthur Bridges, Alysia Joyce
Guidance: Reshi Clyburn, Allison Teschke

Andrew Jackson High



6925 Kershaw-Camden Hwy.
Kershaw, SC 29067
475-2381/283-1958
<http://ajhs.lancastercsd.com>
Students: 615
Teachers: 44
Grades: 9-12
Principal: Shuntay Miller
Secretary: Jacqueline Buckelew

Assistant principals: Lori Cooper, Scott Phillips
Guidance: Haylea Jordan, La'Tasha Thompson, Kelsie Threatt

Andrew Jackson Middle



6865 Kershaw-Camden Hwy.
Kershaw, SC 29067
475-6021/283-1970
<http://ajms.lancastercsd.com>
Students: 488
Teachers: 32
Grades: 6-8
Principal: Chris Timmons
Secretary: Mandy Eudy

Assistant principals: Bryan Steele, Heather Turner
Guidance: Susan Hammond

Barr Street Learning Center



610 E. Meeting Street
Lancaster, SC 29720
416-8944
Grades: 6-12
Director: Kimerla W. Linton
Principal: Anita Watts
Secretary: Chandra McIlwain

Brooklyn Springs Elementary



1637 Billings Drive
Lancaster, SC 29720
283-8471
<http://bses.lancastercsd.com>
Students: 473
Teachers: 32
Grades: PreK-5
Principal: Michael Pratt
Secretary: Savana Bowers

Assistant principal: Brittany McManus
Guidance: Demetria Perkins

Buford Elementary



1906 N. Rocky River Rd.
Lancaster, SC 29720
Phone: 286-0026
<http://bes.lancastercsd.com>
Students: 767
Teachers: 40
Grades: PreK-5
Principal: Andrea Ribelin
Secretary: Gayle Caskey

Assistant principals: Patrick Marshall, Susan Plyler
Guidance: Amanda Budd, Rachel Lyon

Buford High



4290 Tabernacle Rd.
Lancaster, SC 29720
Phone: 286-7068
<http://bhs.lancastercsd.com>
Students: 575
Teachers: 44
Grades: 9-12
Principal: Michael Belk
Secretary: Lorie Sellers

Assistant principals: Samantha Bell, Kevin Mood
Guidance: Paula Lail, Eron Watts, Kinsey Long

Buford Middle



1890 N. Rocky River Rd.
Lancaster, SC 29720
285-8473
<http://bms.lancastercsd.com>
Students: 430
Teachers: 28
Grades: 6-8
Principal: Kevin Miller
Secretary: Rhonda Steele

Assistant principal: Ashley Bradley
Guidance: Todd Smith

Clinton Elementary



110 Clinton School Road
Lancaster, SC 29720
285-5395
<http://ces.lancastercsd.com>
Students: 500
Teachers: 31
Grades: PreK-5
Principal: Keisha Witherspoon
Bookkeeper: Brigitte B. Humphries

Assistant principal: MaryBeth Mize
Guidance: Wendy Hamilton

Discovery School



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

Erwin Elementary



1477 Locustwood Avenue
Lancaster, SC 29720
285-8484
<http://ees.lancastercsd.com>
Students: 461
Teachers: 30
Grades: PreK-5
Principal: Cory Hyslop
Secretary: Teresa Brown

Assistant principal: Ryan Jones
Guidance: Patricia McFadden

Harrisburg Elementary



10251 Harrisburg Rd.
Indian Land, SC 29707
396-3737/283-8484
<http://hes.lancastercsd.com>
Students: 988
Teachers: 53
Grades: K-4
Principal: Teryn Dalton
Secretary: Karen Thomas

Assistant principals: Lauren Watts, Valisha Singleton
Guidance: Laura Youtzy, Kelly VanDaley

Heath Springs Elementary



158 Solar Rd.
Heath Springs, SC 29058
273-3176/286-8621
<http://hses.lancastercsd.com>
Students: 354
Teachers: 27
Grades: PreK-5
Principal: Sheri Watson
Secretary: Shawna Holden

Assistant principal: Lisa McBride
Guidance: Trudie Mason

Indian Land Elementary



4137 Doby's Bridge Rd.
Indian Land, SC 29707
548-2916/283-1939
<http://iles.lancastercsd.com>
Students: 933
Teachers: 53
Grades: K-4
Principal: Sarah Deason
Secretary: Sheri Bradley

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

Indian Land High



6130 Charlotte Hwy.
Indian Land, SC 29707
547-7571/286-8470
<http://ilhs.lancastercsd.com>
Students: 1,350
Teachers: 82
Grades: 9-12
Principal: David Shamble
Secretary: Jonetta English

Assistant principals: Elizabeth Bryant, Monica Eaddy, Tal Horton, Rebecca Shackelford
Guidance: Marisa King, Samantha Seabolt (CDF), Cynthia Shepard, Ashley Truss, Shatonna Walker

Indian Land Intermediate



8361 Charlotte Hwy.
Indian Land, SC 29707
547-3600
<http://ilis.lancastercsd.com>
Students: 1000
Teachers: 50
Grades: 5-6
Principal: Brad Johnson
Secretary: Dee Gerszewski

Assistant principals: Brittany Price and Nicole Lee
Guidance: Laura Healey and Tonya Brown

Indian Land Middle



8063 River Road
Indian Land, SC 29707
578-2500/286-5300
<http://ilms.lancastercsd.com>
Students: 904
Teachers: 51
Grades: 7-8
Principal: Chris Thorpe
Secretary: Melanie Otte

Assistant principals: Chelsea Brown, Mark Rhoden, Jennifer Thomas, Darryall White
Guidance: Phedrian Alexander, Jennifer Blake, Curwood Dillingham, Kelly Ewing

Kershaw Elementary



525 North Matson St.
Kershaw, SC 29067
475-6655/286-6689
<http://kes.lancastercsd.com>
Students: 530
Teachers: 32
Grades: PreK-5
Principal: Kelli Overcash
Secretary: Amy Lucas

Assistant principal: Chasity Robinson
Guidance: Anita Robinson

LCSD Career Center



625 Normandy Rd.
Lancaster, SC 29720
803-289-7404
<http://lcc.lancastercsd.com>
Students: 1,200 serving all 4 high schools
Teachers: 21
Grades: 9-12
Career and Technology Education

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

Lancaster High



325 Woodland Dr.
Lancaster, SC 29720
283-2001
<http://lhs.lancastercsd.com>
Students: 1,377
Teachers: 82
Grades: 9-12
Principal: Rosalyn Mood
Secretary: Kristen Rollings

Lead assistant principal: Richard Pringle
Assistant principals: Paul Crenshaw, Marcus Porter, Nicholas Thompson, Jason Young
Guidance: Eric Byrd (Director), Jerron Cauthen, Rick Hodge, Charmaine Johnson, Sara Jordan

McDonald Green Elementary



2763 Lynwood Dr.
Lancaster, SC 29720
285-7416
<http://mges.lancastercsd.com>
Students: 350
Teachers: 24
Grades: K-5
Principal: Tonya Hunter
Secretary: Tina Morgan

Assistant principal: Melanie Hollis
Guidance: Kimber Celmer

North Elementary



1100 Roddey Dr.
Lancaster, SC 29720
Phone: 283-9918
<http://nes.lancastercsd.com>
Students: 620
Teachers: 41
Grades: PreK-5
Principal: Keishea Mickles
Secretary: Mandi Payne

Assistant principals: Michelle Burton, Kevin Price
Guidance: Rita Isom, Angela McGee

South Middle



1551 Billings Drive
Lancaster, SC 29720
283-8416
<http://sms.lancastercsd.com>
Students: 629
Teachers: 46.5
Grades: 6-8
Principal: David Sweem
Secretary: Alisha Steen

Assistant principals: Brent Chavous, Dawn Hanrahan
Guidance: Sandi Cox, Kara Hudspeth

Southside Early Childhood Center



500 Hampton Road
Lancaster, SC 29720
283-3915
<http://ss.lancastercsd.com>
Students: 203
Teaching staff: 28
Grades: Early Head Start (birth to 3) & Head Start (3K & 4K)
Preschool Programs Director:

Shirnetha Stinson
Secretary: Jamekia Ford

Van Wyck Elementary



4945 Charlotte Highway
Lancaster, SC 29720
313-6650/313-6649(fax)
[www.vwes.lancastercsd.com](http://vwes.lancastercsd.com)
Students: 640
Teachers: 46
Grades: PreK-4
Principal: Jason Ramey
Secretary: Rowena Player

Assistant principals: Jill Nelson, Graham Thomas
Guidance: Tia Ellam, Amy Wamsley

Lancaster County School District



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

**To learn more about
our schools visit
<https://www.lancastercsd.com/>**