

Requirements for Admission to Batesburg-Leesville Primary

South Carolina Child Development (4K) Education Program (CERDEP) Enrollment Requirements

Residency Pursuant to statute, priority for participation in CERDEP had been given to eligible children residing in the school districts participating in the *Abbeville* lawsuit and participating since 2006–07. The statute directs that each year's appropriations bill set forth the priority schedule for other districts in the state. The eligible districts for 2017–18 are listed in Appendix B.[1]

Parent(s)/guardian(s) of age- and income-eligible children must provide documentation of the children's legal residency within a CERDEP school district.

Age Eligibility To be eligible a child must be four years of age on or before September 1 of the current school year based on acceptable documentation, such as a birth certificate or official documents from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CERDEP.

Family Income Eligibility Family income eligibility must be shown for enrollment: an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services; or Medicaid eligibility. Acceptable forms of verification include the following: notification letter to parent/guardian confirming household eligibility for free or reduced meal benefits (not applicable for Community Eligibility Provision (CEP) schools) or a copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms.

Immunization Documentation of the child's immunization must be provided at enrollment.

Children must be five years old on or before September 1st to enroll in the kindergarten program. Children must be six years old on or before September 1st to enroll in the first grade. A legal state (long form) or military birth certificate is required for enrollment. The birth certificate will be copied and the original copy will be returned to the parent or legal guardian.

A valid South Carolina Certificate of Immunization **for all children, 3 months of age and older**, must be maintained by public or private childcare facilities, public, private, or parochial schools, grades kindergarten through 12th grade; or child development programs under the control of the Department of Education. Children enrolled in a Pre K or 4K programs and younger must meet Day Care Requirements, even if attendance is in a school setting. Children enrolled in a 5 year old kindergarten through Grade 12 must meet School Requirements. Children enrolled in grades 5K or greater who also attend a childcare facility (e.g. after school and/or summer program) must meet School Requirements and have a valid South Carolina Certificate of Immunization on file at both day care and school. Doses documented on the immunization certificate must be valid doses according to accepted practice standards for the minimum ages(s) and intervals.

A copy of the child's social security card is needed for identification purposes.

Proof of residency in Lexington School District 3 must be presented. This can be a phone bill, light bill, etc. that has the parent/guardian's name and street address (no PO Box address will be accepted).

LEGAL GUARDIANSHIP

Students must be residing with parents or legal guardians who are residents of the school district. The existence of legal guardianship will be recognized upon the filing in the school office of an appropriate order or decree from a court of competent jurisdiction. (Guardianship of the estate shall not be used to determine school assignment.)

Guardianship of the person shall be accepted only if the student actually resides with this custodial guardian who is vested with the power and charged with the duty of managing the student's affairs. If the court has awarded you sole custody of your child, and if you do not want the child's other natural parent to be able to pick up the child, you will need to provide the school with copies of the custody papers signed by the court. In unusual circumstances the Department of Social Services and/or the court may issue temporary guardianship papers which will be honored by the school for the period designated by DSS or the court.

ATTENDANCE/TARDIES/EARLY/RELEASES/LATE PICK-UP TRUANCY POLICY

Attendance is a key factor in student achievement and any absence from school represents an educational loss to the student. However, the district recognizes that some absences are unavoidable.

Any student who misses school must present a written excuse, signed by his/her parent/legal guardian or a licensed physician, dentist, or medical practitioner within three (3) days after the student has returned to school. The excuse must contain the date of the absence and a detailed reason for the absence. The school administration will keep all excuses confidential. Messages sent to teachers through agendas or digital sources such as See Saw or text message cannot be accepted. If you know of your child's absence ahead of time, please send a written note signed by parent or guardian ahead of time.

If a student fails to bring a valid excuse to school, the absence will be recorded as an unexcused unlawful absence. If a student brings a false (or forged) excuse, his/her teacher must refer the student to the school administration for appropriate actions.

The district will consider students lawfully absent under the following circumstances:

- Student's chronic or extended illness that is verified in writing by a licensed physician, dentist or other medical practitioner within three (3) school days after the student has returned to school.
- Appointment with a licensed physician, dentist, or other medical practitioner within three (3) school days after the student has returned to school.
- Serious illness or death in the student's immediate family (defined as mother, father, stepmother, stepfather, sister, brother, grandmother, or grandfather) that is verified in writing by the parent/legal guardian within three (3) school days after the student returns to school.
- Student's observation of religious holidays of the student's faith that is explained in writing by the parent/legal guardian within three (3) days after the student returns to school.
- Student's participation in a school related activity (field trip, college visitation, etc.) that is explained in writing by the parent/legal guardian for which the student has received prior approval from the principal. (Note: Each individual student is limited to three activity related absences per semester.)
- Student's compliance with an order issued by the Department of Social Services, a law enforcement official or a judicial officer. A copy of the order must be provided to the school within three (3) school days after the student returns to school.
- Extenuating circumstances that have been investigated and approved by the principal.

The district will consider students unlawfully absent under the following circumstances:

Willfully absent from school without the knowledge of their parents/guardians. Absent without acceptable cause with the knowledge of their parents/guardians. Unlawful student absences will be one of the factors to be taken into consideration in making grade-level promotion decisions.

As a result of a change in the federal law that governs United States K-12 public education, the Every Student Succeeds Act (ESSA), the United States Department of Education's Office of Civil Rights changed the definition of "absent." Their new definition uses the minutes in a school day formula.

This means that when a student who misses 50 percent of his/her instructional day for any reason, whether the missed time is excused or unexcused, the student will be marked absent. At BL Primary School, our school day begins at 7:45 a.m. and ends at 2:15 p.m. Students normally attend school for six hours and 30 minutes (390

minutes total). In order for a child to be counted present, he/she would need to attend school for at least three hours and 15 minutes (195 minutes).

UNLAWFUL ABSENCES AND TRUANCY POLICY

Under the No Child Left Behind Act of 2001, states are required to establish uniform management, information and a reporting system, which includes the collection of information on truancy rates on a school-by-school basis. Each school must use PowerSchool to maintain its truancy data.

The State Board of Education recognizes that truancy is primarily an educational issue and that all reasonable, educationally sound, and corrective actions should be undertaken by the school district prior to resorting to the juvenile justice system. An intervention team made up of the Assistant Principal, Guidance Counselor, PowerSchool Attendance Clerk, and other school personnel when appropriate, will work with parents/guardians to provide tools and resources to prevent truancy.

Unlawful absences are absences in which a student is willfully absent from school without the knowledge of their parents or if the student is absent without acceptable cause with the knowledge of their parents/guardians. Students who have unlawful absences will be considered Truant based on the following definitions: Truant-A child, ages 6 through grade 12, meets the definition of a Truant when the child has three consecutive unlawful absences or a total of five unlawful absences. Habitual Truant-A child, grades 6 through 12, meets the definition of Habitual Truant when the child has a total of 10 unlawful absences. Chronic Truant-A child, grades 6 through 12, meets the definition of a Chronic Truant when the child has a total of 15 unlawful absences.

In order to encourage and assist students in attending school regularly, the School Intervention Team will administer the following intervention procedures:

After 3 consecutive unlawful absences or a total of 5 unlawful absences occur, the Intervention Team will do the following:

- Notify the parents/guardians of the absences by letter and phone.
- Code the student as Truant in the Power School Discipline Atom (ages 6-12th grade).
- Hold a conference with the student and parents at which time they will identify the reasons for the absences and develop a plan to improve future attendance. The student and the parent/guardian will sign this plan.

After 7 unlawful absences occur, the Intervention Team will do the following:

- Notify the parent/guardian of the absences by letter and by phone.
- Code the student as Truant in the Power School Discipline Atom (age 6- grade 5).
- Code the student as Habitual Truant in the Power School Discipline Atom (grades 6-12).
- School officials will hold a conference with the student and parents/guardians to review the plan for improving attendance and to clarify the consequences of continued absences which may include a referral to Child Protective Services (age 6-grade 5) or Family Court (grades 6-12).

If unlawful absences continue to occur, the Intervention Team will do the following:

- Code the student as Truant in the Power School Discipline Atom (age 6 -grade5).
- Code the student as Chronic Truant in the Power School Discipline Atom (grades 6-12).
- The Intervention Team will refer students who continue to be absent from school unlawfully to Child Protective Services (age 6-grade 5).
- The Intervention Team will refer students who continue to be absent from school unlawfully to Family Court (grades 6-12).

The Intervention Team will maintain an attendance folder for each student that will contain a current list of all unlawful absences, parent/guardian contact information, a completed and signed Intervention Plan, and any Child Protective Services or Family Court referrals.

Attendance records will travel with the student from year to year and school to school along with the permanent record. A new Intervention Plan will be written, if needed, for each school year, but the new school year information will be added to last year's data. When a student transfers to another district, a copy of the attendance record must be forwarded along with all other school records.

TARDY POLICY A tardy shall be considered as entrance into the school's front door to sign-in after 7:50 a.m. according to the school clock.

Tardy students must report with a parent/guardian to the office for a tardy slip before going to class.

At three tardies, the parent/guardian is sent a letter of notification of the child's tardies and a reminder of the tardy policy.

At five tardies, the parent/guardian is sent a letter requesting to schedule a conference to come in within five days to meet with the principal or assistant principal.

If the student continues to be tardy, the parent/guardian is sent a letter after the student is tardy two more times, (a total of seven) again scheduling a conference to come in within five days to meet with the principal or assistant principal.

At this time, the parent's/student's name will be given to the Department of Social Services.

UNAUTHORIZED EARLY RELEASE The same plan shall be in effect for unauthorized early release of students. If a student is released from school for an unauthorized reason prior to the close of school 3 times, the parent/guardian is sent a letter of notification and a reminder of the unauthorized release policy. If a student needs to be picked up early, the parent should sign their child out prior to 1:45 p.m.

After five occurrences, a letter will be sent to the parent/guardian requesting that he/she schedule a conference to come in within five days to meet with the principal or assistant principal.

If the student continues to be released for unauthorized reasons, the parent/guardian is sent a letter after this offense has been committed five more times. The purpose of the letter will be to request that the parent/guardian schedule a conference to come in within five days to meet with the principal or assistant principal.

At this time, the parent's/student's name will be given to the Department of Social Services. Authorized excuses for tardies and/or early release of students consist of an appointment with the physician/dentist, court appearance, funeral, or sickness of student.

LATE PICK-UP The same plan shall be in effect for late pick-up. If a student is picked up from school after 2:45 p.m. three times, the parent/guardian is sent a letter of notification and a reminder of the late pick-up policy.

After five occurrences, a letter will be sent to the parent/guardian requesting that he/she schedule a conference to come in within five days to meet with the principal or assistant principal.

If the student continues to be picked up after 2:45 p.m., the parent/guardian is sent a letter after this offense has been committed two more times. The purpose of the letter will be to request that the parent/guardian schedule a conference to come in within five days to meet with the principal or assistant principal.

At this time, the parent's/student's name will be given to the Department of Social Services.

The accumulation of tardies, unauthorized early releases, and late pick-ups shall be considered together. For example, if a child has 1 tardy, 1 unauthorized early release, and 1 late pick-up, this will be considered 3 offenses and the parent/guardian will be called in for a conference.

The same plan shall be in effect for late pick-up and/or students being returned to school by bus. If a student is picked up from school after 2:45 p.m. because of not being picked up from car line or being brought back to school by the school bus, three times, the parent/guardian is sent a letter of notification and a reminder of the late pick-up policy.

Morning Arrival

We welcome students into the school entrance at 7:00 a.m.

All students report directly to the cafeteria from 7:00 a.m. until 7:15 a.m.

Breakfast will be served from 7:00 a.m. until 7:25 a.m.

Students will meet teachers on their grade level halls beginning at 7:15 a.m.

Students who eat breakfast at home will go directly to their halls after 7:15 a.m.

Students who come to eat after 7:25 will be given a "Breakfast on the Go" to eat in the cafeteria before going to class. All late arriving bus riders will be served breakfast.

Students will be greeted at their classroom doors by their teachers at 7:45.

Students will bring a tardy pass to class after 7:50 a.m.

Montessori K4 classes eat breakfast in their classrooms.

Special needs classes will eat with their teachers in the cafeteria after 7:45 a.m.

PASS USE DURING SCHOOL

Students will carry passes with them when in the hallway without an adult. K4 students always be in the presence of an adult.

Morning Car Riders:

Car riders will get their day off to a great start by exiting cars quickly and safely next to the sidewalk. They will report directly to the cafeteria until 7:15 a.m. After 7:15, they will report to their hallways.

Morning Bus Riders:

An adult on duty will greet bus riders as they quietly and safely exit buses in a straight line and stop at the last white column before entering the building.

They will report directly to the cafeteria until 7:15 a.m.

Cafeteria Procedures for Students:

I will be a great leader in the cafeteria each day!

I will sit properly in my seat with my feet on the floor.

I will get everything I need as I go through the line.

I will ask for my teacher's permission before getting up.

I will eat my food only, and will leave all cafeteria food in the cafeteria.

I will eat quietly when the music is playing. When it stops I will talk in a soft voice.

When it is time to leave, I will take my straw out, close my milk carton, and carry my tray with two hands.

I will use my best manners and wait in line to empty my tray.

I will line up quietly on the red line and listen for directions before exiting the cafeteria.

Hall Procedures for Students:

I will be a great leader in the hallways each day!

I will walk quietly down the hallway with my hands by my side.

I will always walk down the right side of the hallway and the right side of the stairs.

I will stop at Panther Pause signs.

I will make sure my shoes are tied before I leave the classroom, so I can walk safely with my classmates.

Safe Playground Procedures for Students:

I will be an awesome leader on the playground each day!

I will always walk and play safely inside the equipment area.

I will be kind to my friends by keeping my hands to myself and by not throwing rocks, sand, or wood chips.

I will patiently line up behind the last friend in line.

I will play safely on the equipment!

I only climb up the ladder of the slide.

I always slide feet first after everyone else is off of the slide.

I know that slides are only made for sliding and tunnels are only made for tunneling!

To be safe, I won't walk under the triangles.

I will put all trash in the trash cans to keep our playground clean, safe, and beautiful.

Dismissal

School dismisses at 2:15 on regular school days. Parents/guardians are encouraged to determine a way for students to ride home from school the same way each day. If it is absolutely necessary for a parent/guardian to change the way in which a child typically goes home in the afternoon, the parent/guardian must complete a bus transportation form (only one change permitted per year).

In order to ensure that students are sent home safely we must ask that any daily changes over the phone be made no later than 12:00 noon on regular days and no later than 10:00 a.m. on early release days. You will be asked identification questions to ensure safety. Emergency changes after those times will need approval from administration. We thank you for your cooperation in this matter.

Parents or approved adults picking up students in the car rider line are asked to keep their school issued car rider sign visible until leaving the school grounds. We reserve the right to check identification if the car rider sign is not visible or if we do not recognize the adult.

EARLY DISMISSALS Each day is important, and we encourage you not to schedule appointments during school hours. Please watch the newsletters and school calendar for important dates (like MAP testing) to avoid interruptions on these days.

If a child leaves school early, it is required that the parent/guardian come to the office and sign the child out. Children will only be allowed to leave school with either a parent/guardian or someone listed by the parent/guardian on the child's emergency form. When it is necessary for someone other than those people listed on the emergency form to pick up the child, a written authorization from the parent/guardian is required. Students will be called to the office for early dismissal. To help each child learn as much as possible, students

will not be called from their classes until a parent or guardian has signed them out in the office. Drivers' licenses are required to pick up any student.

SCHOOL CLOSINGS The school will notify parents/guardians of any planned changes in the schedule. In the event of severe weather or mechanical breakdown, the starting time may be delayed or schools may be closed. Announcements will be made through the Blackboard Connect and over local television stations beginning at 6:00 a.m. If no report is received, school will be in session. The same conditions may also necessitate early dismissal. Please listen to these stations if you have concerns about the weather. Please have a plan in place in case early release becomes necessary so that your child will know what to expect so that they do not become upset. We respectfully ask that you refrain from calling the school during this difficult time so that the phone lines can remain open for any emergency situations that may arise.

TRANSPORTATION The most important job we have at Batesburg-Leesville Primary School is keeping your children safe during the time they are in our care. This includes the time they are traveling to and from school each day. We need your help and cooperation if we are to be successful in our efforts to have an accident-free school year.

All requests to send a child home in a vehicle other than the one he/she normally rides to and from school must be pre-approved by the principal or her designee. The parent/guardian must send a written note to the main office for approval. The note should include the date, name of the child, name of the person to pick up the child, parent(s)/guardian(s) signature, parent(s)/guardian(s) address, and phone number where the parent(s)/guardian(s) may be reached for verification. Please use the given name (i.e. John Smith) rather than an informal name (i.e. Uncle John) when identifying the person who will pick up the child. All notes or phone calls must be received in the office by 12 noon on regular days or 10:00 a.m. on early release days. This is to allow time to make the necessary changes and notifications. In the event that you designate someone different to pick up your child, please be aware that we may ask that person to show his/her driver's license for safety reasons. Parents should only call the office for transportation changes.

CAR TRAFFIC RULES The law requires that bus and car traffic be kept separate. Cars bear to the right around the faculty/staff parking area, therefore, we ask buses to turn left in the driveway to drop students off and pick them up. If many cars are in line, pull up, and the first 5 cars only should unload by the covered walkway. During arrival and departure times, staff members monitor and assist with the unloading and loading of students. Every effort is made to see that this is done quickly, efficiently, and safely. Please assist your child in being ready to get out of the car quickly in the mornings. In the afternoon there will be 5 pick-up points (designated by colors) in 2 lanes. Children will be directed to one of the five points as parents/guardians arrive. Students will be loaded in the back seat of the vehicle for their own safety. Parents are asked to not get out of the cars when in the car line. Students will not be allowed to walk in between cars. Students shall be loaded on the sidewalk side only. Please encourage your child to buckle his/her seatbelt after getting into the car and wear it all the way home. Please be patient, and we will attempt to load your child as quickly as possible while keeping all of our children safe.

All drivers, when dropping off or picking up, are asked to stay in the correct lane. It is very dangerous for students and staff if cars "pass" during arrival and dismissal.

Please be patient, as some of our students require extra help.

Visitors to the school should park in the spaces available in front of the building by the awning or on the "hill". **Visitors should not park in the bus area where only office staff and emergency vehicles are allowed.**

Health Room Procedures

Illness

BLPS has a licensed Registered Nurse. It is her job to assess children sent to her by staff. You will be asked by the nurse to come and pick up children who are not able to complete a full day at school because of illness. Ill children **WILL NOT** be sent home on buses because it places other healthy children at risk. Please be prompt in picking your child up when called by the nurse.

Medications

SC State law prevents schools from dispensing any **prescription** medications unless prescribed by a licensed health practitioner. A *Medication Administration Form* must be completed and submitted by the parent/guardian for **ALL** (over-the-counter and prescription) medication administration.

Children are ***absolutely not allowed*** to transport any medications on the buses at any time. If this policy is violated, disciplinary action will be taken at the discretion of Administration and the Director of Transportation.

Head Lice

Head lice, by definition, are tiny insects that feed on blood from the human scalp. Infestation is common in the United States among children 3 to 12 years of age. Although lice is contagious through head-to-head contact, it is not responsible for the spread of any infectious disease. We understand that head lice causes a high-level of anxiety among parents and staff. Therefore, we need to approach this issue, should it arise, with sensitivity, care and strict confidentiality. If a student has *positive identification* of head lice, the following steps will be taken:

- Parents/Guardians will be contacted and informed of the situation. We will request that the student be treated for lice as soon as possible.
- Administration will be notified for any active infestation.
- “Exclusion” from classroom activities will be at the sole discretion of Administration depending on the age group and classroom environment.
- Students may return to school the following day with a parent note describing their method of chosen treatment.
- Classroom “re-entry” will be based on clearance from the School Nurse.

Remember, no treatment is 100 percent effective. It is the responsibility of parents to continue checking their children for live lice and or nits.....“Every week take a peek!”

Positive Behavioral Interventions and Supports (PBIS) at BLPS

PBIS is a multi-tiered system of support using interventions and supports to help students with the development of social, emotional, and behavioral skills. Each classroom practices our Panther Promises. Teachers set procedures and expectations for classroom behavior, along with teaching students school wide procedures. Behavior management is much more effective when students take ownership of their behaviors. They do this through setting behavioral goals and earning Panther Paws. Celebrations are planned each nine weeks to reinforce positive behaviors.

Panther Promises:

#1 Make Smart Choices: I will control my attitudes, words, and actions, and choose to do the right thing.

#2 Think, Plan, and Don't Give Up: I will think about what I need to do and make a plan for getting it done.

#3 Respect and Prioritize: I will listen to my teachers and spend my time on the most important things first.

#4 Be Nice to Be Happy: I will be a good friend and do nice things for others.

#5 Be Sensitive and Patient: I will listen to others' ideas and feelings and wait for my turn to talk.

#6 Cooperate with Kindness: I will work and play nicely with my friends.

When the Panther Promises or classroom rules and procedures are not followed, students may receive a consequence because of the choices they made. Most behaviors can be addressed in the classroom. When

there is a disruption to learning or a behavior infringes upon the rights of staff or other students in our school, consequences may include an office visit, parent contact, time in the intervention room, or an out of school suspension (OSS). Options depend on the severity and/or frequency of the behavior. When serious behaviors are exhibited we involve our school guidance counselor, may refer families to therapy, which is provided at the school by a therapist from Lexington County Mental Health, and include parents in finding solutions for improving behaviors. Behavior referrals are made to the administration, at which time best efforts are made to contact a parent/guardian by phone. A referral letter is sent home as well. Some students may be referred to an intervention team to discuss implementing formal behavior goals or other supports.

Policy JIC Student Conduct (Lexington District Three)

Purpose: To establish the board's vision for student conduct.

The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. This requirement refers to their actions toward other students and teachers, their language, their dress and their manners. The board believes self-discipline is an interpersonal goal of public education.

Students have a responsibility to know and respect the policies, rules and regulations of the school and district. Violations of such policies, rules and regulations will result in disciplinary actions.

The board directs the administration to establish rules and regulations necessary to create and preserve conditions essential to orderly operation of the schools. The board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy (see policies [JKD](#) and [JKE](#)).

For more specific information on student conduct, the board directs students to policy [JICDA](#).

Policy JICDA Code of Conduct (Lexington District 3)

BLPS will follow state and district policy.

Purpose: To establish the basic structure for a code of conduct and discipline for students.

The district's code of conduct and discipline is established to achieve and maintain order in the schools. In administrative rule [JICDA-R](#), the board and the administration offer a list of offenses along with the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

Disciplinary actions will include appropriate hearings and review. The removal of a student from the learning environment will occur only for just cause and in accordance with due process of law.

The administrative rule is effective during the following times and in the following places.

- on the school grounds during and immediately before or immediately after school hours
- on the school grounds at any other time when the school is being used by a school group
- off the school grounds at a school activity, function or event
- en route to and from school on a school bus or other school vehicle

Level 1 - disorderly conduct

Disorderly conduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, the orderly operation of the school, the safe operation of a school bus, any curricular or extracurricular activity held off or on school grounds, or which the frequency or seriousness disturbs the classroom, school, school bus, or school activity.

Acts of disorderly conduct may include, but are not limited to, the following.

- class room tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- school tardiness
- truancy
- bullying-level 1

The staff will follow these basic enforcement procedures in instances of disorderly conduct.

When the staff member observes (or is notified about and verifies) an offense, the staff member will take immediate action to correct the misconduct. The staff member will use an appropriate sanction, and maintain a record of the misconduct and the sanction.

If a certain misconduct is not immediately correctable, the staff member should refer the problem to the appropriate administrator for action specified under this policy.

The administrator should meet with the reporting staff member, and, if necessary, the student and the parent, and should effect the appropriate disciplinary action.

The administrator will maintain a complete record of the procedures.

The staff may apply sanctions in cases of disorderly conduct which may include, but are not limited to the following.

- verbal reprimand
- withdrawal of privileges
- demerits
- detention
- corporal punishment
- in-school suspension

Level 2 - disruptive conduct

Disruptive conduct includes those activities in which students engage that are directed against persons or

property and the consequences of which tend to endanger the health or safety of themselves or others in the school or which disrupts the safe operation of a school bus. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three or more times.

Acts of disruptive conduct may include, but are not limited to the following.

- fighting
- vandalism (minor)
- stealing
- threats against others
- trespassing
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances, as defined by law or local school board policy
- illegally occupying or blocking school property in any way with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- bullying-level 2

The staff will follow these basic enforcement procedures in instances of disruptive conduct.

When the administrator observes (or is notified and verifies) an offense, he/she will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences.

The administrator will notify the parent of the student's misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent, confer with them about the student's misconduct, and effect the appropriate disciplinary action.

The administrator will keep a complete record of the procedures.

The administration may apply sanctions in cases of disruptive conduct which may include, but are not limited to the following.

- temporary removal from class
- alternative education program
- in-school suspension
- out-of-school suspension
- transfer
- referral to outside agency
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities

Level 3 - criminal conduct

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school or during a curricular or extracurricular activity held off or on the school grounds or which disrupts the safe operation of a school bus. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board.

Acts of criminal conduct may include, but are not limited to the following.

- assault and battery
- extortion
- bomb threat
- possession, use or transfer of dangerous weapons
- sexual offenses
- vandalism (major)
- theft, possession or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by board policy
- furnishing, selling or possession of controlled substances (drugs, narcotics or poisons)
- distribution, sale, purchase, manufacture or unlawful possession of a controlled substance while in or within a radius of one-half mile of school grounds
- threatening to take the life of or inflict bodily harm upon a teacher, principal or members of their immediate family
- use of an intoxicant
- bullying-level 3

The staff will follow these basic enforcement procedures in instances of criminal conduct.

When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and, if appropriate, meet with the student.

If warranted, the administrator should immediately remove the student from the school environment. The administrator will notify a parent as soon as possible.

If appropriate, school officials should contact law enforcement authorities.

Staff will follow established due process procedures when applicable.

The administrator will keep a complete record of the procedures.

The administration may apply sanctions in cases of criminal conduct which may include, but are not limited to the following.

- out-of-school suspension

- assignment to alternative schools
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities

Extenuating, mitigating or aggravating circumstances

The board may give the appropriate administrator the authority to consider extenuating, mitigating or aggravating circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

NOTE: THE ADMINISTRATION RESERVES THE RIGHT TO USE DISCRETION IN ANY DISCIPLINE CASE.

HARRASSMENT, INTIMIDATION, BULLYING POLICY In the fall of 2006 the South Carolina Legislature passed the Safe School Climate Act and Lexington County Board of Trustees then adopted a policy to address the issue of harassment, intimidation, or bullying. Harassment, intimidation, or bullying, is described as a written, verbal, physical, or sexual act reasonably perceived to have the effect of any 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, the orderly operation of the school.

The Board prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties that interfere with or disrupt a student's ability to learn. In addition, acts of harassment, intimidation, or bullying will not be allowed to interfere with the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, 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.

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. Retaliation in any form against a student or employee who has filed a complaint or report is prohibited.

The penalties for bullying or retaliation for reporting bullying are based on the severity and frequency of the behaviors. In the case of such behaviors, parents will be contacted for a conference. Penalties could include time in the intervention room, out of school suspension for 1 or more days, or expulsion.

INTERVENTION ROOM The Intervention Room is a room for students who are having difficulty making smart choices. Time in the intervention room could be anywhere from 30 minutes to a whole day or more. Classwork is provided by teachers to ensure that students are on task and not falling behind. At the same time they work on good habits and following rules so they will be ready to return to the regular classroom. Only an administrator can assign a student to the Intervention Room.

DRESS CODE

- No rubber flip flops are allowed. Girls are discouraged from wearing shoes with high heels for safety reasons.
- Clothing which displays slogans, pictures, or emblems relating to alcoholic beverages, drugs, profanity, or sex are not allowed.
- Please print your child's name on each item of clothing as well as other possessions, particularly coats and sweaters.

- Shorts and tops should provide appropriate coverage for school.
- Hats and sunglasses may not be worn inside the building.
- The child should be able to fasten and unfasten all clothing.
- Students must dress appropriately for P.E. to ensure safety and ease of movement. Please check your child's schedule to be aware of his/her scheduled P.E. day. Tennis shoes that cover the entire foot (no slides) are to be worn. Long pants, shorts, skorts, or capris that fit securely at the waist should be worn. It is best not to wear dresses or skirts on P.E. day unless it is picture day.

FOOD SERVICE Breakfast and Lunch Programs Beginning on the first day of school, breakfast will be served, at no cost to students, from 7:00-7:45 each morning. Car riders should arrive in the cafeteria no later than 7:25 a.m. if they wish to eat breakfast at school. Lunch is served between the hours of 10:30 a.m. and 12:45 p.m. Parents/guardians are welcome to eat breakfast and lunch with their children.

The lunchroom at B-L Primary is automated. This computer system allows parents to pay for their child's meals whenever it is most convenient (daily, weekly, bi-weekly, monthly, etc). The price for full paying students will be \$2.50. The system works much like the Automatic Teller machines that many of us use to do our banking. Each time your child eats, the cost of his/her meal will be subtracted from their balance. Parents are asked to send lunch money in an envelope with the amount and the full name of the child written on the front. If at any time you have a question about your child's account please call the cafeteria manager, at 532-1770. Her hours are 6:30 a.m. to 3:00 p.m.

Federal regulation requires that each family be given an application for the free/reduced lunch program. If you are interested, you will need to complete this form and return it during the first 10 days of school. You will have to pay full price until you are approved for free or reduced pay meals.

Students may purchase individual (a la carte) items. Students may also bring their lunch from home. No refrigeration or microwaves will be available for student use. Teachers will not be allowed to heat food for students.

LUNCH CREDIT LIMITS The lunch credit limit is \$10.00 (three lunches) at the Primary School.

NOTIFICATION PROCEDURES: Parents/guardians will be notified by a phone call from the manager and a note the first time that a student charges. Notes only will be sent home each day until the charge limit is reached. The teacher and principal will be notified before lunch on the day the credit limit is reached. The teacher will instruct the student to get the sandwich and milk meal at lunch if no money is brought.

USDA Nondiscrimination Statement In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form <http://www.ocio.usda.gov/sites/default/files/docs/2012/Complain_combined_6_8_12.pdf>, (AD- 3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the
Assistant Secretary for Civil Rights 1400 Independence
Avenue, SW Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov<mailto:program.intake@usda.gov>.

This institution is an equal opportunity provider.

INSTRUCTIONAL PROGRAMS

Batesburg-Leesville Primary School's curriculum includes instruction in the South Carolina College and Career Ready Standards. Standards are addressed in the areas of English Language Arts, Math, Science, Social Studies, Computer Science, Visual and Performing Arts, Physical Education, and Media Arts.

A goal for the presentation of the curriculum at our school is to personalize learning for every student. This is accomplished through differentiated, small group, and one on one instruction.

The Language Arts curriculum used at BLPS in our Traditional classrooms is the Lucy Calkins Units of Study in Reading, Writing, and Phonics. Instruction is presented in a workshop model, which immerses students in authentic reading and writing. While being a rigorous curriculum, the workshop model incorporates a grade level whole group mini-lesson, independent reading time, one on one conferring with the teacher, and small group direct instruction. Reading aloud of quality children's fiction and nonfiction literature, shared reading and writing activities, guided reading and writing activities, along with direct phonics instruction balance the ELA program, so students experience all aspects of literacy. Students will bring books home on their own independent reading level. Research shows that the more children read, they better readers they become. Please read with your children each night at home and let them read to you. There are more tips below!

You can help your child by: Reading and telling stories, encouraging him/her to say rhymes and jingles, answering questions about stories, encouraging interest in trips to a farm, a fire station, children's museum, etc., discussing pictures, books, and magazines, reading yourself, listening with interest, explaining the meaning of words, helping him/her to listen and follow directions, providing books, newspapers and magazines, as well as asking him/her to identify words that rhyme or have the same beginning sounds.

Our Montessori classrooms also use the Lucy Calkins Units of Study, along with the Montessori hands on lessons provided in all subject areas during the morning work time. The Montessori program offers a student centered personalized curriculum for K4-2nd grade students. Please see our website for more information on both programs offered at BLPS.

The math curriculum is based on hands-on active learning through the use of manipulatives. Daily practice is provided for students in basic math skills. The Everyday Math curriculum is one of the resources used in Kindergarten-2nd grade.

Science and Social Studies are largely integrated through the language arts and math programs. All grades are involved with hands-on science activities and social studies projects.

Physical Education, which is also related to health and safety, is taught with the basic aim of contributing to the total growth (physical, emotional, mental, and social) of each individual. Students K5-2nd grades attend P.E. class twice each week for a total of 100 minutes/week. K4 classes attend for 30 minutes once per week.

Art is taught with the goal of stimulating each student to be creative by providing opportunities for expression through a variety of media and subject matter.

Music is taught with the aim of exposing students to various types of music and encouraging appreciation and enjoyment, both as a listener and a performer. As part of the music program, kindergarten, first grade, and second grade will be involved in a music performance each year.

All students K5-2nd will attend the iXL computer lab once per week to enhance their reading and math skills.

LIBRARY/MEDIA CENTER The Media Center at BLPS will operate under a modified flexible scheduling system to allow optimal use of the Media Center's resources. Students will also receive periodic instruction by Mrs. Bedenbaugh using Chromebooks in 1st and 2nd grades, and iPads in Kindergarten. These devices will offer more opportunities for extended learning and research. Skills taught will build upon each other and cover Google Docs and Apps, DISCUS resources and other iPad apps like Pic Collage, QR Scanner, Story Maker, Shadow Puppet, Adobe Voice.

The library media center is open for students from 7:30 a.m. until 2:30 p.m. Students are encouraged to visit the Media Center regularly. Three book fairs will be offered during the school year; one in the fall; one in the spring, and BOGO fair in May. K-4 and K-5 students will visit the library with their class weekly for story time and/or checkout. They may check out one book per week. First and second grade students will attend class in the library once every other week for research, library skills, technology, story- time, and author studies. First and second graders may come to the library as often as needed for checkout or to access other library resources with a pass from their teachers. First and second graders may check out two items at a time.

In order to save paper, overdue notices will not be sent home weekly. Students will be told of overdue books when visiting the library. A list of overdue books will be given to teachers at the conclusion of each class library visit and overdue notices will be sent home with students monthly. Fines will be assessed for lost or damaged books. **No child will be allowed to checkout if they have overdue books and outstanding fines.** Parents may call the circulation desk (Mrs. Dee Stewart ext. 2140) about overdue books or fees. Several reading incentive programs will be offered at different times during the 2017-2018 school year. More information about them will be sent home with the students as they occur.

REPORTING TO PARENTS/GUARDIANS Parents/guardians should expect to receive information concerning their child's performance in school. The following are examples of how the information will be sent home: Work samples of your child's work are sent home in your child's agenda/purple folders. Please review all work. Students will be writing information in their agendas each day. Teachers will be writing notes to parents/guardians in the agendas. Parents/guardians can get involved by reading and responding to the agenda notes each day. Please note that students in Montessori classes will only have purple folders, no agendas. Standards Based Report cards are designed to inform you of your child's level of instruction, academic progress, and growth in desirable social habits and attitudes. The progress report provides a means of communication between you and your child's teacher which is very important to his/her success and happiness in school. Report cards are issued every nine weeks in Grades K5-2.

School newsletters will be sent home with students four (4) times a year. The newsletter will contain news from each grade level and special areas as well as upcoming important dates to remember.

GRADING SYSTEM AND PROGRESS REPORTS The evaluation of student achievement is one of the important functions of the teacher. This evaluation helps us improve our instruction and communicate your child's progress to you. Grades on a progress report do not always indicate a complete picture of your child's work. We encourage parents/guardians to have conferences with their child's teacher on a regular basis so that they may fully understand the progress their child is making. Progress reports are issued at the end of each nine-week period in Grades K5-2. Each student is evaluated with reference to his or her own instructional level. We follow a 3 point student-centered progress scale, so students are able to talk about their own learning and progress toward mastery of standards, as well as set goals.

K5-2nd Grade Student Grading Scale

3 - I can do it by myself. I can show how I understand. I make little or no mistakes
2 - I am starting to understand. Sometimes I need help or an example.
1- I am starting to learn this. I can't do it by myself yet.

STUDENT PROMOTION/RETENTION POLICY Research conducted on the effects of student retention have altered the policies on student retention at BLPS. Due to added supports such as small group interventions, ESOL services, resource services for students with disabilities, after school programs, summer reading camps, technology, and social/emotional supports, students at BLPS will rarely be held back from their same aged peers. In making these decisions the benefits must outweigh the risks. Not only academics, but social, emotional, and physical effects of retention will be considered. Any retentions at BLPS will be an intervention team decision. Parents, teachers, counselors, and administration will be part of the team. Parents will be notified of retention consideration before the end of the 1st semester.

TESTING PROGRAM All K4 students are given the Dial 4 tests and PALS at the start of school and again at the end of the year to measure growth in the 3 areas of motor skills, concepts and language.

All K5 students are tested in Math using Measures of Academic Progress (MAP), the Kindergarten Readiness Assessment (KRA), and DRA2, a text leveling assessment.

First and Second grade students are administered the Measures of Academic Progress (MAP) three times each year. The tests measure educational growth in the areas of reading and math and provide the student and teacher with information to better meet future educational goals.

Students in grade 2 also will be given two norm-referenced tests in November. The tests are the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAt). These tests are used to measure achievement and ability in the areas of reading, language arts, and mathematics. These test results provide educators with information that facilitates the decision-making process. Parents/guardians are notified of testing dates and results.

Throughout the year, all K5-2nd Batesburg-Leesville Primary students are assessed using the DRA. These tests provide additional information to the student and teacher to determine the educational growth of the students and any weaknesses they may have.

LEXINGTON COUNTY SCHOOL DISTRICT THREE GIFTED AND TALENTED PROGRAM (Grades 3-12)

Mission: The mission of our gifted education program is to maximize the potential of gifted and talented students by providing learning opportunities and experiences that match the unique characteristics and needs of these students.

WHO ARE THE GIFTED/TALENTED STUDENTS? The following description 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. [They] 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.

WHY ARE GIFTED AND TALENTED STUDENTS IDENTIFIED? The purpose of the identification process are (1) to find students who display characteristics of the gifted and talented (i.e., ability or potential for high performance in academic areas); (2) to assess the aptitudes, attributes, and behaviors of each student; (3) to evaluate each student for the purposes of placement; and (4) to provide appropriate academic programs and experiences to meet their needs.

HOW DOES A STUDENT QUALIFY FOR GIFTED/TALENTED PROGRAMS? Gifted and talented students may be found within any racial, ethnic, or socio-economic group; within any nationality; within both genders; and within populations with disabilities. Identification is a multi-step process, which consists of referral, screening, and assessment of eligibility by a district evaluation and placement team. The state of South Carolina has established three dimensions of giftedness as criteria for placement in the academically gifted program. In order to qualify for placement in gifted/talented programs, a student must meet the eligibility criteria in two of the following three dimensions:

STATE SCREENING/ASSESSMENT DIMENSION A-APTITUDE Students must obtain a composite score or a subtest score at or above the 93rd national age percentile on a nationally normed aptitude test (Cognitive Abilities Test (CogAT)). A composite score of 96 or higher is acceptable as the sole criterion for placement. This assessment is administered during November. Two-year old scores may be used.

DIMENSION B-ACHIEVEMENT Students must score at or above the 94th national percentile on a nationally normed achievement test (Iowa Tests of Basic Skills – ITBS or Measures of Academic Progress – MAP) in reading comprehension and/or mathematical concepts and problem solving or score at the Exemplary level on the reading portion of the English/Language Arts and/or Math on the Palmetto Assessment of State Standards (PASS) administered in May. The ITBS will be administered in late October to early November, and the initial assessment of MAP of the current school year will be used. The most recent ITBS and PASS scores are used.

DIMENSION C-PERFORMANCE Students in grades 2 or 4 meeting the criteria in Dimension A or B, but not both, take Performance Tasks. Students in grades 3 or 5 meeting the criteria in Dimension A or B but not both take Performance Tasks if they did not take them in grades 2 or 4 respectively. Students may take the Performance Tasks once at the Primary Level and once at the Intermediate Level. The performance standard for the Primary Level is sixteen on either the verbal or nonverbal assessments for placement in grade 3 and eighteen on either the verbal or nonverbal assessments for placement in grade 4. The performance standard for the Intermediate Level is sixteen on the verbal or twenty-two on the nonverbal for placement in grade 5 and eighteen on the verbal or twenty-five on the nonverbal for placement in grade 6. The Performance Tasks are administered in March. For placement in grade 7 and above, an end of the year grade point average of 3.75 or higher on a 4.0 scale in math, language arts, science, and social studies is used in lieu of the Performance Tasks.

WHEN WILL PARENTS/GUARDIANS BE NOTIFIED? Parent/guardian notification letters will be mailed for students who are eligible or ineligible upon completion of the screening process by the Evaluation and Placement Committee. Parent/guardian notification will be in February after Cog AT, ITBS, and MAP screening and will continue through early June. (PASS results will be screened as soon as received.)

HOW ARE THE NEEDS OF THE GIFTED/TALENTED STUDENTS MET? Special Classes-Language Arts and/or Math In grades 3-7, the special classes deliver services to identified students through rigorous and accelerated language arts and/or math classes. In addition services are provided to students in grades 6-8 in science and social studies classes. In grades 8-12, students are served through Honors classes, dual credit courses, and/ or Advanced Placement classes.

PARENT/GUARDIAN VISITS We love having our parents at BLPS! Due to our promise of keeping children safe and protecting learning time, procedures have been put in place for visits. Anytime an adult visits our school they must enter through the front doors and check in with office staff. Their driver's license must be scanned, and they must be given and wear a sticker while in the school building. Parents may walk students to classrooms until Labor Day. On September 23rd, we will celebrate our first "Independence Day", where students will walk to class independently. Teachers and staff will prepare students for the big day. Rewards and incentives will be given! Students who are still a little nervous will be escorted from the front door to their classrooms by school staff. Independence Day will help our students transition to being a self-directed learner and leader. If you would like to visit a classroom, please call and speak with an administrator to set up an appointment. Teachers are not available to hold conferences during instructional times. You can talk with them about a time that suits you and them best. If you would like to speak to an administrator, please call the front office to schedule an appointment. That will be the quickest way to ensure that someone is available while you are here to talk with you. Your

concerns are very important to us, and we will get you in as quickly as possible.

SCHOOL IMPROVEMENT COUNCIL In compliance with the South Carolina Education Finance Act of 1977, the Batesburg-Leesville Primary School has a School Improvement Council. The council consists of at least two parents/guardians elected by the parents/guardians; two teachers elected by the faculty; and at least two representatives of the parents/guardians appointed by the principal. The principal and assistant principal will serve as an ex-officio members of the council. The elected members serve a minimum term of two years. Should a vacancy occur, a replacement will be appointed by the principal, elected by the teachers, or appointed by council. These members perform in accordance with the guidelines and regulations of the South Carolina Education Finance Act of 1977. The term for SIC members is two years. The elected and appointed parents must have a student at BLPS to be eligible for membership.

PARENT TEACHER ORGANIZATION (PTO) The Batesburg-Leesville PTO is open to parents/guardians and teachers. The main purpose of the PTO is to work with the school in creating a safe, happy environment where our children can learn and grow. Fundraising projects are vital to the PTO. With money raised from projects, we can enrich the educational quality of our school. An active PTO can mean a better school.

VOLUNTEERS Parent/guardian involvement is vital if we are to offer our students the educational program they deserve. If you are interested in volunteering, please contact the school at 532-4452. If you have time you want to donate, we have something meaningful for you to do. For those of you who like to come early and wait in the car line, we could use your talents during that time also! Whether you have a day a week, an hour a day, or just want to work at home on school projects-we need you! All volunteers will be asked to sign in at the school office and scan their drivers' licenses. All volunteers will also be required to fill out a Chaperone/Volunteer form and be SLED-checked.

STUDENT ACTIVITIES/SERVICES

Schedule Pick Up/Meet the Teacher - August 14th, 10:00 a.m. until 1:00 p.m. and 4:00 p.m. until 7:00 p.m.

BLPS STEAM/Literacy Night - September 5th at 6:00 p.m.

Fall Book Fair - September 23rd - 27th

BLPS Book Parade - October 23rd at 9:00 a.m.

BLPS 2nd Grade Music Program - November 21st at 6:30 p.m.

BLPS K-2nd Montessori Music Program - February 20th at 6:30

Book Fair - February 24th - 28th

BLPS 1st Grade Music Program - March 19th at 6:30

BLPS K5 Music Program - April 30th at 6:30

GUIDANCE Batesburg-Leesville Primary School has a full-time guidance counselor who holds individual sessions with students at the request of the student, teacher, or parent/guardian. She also teaches guidance classes monthly to each class addressing subject areas such as bullying, honesty, responsibility, etc. Feel free to contact the guidance counselor at any time if you believe your child could benefit from talking to our counselor, 532-4452, ext. 2301.

SPECIAL SERVICES Batesburg-Leesville Primary School provides services to those students who do not learn in the traditional school setting. Our school houses 2 self-contained special education classes, 2 resource teachers, 3 speech therapists, a school psychologist, an occupational therapist, a physical therapist, and a teacher of the hearing and visually impaired. A referral process is in place for teachers and families who detect the need for seeking help for their student/child.

ADDITIONAL INFORMATION VISITORS SCHOOL CHECK IN

In order to assure you and your child that a safe environment is provided, all visitors will be asked to sign in and swipe their drivers' licenses. At that time, each visitor is checked for appearing on the National Sex Offender List.

FIELD TRIP/CHAPERONES Field trips are provided in order to extend the experiences and opportunities for our students to learn more about the grade appropriate South Carolina State Standards. Every effort is to plan a field trip that is financially affordable, organized, and safe. In order to assure safety for all students, chaperones are

needed.

Guidelines for chaperones follow:

- No less than one chaperone per ten students shall accompany the students.
- Chaperones will be assigned a group of students and will be responsible for them at all times during the trip.
- Any chaperone who is chosen to accompany the students shall complete a chaperone form and be SLED-checked no less than one week prior to the field trip. This form has to be filled out every year.
- All chaperones shall ride in the vehicle (usually a bus) in which the students are riding.
- Chaperones will sit on the vehicle in such a way that students in the front, back and rear of the bus are closely monitored.
- Other children of chaperones may not participate in the field trip.
- Other adults may meet the students at the destination the day of the field trip, but must complete a chaperone form and go through the SLED-check process no less than one week prior to the field trip.
- Chaperones shall dress and behave in accordance with the Lexington County District 3 Board Policy.

PARTIES Parties will be allowed in all classrooms for Halloween, Christmas, Valentine's Day, and End of the Year/Field Days. Parents/guardians may provide items for these parties such as paper goods, cookies, candy, chips, and sodas. These parties will be held during the last hour of the school day. Please check the Wellness/Nutrition Policy on the District website or call the school before bringing snacks to school. All snacks, cupcakes, etc.. must be bought and pre-packaged. You are welcome to bring cupcakes during your child's lunch time on their birthday.

VALUABLES Students should not bring toys, footballs, radios, unnecessary money, cell phones, trading cards, or other valuables to school.

LOST AND FOUND Lost clothing will be placed in the cafeteria. Every effort will be made to return misplaced items to their owners. Please help us by putting your child's name on coats, sweaters, backpacks, lunch boxes, and other personal items. At the end of each quarter unclaimed items will be given to a local charity.

SCHOOL PICTURES Fall and Spring individual pictures, as well as class pictures will be taken at announced dates. Every child will have his/her picture taken. Purchase is not required. A class picture will also be taken which must be paid for in advance.

FUNDRAISING ACTIVITIES Throughout the year there will be opportunities for you to support your school by participating in the PTO fundraising or school sponsored activities. The funds generated from these activities allow the school to provide the "extras" for your child, as well as to enhance the school atmosphere and student activities. We thank you in advance for your help!

EMERGENCY PLAN/PROCEDURES You can be assured that every precaution is being taken to provide a safe school for all our students. There is an emergency plan in place for all unforeseen mishaps that could happen. Our faculty, staff, and students are taken through drills in case of fire, earthquake, intruder or tornado on a regular basis. A copy of the emergency plan is available for you to read at any time.

BLACKBOARD CONNECT MESSAGE SYSTEM Batesburg-Leesville Primary School, along with Lexington School District 3, utilizes a message system called Blackboard Connect that has the capability of calling all the families of our students in a matter of minutes. This system is an excellent, efficient way of contacting families in cases of weather closing, upcoming events, and reminders about fees, holidays, etc. The system will call the numbers you provided at registration. If you have a change in numbers, please inform the school.

INTERNET USE The Internet use by Batesburg-Leesville Primary School students is only allowed if a student has a signed copy of the Internet Use Parent Permission in the school files. When students do use the Internet for student activities and research, you can be assured your child is being closely supervised.

SCHOOL STORE Each morning from 7:20 a.m. to 7:45 a.m., a school store will be open in the office. Students

will need to get a pass to visit the school store from an adult on duty in the cafeteria or from their teacher.

Lexington County School District Three Parent Involvement Policy

Lexington County School District Three encourages, supports, and values the participation and involvement of parents and families in the educational experiences of their children. The District recognizes each parent as their child's first teacher and acknowledges the powerful influence of parents on their child's life. The District shall be committed to developing family-friendly schools, offices, and programs that welcome and serve parents and families in positive and supportive environments.

The District acknowledges that students learn best when families and schools work together and develop relationships of shared responsibility and mutual support. The District recognizes that families are diverse in culture, language, and needs. It shall be the goal of the schools and teachers to meaningfully collaborate with all parents in meeting the needs of individual students.

The District shall assist parents in learning how home environments can support the academic achievement of students. Communicating the value of an education and the importance of high expectations will be emphasized. Strategies such as parenting classes, home visitation opportunities, and adult education programs will be offered to support parents. The District acknowledges the responsibility to help parents access and secure educational information, services, and opportunities for their children. Special assistance will be provided to ensure that non-English speaking parents may also participate as full partners in their child's education.

Parents make valuable contributions to the educational process and shall be included as participants in important school and district decisions. The District supports the work of the members of the Strategic Planning Committee and School Improvement Councils to participate as decision-makers. Parents are encouraged to participate on committees and parent organizations at both the school and district level and to serve as volunteers for classroom, school, and district-wide activities.

Professional development opportunities for teachers, administrators, and other district employees shall be offered to enhance the ability of schools to effectively service all students, parents, and families. As a priority focus for the District, parent involvement activities will be supported through the allocation of District and special revenue resources. The District shall also collaborate and cooperate with businesses and community agencies to support the needs of parents and families.

Lexington County School District Three adheres to the mandates set forth by the Elementary and Secondary Education Act, Title I.

Involve parents with joint development of the district plan and in the process of school review and improvement.

- Collaborate with community stakeholders at all levels of district and school strategic planning through School Improvement Councils, Title I planning committees, PTO, etc. in the development of goals.
- School wide planning teams review the school wide plans and provide input into revisions, additions, and deletions for activities and budget.
- Findings from the school's needs assessment will be utilized.
- Present Title I program/activities and requirements of Title I at parent meetings.
- School wide plans are also presented to parents at an annual meeting each year.

Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic

achievement and school performance.

- Parents are involved in the decisions regarding how funds are allotted for parental involvement activities.
- No less than 1% of the Title I allocation will be reserved for parent involvement activities including family literacy and parenting skills.
- No less than 95% of the funds reserved for parental involvement shall be distributed to schools and used for activities such as parent education workshops and home visits.
- Provide training to school staff, administration, and parents to strengthen parent involvement efforts by reaching out to, communicating with, and working with parents as equal partners.
- Continue a school counselor program to provide services such as individual and group counseling, home visits, character education, and career education programs.
- The Title I program will provide coordination for effective parent involvement through the school's School Improvement Council.

Build the schools' and parents' capacity for strong parental involvement.

- Involve parents in the planning of the Title I plan.
- Obtain signatures on the teacher-parent-student compact.
- Provide parent conference opportunities.
- Family nights are offered and provide information on literacy, math, assessments, monitoring their child's progress, science, and the state's academic standards.
- Volunteer programs are supported in schools.
- Parents are invited to observe in classrooms.
- Grade Level Intervention Teams (GLIT) identify at-risk behavior at an early stage and begin intervention through the efforts of parents, teachers, school counselor, and student.
- Provide an Open House/Parent Meeting near the beginning of school.

Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as Head Start, First Steps, Even Start, etc.

- Home visits are provided for preschool and four-year old kindergarten children to orient them to school programs.
- Parents with children participating in these programs will be encouraged to become involved in all parenting activities.
- Information is provided to parents concerning First Steps, Head Start, and family literacy programs.
- During May, Head Start visits and tours the kindergarten program at Batesburg-Leesville Primary School. Parents are invited and encouraged to attend.

Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy that will determine the effectiveness of the present policy and any barriers to participation in the parenting activities.

- Solicit comments from parents regarding the parent involvement policy through an annual meeting/survey conducted in the spring.
- Appropriate revisions are made based on suggestions and/or recommendations for improvement.
- The final parent involvement policy is distributed to parents.
- The policy will be updated as needed and reviewed annually by parents, community members, school and district administrators, and school staff members in order to continuously meet the changing needs of parents, students, and the school.
- The findings of this evaluation will be used to design strategies for more effective parental involvement and to

revise the parent involvement policy, if necessary.

- Frequent reminders, such as flyers, newsletters, telephone contacts, and SchoolReach messages, will be provided to parents concerning meetings, workshops, and conferences.

Involve parents in the activities of the school served under Title I, Part A.

- Schedule parent-teacher conferences at a variety of times to accommodate parents' schedules.
- Provide family night workshops.
- Encourage two-way communication between home and school through newsletters, email, phone calls, home visits, parent conferences, surveys, etc. in an understandable and uniform format.

Develop jointly with parents a school-parent compact.

- Solicit comments from parents regarding the school-parent compact.
- Appropriate revisions are made based on suggestions and/or recommendations for improvement.
- The revised compact is discussed and signed by the teacher, the parent, and the student.
- The compacts involve parents by having them make a commitment to share the responsibility for their children's performance.
- The school and parents build and develop a partnership to help the students achieve the state's standards.

In addition, Lexington County School District Three shall also implement the provisions set forth by the No Child Left Behind legislation. Parents have a right to ask the school administration if a teacher possesses proper certification to teach the grade and content area he or she has been assigned. Parents have the right to notice if students are taught more than four consecutive weeks by a teacher who is not highly qualified.

**Home School Compact
Batesburg-Leesville Primary
2019-2020**

Teacher Name: _____

As a Teacher, I will:

- Believe that each student can learn
- Show respect for each child and family
- Provide an environment conducive to learning
- Help each child grow to his/her fullest potential
- Enforce school and classroom rules fairly and consistently
- Plan and present lessons that are interesting, meaningful, and challenging
- Maintain open lines of communication with students and parents
- Send frequent reports to parents regarding their child's progress
- Be reasonably available to parents
- Provide parent teacher conferences
- Provide opportunities to involve parents in the classroom and the school program
- Demonstrate professional behavior and a positive attitude

Student Name: _____

As a Student, I will:

- Always try to do my best in my work and in my behavior
- Work cooperatively with my classmates

- Show respect for myself, my school, and others'
- Obey the school and bus rules
- Take pride in my school
- Come to school prepared with my homework and my supplies
- Believe that I can learn and will learn and take pride in my school work and abilities
- Get plenty of rest and exercise

Parent/Guardian: _____

As a Parent/Guardian, I will:

- See that my child attends school regularly and on time
- Provide a home environment that encourages my child to learn
- Insist that all homework assignments are complete
- Communicate regularly with my child's teachers
- Support the school in developing positive behaviors
- Talk with my child about school activities every day and reward positive achievements as appropriate
- Encourage my child to read at home and monitor TV viewing, electronic gaming and web surfing
- Show respect and support for my child, teacher, and the school

Lexington School District 3 Responsible Use Agreement

Lexington School District 3 encourages students to use a variety of technologies to enhance their learning. To ensure the privacy and safety of our students, and to protect data and our resources, we ask parents and students to become familiar with procedures and regulations that have been established for technology use in the district. The district's Responsible Use Agreement is also available on the district's web site, www.lex3.org .

Students must:

1. Respect and protect their own privacy and the privacy of others.
 - a. Use only assigned accounts.
 - b. Keep personal information such as name, address, phone number, etc., offline.
 - c. Keep passwords secret.
 - d. Have permission to photograph or videotape other individuals and to subsequently post these images or videos to the Internet.
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - a. Observe all network security practices.
 - b. Conserve, protect, and share these resources with other students and Internet users.

- c. Lexington School District 3 is not responsible for damages, lost, theft or any cost incurred to personal digital technologies or electronic communication devices.
 - d. Treat digital technologies with care, report any damages, security risks or violations to a teacher or administrator.
3. Respect and protect the copyrighted/intellectual property of others.
 - a. Cite all sources appropriately.
 - b. Follow all copyright laws.
 - c. Use electronic communication devices appropriately to assure academic integrity.
 4. Respect and practice the principles of community.
 - a. Communicate only in ways that are kind, responsible, respectful and lawful.
 - b. Use electronic communication devices for schoolwork only.
 - c. Lexington School District 3 email should only be used for school-related email and projects.
 - d. Report threatening or offensive materials to a teacher or administrator.

Terms and Conditions of the Computing Device Agreement:

- It is imperative that the device the student is issued be maintained and handled in a responsible way.
- Students' failure to follow this agreement will be subject to the school's discipline code.