Williston School District 29
12255 Main Street | Williston, SC 29853

WSD29 Board of Trustees
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Marcella D. Shaw, Ed.D., Superintendent of Schools
Kelly Edwards’ Vision-
Every Day, Every Scholar...Excellence

Important Numbers
Office of the Superintendent 803-266-7878
Office of Finance 803-266-8007
Office of Food Services 803-266-8014
Office of Human Resources 803-266-8011
Office of Curriculum, Instruction and Accountability 803-266-8011
Office of Special Education Services 803-266-8012
Office of Transportation 803-266-8015
School Resource Officers 803-266-8013
Kelly Edwards Elementary 803-266-3737
Williston-Elko Middle School 803-266-3430
Williston-Elko High School 803-266-3110

Kelly Edwards School Hours
Grades 4K-5th 7:15 A.M. - 2:45 P.M.

***All students should be off of the campus by 3:15 P.M. ***

Office Hours 7:30 A.M. - 4:00 P.M.
DISTRICT INFORMATION

WILLISTON SCHOOL DISTRICT 29

Mission

With the support of our parents and community, the mission of Williston School District 29 is to develop respectful citizens by providing rigorous and enriching experiences in a safe environment.

Vision

The vision of Williston School District 29 is to work as a united faculty and community to develop exceptional citizens who possess the world-class skills necessary to compete in the global workforce.

Shared Values and Beliefs

Success of all Students
All students are capable of academic and personal success through positive support from all district stakeholders.

High Expectations
Expectations for students, parents, and staff are clearly defined, understood, and upheld. Students are empowered, supported and trained to become productive, successful members of global environments.

Respect and Integrity
Trust, transparency, and mutual respect define interactions between stakeholders.

Teamwork
The district utilizes collaboration and innovation to ensure student success in an encouraging environment. Decisions are made with stakeholder input and participation. Successes are recognized and celebrated.

Safety
Adequate resources ensure schools and work sites are safe and orderly

Effectiveness and Efficiency
Financial and human resources are managed effectively and prioritized to meet goals and expectations.

Advancement
All stakeholders will be committed to continuous improvement by cultivating academics, life lessons, resources, safety, and morale through effective communication and progress evaluation.

Goals

- Teaching and Assessing for Learning
- Student Achievement
- Teacher/Administrative Quality
  - School Climate
Kelly Edwards Elementary School
Faculty and Staff

Lindsay Austin, School Nurse
Nakeisha Baxley, Principal
Egeria Bostick, 3-5 Reading Coach
Nancy Brady-Wood, School Counselor
Sybrenda Holiday, 3-5 Math Interventionist
Horace Lamback, Career Development Facilitator
Cathy Roberts, Bookkeeper/Principal’s Secretary
April Smith, K-2 Instructional Coach
Dr. Windy Stephenson, MTSS/3-5 Reading Interventionist
Lavonda Trottie, Secretary/Attendance Clerk
Amanda Wootten, Reading Interventionist

Kindergarten (4-year old)
Lee Barrett, Linda Leaf

Kindergarten (5-year old)
Meagan McCormick, Lynn Pruitt
Tamora Parker, Mae Reed
Kim Richardson, Gloria Young

First Grade
Taylor Dyches
Miranda Govan
Carol Ingram

Second Grade
Paula Mason
Asia Reed
Brittney Williams

Third Grade
Shakima Cunningham
Shakira Cunningham
Lisa Pruitt
Teariney Tobin

Fourth Grade
April Miller
Rita Bernal

Fifth Grade
Keith Augustine
Jessica Cagle

Early Scholar’s Academy
Holly Abbott
Christianna Harmon

Art Teacher
Alyson Collins

Music Teacher
Christi Youngblood

Special Services
Kristen Davis

Special Education Instructional Coach
Sally Fickling

Special Services Paraprofessionals
Linda Eaddy

Physical Education
Dalton Mundy

Media Specialist
Sara Stanton

Speech Language Pathologist
Tiffany Stapleton

TAG Teacher
Betsy Portune

Family Engagement
Adadra Neville

Early Literacy
Earth Holmes
Alexandria Tobin

Custodians
Tannya Battle
Pernell O’Neal

Cafeteria Manager
Lila Smith

Cafeteria Staff
Jakie Horner
Lois Moore
Javeon Milledge
Latasha Timms

Behavior Interventionist
Takima Bly

Save the Children Coordinator
Luther Owens

Save the Children Foster Grandparents
Alma Battle
Betty Bing
Cheryl Green
Alberta Walker
School Achievement Begins with Regular Attendance

Parents/guardians have the responsibility to ensure that all school-age children in their care are in school and on time every day.

Students have the responsibility to be on time and attend all classes.

Lawful Absences (Excused)
- Illness of the student
- Medical or dental appointment
- Court appearance or court ordered activity
- Death in the immediate family
- Observance of a religious holiday
- Activities approved by the administrative team
- Extenuating circumstances as determined by the principal

Unlawful Absences (Unexcused)
- Absence from school for any portion of the day without the knowledge of their parents/guardians
- Absence from school for any portion of the day without acceptable cause with the knowledge of their parents/guardians
- Absence from planned home-bound or home-based sessions

Note: Students are not considered absent when attending approved school field trips, arriving late due to bus problems, or assigned to an in-school suspension program.

Documentation of Absences
All absences require a written explanation from the parent/guardian or medical note from a doctor within three (3) school days of return from the absence. Written explanation of absences must include the student’s name, parent/guardian’s full name, address and telephone number(s), dates of absence(s), and documentation of the reason for absence.

Absences in excess of ten days per year will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation.

MAKE UP WORK
Within 5 days of a child's return to school, he/she or the parent/guardian are expected to schedule with his/her teacher(s) make up work missed as a result of absence(s) from school. Make sure your child completes all missed assignments as soon as he/she returns to school. Any student who is absent from school or class(es) for any reason is responsible for the work missed.

Parent/guardians who desire to pick up assignments for a student who is absent from school, are asked to call the office before 11:00 A.M. This will give the secretary ample time to ask the teacher(s) to have the assignments ready for pick up at dismissal time. Books and assignments may be picked up in the office between the hours of 3:15 P.M. and 3:30 P.M. Do not go directly to classroom(s) during regular school hours to pick up assignments. Instruction should not be interrupted.

No prior approval for planned absences will be given to students during state mandated testing periods.
EXCUSES
The first day a student returns to school following an absence, he/she should have a note from a parent/guardian, caretaker, or doctor stating the following information:
(1) Student’s name and homeroom section
(2) Date of absence(s) and reason
(3) Parent/guardian, caretaker, or doctor's signature and telephone number.

The note must be given to the homeroom teacher. The homeroom teacher will give the note to the attendance clerk. The attendance clerk will document the absence as excused or not excused.

EARLY DISMISSAL
In the event that a student MUST sign out early (prior to 2:40 P.M.), please adhere to the following:

• Parents/guardians are strongly encouraged to ensure that students are in school for the full day every day. Signing out of school early on an ongoing basis establishes a pattern of non-attendance and negatively impacts academic performance. Students with 5 or more early dismissals (excessive early dismissals), within a four-week period, will be addressed on a case-by-case basis by school administration or designee.

• If for any reason a student must leave school during the day, the student must be signed out from the office by the parent/guardian or an adult the parent/guardian listed as an emergency contact on the school form.

• That individual must be 18 years of age or older and come into the office and sign the form provided.

• A student must attend school half of the day to be considered present.

• In the event that a student has to leave school prior to 2:40 P.M. please be sure that the student is signed out prior to 2:15 P.M. If arrival time is later than 2:15 P.M., there is a possibility that buses will be arriving to pick up students. At that time no one is allowed to walk between buses to parking spaces. The secretary or office staff will not be able to retrieve a student after 2:15 P.M., as she will be completing other mandatory end of the day tasks. Only names listed on the sign out card will be allowed to pick up students. Identification must be shown in the event that office staff is not familiar with the person. Please be sure that vehicles are parked by the brick building on the grassy area. If a vehicle is parked in a parking space in front of the building or at the top of the hill in front of the school and buses have begun to arrive, the child will be dismissed after all buses have left the campus. Adults will be required to stay in the office area until all buses have cleared campus.

Excessive Early Dismissals and/or tardiness will result in a conference with a school administrator and/or his/her designee, which can result in truancy violations. During the conference, parent/guardian and school personnel will develop a plan to ensure the student is in school. If the plan is not followed, the parent will be turned over to the truancy officer. This action may result in requiring the parent/guardian to appear before a Family Court judge.
TARDY
Students who arrive after 7:50 A.M. are considered tardy and must be signed in by their parent/guardian in the school office. Parents must come in the office. Also, please do not drop students off in the car line unless staff is on the sidewalks awaiting student’s arrival.

Tardiness
It is very important that students be on time at the beginning of the school day. Students are required to follow the school’s tardy policy. Schools are required to admit students regardless of their arrival time. Students who arrive late are required to report to the appropriate administrative office before being admitted to any classroom or other school area to assure that the student is recorded as present.

A student is tardy when he/she arrives after the beginning of the official start to the school day.

Excused:
- Illness of the student
- Medical or dental appointment
- Court appearance or court ordered activity
- Death in the immediate family
- Observance of a religious holiday
- Activities approved by the administrative team
- Extenuating circumstances as determined by the principal

Unexcused: Arriving late with or without the knowledge of parent/guardian, as a result of oversleeping, parent errands, etc.

South Carolina Compulsory Attendance Law

South Carolina Code of Laws Section 59-65-10 (as amended) reads:
(A) A parent or guardian shall require his child to attend regularly a public or private school or kindergarten of this State which has been approved by the State Board of Education, a member school of the South Carolina Independent Schools’ Association, a member school of the South Carolina Association of Christian Schools, or some similar organization, or a parochial, denominational, or church-related school, or other programs which have been approved by the State Board of Education from the school year in which the child is five years of age before September first until the child attains his seventeenth birthday or graduates from high school. A parent or guardian whose child is not six years of age on or before the first day of September of a particular school year may elect for their child or ward not to attend kindergarten. For this purpose, the parent or guardian shall sign a written document making the election with the governing body of the school district in which the parent or guardian resides. The form of this written document must be prescribed by regulation of the Department of Education. Upon the written election being executed, that child is not required to attend kindergarten.

(B) Each school district shall provide transportation to and from public school for all pupils enrolled in public kindergarten classes who request the transportation. Regulations of the State Board of Education governing the operation of school buses shall apply.

South Carolina Code of Laws of Section 59-65-20
Any parent or guardian who neglects to enroll his child or ward or refuses to make such child or ward attend school shall, upon conviction, be fined not more than fifty dollars or be imprisoned not more than thirty days; each day’s absence shall constitute a separate offense; provided, the court may in its discretion suspend the sentence of anyone convicted of the provisions of this article.

South Carolina Code of Laws of Section 59-65-70
If the court determines that the reported absence occurred without the knowledge, consent, or connivance of the responsible parent or guardian or that a bona fide attempt has been made to control and keep the child in school, the court may declare such a child to be a delinquent and subject the provisions of the law in such cases.
South Carolina Code of Laws of Section 16-17-510

It is unlawful for a person to encourage, entice, or conspire to encourage or entice a child enrolled in any public or private elementary or secondary school of this State from attendance in the school or school program or transport or provide transportation in aid to encourage or entice a child from attendance in any public or private elementary or secondary school or school program. A person who violates the provisions of this section is guilty of a misdemeanor and, upon conviction, must be fined not more than one thousand dollars or imprisoned not more than two years, or both.

Truancy: Three Levels

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

**Habitual Truant:** A child, at least 12, but not yet 17 years old who (1) fails to comply with the intervention plan developed by the school, the child, and the parents or guardians, and (2) accumulates two or more additional unlawful absences

**Chronic Truant:** A child, at least 12 but not yet 17 years old, who (1) has been through the school intervention process; (2) has reached the level of a habitual truant and has been referred to family court and placed under an order to attend school; and (3) continues to accumulate unlawful absences

**Truancy Intervention Procedures**

1. The Attendance Secretary must communicate positive attendance challenges to the parent/guardian beginning with the first unlawful absence. The school will notify the parent by telephone or mail.

2. When a student accumulates three (3) consecutive or a total of five (5) unlawful absences the attendance secretary will complete a truancy investigation and intervention contract will be completed.

3. A conference is required with student and parent or guardian to develop a truancy intervention plan designed to improve student attendance and eliminate unlawful absences.

4. A written truancy intervention and attendance contract should be signed by all participants with a copy provided to the parent and student.

5. When a student accumulates seven (6) unlawful absences the school will refer the student's attendance to the District Level Truancy Officer.

6. The WSD29 Truancy Officer will contact the family for higher level interventions or investigations.

7. In the event that unlawful absences continue following the district level conference, the case will be reviewed for additional interventions and/or further action. The case may be referred to the Department of Social Services, the Second Judicial Circuit Solicitor’s Office for participation in Family Court, or other interventions.

Note: Suspensions are not counted as unlawful for truancy purposes. A deadline will be imposed for the work to be made-up and the responsibility for getting and completing assignments will be on the student.
ATTENDANCE REQUIREMENT FOR PROMOTION AND/OR CREDIT
All absences are defined as lawful or unlawful. Students having a lawful absence shall be permitted to make up work missed during the absence. Absences determined as unlawful will not entitle a student to make up work missed during the time of the absence. Principals may use discretion in permitting students to make up work.

PROMOTION/RETENTION
The district affirms academic excellence for students. This promotion, retention, and acceleration policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Program (IEP). The district will administer this policy fairly, equitably, and consistently in the schools.

Kindergarten-First grade
Kindergarten and first grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies.

Kindergarten and first grade students will be promoted to the next grade level if the student achieves the following:

- exceeds or meets the end of year benchmark on Fountas & Pinnell Literacy assessment
- exceeds or meets the end of year benchmark on MAP math assessment
- exceeds or meets 70% of State Academic Standards as reported on the Standards-Based Report Card
- meets compliance with attendance policy

The Williston School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 6 points out of 12 to qualify for promotion. Students that earn between 0 and 5 points will be scheduled for a Committee Meeting where the student’s progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child.

No student will be retained in kindergarten or first grade more than one time unless approved by the superintendent. Students who spend a second year in their current grade will be provided additional instruction through small group intervention and assistance from the school interventionist.

Second grade
Second grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies.

Second grade students will be promoted to the next grade level if the student achieves the following:

- exceeds or meets the end of year benchmark on Fountas & Pinnell Literacy assessment
- exceeds or meets the end of year benchmark on MAP math assessment
- scores a 70 or higher in both reading and math on end of year report card
- scores a 60 or higher in science and/or social studies on end of year report card
- meets compliance with attendance policy
The Williston School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 12 points out of 21 to qualify for promotion. Students that earn between 6 and 11 points will be scheduled for a Committee Meeting where the student’s progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child. Students that earn 5 or less points will be retained in their current grade.

No student will be retained in kindergarten-second grade more than one time unless approved by the superintendent. Students who spend a second year in first or second grade will be provided additional instruction through small group intervention.

Third grade

Third grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies. Third grade students will be promoted to the next grade level if the student achieves the following:

- exceeds or meets the end of year benchmark on Fountas & Pinnell Literacy assessment
- exceeds or meets the end of year benchmark on MAP math assessment
- scores a 70 or higher in both reading and math on end of year report card
- scores a 60 or higher in science and/or social studies on end of year report card
- meets compliance with attendance policy

Read to Succeed Law: Beginning in 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. Section 59-155-160. Refer to Administrative Rule IKE-R.

The Williston School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 12 points out of 21 to qualify for promotion. Students that earn between 6 and 11 points will be scheduled for a Committee Meeting where the student’s progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child. Students that earn 5 or less points will be retained in third grade.

No student will be retained in third-fifth grade more than one time unless approved by the superintendent. Students who spend a second year in third-fifth grade will be provided additional instruction through small group intervention.

Fourth-Fifth grade

Fourth-fifth grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies. Fourth-fifth grade students will be promoted to the next grade level if the student achieves the following:

- exceeds or meets the end of year benchmark on Fountas & Pinnell Literacy assessment
- exceeds or meets the end of year benchmark on MAP math assessment
- scores a 70 or higher in both reading and math on end of year report card
- scores a 60 or higher in science and/or social studies on end of year report card
- meets compliance with attendance policy
The Williston School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 12 points out of 21 to qualify for promotion. Students that earn between 6 and 11 points will be scheduled for a Committee Meeting where the student’s progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child. Students that earn 5 or less points will be retained in their current grade.

No student will be retained in the fourth-fifth grade more than one time unless approved by the superintendent. Students who spend a second year in fourth-fifth grade will be provided additional instruction through small group intervention.

**Read to Succeed State-Mandated Retention**

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement may enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

**Good cause exemptions**

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to those:

- with limited English proficiency and less than two years of instruction in an English as a Second language program
- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency
- who demonstrate third-grade reading proficiency on an alternative assessment approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading
- who have received two years of reading intervention and were previously retained
- who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio
- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment

**Parent/Guardian Notification**

Early in the school year and/or when a third grade student transfers in to a district or school, parents/legal guardians will be given a general notice regarding the requirements for promotion and retention.
Retention conference

During the second grading period of the third grade, parents/legal guardians of students that are not demonstrating third-grade reading proficiency will be notified in writing that their child is being considered for retention. A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's intensive instruction and intervention plan. Within two weeks following the parent/teacher conference, copies of the plan will be provided to the principal, parent or legal guardian, teacher, and other school personnel who are working with the child on literacy.

If a parent/legal guardian is unable to attend the conference after two varied attempts at contact, the parent should be mailed a copy of the student's intensive instruction and intervention plan.

An additional parent/teacher conference will be held during the third nine week grading period for students still being considered for retention.

Retention determination

The principal, classroom teacher, and other school personnel who are working with the child on literacy will review the recommendation for retention and provide suggestions for supplemental instruction. Recommendations and observations of the principal, teacher, parent/legal guardian, and other school personnel who are working with the student on literacy will be considered when determining whether to retain the student.

If it is determined that retention is appropriate, the student may be eligible to enroll in a summer reading camp provided by the district. District summer reading camps will be operated in accordance with the guidelines provided by the South Carolina Department of Education. Parents/Legal guardians may elect to opt their child out of participation in summer reading camp, with the understanding that the child will be unable to qualify for a good cause exemption on that ground. Information regarding the summer camp will be provided by the school or requested from the district office.

Good cause exemption determinations

To request an exemption for good cause, the teacher of a student identified as potentially meeting one of the state-approved exemptions will submit documentation to the principal on the proposed exemption and include evidence that promotion of the student is appropriate based on the student's academic record. This evidence will be limited to the student's Individualized Education Program (IEP), alternative assessments, or student reading portfolio.

The principal will review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal will submit a written recommendation for promotion to the superintendent for final determination.

The superintendent will determine whether a student may be exempted from the mandatory retention policy. The superintendent's acceptance or rejection of the principal's recommendation will be in writing and a copy will be provided to the child's parent/legal guardian.

Good cause exemption determinations for students with disabilities

A third grade student with disabilities will be exempt from the mandatory retention policy if the student is
eligible to take a South Carolina alternative assessment and receives instruction aligned to the state's alternative achievement standards, or the student has received intensive remediation in reading for more than two years.

To demonstrate intensive remediation in reading, there must be:

- documentation that the student's present levels of academic achievement and functional performance have resulted in one or more annual goals and specialized instruction and/or related services in the area of reading for two or more years
- documentation of intensive general education interventions in the area of reading for two or more years
- a combination of special education services and intensive general education intervention in the area of reading for two or more years

Any evidence submitted to document intensive remediation or evidence-based interventions will be in addition to the student's 90 minutes of daily reading and writing instruction as required by law.

Appointment of an education advocate

Parents/Legal guardians are permitted to designate another person as an education advocate to act on their behalf to receive notification of their child's level of reading proficiency and to assume the responsibility of promoting the reading success of the child. Parents/Legal guardians interested in appointing such an advocate should contact the building level administrator.

REPORT CARDS/INTERIM REPORTS

Each student will receive a report card after each grading period of school. The report card will be given to your child. Parents or guardian will retrieve it for examination. If a report card is sent home by students, review and return to school the next day. Report cards may not be issued if all fees and fines have not been paid. Final report cards will generally be issued the week after school is out. Students may pick up report cards at the front office at this time. Each student will receive an interim report midway through each nine-week period. Parents should contact teachers if their child is experiencing academic difficulties at interim report time.

STUDENT RECOGNITION

PRINCIPAL'S STARS: Grade 1 - based on the standards-based report card
Grade 2-5 - Students must have a 90 or above in all subjects

HONOR ROLL: Grade 1 - based on the standards-based report card.
Grade 2-5 - Students must have an 80 or above average in all subjects.

STAR STUDENT: A student who consistently exhibits one or more of the following: making positive choices, respecting others; being responsible; showing compassion; learning to be fair, honest, and cooperative; practicing good citizenship; and/or developing self-esteem.

CHARACTER AWARDS: Courtesy, Grit, Sportsmanship, Contentment, Caring, Optimism, Diligence, Sincerity, Loyalty, Patience

PERFECT ATTENDANCE: Students who have been present the entire 9-week period.

CHANGES IN STUDENT INFORMATION

You can contact the school, but can we contact you??

It is very important that the school is able to get in contact with the parent/guardian. Oftentimes the we do not know that numbers are incorrect until there is an emergency. The school personnel must have
current address and phone number at all times. If the parent/guardian does not have a personal phone, please supply the school with the phone number of a reliable neighbor, friend, or family member. ALSO, PLEASE NOTIFY ONE OF THE SCHOOL’S SECRETARIES IF THERE IS AN ADDRESS OR PHONE NUMBER CHANGE ANYTIME DURING THE SCHOOL YEAR. (As a reminder, you have access to ParentPortal. You can update your information in the portal.)

CHANGE OF TRANSPORTATION
Students must bring a written note from home stating that a transportation change is requested for that day. If the child is riding a bus, please be sure to provide the specific address for which the parent/guardian desires the child be dropped off. This is necessary so the bus driver will know specifically where to take the child. Office staff will not write any notes for parents in regards to transportation. Without prior written approval, the students will be taken to his/her normally scheduled drop-off address.

***Parent transportation messages will not be delivered to classrooms after 1:00 P.M. You will need to call the front office prior to 1 pm to make the necessary changes. No exceptions.***

Staff will not be allowed to make phone calls regarding transportation in the afternoon. Please advise students before he/she leaves for school where he/she is to go once school is dismissed.

In the event that the bus has to bring a student back to KEES, because no one is home to retrieve our scholar, the following actions will be taken: (1) Each occurrence will be documented by letter from the principal/designee. (2) On the third occurrence, the local police department will be notified.

SENDING MONEY/CHECKS TO SCHOOL
If it becomes necessary to send money/check to school for any reason please adhere to the following procedure:
1. Send the money/check directly to the teacher.
2. Place the money/check in an envelope.
3. On the front of the envelope write the teacher’s name, student’s name, amount of money enclosed and the purpose for sending the money.
4. Send the exact amount of money, as we do not have monies to create change.

WITHDRAWALS AND TRANSFERS
Any student withdrawing from school is expected to leave debt-free and in good standing. The student's parent/guardian must report to the school and complete the proper withdrawal papers. No records will be forwarded to another school until the withdrawal process is complete.

EQUAL EDUCATIONAL OPPORTUNITY
Williston-Elko School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, genetic information, or age in admission to, access to, treatment in, or employment in its programs and activities. The following people have been designated to handle inquires or complaints. The Director of Human Resources, Dr. LaToya Thomas-Dixon, handles inquires/complaints regarding Title IX, inquires/complaints regarding Title II with respect to employees and /or public access to buildings and grounds, and inquires/complaints involving the Civil Rights Act of 1964. Inquires/complaints regarding Section 504 for employees and students and Title II and IDEA for students Pre-k through Grade 12, please contact the Special Education Director Mrs. Kathy Griffin. Contact these district personnel if you have questions regarding these issues at 12255 Main Street, Williston, South Carolina 29853, and telephone number 803-266-7878.
REFERRAL AND SCREENING FOR ACADEMICALLY TALENTED AND GIFTED (TAG)

State Board of Education Regulation 43-220, Gifted and Talented, requires the Department to establish procedures for referrals and screening of students for the academically gifted and talented program. Districts are required to census test all students in grade two with a nationally-normed aptitude and a nationally-normed achievement measure to determine eligibility for gifted and talented services. Williston School District 29 follows the procedures listed below for identifying talented and gifted (TAG) students.

Fall
Williston School District 29 will administer a nationally-normed aptitude and a nationally-normed achievement test to all grade-two students. The CogAT and Iowa Assessments (IA) will be administered during the window of October 15-November 7.

January
Districts receive and review fall data for grade-two students and determine students requiring and eligible for Performance Tasks.

January
Districts submit student data on students requiring and eligible for Performance Tasks using the software Gifted Identification Forms and Tasks (GIFT).

March
Districts administer Performance Task.

When state assessment data is received, school personnel reviews the math and reading portions immediately. Any child who performs at the advanced level on either the mathematics or the reading portion of the state assessment will be screened.

For additional information or clarification concerning the requirements for referral and screening of students for the talented and gifted program, please contact our TAG Teacher, at 266-3737.

EARLY SCHOLARS ACADEMY

What is the Early Scholars’ Academy?

Rigorous coursework that builds on critical thinking skills, inquiry skills, creative thinking, and problem solving. Designed to challenge the students and engage them in a variety of higher level thinking and application skills.

Utilizes advanced curricular materials: • William & Mary Reading • Jacob’s Ladder Reading • Everyday Math • Mentoring Mathematical Minds

Who is Eligible?

Students will need to meet set criteria for being placed in the Early Scholars’ Academy. These criteria are set to ensure the students have the potential and the work habits necessary to meet the needs of the demanding curriculum. A weighted rubric was developed to determine placement into the Academy. Elements analyzed through the rubric include: • GT State Qualification • 80%ile or higher on a State Assessment • Classroom performance • Work ethic, motivation, and attitude towards difficult tasks • Ability to communicate clearly orally and in writing Class size will be comparable to all other grade level classes, a waiting list will be established based on rubric.
Assistance for Bullying

If you are being bullied, harassed, or intimidated:
- Tell someone you trust – a parent/guardian, a teacher, or a counselor.
- Try not to show anger or fear.
- Calmly tell the student to stop or say nothing and walk away.
- Try to avoid situations where bullying is likely to happen.

If you know someone who is being bullied, harassed, or intimidated:
- Tell someone you trust – a parent/guardian, a teacher, or a counselor.
- Don’t encourage the bully by laughing or joining in.
- If you feel safe, tell the bully to stop!
- Encourage the bullied student to talk to someone he/she trust about what happened.

If you are being bullied, know someone who is being bullied, or know of a person or group who is bullying others, please call the WSD29 Bullying Prevention tip-line at 1-803-335-2008, 24 hours a day, 7 days a week or contact the School Counselor/Principal at your school.

How to Differentiate Between Bullying and Other Peer Conflicts and Teasing

What is Bullying? Bullying is defined as a deliberate, repeated act with intention to hurt, insult or threaten another person in school, on school grounds, in school vehicles, or at school events. Bullying consists of an imbalance of power.

<table>
<thead>
<tr>
<th>Friendly Teasing</th>
<th>Hurtful Teasing</th>
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<td>Sensitive topic</td>
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<td>Purpose is to be playful</td>
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Friendly Teasing: One student comments to another student that he should turn his/her jersey inside out because his favorite team lost last night.

Hurtful Teasing: One girl comments to another girl that she looks chubby in the outfit she is wearing.

Peer Conflicts: Two students have a disagreement on the playground about which one will be the pitcher in kickball.

Bullying: One student repeatedly threatens another student that if he walks down a specific hallway he will get “beat up”. Another example is one student repeatedly calling another student a name regarding his sexual orientation.

Three questions guide WSD29 school officials to determine when a behavior constitutes bullying.

1. Was the alleged bullying behavior repeated and deliberate?
2. Did the alleged bullying behaviors inflict harm or suffering?
3. Is there an imbalance of real or perceived power between the alleged victim and alleged author of the behavior?
Cyberbullying

WSD29 prohibits acts of cyberbullying. Cyberbullying is willful harassment, threat and/or intimidation of a person through the use of digital technologies, including but not limited to, email, blogs, texting, social media, chat rooms, sexting, instant messaging, or video voyeurism. Students will be subject to disciplinary action for a cyberbullying offense committed off-campus that can be directly related to a safety and security risk at the school.

Cyberbullying may include:

- sending offensive, rude, and insulting messages including all forms of ‘hate speech,’ which includes language meant to demean, incite, threaten, bully or isolate an individual on the basis of their sex, race, color, religion, sexual orientation or gender identity
- distributing information about another that is derogatory
- breaking into an email or social networking account and using that person’s online identity to send or post vicious or embarrassing material to/about others
- sharing someone’s secrets or embarrassing information, and/or tricking someone into revealing secrets or embarrassing information and forwarding it to others
- engaging in online activities which threaten another or cause him or her to be afraid for his or her safety
- impersonating, excluding, tricking, outing, and cyberstalking are also examples of cyberbullying.

Engaging in these behaviors or any online activities intended to harm (physically or emotionally) another person will result in disciplinary action. In some cases, cyberbullying may be considered a crime.

School Counseling Program

The purpose of the school counseling program at Kelly Edwards Elementary is to provide a comprehensive program of support for all students in the areas of personal and social development, academic growth, and career exploration.

Program Components:

1. **Counseling Core Curriculum:** The counseling calendar is driven by a scope and sequence of classroom guidance lessons for grades K-5 based on the American School Counseling Association’s Mindsets and Behaviors for Student Success, which include self-awareness, learning strategies, self-management, and social skills. They are also a reflection of the school rules: (ABC: Act Safely, Be Responsible, Care for Self, Others, and the Environment), and are planned in collaboration with the school’s Career Facilitator.

2. **Data-Based Decision Making:** Data analysis informs the school counseling program’s needs assessment, goal setting, and action plans. The school profile (a summary of the school’s achievement, attendance, behavior, and safety) is reviewed annually to discern student needs and school and community trends. The school counselor also serves in a leadership role regarding all standardized testing.

3. **Responsive Services:** Short-term, goal-focused needs are addressed through flexible small group counseling and individual counseling. Procedures and protocols are in place for crisis response and needed interventions. The school counseling program is responsible for making referrals to outside agencies such as The Safe School Helpline 800-4-1-VOICE EXT. 359, 800-418-6423, EXT. 359, or TEXT: 66746, TIPS, www.safeschoolhelpline.com.
as mental health and training faculty and staff to understand their role as mandated reporters to child protection services.

4. System Support – The school counseling program is rooted in the school’s mission and vision statements. As such, strategies are in place to support these goals. These include building and increasing school climate and morale through a well-planned calendar of events that promote a culture of kindness and celebrate diversity; consulting with faculty, staff, parents, and guardians regarding student progress; facilitating partnerships with community members and organizations, and participating in fair-share duties and responsibilities throughout the school.

Services Available for Students with 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 to ensure 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. School nurses who are registered nurses write IHPs to guide how a student’s health care needs will be 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 at 803-266-8128.

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 education needs will be met while at school and may include health services for the student during the school day if needed. To learn more about Section 504, contact your child’s school or the WSD29 Student Services Coordinator at 803-266-8012.

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 the Department of Student and Special Services at 803-266-8012 to learn more about IDEA.

Medical Homebound Instruction
South Carolina’s mandates regarding medical homebound instruction appear in the State Board of Education Regulation 43-241. Regulation 43-241 says that students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home or hospital. This service is appropriate for short-term intervention and should not be viewed as a long-term replacement for regular school attendance. Homebound instruction is designed so the student does not fall significantly behind during the period of confinement. The district’s attendance policy does apply to homebound students.

The district superintendent or his/her designee must approve any student participating in a program for medical homebound instruction or hospitalized instruction. A completed and signed Medical Homebound Instruction form must be on file for a student to be considered part of the homebound program. A district representative may contact the parent to discuss strategies to maintain the student in the school environment and to request additional information.

Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services may be approved for a period of time. If it is necessary for homebound instruction to continue beyond the approved period of time, a new Medical Homebound Instruction Form will be required. The school may ask for additional information regarding the student’s treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting in order to justify the need for extended services.

**Health Services: Medication and Medical Procedures**

No student shall carry medicine in school except for students given permission to do so by the Individualized Health Care Plan (IHP) to guard against a life-threatening condition. All medications must be brought to the school by a responsible adult and delivered to the school nurse, or in the absence of the nurse, to the school employee designated by the principal. The responsible adult delivering the medication may be required to count the medication with the nurse or school employee. Medication may not be transported to or from school by students. WSD29 has established a policy (JLCD) identifying procedures for the safe administration of medications and/or medical procedures performed during school hours.

**Medications**
- When possible, medications should be given by parents/guardians before or after school hours.
- Any prescription medication to be given at school or school related activities must be accompanied by written orders from a health care practitioner who is recognized by SC’s Dept of Labor, Licensing, and Regulation as authorized to prescribe medications and accompanied by a completed WSD29 Permission for Medication Form.
- WSD29 and its employees reserve the right to refuse to honor medication requests that are not consistent with professional standards and/or deemed unsafe for the school setting. If this occurs, alternatives for meeting the student’s needs will be discussed.
- Requests from parent/guardians for administration of herbal/alternative medicinal products, “off-label”, or investigational medications will be evaluated on a case-by-case basis.

**Procedures**
- Medical Procedures require receipt of the completed WSD29 Medication/Procedure Doctor’s Orders form and necessary equipment for the procedure.
- The school nurse, in consultation with the parents/guardians, physician and student, will develop an IHP for the medical procedure.
Parent/Guardian Responsibility

- Deliver the completed WSD29 Medication/Procedure Doctor’s Orders form along with medication in the original labeled prescription container and/or proper equipment for medical procedure to the school.
- Inform the school of any changes in the student’s health condition, medical procedure, or medication.
- Update WSD29 forms annually or when there is any change in the medication or medical procedure.
- Pick up any unused medication or medical supplies within one week of discontinuation or last day for students, whichever comes first, after which medications will be disposed.
- Provide no more than a thirty (30) day supply of medication to the school.
- Be responsible for medication/equipment until it is received by principal or his/her designee.

Self-Medicating and/or Self-Monitoring

Certain students with special health care needs may self-administer and/or self-monitor provided that certain conditions are met.

For additional information regarding medications and medical procedures, please contact your child’s school nurse or Nursing Services at 803-266-8126.

ILLNESS PROTOCOL

To prevent the spread of disease and contagious conditions in the school, WSD29 School Nurses have established the following “Illness Protocol”; as recommended by South Carolina Department of Health & Environmental Control.

- **FEVER:** Students and faculty with a temperature of 100.0 F or higher are required to stay home from school. Students and faculty/staff may not return to school until the fever has been gone for 24 hours without the use of fever-reducing medications.

- **STOMACH VIRUS:** Students and faculty/staff may not participate in school or school activities if they are experiencing vomiting and/or diarrhea. (Unless the condition is related to Irritable Bowel Syndrome, Crohn’s Disease, etc. OR a medical evaluation indicates that inclusion is acceptable).

- **CONJUNCTIVITIS (Pink Eye):** Students and faculty/staff with pinkeye will be excluded from school if they also have fever, severe eye pain, copious drainage, or are too sick to participate. Otherwise, the American Academy of Pediatrics states “It is helpful to think of Pinkeye like the common cold. We do not exclude for the common cold. Pinkeye generally results in less symptoms of illness than the common cold. The best method for preventing spread is good hand hygiene.”

- **INFLUENZA LIKE ILLNESS:** Students and faculty/staff with Influenza/Influenza-like illness or ILI will be excluded until at least 24 hours after they are fever free without the use of fever-reducing medications. ILI is defined as an oral temperature of 100 degrees Fahrenheit or more with a cough/and or sore throat for which there is no known cause besides the flu or an influenza like illness.

- **MONONUCLEOSIS:** Students must be excluded from school until cleared for re-admission by a health care professional.

- **SKIN LESIONS & INFECTIONS:** Students will be excluded if skin lesions are draining and cannot be covered, or if the covering cannot be maintained because drainage comes through the covering to contaminate other surfaces.
  - **Impetigo:** Students will be excluded from school until 24 hours after
antibiotic treatment has been initiated. Lesions on exposed skin should be covered with a watertight dressing.

- **Sports:** Children with lesions on uncovered skin, or with lesions that are covered but draining or oozing, may not participate in close contact sports or other athletic activities. The sanctioning athletic body may impose additional restrictions for physical education and sports activities for students with skin lesions.

**STREPTOCOCCAL PHARYNGITIS (Strep Throat):** Students and faculty/staff will not be allowed to return to school until fever-free and at least 24 hours after treatment has been initiated.

Remind your child to wash his/her hands after toileting and before eating. Encourage him/her to cough and sneeze into a tissue. The best way to prevent the spread of disease and illness is thorough hand-washing. Use a hand sanitizing product if soap and water are not available.

**Head Lice**

If from an examination it is believed that a student is infested with head lice, the principal, nurse, or trained staff member will provide for the removal of the student from the classroom and ensure that the parent(s)/guardian(s) is notified of the same and requested to remove the child from the school. The parent will also be given information on the prescribed/recommended treatment and requirements for re-admission.

Siblings of students believed to be infested who attend school in the district will also be examined. Any student so removed will be excluded from re-entry until such time as he/she is determined to be totally free of lice and nits by a district nurse or trained staff member. (See Policy JLCC)

**Student Records (Family Educational Rights and Privacy Act)**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.
   Parents or eligible students should submit to the school principal or District designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   Parents or eligible students who wish to ask the District to amend a record should write the school principal or District designee and clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for
amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

ONE EXCEPTION, which, under the law, permits disclosure without consent, is disclosure to school employees, to include school officials with legitimate educational interests. School officials are persons with a legitimate educational interest in the student such as: instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and contractors, or other parties to whom the school has outsourced institutional services or functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of
   Education 400
   Maryland Avenue,
   SW Washington, DC
   20202

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

   • To other school officials whom the school has determined to have legitimate educational interests.
   • To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll,
   • Specified officials for audit or evaluation purposes,
   • In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
   • State and local authorities within a juvenile justice system, pursuant to other state law
   • To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
   • To accrediting organizations to carry out their accrediting functions.
• To parents of an eligible student if the student is a dependent for IRS tax purposes.
• To comply with a judicial order or lawfully issued subpoena.
• To appropriate officials in connection with a health or safety emergency.
• Information the school has designated as “directory information”

Fees/Fines Owed the School

Cafeteria

WSD 29 has a “no charge” policy in place for students and adults. As of school year, FY 2017-18
WSD 29 is a Community Eligibility Program (CEP) district; every student eats breakfast and lunch
at no charge. Any “extra” items such as smart snacks or specials will have to be paid with cash or
check at time of purchase. The Food and Nutrition Director may be contacted at (803)266-7878

Textbooks

All textbooks are loaned to students for their use during the school year. Textbooks are to be kept
clean and handled carefully. Student’s names are written on the inside cover of each book. This
procedure aids in locating your text if it is misplaced. Students are required to pay for lost or
damaged books.

The principal or designee will issue student textbooks using the Destiny scan system. Once books have
been issued to students, they become the students’ property and responsibility until textbooks are returned
to the principal or designee. If the textbook has not been properly cared for, damages will be assessed
according to the guidelines of the State Department of Education. South Carolina Law requires parents to
pay for missing books and also states that this requirement must be complied with before replacement
books are issued.

time and place to study. Good study habits should begin as early as possible.

Lost and Found

Any object lost or found on school grounds or in school buildings maybe placed in the gymnasium
in the lost and found box. If an item is lost, check in the office to retrieve a pass to go to the
gymnasium.

Media Center

In order to become better readers, children must read. The Media Center provides activities and
opportunities designed to create a love for reading. Students assume full responsibility for all books and
materials checked out. Library materials must be returned on time. Students should keep the library
clean and obey all classroom rules.

1. Books may be checked out weekly unless a book has not been returned.
2. Damaged or lost materials must be paid for as soon as possible.
Physical Education

Students must participate. Grading is done on the basis of attitude, improvement, participation, and cooperation. Students who are under a doctor's care are to get a note from the doctor explaining why the child cannot participate and give the note to the PE teacher for approval. All students should wear sneakers when participating in physical education class.

Homework

Homework is an extension of classroom instruction and a valuable part of the learning process. Parents are asked to work with the school to see that all assignments are completed. Reading is expected to be a part of every night's assignment. Each grade level will require specific readings per night. Questions regarding homework should be addressed promptly to the child's teacher. During the first week of school, teachers will send home the Homework Policy/Expectations for his/her class. Please read the Policy/Expectations explain them to your child. This signed acknowledgement must be returned to the child's teacher(s). Please provide a

Child Find

If a parent/guardian feels that his/her child has some type of disability and is in need of special education, related services, or accommodations, please let the school administration know as soon as possible. School and district level personnel will take appropriate steps to ensure the student receives appropriate educational services.

Assemblies

The conduct of the student body at an assembly is indicative of the school as a whole. Unacceptable conduct will not be tolerated and is defined as any activity that is disruptive or may cause harm to the student or others. Students will leave all textbooks and backpacks in the classroom.

Drills

Every precaution is taken to ensure the safety of students during normal school hours. Periodic fire, intruder, tornado, and earthquake drills are conducted to make certain students learn proper safety procedures and adhere to all safety guidelines.

Personal Property

Electronic equipment, such as games, cell phones, toys, large sums of money or other valuables are not allowed on school grounds. The school does not accept responsibility for property that is damaged or stolen. The item(s) will be confiscated and returned only to parents. The school will not assume responsibility for confiscated property.

Inclement Weather

In the event it is necessary to close school due to bad weather or other emergency, the following radio and television stations will be requested to make announcements. All students are advised to listen for such announcements when the weather is extremely bad, and they are in doubt about
school being closed. Alerts will also be sent out via phone and posted on the district’s web site, (www.williston.k12.sc.us)

WJBF, Channel 6, Augusta
WIS, Channel 10, Columbia
WRDW, Channel 12, Augusta.

**Vandalism and Property Damage**

Students who destroy or vandalize school property will be required to pay for losses and/or damages. If something is damaged by accident, damages should be reported to a teacher or the office immediately. See the Code of Conduct. The school will not be responsible for personal items that are either lost or damaged.

**Weapons, Drug and Alcohol Abuse, Baton Searches**

Any student who is in possession of a weapon or intentionally sells, gives, possesses, uses, or is under the influence of illicit drugs, narcotics, or alcohol in or on school property (including buses) will be immediately suspended. In addition, they may be (1) expelled from school and (2) reported to the appropriate law enforcement agencies for legal action: See the Code of Conduct. Baton metal detectors will be used on a periodic basis to provide a safer school environment.

**Student Morning Arrival**

*Children should not arrive earlier than 7:15 A.M. or remain on the campus later than 3:15 P.M. Supervision is not provided for students who arrive before 7:15 A.M. or remain later than 3:15 P.M. No exceptions.***

For our students’ safety, please adhere to all posted signs and parking lot rules.

**Morning Drop-Off**

- Enter the campus through the road marked Car Riders Pick-up and Drop-off.
- The car line forms a single line. Stop at the activity wing to unload. Please unload from the right side of the vehicle. A staff member will be on duty to monitor student safety. Another staff member will be in the hallway when students enter the building.
- Please stay in the car and allow students to walk into the building without parental assistance. Teachers are located at the drop-off point and hallway making sure students get into the gym safely.
- Please do not drop off students on a wing other than the activity wing. No adults are on duty on the other wings to ensure student safety.
- Students should arrive by 7:50 A.M. If a student arrives after 7:50 A.M., a parent must come to the front entrance of the KEES, park, and come into the main office to sign the student in. School personnel will not send student cards to a vehicle for a signature. Students are not allowed to sign themselves in.
- If it is necessary to come into the building prior to 7:50 A.M., it is a requirement to park by the brick building on the grassy area and use the sidewalk leading into the front office. Parking in the parking spaces in front of the building and on the hill is not permissible.

These procedures are designed for the safety and well-being of all students that attend KEES.
Afternoon Dismissal

Dismissal will begin at 2:40 P.M. Students fit into one of the following categories: Bus Rider (one of WSD 29 buses picks up and/or drops off students), Car Rider (someone picks up the student in a car), or Walker (student walks to his/her home). A letter will be completed verifying which category the student falls into.

Afternoon Pick-Up Procedures

- Enter the campus through the road marked: Car Riders Pick-up and Drop-off to Pick Up Students
- The car line forms a **double line**. Both lines will be allowed to enter between the white lines. A teacher will blow a whistle and at that time, students will be allowed to enter cars in the designated areas. Please put all vehicles in park.
- Once the students are in the respective vehicle, exiting the campus will proceed. There will be no transfer to another lane once the exit process begins. (Ex. If you are in the right lane, you will turn right.)
- **Please remain in the car and school staff assist in loading our scholars.** Generally, the car line takes no more than 15 - 20 minutes. Cars are usually loaded faster than buses. Arrive between 2:55 P.M. and 3:00 P.M to reduce car line wait.

These procedures are designed for the safety and well-being of all students that attend KEES.

Visitation Protocol for KEES

It is mandatory that all people who are not employees of Kelly Edwards enter in the front office to secure permission to sign in students as well as retrieve a visitor’s badge before visiting students and school personnel. All visitors must report to the main office before entering the hallways.

Visitors are welcomed and encouraged to visit KEES for observations, conferences, or as a volunteer. To avoid visiting during a test, please arrange a time and date with the child’s teacher. Anyone working directly with students either as a volunteer or a chaperone will be required to have a Volunteer Application completed and approved. The application is located on the district website. Please follow these guidelines when observing in classrooms:

1. Observations should be conducted as discretely as possible. Please do not interrupt instruction. If there is a need to speak with the teacher, please do so by calling the teacher after school or leaving a message in the office for a return phone call. Please do not “take just a moment” of time when students are in the room. We guard instruction; every minute counts!
2. Please note that a child may behave differently when a parent is in the classroom. Students often complete work or have better behavior when a personal visitor is present. Oftentimes, specific concerns will not be observed during a parent visit.
3. Teachers may not greet visitors until there is an appropriate break in instruction. Please do not be offended or think teachers are being rude because teachers have been instructed to make every minute count and to guard instructional times. If appropriate, teachers will speak with a visitor as time permits.
4. Please remember that confidentiality is very important. While an observation is being held, it is extremely important that specific children not be discussed with anyone.
5. During a visit, if a child is in the office awaiting a staff member, it is crucially important that that child’s parent not be notified by anyone other than a staff member.
6. When visiting in a class, please respect everyone’s privacy and refrain from videotaping or taking pictures in which other children can be captured.
Classroom Courtesies

School personnel strive to make all children feel special at Kelly Edwards Elementary. Please follow these few rules to help avoid hurt feelings.

1. Please do not send party invitations to school to pass out unless every child is included.
2. Please do not send balloons, flowers, or gifts to a child at school. These items will not be delivered to classrooms and cannot be taken home on the bus.
3. When sending Valentines, cards, treats, etc., please include one for all children in the class.
4. Due to privacy issues, the school cannot give out students’ addresses and phone numbers.

Keys To Being An Informed Parent

1. It is important that parents/guardian know what is going on at Kelly Edwards Elementary. Many efforts will be made to keep our school community informed about programs and events.
2. The school newsletter is published the first Wednesday of every month.
3. School marquee! The school sign lists many important events and announcements. It is located in front of KEES.
4. Respond to surveys! The staff solicits feedback/input so that improvements to programs can be implemented.
6. Call the school! The principal, school counselor, instructional coaches and teachers encourage all to share comments, questions, and concerns!
7. Wednesday Folders… These folders are sent home weekly and have all the latest information and graded work from the previous week.
8. Parent Portal! Parents are able to view their student’s grades and attendance records as soon as they are entered into PowerSchool. It is required that every parent has a ParentPortal account. Don’t forget to check out these social media sites for more up-to-date news about KEES. Add us on Facebook…Kelly Edwards Elementary!!!
Framework for Positive School Climate

WSD29 firmly believes positive school climates and consistent discipline policies and practices are critical to raising academic achievement and establishing safe learning environments. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure that the school environment encourages a climate conducive to learning. The WSD29 Student Code of Conduct endorses the following guiding principles to assist school leaders and stakeholders:

1. Create positive climates and focus on prevention, through the use of multi-tiered systems of support (MTSS/RTI)
2. Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
3. Ensure fairness, equity, and continuous improvement.


These guiding principles lay the foundation for creating safe, supportive, and engaging learning environments, which ensure the highest level of academic, social, and emotional outcomes for all students. Effective evidenced-based practices include providing multiple tiers of academic/behavior/social-emotional instruction, interventions, and supports with positive and restorative approaches to student behavior. WSD29’s district framework includes establishing multi-tiered systems of support (MTSS/RTI) for academics and behavior. Each school should incorporate MTSS/RTI and Positive Behavior Interventions and Support (PBIS) to provide universal expectations and systems.

1. Tier One/Universal (School-wide): High quality academic and behavioral instruction designed to meet the needs of all students across all settings.
2. Tier Two/Secondary (Strategic): Targeted interventions and supports for groups of students who are not making adequate progress with Tier One/Universal supports alone.
3. Tier Three (Intensive): Intensive interventions and supports for individual students who are demonstrating considerable academic and/or behavioral needs.

Tiered instruction, intervention, and supports should take place school-wide, in classrooms, in small groups, and with individual students and families with collective ownership and continuous communication and collaboration. Strategic planning occurs at each individual school based on the needs of their students and should result in a positive school climate with a restorative philosophy.
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

In order to serve our students better, Kelly Edwards Elementary School staff members have implemented a school-wide approach to expectations of students “using a broad range of proactive, systemic, and individualized strategies and learning outcome in safe and effective environments while preventing problem behavior with all students,” (Sugai, 2007). In order to help students to remember the expectations at KEES, staff will actively teach students exactly what the behaviors look and sound like. As a parent/guardian, you can use this technique at home, too. Please read the expectations below and discuss what they mean with your child. Do not be surprised if your child brings them up to you during the school year as they practice the universal expectations.

Universal Expectations

A-Act Safely, B-Be Responsible, C-Care for Self, Others and Environment.

Below are the specific expectations for:
- Front Office Behavior
- Hallway Behavior
- Cafeteria Behavior
- Bathroom Behavior
- Playground Behavior
- Bus Behavior
- Classroom Behavior

Front Office Behavior Expectations

1. Have an office pass at all times.
2. Stand quietly and wait to be acknowledged by office staff.
3. Do not enter the main office area without permission.
4. No food or drinks allowed.
5. No playing or loud talking.
6. Be seated on the tile in the office area at all times. (after car line)

Why are these important? To maintain an environment that is safe, quiet, and orderly.

Hallway Behavior Expectations

1. Walk at all times.
2. Stay on the right side of the hallway in 4th block.
3. Keep your eyes and body facing forward.
4. Greet others with a smile.
5. Walk in a single file and stay in line.
6. Level 0 voice in the hallway.
7. Keep your hands and feet to yourself.

Why are these important? To maintain an environment that is safe, quiet, and orderly, to get from one place to another quickly and quietly, and to be respectful of other classes using responsible behavior.
Cafeteria Behavior Expectations
1. Hands are washed.
2. Follow directions from adults.
3. Address adults as Mr., Mrs., and Miss.
4. Keep your area clean.
5. Be polite to everyone.
6. Eat only your food.
7. Follow the traffic light’s cue.
8. Keep your hands, feet, and food to yourself.

Why are these important? To maintain an environment that is safe, quiet, and orderly, to establish a positive atmosphere in the lunchroom, and to practice and maintain good manners.

Bathroom Behavior Expectations
1. Flush the toilet.
2. Use 2 pumps of soap.
3. Wash hands with soap and water. Keep water in the sink.
4. Use 1 or 2 sheets of paper towels. No more than 2 sheets.
5. Keep the bathroom clean.
6. Be quick.
7. Give privacy to others.
8. Level 0 voices – (very soft).
9. Keep hands and feet to yourself.

Why are these important? To maintain an environment that is safe, quiet, and orderly, to keep bathrooms clean, to prevent accidents, and to keep everyone healthy.

Playground Behavior Expectations
1. Dress for the weather.
2. Stay in designated areas.
3. Put away playground equipment. (ex. Balls, hoola hoops)
4. Pick up litter that you see.
5. Play fairly; take turns.
6. Use equipment properly.
7. Line up promptly.
8. Level 0 voices in the hallway.
9. Keep hands and feet to yourself.

Why are these important? To maintain an environment that is safe, and to establish an efficient system to enter the building.

Bus Behavior Expectations
1. Use quiet voices.
2. Stay in your seat.
3. Use kind words.
4. Pick up litter that you see.
5. Report unsafe activity to the driver.
6. Face forward at all times.
7. Follow all directions from the driver.
8. Keep hands, feet, and objects to yourself.

**Why are these important?** To maintain an environment that is safe, quiet, and orderly, to establish a positive atmosphere on the bus, and to prevent accidents.

**Classroom Expectations**
1. Use quiet voices.
2. Stay in your seat unless you have permission.
3. Use kind words.
4. Treat others the way you want to be treated.
5. Be responsible.

**Why are these important?** To maintain an environment that is actively engaged promoting student learning.

**KELLY EDWARDS’ DRESS CODE**
The following dress code has set by administration:
- No spaghetti strap or shirts that excessively reveal parts of the body such as halter tops or strapless.
- No hats or hoods covering the head will be worn in the building.
- All pants/shorts will be worn at the waist. (NO SAGGING)
- All clothing (shorts, skirts, etc.) must be worn at knee length or below with arms extended.
- No unfastened clothes or belts.
- No clothing displaying profane language or pictures or promoting the use of drugs, alcohol, or tobacco products.
- No pants tucked into socks.
- No flip flops, as they are a hazard when students are on the playground running.
- Other items that may be considered inappropriate for school will be determined by the administration.

***The Principal, MTSS Specialist or designee will handle dress code violations according to the Discipline Code.***

**AUTHORITY OF THE BOARD OF TRUSTEES**
The Board of Trustees may authorize or order the expulsion, suspension, or transfer of any student for a commission of a crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the Board of Trustees or State Board of Education. The Board may also authorize or order expulsion, suspension, or transfer of any student when the presence of the student is detrimental to the best interest of the school. When a student commits an offense that is a violation of the South Carolina Code of Laws, the appropriate law enforcement authorities will be notified. 59-63-210; 59-63-240 Code of Laws of S.C., 1976.

**NOTE TO PARENTS AND STUDENTS**
While the Williston School District 29 Student Discipline Code tries to be comprehensive, it is impossible to cover every situation that may arise at school. Administrators are given the
authority to deal with ANY behavior not covered by this Code. Some disciplinary infractions, depending on the severity, may result in notification of law enforcement and may result in charges being pressed by the school, private individuals, or local law enforcement.

Williston School District 29 Code of Conduct
Kelly Edwards Elementary School

Vision of the School Board
The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner at school and school-related activities. This requirement refers to students' actions toward other students, teachers, staff and volunteers, as well as in students' language, dress and manners. The board believes self-discipline is an implicit goal of public education. (Policy JIC)

Students have a responsibility to know and follow the policies, rules and regulations of their individual schools and of the district. Violations will result in disciplinary actions. (JIC)

The board authorizes appropriate school and district personnel to use appropriate disciplinary sanctions including, but not limited to, probation and suspension and to recommend expulsion, where necessary, to enforce this policy. (JIC)

The school is a community. It is responsible for educating those children who attend and, therefore, it must establish and enforce guidelines and procedures that provide for reasonable order and an atmosphere where learning can take place. (Policy JK)

In keeping with philosophy that discipline is a means of teaching and that most effective teaching is done in a positive manner, disciplinary efforts are to be as positive as possible. Positive means of working with students include individual discussion and counseling, involvement of students in defining acceptable behavioral standards and involvement of parents/legal guardians. (JK)

All procedures and guidelines will be fair, just, flexible and in the best interest of the individual students and the school community. In addition, all procedures and guidelines will comply with the appropriate statutes and constitutional provisions. (JK)

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating</td>
<td>Providing, receiving, or viewing answers to assignments, quizzes, or tests; accessing academic materials without permission (with or without the use of electronic devices)</td>
</tr>
<tr>
<td>Continually unprepared for class</td>
<td>Students do not have materials, etc.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Loitering</td>
<td>Unauthorized presence on the grounds or transportation</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Noncompliance with the School Dress Code</td>
</tr>
<tr>
<td>Failure to follow instruction</td>
<td>Purposefully signing another person’s name or altering, copying, or imitation of something, without authority or right, with the intent to deceive or defraud by passing the copy or thing altered or imitated as that which is original or genuine; or the selling, buying, or possession of an altered, copied, or imitated thing with the intent to deceive or defraud</td>
</tr>
<tr>
<td>Horseplay</td>
<td>Rough play or pranks that could harm another or disrupt the learning environment</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Words that are not demeaning or not directed to another student (ex. cursing)</td>
</tr>
<tr>
<td>Littering</td>
<td>Purposefully leaving trash to cause a nuisance or health concern</td>
</tr>
<tr>
<td>No Returned Form</td>
<td>Failure to return required form or document</td>
</tr>
<tr>
<td>Throwing Objects</td>
<td>To propel or cast in any way anything that is visible or tangible</td>
</tr>
<tr>
<td>Violation of Class Rules</td>
<td>Intentional behavior that interferes with the standard operating procedures of the classroom and school environment</td>
</tr>
<tr>
<td>Cutting class</td>
<td>Failure to attend or complete scheduled class</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Demeaning or discriminatory language and/or insult towards an adult, guest, or staff member (verbal, written)</td>
</tr>
<tr>
<td>Hit/Kick/Push</td>
<td>To deal a blow to, come in contact with, or strike with foot/feet; to apply pressure against for the purpose of moving</td>
</tr>
<tr>
<td>Inappropriate Physical Contact</td>
<td>Touching or immediate proximity of another person</td>
</tr>
<tr>
<td>Leaving class</td>
<td>Departing from class without permission before the class is over</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Minor damage or defacement of property belonging to the school or others</td>
</tr>
<tr>
<td>Technology Violation</td>
<td>Unauthorized or inappropriate use of technology without permission (technology refers to all electronic devices such as computers, iPads, chromebooks, etc.)</td>
</tr>
<tr>
<td>Bite/Pinch/Spit</td>
<td>To cut, wound or tear with teeth</td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td>An unprovoked physical attack by one person upon another where the offender neither uses nor displays a weapon; however, the student displays tendencies that could cause harm to another</td>
</tr>
<tr>
<td>Infraction</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Confrontation/Altercation</td>
<td>An exchange of words between students resulting in conflict; a heated or angry dispute; a noisy argument or controversy</td>
</tr>
<tr>
<td>Cutting School</td>
<td>Failure to attend or complete a school day</td>
</tr>
<tr>
<td>Disrupting Class</td>
<td>Behavior that interferes with instruction, learning, and a safe and orderly environment which includes but is not limited to, throwing objects, horseplay, teasing, rude noises, etc.</td>
</tr>
<tr>
<td>Fighting</td>
<td>An incident involving two or more students with mutual physical contact, such as hitting, kicking, and/or punching where there is no major injury or disruption (This infraction will be an automatic 1 day suspension. Each additional infraction of the same caliber will add on an additional day of suspension.)</td>
</tr>
<tr>
<td>Fire Alarm</td>
<td>In the absence of an emergency, to activate or set off a fire signal indicating the presence of a fire emergency</td>
</tr>
<tr>
<td>Fireworks</td>
<td>Possession and/or detonation of an explosive pyrotechnic device that makes a display of light or noise on school property but does not cause harm to others</td>
</tr>
<tr>
<td>Indecent Exposure</td>
<td>The deliberate exposure in public of one’s private area</td>
</tr>
<tr>
<td>Leaving school</td>
<td>Departing from campus without permission before the school day is complete</td>
</tr>
<tr>
<td>Major Disruption</td>
<td>Behavior that interrupts the learning environment for a specific period of time in a confined area</td>
</tr>
<tr>
<td>Obscene Gesture</td>
<td>A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion or emotion</td>
</tr>
<tr>
<td>Profanity</td>
<td>Abusive, vulgar, or irreverent language, cursing, foul speech, or speech that shows disrespect or dishonor toward another</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Minor damage or defacement of property belonging to the school or others</td>
</tr>
<tr>
<td>Refusal to Comply/Defiant</td>
<td>Refusing to follow a request or a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance</td>
</tr>
<tr>
<td>Arson</td>
<td>To intentionally damage or attempt to damage any property by fire</td>
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</tr>
<tr>
<td>Bomb Threat</td>
<td>Indicating the presence of a bomb or explosive device on school grounds, school bus, or any school activity</td>
</tr>
<tr>
<td>Computer Violation (Criminal)</td>
<td>Using school computers to commit criminal acts</td>
</tr>
<tr>
<td>Drug distribution</td>
<td>It is unlawful for any person to manufacture, distribute, dispense, deliver, or purchase or to aid, abet, attempt or conspire to manufacture, distribute, dispense, deliver or purchase a controlled substance</td>
</tr>
<tr>
<td>Gang Activity</td>
<td>Any group of individuals or organization, whether formal or informal, which advocate or promote threatening the safety or well-being of others or property on school grounds</td>
</tr>
<tr>
<td>Intimidation</td>
<td>To unlawfully place another person in reasonable fear of bodily harm through the use of menacing words or other conduct; intimidating words can be made in person, over the phone, electronically, or via social media to students, staff, or administration</td>
</tr>
<tr>
<td>Invasion of Privacy</td>
<td>Unwelcomed sexual advances such as molestation, areas off limits to that sex or gender</td>
</tr>
<tr>
<td>Knife less than 2 inches</td>
<td>A knife with a blade less than 2 inches</td>
</tr>
<tr>
<td>Knife more than 2 inches</td>
<td>A knife with a blade more than 2 inches</td>
</tr>
<tr>
<td>Other Offenses-Criminal</td>
<td>Other acts of criminal conduct as set forth in State and Federal Law not covered in the existing codes; includes offense(s) committed off-campus that is deemed serious enough by school/district administration that the presence of the student is detrimental to the best interest of the school</td>
</tr>
<tr>
<td>Theft/Larceny (major)</td>
<td>To steal or possess property without the permission of the owner ($25 or more)</td>
</tr>
<tr>
<td>Vandalism (major)</td>
<td>Willfully or maliciously destroying, damaging, or defacing real or personal property ($25 or more)</td>
</tr>
<tr>
<td>Weapons Offense</td>
<td>Weapons: Firearms, handguns, rifles, shotguns, bombs (including look alike); paintball gun, stun gun, BB gun, flare gun, nail gun, or air soft gun or any other type of weapon which may be used to inflict bodily harm or death shall not be permitted on any school property.</td>
</tr>
</tbody>
</table>
Teacher Managed Infractions is behavior that can adversely affect a student’s educational progress. Classroom/Teacher Managed infractions should be handled by the classroom teacher and are not processed through a formal referral for disciplinary actions from administration. However, the teacher documents these infractions. Cases of multiple or chronic offenses may require administrative/guidance action (assistance) and referral for interventions.

<table>
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</tr>
<tr>
<td>Violation of Class Rules</td>
</tr>
</tbody>
</table>

Possible Interventions: Teacher/Student Conference, Seat Change, Teach/Re-teach expectations, Reinforcement of Appropriate Behaviors, Clarification of Expectations, Peer buddy/tutor, Alternate Assignment Modify Activity, Proximity Control

Consequences: Verbal Warning, Written Warning, Written or Verbal Reflection, Parent/Teacher Contact (phone, email, text, letter), Parent/Teacher Conference, Letter of Apology, Loss of Privilege

Categories of Offenses and Disciplinary Procedures
Though not specifically mentioned in the list of behaviors, students may be suspended or recommended for expulsion for first-time offenses or any act detrimental to the educational environment. The student may be disciplined according to the nature of the offense at the discretion of the administration.

Level One Infractions
Behavioral misconduct is defined as those activities engaged in by student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which interrupt the classroom or school. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles and during school-sponsored activities.

For the purposes of this code of conduct, restitution will be defined as the total costs of replacement or repair of the lost/damaged items. This may include material and labor costs. Chronic and severe violations of Level 1 infractions may move to the next level.
Administrative discretion may determine the length of time in ASD, ISS, or OSS.

Possible Interventions: Withdrawal of Privileges, Counselor Referral, Meeting with the Principal/Designee, Community Service, and/or Verbal Reprimand

<table>
<thead>
<tr>
<th>WAR</th>
<th>Warning</th>
<th>CP</th>
<th>Contact Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF</td>
<td>Conference</td>
<td>ASD</td>
<td>After School Detention</td>
</tr>
<tr>
<td>ISS</td>
<td>In School Suspension</td>
<td>OSS</td>
<td>Out of School Suspension</td>
</tr>
<tr>
<td>REST</td>
<td>Restitution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXAMPLES *

<table>
<thead>
<tr>
<th>Power School Code</th>
<th>OPTIONS FOR CONSEQUENCES (based on age and severity of offense)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>1. Loitering – unauthorized presence on grounds or transportation 240</td>
<td>CP/and/or ISS</td>
</tr>
<tr>
<td>2. Possession or distribution of obscene literature, pictures, or devices 018</td>
<td>CP/ISS/ (1) or OSS (1)</td>
</tr>
<tr>
<td>3. Forgery/tampering – changing, signing or altering records or documents of the school by any Method 011</td>
<td>CP/ISS (1)</td>
</tr>
<tr>
<td>4. Cutting class – an unauthorized absence from an assigned class or related activity 160</td>
<td>CP/Warning and/or ISS (1)</td>
</tr>
<tr>
<td>5. Gambling – participation in games of chance for money and other things of value 630</td>
<td>CP/Warning Rest.</td>
</tr>
<tr>
<td>6. Smoking/Tobacco – use or possession of tobacco products (including electronic cigarettes) on school premises 230</td>
<td>CP/ISS and/or OSS (1) Conf.</td>
</tr>
<tr>
<td>7. Leaving class without permission 320</td>
<td>CP/Warning/ISS</td>
</tr>
<tr>
<td>8. Dishonesty – the intentional giving of false information, either verbally or in writing to a school employee 006</td>
<td>CP/ISS (1)</td>
</tr>
<tr>
<td>9. Profanity – directing profanity, vulgar language, ethnic/racial slurs, or obscene gestures toward adults, school staff, or visitors 016/210</td>
<td>CP/ISS (1)</td>
</tr>
<tr>
<td>10. Use of or display of electronic devices and/or cell phones 018/390</td>
<td>CP/Conf. Parent pick up</td>
</tr>
</tbody>
</table>
Level Two Infractions
Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property, and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. Behavioral misconduct (Level I) may be reclassified as disruptive conduct (Level II) if it occurs three or more times. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school transportation vehicles, and during other school-sponsored activities.

For the purposes of this code of conduct, restitution will be defined as the total costs of replacement or repair of the lost/damaged items. This may include material and labor costs. Administrative discretion may determine the level of consequence dependent upon the severity of the infraction.

Possible Interventions: Community Service, Counselor Referral, Meeting with Principal/Designee, Referral to Outside Agency, Home Visit

<table>
<thead>
<tr>
<th>ISS</th>
<th>CP</th>
<th>OSS</th>
<th>RE</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School Suspension</td>
<td>Contact Parent</td>
<td>Out-of-School Suspension</td>
<td>Recommended Expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLES *</th>
<th>Power School Code</th>
<th>CONSEQUENCES 1st</th>
<th>CONSEQUENCES 2nd</th>
<th>CONSEQUENCES 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Threatening students – written/verbal/electronic or assault to other students</td>
<td>027</td>
<td>CP/ISS/OSS Up to 5 days, depending on severity</td>
<td>OSS Up to 5 days, depending on severity</td>
<td>OSS Up to 10 days, depending on severity</td>
</tr>
<tr>
<td>2. Threatening adults – written/verbal assault to school personnel or visitors</td>
<td>027</td>
<td>Up to 5 days OSS</td>
<td>Up to 10 days OSS</td>
<td>L3-RE</td>
</tr>
<tr>
<td>3. Vandalism – cutting, defacing, or in any way damaging property</td>
<td>760</td>
<td>CP/ISS/OSS (1) Rest.</td>
<td>OSS (1-3) Rest.</td>
<td>OSS (3-5) Rest.</td>
</tr>
<tr>
<td>4. Stealing/Inappropriate Behavior</td>
<td>017</td>
<td>OSS (1)</td>
<td>OSS (2)</td>
<td>OSS (3-5)</td>
</tr>
</tbody>
</table>
5. Possession of stolen goods 017 OSS (1) Rest. OSS (2) Rest. OSS (3-5) Rest.
6. Possession of/or use of Fireworks 010 CP/ISS/OSS (1) OSS (3-5) L3-RE
7. Leaving school without permission 310 CP (Mandatory Conference) ISS (1-3) CP/ISS (3-5) CP/Counseling (Parent/Child) ISS/OSS (1-3)
8. Fighting, instigating a fight or physical abuse 009 CP/ISS/OSS (1-3) ISS/OSS (3-5) OSS (up to 10)
9. Sexual harassment (verbal/written/physical) using sexual comments and suggestive physical contact to torment another person 013 ISS/OSS (1-3) Counsel ISS/OSS (3-5) OSS (up to 10)
10. Indecent exposure 019 CP/ISS (1) OSS (1-3) ISS/OSS (3-5) OSS (up to 10) 34-RE
12. Defiance/Insubordination – refusal to comply with a school personnel request 270 ISS/OSS (1) OSS (2-3) OSS (3-5)

**Level Three Infractions**
Criminal conduct/severe is defined as those activities engaged in by student(s) which result in violence to oneself or another’s person or property or which pose a direct and serious threat to the safety of oneself or others in the school. When school officials have a reasonable belief that students have engaged in such activities, then these activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the School Resource Officer or other local law enforcement authorities, and/or action by the local school board. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school transportation vehicles, and during other school-sponsored activities.

For the purposes of this code of conduct, restitution will be defined as the total costs of replacement or repair of the lost/damaged items. This may include material and labor costs. Administrative discretion may determine the level of consequence dependent upon the severity of the infraction.
### Examples *

<table>
<thead>
<tr>
<th>Example Description</th>
<th>Power School Code</th>
<th>1(^{st}) Offense</th>
<th>2(^{nd}) Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physically Abusing Staff—an intentional unlawful act to do violence to another person</td>
<td>510/520</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>2. Possessing Firearms/BB or Pellet Guns/Using or Threatening to Use by Showing Any Instrument</td>
<td>789</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>3. Possession of Illegal Drugs, Prescription Drugs not prescribed to the person in possession, Alcoholic Beverages, or Facsimile (materials used to represent any of the above items)</td>
<td>580/680</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>4. Under the Influence of Illegal Drugs/Alcoholic Beverages/Intoxicants</td>
<td>580/680/575</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>5. Distribution of Illegal Drugs, Prescription Drugs not prescribed to person in possession, or Alcoholic Beverages or Facsimile (materials used to represent any of the above items)</td>
<td>580/680/570</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>6. Starting Fires on School Grounds/Building</td>
<td>500</td>
<td>RE / REST</td>
<td>RE / REST</td>
</tr>
<tr>
<td>7. Indecent Exposure</td>
<td>019</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>8. Setting Off Fire Alarms Falsely</td>
<td>350</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
</tr>
<tr>
<td>9. Bomb Threats</td>
<td>260</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>10. Severe Vandalism</td>
<td>760</td>
<td>REST / RE</td>
<td>RE &amp; REST</td>
</tr>
<tr>
<td>11. Sexual Misconduct at School</td>
<td>025/610/690/720</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>12. Threatening, Harassing, Victimization, or Intimidating Staff</td>
<td>012/027/407/650</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>13. Extortion</td>
<td>600</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>14. Possession of a Weapon or a Weapon Facsimile such as a knife, box cutter, stun gun, mace, pepper spray, etc.</td>
<td>789</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>15. Lynching/Ganging</td>
<td>250/700</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>16. Pornography</td>
<td>710</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE</td>
</tr>
<tr>
<td>17. Discharging Fire Extinguishers</td>
<td>760</td>
<td>OSS /3 -5 days minimum, maximum of 10 days or RE</td>
<td>RE &amp; REST</td>
</tr>
<tr>
<td>18. Kidnapping/Abduction</td>
<td>660</td>
<td>RE</td>
<td>RE</td>
</tr>
</tbody>
</table>

**Weapons – Knives (Student action and Potential Consequences)**

As a reminder, students may be suspended or recommended for expulsion for first-time offenses or any act which is detrimental to the good order, best interest, and physical safety of the school. The student may be disciplined according to the nature and degree of the offense or act at the discretion of the administration.

<table>
<thead>
<tr>
<th>Weapon</th>
<th>Intent</th>
<th>K-2 Consequences</th>
<th>3-5 Consequences 1st Offense</th>
<th>3-5 Consequences 2nd Offense</th>
<th>3-5 Consequences 3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife with blade less than 2”</td>
<td>Possession, Self - Reported</td>
<td>Parent Contact or Conference</td>
<td>Parent Contact or Conference</td>
<td>1-3 days OSS</td>
<td>RE</td>
</tr>
<tr>
<td></td>
<td>Possession – shown to others</td>
<td>1-3 days OSS</td>
<td>3-5 days OSS</td>
<td>5+ days OSS</td>
<td>RE</td>
</tr>
<tr>
<td></td>
<td>Possession – Threat to others</td>
<td>5+ days OSS</td>
<td>RE</td>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>Knife with 2.5” blade</td>
<td>Possession, Self - Reported</td>
<td>Parent Contact or Conference</td>
<td>Parent Contact or Conference</td>
<td>1-3 days OSS</td>
<td>RE</td>
</tr>
<tr>
<td></td>
<td>Possession – shown to others</td>
<td>1-3 days OSS</td>
<td>3-5 days OSS</td>
<td>5+ days OSS</td>
<td>RE</td>
</tr>
</tbody>
</table>
Bus Infractions
Bus Infractions are defined as activities that may cause a distraction to the driver and therefore may endanger the safety and orderly completion of bus transportation. It is important to remember riding the bus is a privilege and not a right. Violations of school-based infractions while riding a bus will be addressed in accordance with the Code of Student Conduct. Law enforcement will also be involved in appropriate situations.

Examples of Inappropriate Behavior that will result in a referral to administration:
1. Out of the Seat while the Bus is in Motion
2. Horseplay on the bus
3. Failure to sit properly
4. Using profanity
5. Eating and Drinking
6. Loud and Boisterous Behavior Leading to Distracted Driving
7. Throwing Items
8. Placing Hands or Head Outside the Bus Window
9. Failure to Follow Driver Instructions
10. Incorrect or Unsafe Loading and Unloading
11. Littering on the Bus
12. Damaging Seats
13. Hitting another student
14. Pushing another student

W  Warning
BS  Bus Suspension
CP  Contact Parent
EB  Expulsion Off the Bus

Infraction 1:  W / CP
Infraction 2:  BS / 1-2 Days
Infraction 3:  BS / 3+ Days
Infraction 4:  BS / 5+ Days
Infraction 5:  BS/10 Days
Infraction 6:  EB for the remainder of the school year
Major infractions may immediately result in moving to higher level offenses on the first infraction.

**Examples of Major Bus Infractions will result in immediate OSS as well as bus suspension:**
1. Fighting
2. Vandalism of bus property
   - Infraction 1: 1 day OSS and 5 days off the bus
   - Infraction 2: 2 days OSS and 10 days off the bus
   - Infraction 3: 3 days OSS and permanent removal off the bus for the remainder of the year

**Discipline of Students with Disabilities**
Students with disabilities under Individualized Education Plans and students with Section 504 Plans are not exempt from school disciplinary procedures. The public schools are required to meet the individual educational needs of these students. Parents of these students are provided, on a yearly basis, with the Notice of Rights and Procedural Safeguards related to the discipline of disabled and Section 504 students.

**Attendance at School Activities While Suspended**
A student may be suspended for any reasons listed in the student code of conduct, Policy JICDA or JICDA-R, for up to 10 school days for any one offense. Suspension means the student cannot attend school or be on district or school property, cannot attend any school-related events or activities on or off campus, and cannot ride a school bus.

**Cell Phones/Communication Devices**

Kelly Edwards has a NO cell phone policy. Cell phones are not permissible at Kelly Edwards.
PARENT AND STUDENT RESOURCE GUIDE REVIEW:

My child, ________________________________, and I have reviewed and understand the following 2019-20 documents:

_______ Student/Parent Resource Handbook
_______ Student Code of Conduct

Student’s Signature: ___________________________ Date: ________________

Parent’s Signature: ___________________________ Date: ________________