

BLYTHE ACADEMY OF LANGUAGES

VISION

At Blythe Academy, students will achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.

MISSION

Our mission is to work together with stakeholders to teach our students the knowledge, skills, and strategies needed to become productive and responsible citizens in an ever-changing global society through instruction that includes language immersion education in French and Spanish.

BELIEF STATEMENTS

We believe...

- All students possess talents that should be nurtured.
- All students should be challenged to reach their highest potential.
- All students learn best in a safe and positive environment.

GOALS

- High academic achievement for every student is expected to raise academic performance
- Provide a school environment that is safe, challenging and supportive of learning, and provide an on-going pattern of communication that promotes public understanding and support of Blythe Academy
- Maintain 100% highly certified teachers/administrators as required by No Child Left Behind

EQUAL OPPORTUNITY

No student in the School District of Greenville County shall be denied equal opportunity to participate in any district program or activity on the basis of race, sex, religion, marital status, or national origin; and no student shall be denied a free appropriate education on account of any handicapping condition.

SCHOOL OFFICE HOURS

7:30-4:00 Someone will be available to assist parents and/or children.

A WORD FROM THE PRINCIPAL

The faculty and staff of Blythe Academy of Languages welcome you to the new school year. Blythe Academy is known for its commitment to the highest possible standards of academic excellence. Through the dedicated efforts of our staff, PTA, and parent volunteers, Blythe Academy has distinguished itself

as an outstanding school. Our awards include International Spanish Embassy School, 2006; International Spanish Academy Elementary School of the Year, 2013; International Spanish Academy School of the Year finalist, 2012, 2011; Palmetto Gold Award Winner for Academic Achievement and Closing the Achievement Gap , 2012, 2013, 2014, 2015; Palmetto Gold Award Winner for Academic Achievement, 2013, 2005, 2006; Palmetto Silver Award Winner for Academic Achievement, 2008, 2009, 2010; National PTA Award Winner for Parent Involvement, 2005-2007 and 2007-2010; State PTA award recipient for Outstanding Unit of the Year, 2006; National Magnet Schools of America Merit Award Winner, 2000-2001; SC School Board Saluting Student Success Award, 2001-2002; Safe Schools Awards, 2010, 2011, 2012, 2013, 2015, 2016; Healthy Schools Awards, 2013, 2014, 2016. Blythe students consistently score higher than district and state averages on state standardized testing. We are proud of the tradition of academic excellence established here at Blythe Academy.

Parents, please review the contents of this handbook with your children. It contains important information concerning our school.

We look forward to this school year. Working together, we can make this our best year ever and continue the tradition of “inspiring world class learners” at Blythe Academy of Languages.

Sandra E. Griffin, Ph.D.
Principal

DAILY SCHEDULES

7:15	Earliest time that students may enter the building
7:30-7:50	Children arriving on the school bus will report to the designated areas of the building.
7:50-8:00	All classrooms will be opened and teachers will be in their rooms.
8:00	School begins. After 8:00 students are tardy and must check in at the office before entering class. If students are frequently tardy, the parents must accompany their child to the office before the child will be admitted to class.
2:00	Early dismissals must be prior to 1:30
2:27	Afternoon announcements
2:30	Dismissal begins

Supervision by the Blythe staff is provided from 7:30 a.m. until 2:45 p.m. Students may not enter the building before or after these hours. Any students arriving prior to or after these hours will be expected to wait outside the building.

*****Rolling book bags are not allowed in the building.*****

ATTENDANCE

The school year consists of 180 days. To receive credit, students must attend at least 170 days of each year, as well as meet the minimum requirements for each course. Accrued student absences may not exceed 10 days during the school year. The first 10 absences may be lawful, unlawful, or a combination. Any absence in excess of 10 may cause the student to lose credit for the year and requires a medical note.

Record of student attendance is kept beginning with the first day of school. Students who have in excess of five (5) tardies will forfeit eligibility for perfect attendance for the year.

DISTRICT ATTENDANCE RULES

ATTENDANCE RULES FOR GREENVILLE COUNTY SCHOOLS

Regular school attendance is an essential part of a child's learning process and vital to graduating with a good education. Students who are frequently absent may be putting their futures in jeopardy by falling behind in academics and missing important socialization. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

In South Carolina, all children are required to attend a public or private school or kindergarten beginning at age five (5) and continuing until their 17th birthday. If a parent chooses not to send their children to kindergarten, a waiver must be signed. Waivers may be obtained at the local school. Parents also have the option of home schooling their children provided the requirements for home schooling are met.

In accordance with the Compulsory School Attendance Law and S.C. Code of Regulations, uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day and are counted present only when they are actually in school, on homebound instruction, or are present at an activity authorized by the school principal.

Lawful Absences

- Absences caused by a student's own illness* and whose attendance in school would endanger his or her health or the health of others.
*Verified by a statement from a physician within two (2) days of the student's return to school. Absences for CHRONIC or EXTENDED illness will be approved only when verified by a physician's statement.
- Absences due to an illness or death in the student's immediate family verified by a statement from the parent within two (2) days of the student's return to school.
- Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the principal in writing.
- Absences for students whose parents/guardians are experiencing a military deployment. A principal may grant up to five days of excused absences provided that 1) the absence is pre-approved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time period

- Absences due to activities that are approved in advance by the principal. This would include absences for extreme hardships. Such approval should be prearranged when possible.
 - **A student is considered in attendance when present for at least three (3) hours of a school day.**
 - **A written excuse for a student's absence must be turned in within two (2) days of the student's return to school. An excuse should include the reason for and the date of the absence. If a student fails to bring a valid written excuse to school, the absence(s) will be coded as either unverified or unexcused in Powerschool.**
 - **A parent may provide up to 10 parent notes excusing a student illness or an absence related to an immediate family member's illness or death. However, in order for any subsequent absence related to an illness to be lawful it must be supported by a physician statement/medical note. Beginning with the 11th parent note, such excuses will be considered unlawful and will be coded as unexcused, unless approved by the principal as a lawful absence.**

Unlawful Absences

- Absences of a student without the knowledge of his or her parents.
- Absences of a student without acceptable cause with the knowledge of his or her parents.
- Suspension is not to be counted as an unlawful absence for truancy purposes.

Truancy - A child, ages 6 to 17 years, is considered truant when the child has three (3) consecutive unlawful absences or a total of five (5) unlawful absences. The term "unlawful absence" shall refer to any absence without a written excuse, or any parent note after ten (10) that was not excused by the principal.

Tardiness

Punctuality is one of the most important skills that a person can learn. It directly correlates to an individual's success in the business world. Parents should have students at school on time each day. Furthermore, secondary students are expected to be in their individual classes on time. Late arrival (tardiness) results in interruptions to the learning process – not only for the tardy student but for other students in the class as well. Additionally, the tardy student misses important instruction. Each school has guidelines for the disciplinary consequences for tardiness.

What Do I Do If My Child Refuses To Go To School?

First, call the attendance clerk at your child's school and report the problem. If your child continues to miss school unlawfully, an administrator from your child's school will schedule an intervention conference with you and your child. At that time a plan will be devised to improve your child's attendance. If your child continues to miss school unlawfully, his/her case will be referred to an attendance supervisor or social worker. The attendance supervisor or social worker will convene a conference with you and your child regarding his/her attendance problem. If your child continues to miss school unlawfully, the case may be referred to Family Court for further intervention.

Chronic or Extended Illness

Absences for chronic or extended illness will be approved only when verified by a physician's statement. Parents of a student with a chronic illness (one which reoccurs and may cause the student to be absent in excess of the ten (10) allowable absences) must contact the school as early as possible in the school year and provide a statement signed by the physician who diagnoses or is treating the condition. School officials may contact the doctor concerning the illness. Written verification of chronic illness must be renewed each school year. However, periodic updates of the chronic illness statement may be requested by the school. Parents of students who will miss a significant number of days due to a chronic illness should consult their physician about intermittent homebound.

Approval of Absences in Excess of Ten (10) Days and Award of Credit

1. Approval or Disapproval of Absences

For the purpose of awarding credit for the year, the district board of trustees, or its designee, shall approve or disapprove any student's absence in excess of ten (10) days, regardless as to whether those absences are lawful, unlawful, or a combination of the two.

2. High School Credit

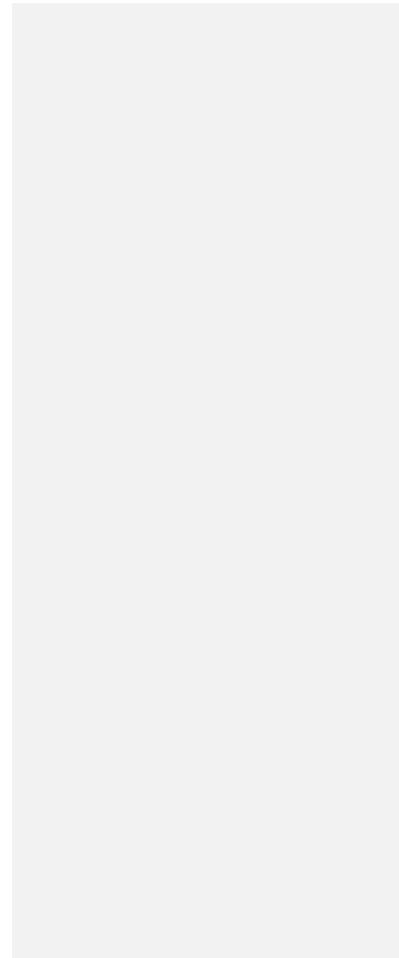
In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Local school boards should develop policies governing student absences giving appropriate consideration to unique situations that may arise within their districts when students do not meet the minimum attendance requirements.

Procedures for Makeup Work

1. Makeup Work for Excused Absences

- a. The student is excused for the absences, but not from assignments or material covered in class while absent. Therefore, it is the student's responsibility for make-up work in all subject matter covered during his/her absence.
- b. Provision for make up of school work missed during excused absences shall be worked out with the teacher(s) concerned at the earliest time possible but should not exceed five (5) school days after the student returns to school.

2. Makeup Work for Unexcused Absences



- a. Makeup of school work missed during unexcused absences may be approved only with permission of the principal after consultation with the teacher(s) concerned.

These rules apply to all schools in the district. In addition to the above, each school will develop procedures to handle absences consistent with the following:

- A. The status of all student absences shall be communicated to the teacher(s) concerned within three (3) days of the student's return to school.
- B. Student absences for school activities or college visitation may be excused by the principal. **CAUTION:** Absences for approved activities may also detract from the student's ability to benefit from the educational program. This factor should be taken into consideration when decisions are made with regard to individual student class absences for school activities.
- C. Each school will review its procedures for dealing with absences on an annual basis and make appropriate adjustments. Each school will also place its plan for dealing with absences in its student handbook (if applicable) and communicate this plan to parents/guardians through newsletters or other means early in the school year.

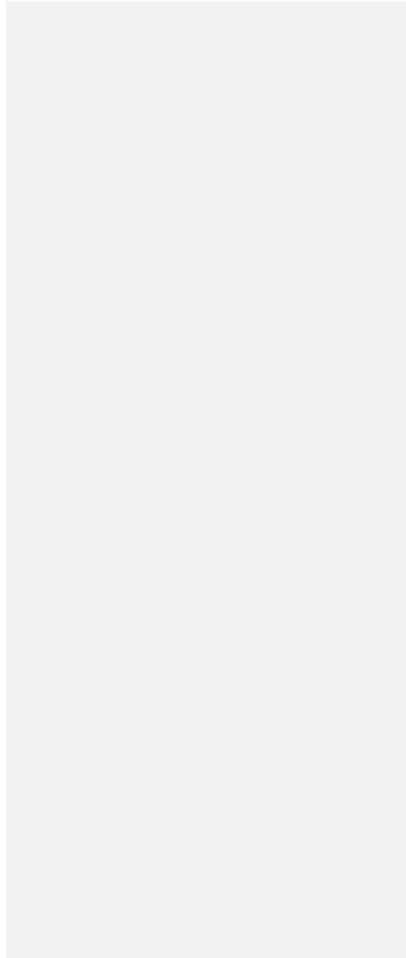
BLYTHE WEEKLY FOLDERS

Folders are sent home every Thursday. They include important information about your child's progress, PTA and school events, field trip permission forms. Please review the information in this envelope carefully. Please sign and return it on Friday.

BUS SERVICE

The driver of the school bus is in full charge of the pupils and the bus. Pupils will follow rules and regulations for school bus riders that are mailed from the district office at the beginning of the year. Students may be suspended from riding the bus if rules and regulations are not followed. Parents would be notified if this action becomes necessary. **Please refer to the bus rules in this handbook.** If you have a question or complaints about school bus services, please call the **Donaldson Bus Center at 355-5280**. If there is a problem concerning students on a bus, please contact the assistant principal at Blythe, **355-4411 or 355-3089**.

CAFETERIA LUNCH PROGRAM



The cafeteria staff provides a nourishing, well-balanced meal each day based upon the district's Culinary Creations Menu. While students are encouraged to eat the lunches prepared at school, they may bring a lunch from home. Students will have 25 minutes for lunch, according to the South Carolina Defined Minimum Program.

The Blythe Cafeteria will be using the electronic meal purchasing system. This system will allow students to purchase meals on a daily, weekly, monthly and/or yearly basis. When a student sets up a meal account, the cost of the meal will automatically be deducted whenever he or she eats. Each student will be issued a three or four digit account number. All students will be offered a reimbursable meal.

Students may purchase special sale items, i.e. juice, chips, etc., with money they have on account. Parents are requested to put breakfast/lunch money in an envelope with the child's name, amount and name of teacher on the front. This will aid the lunchroom staff in crediting the proper account. Parents may send money to be put on the child's account at any time during the week.

The Free and Reduced Lunch Program is available under the National School Lunch Program. An application form will be given to enrolling students. Parents will be notified in writing of eligibility. Parents will need to pay for a child's meal until their application has been approved.

Lunch Meal & Milk Prices: Breakfast (free to all students)

Student meals for a week	\$12.50	
Daily	\$2.50	
Reduced daily student meal	.40	
Adult meal	\$3.80	\$2.10

Parents are invited to have lunch with their children at any time. If a parent plans to eat lunch with his/her child, it is necessary to send a note so he or she will be included in the lunch count. Parents are encouraged to be aware of the exact time their child eats lunch. Upon arriving, all visitors must **SIGN IN at the office and get a VISITOR'S BADGE**. If parents arrive early, they must wait in the office lobby area. VIP luncheons are scheduled several times during the school year and are times for special friend and relatives, etc. to have lunch with students. Please refer to the school calendar for those dates.

A visitor's table is provided when you are having lunch with your child. Due to limited seating at this table, only your child will be allowed to join you for lunch. Your child needs to return with his class at the end of his lunch time. Parents are asked to say good-bye to the child in the cafeteria.

The microwave in the cafeteria is for teacher use only.

CHALLENGE PROGRAM

The school district provides programs for gifted and talented students to challenge them with rigorous, complex classwork and research. Gifted students may demonstrate high performance ability or potential in academic and/or artistic areas. Administrators, parents, teachers and students may make referrals for students to be screened.

Identification in academic areas will be made using multiple criteria. Students who meet the criteria in two of the three dimensions are eligible for placement. All students currently in the program will continue to be served.

Students may qualify automatically with an extremely high aptitude or IQ score at 96th percentile composite or higher for their age group. If students do not qualify solely on aptitude, they will be screened by this process:

In Dimension A - Reasoning Abilities:

Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal, non-verbal, quantitative and/or a composite of the three.

In Dimension B - Academic Achievement:

Students must demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or math as measured nationally normed or SC statewide assessment instruments.

In Dimension C - Intellectual/Academic Performance:

Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits, or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative, productive thinking. Rising third, fourth, fifth, and sixth grade students may be eligible to take the Performance Task Test in March if they have already met the criteria in Dimension A or Dimension B. Beginning with grade 7, students must have a 3.75 GPA on a 4.0 scale to meet the criteria in Dimension C.

Students must meet the criteria in two of these three dimensions to participate in the Gifted and Talented Program.

Results of private testing will not be accepted for placing students in the Challenge program.

CHANGE OF ADDRESS AND/OR PHONE NUMBER

It is necessary that we have your **current address** and **phone number at all times**. This information is especially important in cases of emergency. Please notify the school immediately upon changing your address or telephone number.

CLASSROOM OBSERVATIONS

Parents are welcome to observe in classrooms. All classroom visits must be scheduled prior to the actual visit, be on dates and times that are acceptable to both parent and teacher, and approved by administration. Observation visits are limited to one hour in length.

CLOSING SCHOOL (BAD WEATHER)

The closing of school due to extremely bad weather or severe emergency will be announced on the **day's 6:00 a.m. news on all radio and television stations in Greenville County**. If bad weather develops during the day, please listen to the radio for dismissal announcements. Please discuss with your child in advance the procedures you will follow in getting your child home early. **If the child's teacher doesn't have a note from the parent, the child will follow the same procedure he or she does on a daily basis.**

COUNSELING PROGRAM

Blythe counselors work closely with the school staff to provide a program of activities designed to enhance the personal, social and emotional development of our students. Counselors are available to help your child develop positive learning experiences and have a successful school year. Some of the services offered include: groups for children who are facing similar situations that impact their school success, individual sessions to help children deal with issues of conflict or change at home and school, classroom guidance lessons to help children learn how to get along with others and demonstrate good character, workshops for parents to learn ways to communicate with their children, consultation for parents to learn about assistance and community services available, and a parent resource library with books on a variety of topics. To schedule an appointment, please call 355-4404.

DISCIPLINE

Discipline policies included in this publication are based on information at the time of printing. District discipline policies are outlined in "Connected", the Greenville County Schools' parent newsletter, which is mailed early each August.

Blythe Academy will be an orderly, disciplined school where students are responsible and accountable for their actions. Students are expected to act with respect for each other and for the teachers. Most discipline can be handled between the teacher and the student. If the offense is serious or if inappropriate behavior persists, the student will be referred to the principal/assistant principal. Appropriate disciplinary measures will be determined by the administration. Parents will be informed of the inappropriate behavior in writing, by phone or a parent conference.

Our universal code of conduct:

On my honor I will show others the respect I would like in return. My behavior will be a good example to follow. I will do my best each day and help others when I can. I promise to obey the Blythe Academy rules. I will respect myself, respect others, and respect my school.

Posted in every classroom, this pledge is recited by students each morning during our news show. They also sign this as a behavior contract at the beginning of the school year.

Blythe's Discipline Code:

Students are expected to conduct themselves in an orderly manner at school at all times. Classroom rules that address student behavior have been designed to maintain a effective learning environment. When a student's inappropriate behavior has not been corrected by the teacher's management plan, the following steps will be taken.

1. The student will compose a note to be taken to his/her parents describing the behavior. This note must be signed by the parent and returned the next day.
2. The teacher will conduct a parent conference.
3. The teacher will send a referral to the principal for further disciplinary action.
4. Certain actions warrant immediate referrals to the administration.

When students choose to violate the discipline code, they may be assigned time-out in other classrooms, in-school suspension, or out-of-school suspension. Some offenses will result in an automatic out-of-school suspension, such as fighting, threatening, or hitting an adult or child, or other illegal activities as outlined in the district discipline code. Suspensions will be for no less than one day or more than ten days. Consequences are the decision of the administration.

The Discipline Code of the School District of Greenville County is distributed to each home at the beginning of the year. Parents are encouraged to discuss the discipline code and classroom expectations with their children.

If a disciplinary offense occurs which requires the student to be sent to the principal/assistant principal, a specific course of action will be followed.

1. **First Referral**--Principal/assistant principal will conference with the child to discuss the problem and help the student see how his/her behavior can be improved. The referral will be sent home with the child. It must be signed by the parent and returned to the principal the next day. Depending on the infraction, a consequence such as lunch and/or recess detention may be assigned.
2. **Second Referral**--a parent conference will be held by phone or in person to discuss the child's behavior and how it can be improved. The student may be placed in office detention/in-school suspension for the remainder of the school day. In office detention, the student will complete assigned work in a quiet environment and will be supervised by the Assistant Principal.
3. **Third Referral**--The student will be placed on in-school suspension for one-two days. A parent conference is required before the student may go back to class. In the in-school suspension program, students spend the day in the office under the supervision of the Assistant Principal. The student completes assigned work, even tests if necessary.
4. Students may lose the opportunity to participate in the next special event such as field trips, programs and/or other student privileges as a result of their misbehavior.

5. Additional referrals will require consequences for which options include suspension out of school.
6. Infractions which will result in more severe punishment on a first or second time offense include fighting, cursing, stealing, cheating, sexual actions, refusal to cooperate, disrespectfulness toward a staff member, and/or physical aggressiveness.
7. A copy of the discipline referral will be sent home with the student. Refusal to comply with consequences for misbehavior will result in possible out of school suspension for up to 10 days until the matter can be resolved.

Discipline referrals do not become a part of a student's permanent record.

Student Behavior Code

Student Behavior (Policy JCDA)

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

Students have a responsibility to know and respect the policies, rules and regulations of the school and District. Violations of such policies, rules and regulations will result in disciplinary actions. The Board directs students to the District's Behavior Code set forth in this policy and the student handbook for their individual school. The Board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

It is the philosophy of the District to handle all student disciplinary matters at the lowest supervisory level possible and in the most reasonable manner possible. Disciplinary action will be taken in accordance with appropriate procedural rights being afforded to students and their parents/guardians as provided by state law, State Board of Education regulation, and/or the policies of this District.

The Board and the administration offer the following listing of offenses and the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

Application of this Policy

The following rules regarding student conduct are in effect during the following times and in the following places:

- on the school grounds during, and immediately before or immediately after, school hours
- on the school grounds at any other time when the school is being used by a school group

- off the school grounds at a school activity, function or event
- en route to and from school or a school activity on a school bus or other school vehicle
- at any time or in any place that impacts the school's ability to maintain order and discipline in the Greenville County School District

Student Conduct Away from School Grounds or School Activities

The Board expects administrators to take appropriate action when information becomes available about student misconduct away from school grounds or school activities that may have a direct and detrimental effect on or seriously threaten the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the District. When assessing the impact of out-of-school behavior on a District school, the administrator should take into consideration the seriousness of the alleged out-of-school offense and the protection of students, faculty, staff and administrators from the effects of violence, drugs and/or disruptions.

Administrators are directed to evaluate each situation on a case-by-case basis. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns based on the reported out-of-school behavior and allow the student an opportunity to present his/her side of the story. Based upon all of the circumstances, including a finding that the alleged conduct will have a direct and immediate effect on the school or threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the school, the administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school.

At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action which may include, but is not limited to, one or more of the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue class work, but restricting the student's participation in extracurricular activities and/or designated school activities, for example, clubs, study halls, pep rallies, student government activities, and so forth
- suspending the student
- recommending placement in the District's alternative school
- recommending expulsion of the student for the remainder of the year

The disciplinary action taken must be supported by the evidence and take into full consideration the impact of the student's presence at school on the discipline, educational environment and safety or general welfare of other students, faculty, staff and/or administrators of the school.

Levels of Offenses

Students who engage in an ongoing pattern of behavior that is disruptive to the orderly operations of the school shall be recommended for expulsion. The following is a general listing of offenses and the required or recommended disciplinary actions which should be taken as a result of such offenses being committed.

Disorderly Conduct - Level I

Disorderly conduct is defined as any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school or the frequency or seriousness of which disturbs the classroom or school. Acts of disorderly conduct may include, but are not limited to, the following:

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- blackmail of other students or school personnel
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students, to include profane language
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- violation of school bus regulations
- cutting class
- possession or use of a paging device in violation of District policy
- school tardiness
- truancy
- use of obscene or profane language or gestures
- other disorderly acts as determined at the school level, which are not inconsistent with Board policy

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

- verbal reprimand
- withdrawal of privileges (a privilege, as defined by the Greenville County School Board, is a student's opportunity to participate in any function of the school beyond attending class, riding buses and participating in the School District's food service program)
- demerits
- detention
- in-school/out of school suspension
- other sanctions approved by the Board or administration

Disruptive Conduct - Level II

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 themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

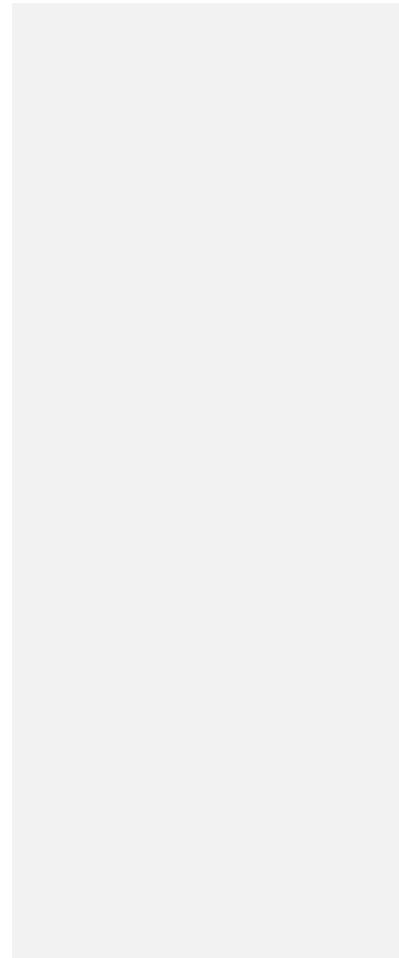
The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three or more times.

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

- fighting
- vandalism (minor)
- stealing
- use or possession of laser pointers, fireworks, smoke bombs, pepper-style sprays, and other similar devices or materials
- threats against others
- trespass
- abusive language to staff, to include profane language
- other disruptive acts which interfere with the educational process
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances, including tobacco and tobacco products, non-prescription drugs, “look-a-like” drugs, and drug paraphernalia, including rolling papers
- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- inappropriate verbal or physical conduct of a sexual nature
- misuse of District technology resources
- gambling on school property
- unlawful assembly
- disrupting lawful assembly
- harassment, intimidation or bullying
- intimidating, threatening, or physically abusing another student
- any other acts as determined at the school level that are not inconsistent with Board policy

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

- in-school suspension
- withdrawal of privileges (a privilege, as defined by the Greenville County School Board, is a student’s opportunity to participate in any function of the school beyond attending class, riding buses and participating in the School District’s food service program)



- temporary removal from class
- out-of-school suspension
- referral to outside agency
- assignment to alternative school
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities
- other sanctions as approved by the Board or administration

Criminal Conduct - Level III

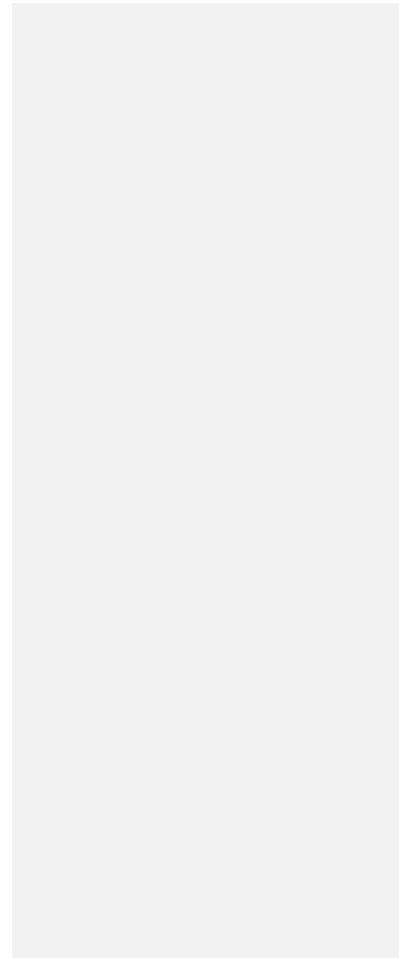
Criminal conduct is defined as those activities engaged in by students (whether or not they result in criminal charges) that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and/or action by the Board.

Whenever a student is engaging or has engaged in activities including, but not limited to, one of the acts specified below, while on school property or at a school sanctioned or sponsored activity which a principal or his/her designee has reason to believe may result, or has resulted, in injury or serious threat of injury to a person or to his/her property, the principal or his/her designee is required to notify law enforcement officials.

Acts for which principals must recommend students for expulsion include, but are not limited to, the following:

- bomb threat
- possession, use or transfer of weapons - a weapon is defined as a firearm (rifle, shotgun, pistol or similar device that propels a projectile through the energy of an explosive); a knife, razor, bludgeon, blackjack, metal pipe or pole, brass knuckles (to include multi-finger rings); incendiary or explosive device; or any other type of device or object which may be used to inflict bodily injury or death
- sexual offenses (which include sexual acts that do not result in a criminal offense)
- arson
- distribution, sale, purchase, manufacture, use, being under the influence of, or unlawful possession of alcohol or a controlled substance, as defined in S.C. Code Ann. §§ 44-53-110 through 44-53-270. (See Policy JCDAC)
- threatening to take the life of or inflict bodily harm upon a school employee or member of their immediate family
- ganging ("Ganging" or participating as a member of a gang and inflicting a violent act of bodily harm, however slight, upon another person will not be tolerated. A "gang" shall consist of two or more persons acting together for and with the purpose of committing an act of violence against another person. "Participation" also includes any act that interferes with or hinders a staff member from stopping the infliction of bodily injury that is the objective of the gang.)

Additional acts for which principals may recommend students for expulsion include, but are not limited to, the following:



- vandalism (major)
- theft, possession or sale of stolen property
- disturbing the schools
- possession, use, or transfer of “look-a-like” weapons
- assault and battery
- extortion
- any other acts as determined by the Board

Note Regarding Student Under the Influence

In determining whether a student is under the influence of alcohol or a controlled substance, the student’s appearance, behavior, manner, presence of an odor of the substance, and statements made by the student as to the use of controlled substances or alcohol may be considered without regard to the amount of alcohol/controlled substance consumed.

Note Regarding Recommendations for Expulsion

Recommendations for expulsion do not automatically result in expulsion. Hearing officers have the authority and flexibility to consider other disciplinary action based on the offense, age of student, previous disciplinary record, extenuating circumstance, and totality of the incident.

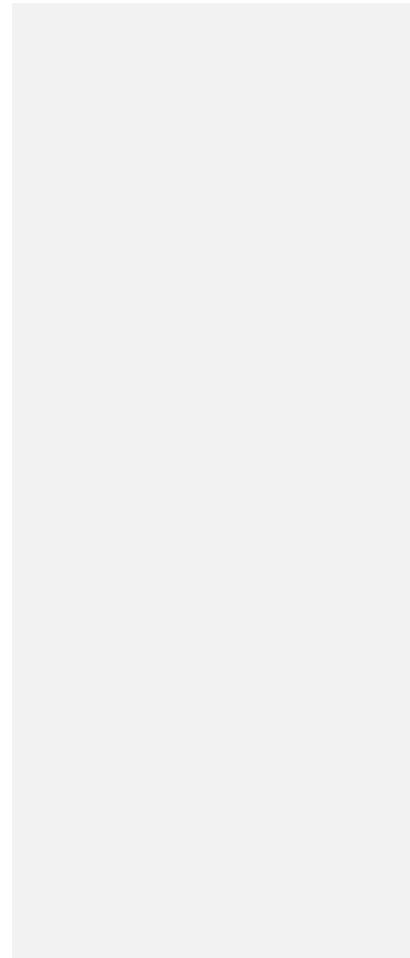
The principal must recommend students for expulsion if they have committed offenses which are underlined. If a student commits an offense that is not underlined, the principal may recommend the student for expulsion when the circumstances warrant it. The administration may apply sanctions in cases of criminal conduct which may include, but are not limited to the following:

- withdrawal of privileges (a privilege, as defined by the Greenville County School Board, is a student’s opportunity to participate in any function of the school beyond attending class, riding buses and participating in the school District’s food service program)
- out-of-school suspension
- assignment to alternative school
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities
- other sanctions as approved by the Board or administration

Extenuating, Mitigating or Aggravating Circumstances

The Board confers upon the Superintendent or his/her designee the authority to consider extenuating, mitigating or aggravating circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

Discipline of Disabled Students



Students identified as disabled pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA disabled”) will be disciplined in accordance with federal and state law as set forth in the special education procedures developed by the administration.

Paging Devices, Telecommunications Devices, and Cell Phones

For purpose of this policy, paging devices are defined as telecommunications devices, to include mobile telephones, that emit an audible signal, vibrate, display a message or otherwise summon or deliver a communication to the possessor.

Students who choose to bring paging devices to school must keep them in their vehicles or lockers, or another appropriate location determined by the school principal. During school hours while on school grounds, no student may use, or have turned on, a paging device without the prior permission of the principal, as set forth below. “Turned on” includes a paging device that is activated and set or programmed to ring, vibrate or otherwise send or receive a signal.

The principal or his/her designee may authorize a student to otherwise possess a paging device if the student is an active member of an emergency service organization, needs the paging device for a legitimate medical reason or otherwise needs the paging device for a legitimate reason, as determined by the principal. In such cases, the student must have prior written consent from the principal or his/her designee.

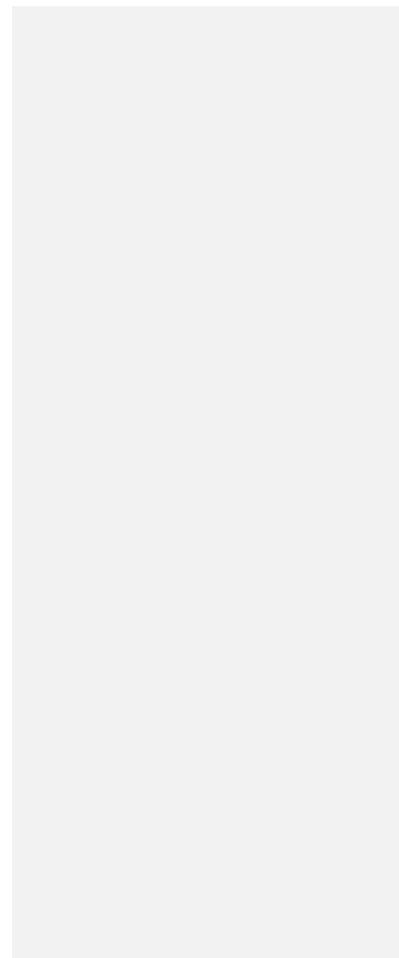
A person who finds a student in possession or use of a paging device in violation of this policy must report the student to the school principal. The principal or his/her designee must confiscate the device. The device will be returned to the student’s parent/legal guardian according to the terms set forth below. Confiscated cell phones must be returned to a parent/legal guardian prior to the end of the school year. A student who violates this policy regarding use and possession of paging devices is subject to discipline as follows:

First offense – confiscation of the paging device or mobile telephone and after a conference held the next school day with the parent/legal guardian, the paging device or mobile telephone will be returned to the parent/legal guardian. The parent/legal guardian must sign an agreement acknowledging their understanding of Board Policy JDCA and the penalties for subsequent violations.

Second offense - confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the parent/legal guardian 30 calendar days after the confiscation.

Third and subsequent offenses - confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the parent/legal guardian 60 calendar days after the confiscation.

Suspension (Summary of Policy JDD)



The Board provides due process of law to students, parents/legal guardians and school personnel through procedures for the suspension of students, which are consistent with federal law, state law and regulation and local policy.

According to state law, the Board may authorize the suspension of a student from school for commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations established by the District Board of Trustees (Student Behavior Code Policy JCDA), or the State Board of Education. The Board may also authorize the suspension of a student when the presence of the student is detrimental to the best interest of the school. Suspension means a student cannot attend school or be on the school grounds, cannot attend any program at the school in the daytime or at night and cannot ride a school bus.

Suspension is the exclusion of a student from school and school activities for a period of time not to exceed 10 school days for any one offense. The Board uses the word suspension in this policy to mean either suspension from school or in-school suspension as determined by the principal. The Board delegates the power of suspension to District administrators.

Requests for review of suspensions may be made to the principal and the Superintendent's designee. The decision of the Superintendent's designee ends the appeal process for suspensions. However, the Board must review suspensions that occur within the last 10 days of the school year if such suspension would make a student ineligible to receive credit for the school year. Suspension of students who are classified as disabled will be handled consistent with federal and state law and with procedures established by the Board.

Missed Work

Students who are suspended must make up missed work.

Expulsion

(Summary of Policy JDE)

Expulsion is the removal of a student from a school for the remainder of the school year, except in cases of permanent expulsion.

A student may be expelled for any reason listed in the Student Behavior Code Policy JCDA, for the commission of any crime, gross immorality, gross misbehavior or the violation of any other written rules and regulations established by the Board or the State Board of Education, or when the presence of the student is deemed to be detrimental to the best interests of the school. Students who engage in an ongoing pattern of behavior that is disruptive to the orderly operations of the school shall be recommended for expulsion, as set forth in Policy JCDA. Expulsion means the student cannot attend school or be on the school grounds, cannot attend any school-related events or activities on or off campus, and cannot ride a school bus.

The Board delegates to a District hearing officer the authority to conduct administrative hearings and expel students. The decision of the hearing officer may be appealed by either the student or the administration to the Board as indicated in Policy JDE.

Harassment, Intimidation, and Bullying

(Summary of Policy and Administrative Rule JCDAG)

Reporting Bullying, Discrimination, Harassment, Intimidation and Misconduct

The District is committed to fostering an environment that both promotes learning and prevents disruptions to the educational process. Accordingly, the District prohibits all forms of bullying, discrimination, harassment, or intimidation. As provided in Board Policy and Administrative Rule JCDAG, students and parents may file a report of bullying, discrimination, harassment, intimidation, or misconduct by other students, employees of the District, or third parties involved in the school setting.

All reports should be filed with the principal or his or her designee. Reports may also be filed by a student's parent. If the allegation is against the school's administration, the student or parent should file a report directly with the District's Parent Resource Representative. (See Policy JA for contact information). Anonymous reports may be made, but those reports must provide the District with adequate information in order to begin an investigation.

Additionally, students and parents should immediately report any concerns related to employee interactions with students that are inconsistent with the requirements and expectations contained in Board Policy GBV. Concerns that should be immediately reported to a school's administration include potential mistreatment of students and other conduct by employees that could constitute inappropriate interaction or communication, including those sexual in nature.

Investigations and Consequences

Reports will be investigated promptly, thoroughly, and confidentially. The investigation shall include appropriate steps to determine what occurred and to take actions designed to end the harassment, intimidation, or bullying, and prevent such misconduct from reoccurring. The student and his/her parent shall be informed of the results of the investigation and shall be advised how to report any subsequent issues. Any discipline of students or staff shall remain confidential.

If the investigation determines that inappropriate conduct has occurred, the administration shall take reasonable, timely, age-appropriate, and effective corrective action. Examples of corrective action include, but are not limited to, disciplinary action against the aggressor, up to and including termination of an employee or expulsion of a student.

The District prohibits retaliation or reprisal in any form against a student or employee who has filed a report. The District also prohibits any person from falsely accusing another person.

Appeals

Notification of the outcome of the investigation will be issued in writing to the complainant and the complainant will be informed of the right to appeal. An appeal related to disability discrimination or harassment should be made to the District's 504 Coordinator. An appeal regarding color, race, or national origin should be made to the District's Title VI Coordinator. An appeal regarding sexual harassment, sexual misconduct, or gender discrimination should be made to the District's Title IX Coordinator. (See Policy JA for contact information). A complainant may then appeal the decision of the coordinator to the Superintendent or his or her designee.

A complete copy of the District's Policy, Administrative Rule, and report form referenced above can be located at <http://www.boarddocs.com/sc/greenville/Board.nsf/Public#>. You may also receive a copy of Policy JCDAG, Administrative Rule JCDAG, or the report form from your school upon request.

**Sexual Harassment
(Summary of Policy JCDAG)**

All students and employees must avoid any action or conduct that could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing or electronically. Sexual harassment or inappropriate conduct of a sexual nature directed at students, either male or female, by District employees, other students, volunteers or third parties associated with schools is strictly prohibited. Such conduct is considered a violation that is disorderly, disruptive, and/or criminal in nature and will not be tolerated. Any employee who engages in such conduct may be subject to disciplinary action, up to and including a recommendation for termination. A student who engages in such conduct may be disciplined up to and including expulsion.

Any student who believes he/she has been subjected to sexual harassment or inappropriate conduct of a sexual nature by an employee, another student, a volunteer, or a third party, should report the incident in accordance with JCDAG. A parent may also report suspected sexual harassment on behalf of his/her child. Students will not be subject to retaliation or reprisal for having reported sexual harassment.

**Gang Activity or Association
(Summary of Policy JCDAE)**

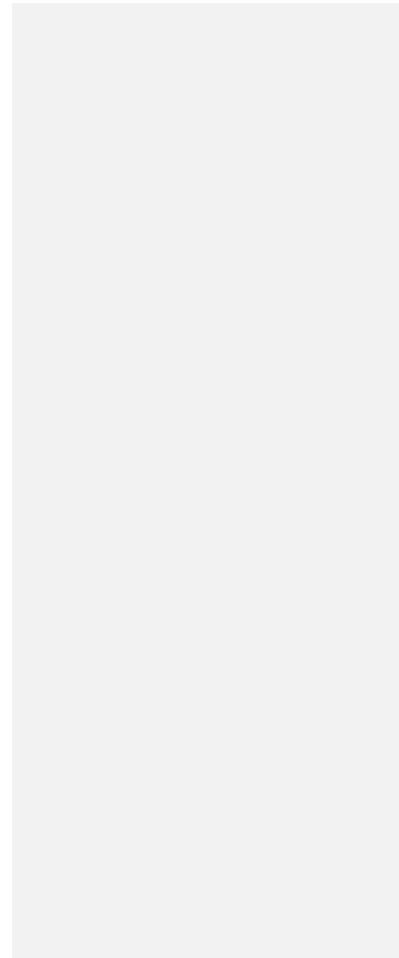
Gangs and activities of gangs are prohibited on or near school property and at school-sponsored events. A “gang” consists of two or more persons acting together for and with the purpose of committing an act of violence against another person.

The following conduct is prohibited at all times on school property and at school-sponsored events, regardless of where the events are held:

- Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign, manner of grooming or other item that evidences or reflects membership in or affiliation with any gang
- Engaging in any act, either verbal or nonverbal, including, but not limited to, gestures or handshakes, that indicates membership in or affiliation with any gang
- Engaging in any act in furtherance of the interests of any gang activity, including, but not limited to, soliciting membership or affiliation with a gang; soliciting any person to pay for “protection”; or soliciting any person to engage in physical violence against any other person
- Painting, writing, engraving, or otherwise inscribing any gang-related graffiti, messages, symbols or signs on school property

In determining as part of the implementation of this regulation whether certain acts or conduct are gang-related, school officials should consult with local law enforcement.

If the District determines that a student has violated the prohibitions set forth in this policy, the student will be subject to exclusion from participation in extracurricular activities, detention, suspension, and/or expulsion, dependent upon the specific circumstances of the offense. Students also may be referred to law enforcement. The District also reserves the right to permanently prohibit any student from wearing or displaying any article of clothing or accessory which the District has determined to be a gang indicator.



**Searches, Student Interrogations, and Arrests
(Summary of Policy JCAB)**

The Board recognizes that both state law and the Fourth Amendment to the United States Constitution protect citizens, including students, from unreasonable searches and seizures. The Board accordingly directs all District personnel to conduct searches and seizures on District property or during District sponsored events in accordance with applicable federal and state law.

Searches

As authorized by state law, District and school administrators and officials may conduct reasonable searches on District property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels, with or without probable cause, subject to the limitations and requirements of this policy.

Contacting Law Enforcement

As provided in S.C. Code Ann. § 59-24-60, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity, which may result, or results in, injury or serious threat of injury to the person, or to another person, or his property. Such reportable activities or conduct may include, but are not limited to, the examples of criminal conduct referenced in Level III of Board Policy JCDA (Behavior Code).

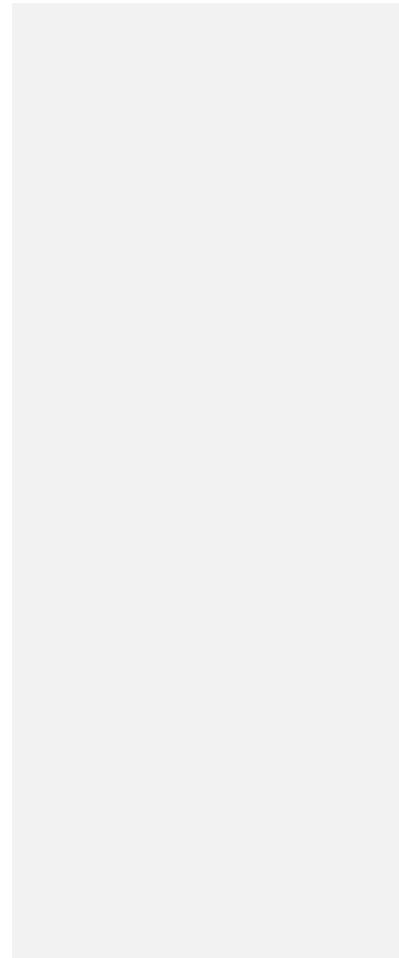
The Board recognizes that, when law enforcement authorities are contacted pursuant to S.C. Code Ann. § 59-24-60, the law enforcement authorities must make the determination whether they will conduct an investigation into the matter.

Interrogations by School Personnel and School Resource Officers

Administrators and teachers, as well as school resource officers, may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The questioning shall be conducted discreetly and under circumstances which will avoid, to the extent practical under the circumstances, unnecessary embarrassment to the person being questioned. School resource officers shall act consistently with law enforcement guidelines should any routine questioning turn into a criminal investigation. Any student who answers falsely or evasively or who refuses to answer an appropriate question may be disciplined.

Interrogations by Law Enforcement

When law enforcement officers find it necessary to question a student during the school day regarding matters not connected to the school, the principal or his/her designee shall cooperate with law enforcement and shall request to be present, so long as his/her presence does not impede the



investigation. The principal or his/her designee should make a reasonable attempt to contact the student's parent/legal guardian and request his/her presence.

**Weapons in School
(Summary of Policy JCDA)**

While on school grounds, in school buildings, on buses or at school-related functions, students will not possess any item capable of inflicting injury or harm (hereinafter referred to as a weapon) to persons or property when that item is not used in relation to a normal school activity at a scheduled time for the student. No vehicles parked on school property may contain firearms, knives, blackjacks, or other items which are generally considered to be weapons. In addition to disciplinary action, having a weapon is a felony offense.

Weapons (firearms)

The Board or its designee will expel for no less than one calendar year any student who has brought or possessed a firearm on school property, at District or school related functions, or at any setting under the jurisdiction of Greenville County Schools. For purposes of this section of the policy, weapon is defined as a firearm. The term firearm is defined extensively in the U. S. Code, but generally means a weapon (gun) or destructive device (explosive, incendiary).

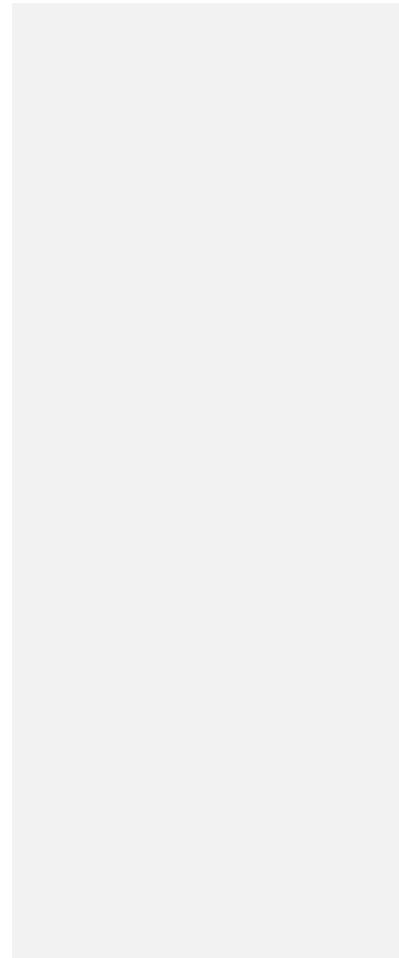
**Alcohol Use/Drug Use
(Summary of Policy JCDAC)**

No student, regardless of age, will possess, use, sell, purchase, barter, distribute, or be under the influence of alcohol or a controlled substance, as defined in S.C. Code Ann. §§ 44-53-110 through 44-53-270, (see the Behavior Code) in the following circumstances:

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function or event, whether on or off school grounds (including any place where an interscholastic athletic contest is taking place)
- en route to or from, or during any field trip
- during any trip or activity sponsored by the Board or under the supervision of the Board or its authorized agents

NOTE: In determining whether a student is under the influence of alcohol or a controlled substance, the student's appearance, behavior, manner, presence of an odor of the substance, and statements made by the student as to the use of controlled substances or alcohol may be considered without regard to the amount of alcohol/controlled substance consumed.

The administration will recommend students who violate this policy for expulsion. The Board intends to expel all students who are determined to have distributed any controlled substance on school grounds.



**Tobacco Use
(Policy JCDAB)**

Students are not permitted to use or possess any tobacco products while in school buildings, on school grounds, on school buses, or at any time that a student is under the direct administrative jurisdiction of the school or school officials. Disciplinary actions will be handled in accordance with the Behavior Code.

Computer Acceptable Use Rule

Each school year every person who uses a Greenville County School District computer must review the Acceptable Use Rule (Board Rule EFE). This rule is available on the GCS website at www.greenville.k12.sc.us/gcsd/depts/ets/policy/aup.asp.

Participation in Extracurricular Activities

Student participation in extracurricular activities is a privilege (not a right) that a student earns through proper conduct and academic achievement. A student may be denied the privilege of participating in an extracurricular activity and/or an event when the student's conduct is not consistent with District Policy; the District's Behavior Code and/or academic standards; the conduct expectations and/or academic standards of the student's school; and/or the conduct expectations and/or academic standards of the particular activity. Extracurricular activities include, but are not limited to, athletic teams, academic clubs/teams, prom, graduation exercises, and attendance at any school function outside of the normal school day.

**Dress Code
(Policy JCDAF)**

Students are expected to dress and be groomed in such a way as to not distract or cause disruption in the educational program or orderly operation of the school. Personal appearance of students should promote health and safety, contribute to a climate conducive to teaching and learning, and project a positive image of the District to the community. Students should dress for the educational setting and not the recreational one. The principal may create further guidelines regarding student dress, which are consistent with this policy.

- Clothing and/or hair should not be so extreme or inappropriate to the school setting as to disrupt the education process. Therefore, clothing deemed distracting, revealing, overly suggestive or otherwise disruptive will not be permitted.
- Wearing accessories or clothing that could pose a safety threat to oneself or others is not allowed.
- Hats and sunglasses may not be worn in the building.
- Attire must not evidence membership or affiliation with a "gang" in any negative sense of the term.
- Proper shoes must be worn at all times.
- Attire must not be immodest, obscene, profane, lewd, vulgar, indecent or offensive.
- Clothing that inappropriately exposes body parts is not permitted. Students shall not expose undergarments.
- Pants must be worn at the natural waistline and undergarments are not to be visible. Pants and slacks must not bag, sag, or drag.

- No clothing, jewelry, or tattoos are permitted that display profanity, suggestive phrases, or advertisements for, or messages or pictures depicting or suggesting alcohol, tobacco, drugs, or sex.

The administration will make the final judgment on the appropriateness of clothing and/or appearance and reserves the right to prohibit students from wearing any articles of clothing or other items which lead to or may foreseeably result in the disruption of or interference with the school environment. In the event the administration determines a student's dress is inappropriate for school in accordance with this policy, the administration will either require the student to change or will inform the student not to wear the garment to school again. Repeated violations of the Dress Code will be treated as disruptive behavior in violation of the District's Behavior Code.

Student Speakers at School-Sponsored Activities

The School District of Greenville County is committed to maintaining an educational environment in which students of all backgrounds, beliefs and religions are welcome and treated with equal dignity and respect. The District will neither advance nor inhibit religion. In accord with the United States Constitution, the District protects private expression, including religious expression, by individual students as long as that expression does not create a disruption to or interfere with the educational environment.

Student speakers at school-sponsored activities, including graduations, may not be selected on a basis that either favors or disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious or secular content. In contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or religious content. A school, however, may prevent or remove a speaker if the content of their speech is obscene, contrary to the District's behavior code or substantially disruptive to the school environment.

Transportation Rules

The School District of Greenville County must ensure that the bus ride to and from school is safe. All bus riders are required to follow bus safety rules at all times. Failure to do so will result in disciplinary sanctions, possibly including exclusion from the bus. Usual school disciplinary sanctions, such as suspension and expulsion, may also be imposed.

Each bus rider is expected to:

- follow the driver's directions,
- sit in the assigned seat,
- keep hands, arms, legs, and objects to himself and inside the bus,
- refrain from cursing, name calling, gestures, or loud talking,
- refrain from pushing, shoving, or annoying other students,

- refrain from eating, drinking, chewing gum, or littering,
- obey all points of the Student Behavior Code.

Appropriate disciplinary action will be taken for incidents which involve severe offenses, such as: fighting, possession of weapons, drugs or alcohol, use of tobacco products, any action which endangers the safety of the driver and other students, or damage to the bus. Such action could involve a longer suspension from the bus or other sanction.

The bus supervisor and transportation officials have the authority to remove a student from the bus if the student becomes uncontrollable while on the bus. The student may not board the bus again until granted permission by the principal.

Buses are equipped with video surveillance equipment that is used to view student and employee conduct by transportation management staff, principals or their designee, and other appropriate district staff.

If a student damages a school bus, the student will be charged the assessed repair rate set by the State Department of Education. The student responsible for the damage will be suspended from riding the bus until restitution is made. Total restitution must be made or the bus privilege will be lost. Appropriate action for special needs students who violate bus rules will be taken by the principal and may involve other intervention as indicated by the student's Individual Education Plan (IEP) Committee or as required by law.

Students and parents should not attempt to discuss bus rule violations or suspension matters with the bus driver at a bus stop. Students who attempt to board the bus while suspended or adults who attempt to board or interfere with the operation of the bus, may be prosecuted under applicable South Carolina law.

The School District of Greenville County must safely transport all bus riders to and from school. Bus riders will be denied the privilege of riding the bus if their behavior is unacceptable or infringes on the rights of other bus riders. It will be the responsibility of the parent or guardian to see that the student is transported to school during this time.

School administrators review and respond to school bus discipline referrals. This brief summary provides an overview of school bus discipline guidelines. A complete copy of these guidelines can be found on the district's website under the Transportation Department at <http://www.greenville.k12.sc.us/gcsd/depts/trans/index.asp>.

Greenville County Schools Code of Conduct on School Buses

In order to insure the safety of all students riding buses in Greenville County Schools, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best

behavior while on school buses or vehicles. Violations of school bus rules will be addressed in the manner listed below, with the exception of violations relating to the tagging program used in elementary schools. The guidelines for that function are listed separately at the end of this document. The School District Behavior Code is in effect for all students at all times when being transported on school buses to and from school or school activities. Thus, while students may lose the privilege to ride the bus due to their misconduct, the student may also be disciplined according to the District's Behavior Code, up to and including suspension, recommendation for expulsion and notification to law enforcement.

Level I Offenses - Disorderly Conduct

- Refusing to follow driver directions
- Getting on or off the bus at an unauthorized stop without permission
- Standing or sitting improperly while the bus is moving
- Riding the wrong bus without permission from the principal
- General horseplay
- Making loud noises
- Profanity/Obscene Gestures
- Littering
- Possession of tobacco products, e-cigarettes or vaping devices
- Delaying bus services by tardiness, loitering, etc.

**The school administration may classify a Level I offense as a Level II offense if the infraction seriously jeopardizes the health and/or safety of others.*

Level I Consequences

- 1st Referral -- Warning and parent contact
- 2nd Referral -- In school punishment, parent contact and/or one (1) day bus suspension
- 3rd Referral -- Suspended from bus three (3) days and parent conference
- 4th Referral -- Suspended from bus up to five (5) days and parent conference
- Additional Level I referrals will result in administrative review and may be accelerated to a Level II offense

Level II Offenses

- Use of tobacco products, e- cigarettes, or vaping devices
- Throwing objects out of bus
- Profanity directed at staff
- Rude, discourteous behavior directed at staff
- Vandalism [restitution may be required]
- Harassing, threatening or intimidating another student
- Fighting
- Stealing
- Inappropriate verbal or physical conduct of a sexual nature

- Other safety violations that may interfere with the safe operation of the school bus

**The school administration may classify a Level II offense as a Level III offense if the infraction seriously jeopardizes the health and/or safety of others.*

Level II Consequences

- 1st Referral -- Suspension from bus up to ten (10) days and parent conference
- 2nd Referral -- Suspension from bus ten (10) days and parent conference
- 3rd Referral -- Suspension from bus thirty (30) days, possible removal and parent conference

Level III Offenses

- Possession, use or transfer of weapons
- Sexual offenses (which include sexual acts that do not result in criminal offense)
- Arson
- Impeding the operation of a school bus
- Distribution, sale, purchase, use or being under the influence of alcohol or controlled substance
- Threatening to take the life of or inflict bodily harm to a school employee
- Ganging
- Bomb threat

Level III Consequences

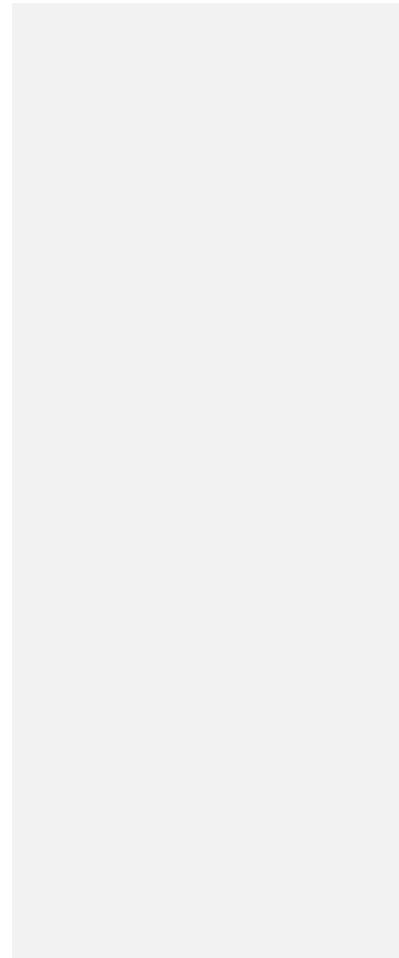
- Any referral - Minimum thirty (30) days suspension from bus and possible removal from bus for remainder of school year and parent conference.

Discipline of Disable Students:

Students with disabilities will be discipline in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

**Greenville County Schools
General Procedures for Transporting 4K, 5K, and 1st Grade Students**

School Responsibilities:



Schools are responsible for ensuring that all student transportation information is transmitted to their respective center in a timely manner during the school year. Schools are required to maintain accurate student information in PowerSchool to include accurate student addresses and correct arrival and departure codes. All bus requests will be submitted to the transportation center by July 31st prior to the beginning of school. Student information submitted after this time may not allow sufficient time to process information and assign the student to a bus prior to the opening of school.

All K4, K5 and 1st grade students will receive a numbered ID tag from the school prior to boarding the bus in the afternoon. The tag must be visible to the driver. As the student departs the bus in the afternoon, the driver will collect the student's identification tag. The driver will retain the tag and deliver all tags to the school the following morning. The school will distribute the tags to the respective teacher or staff member so the tags can be put on the student before afternoon bus dismissal.

Each 4K, 5K and 1st grade student must wear a bus tag while being transported to and from school for the entire school year. The student tag shall include the following information:

Front:	Back:
Student Name	Student Address
Unique number	
<input type="checkbox"/> Student designee name (4 th grade or above)	
Route number	

Driver Responsibilities:

Drivers are responsible for ensuring that 4K, 5K and 1st grade students are not allowed to depart the bus, whether alone or in a group, if a parent/guardian/designee, with a numbered card, is not present at the stop. Drivers are responsible for returning these students to the elementary school. The driver will immediately contact his/her respective bus center and alert them to the fact that a student is being returned to school. The center staff will immediately notify the school so that school staff can be present to meet the bus.

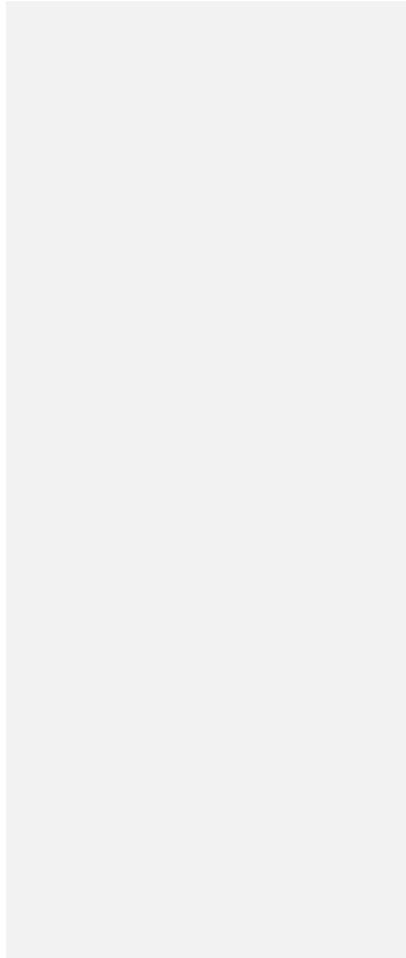
Drivers are responsible for turning in a "School Bus Disciplinary Report" each time a student is returned to the elementary school.

Drivers are responsible for assigning all 4K students to seats at the front of the bus. Under normal circumstances siblings will be assigned to the same seat.

The transportation department will provide the driver with a list of students at each stop. If the driver has any doubt about whether the student is at the right stop or not, the driver should immediately notify their center for instructions.

Parent Responsibilities:

The parent/guardian is responsible for properly registering their student(s) at the designated school and ensuring that all information provided on required forms is accurate and current. The parent/guardian is responsible for updating this information at the school whenever changes occur.



The parent/guardian must be present at the regular bus stop both during the morning pickup and afternoon drop-off of their 4K, 5K or 1st grade child. The parent/guardian will be given four (4) numbered cards to distribute to any designee to be at the bus stop in their place. The designee may be another adult or student designee (4th grade or higher). A Bus Tag Application is to be furnished by the school, completed and returned by the parent/guardian to the school before the student rides the bus. One person may serve as designee for multiple children. The parent/guardian is ultimately responsible for the safety and conduct of his/her child at the regular school bus stop.

If a 4K, 5K or first grade student is preparing to depart the bus at their assigned stop, whether alone or in a group, AND the parent/guardian/designee, with the numbered card, is not present at the bus stop, the student will be returned to his/her elementary school. When a student is returned to the elementary school, school staff will contact the parent/guardian via contact information that has been provided by the parent/guardian. If the parent/guardian cannot be located, the matter could be referred to Greenville County Schools Law Enforcement Division, appropriate local Law Enforcement Agency, and/or the Greenville County Department of Social Services (DSS).

Incidents of the parent/guardian/designee, with the numbered card, not being at the bus stop for PM drop-off, will result in all transportation services being discontinued according to the following schedule:

- First Incident: Warning to parent by school with review of future consequences
- Second Incident: 3 days off the bus
- Third Incident: 5 days off the bus
- Fourth Incident: 10 days off the bus
- Fifth Incident: Removal from bus for the remainder of school year

The school administration will implement the above schedule without a bus driver referral and notify appropriate bus center of the effective dates of loss of bus transportation services.

Please note that the above table of incidents and loss of transportation bus privileges is absolute with no discretion on the part of the school administration.

EXTENDED DAY PROGRAM (EDP)

Blythe Academy Extended Day Program (EDP) provides quality care for students from 2:30 until 6 PM daily. Admission to the program is by lottery, held in April. A one time, non-refundable registration fee of \$42.00, per family, is required. Weekly rates, (based on one student), are \$42.00 for 3, 4 or 5 days per week, \$26.00 for 2 days per week, and \$16.00 for 1 day per week. EDP is NOT a drop in, the days you select for your child(ren), are predetermined. (We also offer rates for additional children in the same family.)

EDP operates during regular full school days. Operating hours are 2:30 until 6:00 p.m. Parents must pick up their children by 6:00 p.m. or they will incur a late fee of \$1.00 per minute. A regular occurrence will result in the child being removed from the program.

For additional information please call Blythe Academy, or call the direct EDP phone after 3:00 p.m., Monday to Friday, during the school year. 864-423-8068.

EARLY DISMISSAL

When it is necessary for your child to be dismissed early, a **note** must be sent to the teacher, who will forward the note to the office. The note must contain the following information; date, students full name, reason and time of dismissal, name of person transporting student, telephone number of parent who can be reached to verify dismissal if needed. Students will be called by the office staff when parents come to pick them up. **A parent, guardian, or designee must sign the child out for early dismissal.** This procedure is for the protection of your child. If anyone other than the parent or legal guardian is picking up the child, they must be prepared to show photo identification. **EARLY DISMISSALS MUST BE PRIOR TO 1:30 P.M.**

EXCUSES FROM RECESS OR PHYSICAL EDUCATION

Sometimes, after a serious illness or injury, a parent may wish to have his child excused from physical education and or/recess. **Please send a note to the teacher stating the reason for this request. If this request is for more than three days, a doctor's statement is needed. Children who are excused from either of these activities will go to another classroom during this time.**

FIELD TRIPS

Field trips are an extension of the instructional program. Blythe teachers spend many hours planning and preparing for an exciting and enriching experience for our students. **Students are expected to fulfill their responsibilities, i.e. homework, behavior, classwork, monetary obligations, in order to participate. All students are required to have a bag lunch from the cafeteria or from home on the day of the field trip.** This allows teachers to be certain that food is packed appropriately and expedite departure time. Students are also required to have a signed permission slip from their parents or legal guardian. No phone calls will be allowed as verbal permission. If there is a monetary reason keeping a child from participating in a field trip, please call your child's teacher and/or the principal to discuss alternatives that would make the field trip possible for your child. **THE PERMISSION SLIP, FIELD TRIP FEE, AND BAG LUNCH FEE MUST BE TURNED IN TO THE TEACHER 24 HOURS PRIOR TO THE FIELD TRIP IN ORDER TO PARTICIPATE. ANY EXCEPTIONS MUST BE APPROVED BY THE ADMINISTRATION.**

GRADING STUDENTS

The School District of Greenville County changed its course grading scale effective for the 2018-2019 school year.

Beginning with the second quarter of **first grade**, teachers will use a district checklist for all subject areas to communicate the progress of first grade students to parents.

Elementary school students in **grades 2 - 5** will receive a numerical grade for each subject.

A= 90-100
B= 80 -89
C= 70-79
D= 60-69
F= 50-59

Definitions of grades given for participation in elementary **related arts** are:

Q: Quality achievement of standards
M: Meets standards
P: Progressing towards standards
L: Little or no progression towards standards

Penmanship is graded as follows:

M=Meets Standards
P=Progressing towards Standards

The report card indicates whether your child is working on or below grade level in math and reading.

Students must have all A's and B's in graded subjects, and S's or E's in un-graded subjects to make the Honor Roll.

REPORT CARDS/PROGRESS REPORTS

Report cards are sent home every nine weeks. This report will grade children in reading, language, spelling, handwriting, mathematics, social studies, science and health, art, music, physical education and habits and attitudes. **Report cards will be issued on October 30, January 23, April 2, and June 7.** If a report is not received at the end of each nine-week period, please notify the child's teacher or school office. Interim progress reports may be sent at any time during the grading period to inform parents of a lack of progress in certain areas.

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STUDENT EMERGENCY FORM

A Health Card must be completed for each child. The information on this card helps the school contact parents in the event of an emergency. It is most important that you make your child's teacher and the school aware of any SPECIAL HEALTH PROBLEMS. Please inform the school nurse

in writing if there are any changes in your address, phone number at work or home, and/or persons to contact in the event of an emergency. Confidentiality will be maintained.

HEALTH ROOM

The Health Room is open daily and under supervision of an RN. **Our Health Room numbers are 355-4407 and 355-6970.** Minor First Aid will be administered for injuries and for illnesses occurring at school. The purpose of the Health Room is to provide **short term** care in the event a student becomes sick/injured at school. It is not intended to take the place of a physician's office. If our nurse or your child indicates he or she is too ill to remain at school, every effort will be made to contact you. If parents cannot be reached, the school will follow directions on the student's health card. In the event of a serious situation when no one can be reached who can assume responsibility for the child, EMS will be called. The parent will be responsible for any cost incurred.

We maintain a small supply of clothing in the event that a student needs a change of clothing during the school day. We cannot guarantee all sizes. Students will be allowed to call home if his/her size is not available and clothing is too soiled to complete the day. Please wash and return borrowed clothing the next school day. Donations to the clothing closet are appreciated.

MEDICATIONS

1. All medications must be administered by the school nurse or school staff as authorized by the principal. Students are **not allowed** to give themselves medication at school.
2. **Students are NOT to transport any medication to or from school.** If necessary for a student to have medicine at school it must be **handed to the school nurse or front office staff by the parent or legal guardian.** This is for the safety of our students. Only the amount of medicine needed at school should be brought or arrangements must be made for an adult to pick it up at the end of the day.
3. Medications must be in original containers with student's name on it.
4. Written permission to give medicine must be completed and signed by the parent indicating name of student, name of medicine, dosage, and time to be given. If the medicine is to be given for longer than 2 weeks, a physician's authorization form must also be completed by the doctor who has prescribed or recommended the medication.
5. Students found with medication at school are subject to disciplinary measures.
6. **Medications containing aspirin (salicylates) will require a doctor's order before school staff may administer this product.** For many years, aspirin has been contraindicated for children with chicken pox due to the risk of developing Reye's Syndrome, a serious, potentially fatal condition. Recently, many doctors have recommended excluding any product containing salicylates for any viral illness. As you know, viral illnesses are often very difficult to identify, and for this reason we must implement this requirement.

Some of the products frequently administered to students that contain aspirin (salicylates) are aspirin tablets, Bismuth Liquid (Pepto Bismol) and combination products often given for colds, allergies and pain.

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All medications must be age appropriate. For example, Tylenol and/or Motrin should be Children's or Jr. strength. Even if your child takes 1 tablet of the adult form at home, please send in only Children's or Jr. strength for school. This is to comply with school district policy.

Your child's health is very important to us and it is felt that this safeguard will help to ensure their well-being.

SPECIAL HEALTH PROBLEMS

Please make your child's teacher and the school nurse aware of any SPECIAL HEALTH PROBLEMS. A statement of the nature of the special health problem is required in writing. A doctor's statement is required to outline procedures that need to be taken in the event your child requires any special attention or administration of medication.

HOMEWORK / CLASSWORK

Homework is an integral part of the learning process and includes opportunities for students to reinforce, synthesize, and extend classroom learning. Homework should be meaningful and engaging, should purposefully support the curriculum, and should help students develop responsibility and good work habits. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework should be designed to be completed independently. The three generally recognized types of homework are practice, preparation, and extension. Practice homework reinforces newly acquired skills taught in class. Preparation homework helps students prepare for upcoming lessons, activities, or tests. Extension homework provides challenging, often longer-term, opportunities for enrichment and extension that parallel class work. Students should be taught study techniques, including the wise scheduling and use of time for both daily and long-range assignments. Within five days of a student's return from an excused absence, the student must work out provisions for making up missed work with the teacher(s). The principal must approve the make up of work missed during an unexcused absence after consultation with the teacher(s). Recommended time for homework by grade levels are:

- Grades K – 2 30 minutes/day
- Grade 3 45 minutes/day
- Grades 4-5 60 minutes/day

Students should spend some time each day reading independently. This time should not be considered part of homework and should include a variety of types of reading.

Research indicates that providing feedback on homework enhances student achievement. Although it is neither feasible nor recommended that teachers collect and grade all homework, they should employ strategies that help them manage their workload while maximizing the effectiveness of the feedback. Homework should have clear meaning and importance relating to the curriculum. The homework average should count no more than 10% of the overall quarterly grade at the elementary level. Depending on the assignment, homework grades should be based on effort, correctness, or a combination of the two. Because they require a much greater amount of time and effort than daily assignments, grades for long-range assignments should not count as part of the homework percentage.

If your child is ill and unable to attend school, you may arrange to pick up his daily assignments by calling the school office **no later than 8:30 a.m.** This will enable the teacher to make arrangements throughout the day to gather the assignments. You may pick up these assignments in the front office after 2:30 p.m.

IMMERSION REMOVAL GUIDELINES

What is a foreign language partial immersion program and how does it work?

In partial immersion programs, instructional time is divided equally between English and the immersion language throughout the elementary grades. At Blythe Academy, students spend 50% of the instructional day learning math and science content in either French or Spanish.

The goal of immersion is to provide educational experiences, beginning in kindergarten and ideally sustained through Grade 12, that support academic and linguistic development in two languages and that develop students' appreciation of their own and other cultures. Immersion education adds knowledge about a new language and culture while building on a child's English language skills and knowledge of U.S. culture.

In order to make academic lessons comprehensible to learners and to support their second language learning, immersion teachers—who are highly proficient in English and the immersion language—use a vast repertoire of instructional strategies as they cover the school district's curriculum (Cloud, Genesee, & Hamayan, 2000; Snow, 1987).

In the early years, immersion teachers realize that their students will not understand everything they say. They use body language, visuals, manipulatives, exaggerated facial expressions, and expressive intonation to communicate their meaning. In kindergarten it is common for students to speak English with their peers and when responding to their teacher. As the years progress, students naturally use more of the immersion language. To draw students into using the language, teachers often use songs, useful phrases, chants, and rhymes and carefully structure the day with familiar routines.

Why should I consider enrolling my child in an immersion program?

Immersion programs are the fastest growing and most effective type of foreign language program currently available in U.S. schools. Most immersion students can be expected to reach higher levels of second language proficiency than students in other school-based language programs (Met, 1998).

Becoming bilingual opens the door to communication with more people in more places, and many parents want to provide their children with skills to interact competently in an increasingly interdependent world community. In addition to reaping the social and economic advantages of bilingualism, immersion learners benefit cognitively, exhibiting greater nonverbal problem-solving abilities and more flexible thinking (see reviews in Met, 1998). It has been suggested that the very processes learners need to use to make sense of the teacher's meaning make them pay closer attention and think harder. These processes, in turn, appear to have a positive effect on cognitive development. However, a high level of second language proficiency is needed in order to experience the positive cognitive benefits that come with bilingualism (Cummins, 1981). From the standpoint of academic achievement, over three decades of studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English (Cloud, Genesee, & Hamayan, 2000; Genesee, 1987).

What are the goals of the partial immersion program at Blythe?

The long-range goals of an immersion program include: 1) developing a high level of proficiency in the foreign language; 2) developing positive attitudes toward those who speak the foreign language and toward their culture(s); 3) developing English language skills commensurate with expectations for student's age and abilities; 4) gaining skills and knowledge in the content areas of the curriculum in keeping with stated objectives in these areas.

The goals of a foreign language immersion program are to acquire subject matter knowledge and concurrently build proficiency in the second language.

How does the partial immersion program support district and national language goals?

As part of the vision, philosophy, and goals for the school district's world language programs, students will exit our school system equipped with the attitudes, skills, knowledge, and proficiency necessary to use a second language in their personal and professional endeavors, and in their studies at the postsecondary level.

The National Security Language Initiative calls for action in increasing the availability and quality of long-term foreign language programs to aid in global awareness, national security, and economic competitiveness (U.S. Department of State).

For more than 30 years immersion programs have shown that students can learn subject content and language simultaneously and successfully. It is for that reason that the school district opted to implement a partial immersion program at Blythe Academy.

How will immersion benefit my child?

Becoming bilingual opens the door to communication with more people in more places, and many parents want to provide their children with skills to interact competently in an increasingly interdependent world community. In addition to reaping the social and economic advantages of bilingualism, immersion learners benefit cognitively, exhibiting greater nonverbal problem-solving abilities and more flexible thinking (see reviews in Met, 1998). It has been suggested that the very processes learners need to use to make sense of the teacher's meaning make them pay closer attention and think harder. These processes, in turn, appear to have a positive effect on cognitive development. However, a high level of second language proficiency is needed in order to experience the positive cognitive benefits that come with bilingualism (Cummins, 1981). From the standpoint of academic achievement, over three decades of studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English (Cloud, Genesee, & Hamayan, 2000; Genesee, 1987). Achievement data of Blythe Academy students also support the value of participation in the French and Spanish partial immersion programs.

What eventual effect do immersion programs have on verbal and mathematical skills in English?

Studies (Holobow et al., 1987; Swain & Lapkin, 1991) have consistently shown that immersion students do as well as, and may even surpass, comparable non-immersion students on measures of verbal and mathematics skills.

How will learning everything in a second language affect my child's English language and literacy development?

Many parents are initially fearful that immersion may have a negative impact on their child's English language development. However, research consistently finds that the immersion experience actually enhances English language development (Cloud, Genesee, & Hamayan, 2000).

Will my child become proficient in the second language? How long will that take?

After only 2 or 3 years in an immersion program, students demonstrate fluency and confidence when using the immersion language, and their listening and reading skills are comparable to those of native speakers of the same age. While these skills remain native-like, students' speaking and writing skills lag behind those of native speakers (Johnson & Swain, 1997). Research finds that immersion students' second language lacks grammatical accuracy and does not display the variety and complexity produced by native speakers of the language. Achieving high levels of oral and written proficiency in a second language is a long-term process. A long-term commitment is essential, and parents need to understand that native-like proficiency in every skill area is unlikely. Still, immersion students will have a strong second language base upon which to continue moving toward full proficiency and to develop proficiency in subsequent languages.

Language learning is influenced by many factors, including students' personality and motivation, teacher expectations, parental support, program leadership, and support at both the school and district level. Student success requires the active involvement of all of these stakeholders

What do I do if I think the immersion program may not be appropriate for my child?

Every classroom has a student population that represents a spectrum of interests, motivations, and abilities. The immersion classroom is not different. Just as in an English-speaking classroom, students may experience difficulty in an immersion class based on both academic and non-academic factors. Every program, including partial immersion, must provide support for students who may experience academic difficulty and create a classroom environment that meets the needs of a wide range of learners and to help them learn content through a language they are still acquiring.

The following procedures will be followed when concerns arise regarding a student's success in the partial immersion program at Blythe Academy:

1. The parent will submit a letter to the principal requesting that the student be withdrawn from the partial immersion program, and provide reasons for the request.
2. Upon receipt of the written request, the principal will contact the district world language consultant to arrange a language screening to assess the student's language ability to function in the partial immersion classroom.
3. Once the language screening is complete, the principal will convene a committee to gather and review student performance data and other pertinent student achievement information. If the student's performance data indicate that there may be a learning issue, the student will go through the A-Team process to rule out any learning problems. An improvement plan will be developed and implemented. The improvement plan will include specific strategies and the length of time the plan is to be implemented. School administration will discuss the plan with the parents and the grade level teacher and communicate with them regularly regarding the student's progress during the plan implementation.
4. At the end of the improvement plan, school administrators, parents, and the teacher will meet to review and discuss the student's progress and make a decision regarding the student's status in the immersion class.
5. Should a home-based student be removed from a partial immersion class, the student will have his or her schedule changed and may be assigned to a new teacher. In addition, the student will receive 30 minutes of daily foreign language instruction. If a magnet student withdraws from a partial immersion class, the student will return to his or her home-based school.

LEGAL GUARDIANSHIP

If a single parent has a court order in the school record as **proof of custody and the school is notified each year**, the school will do its best to honor the request of the parent concerning who has authority to pick up the child. The school must be informed **in writing** as to who is authorized to pick up the child. Inform your children of the persons authorized to pick them up, and instruct them not to go with anyone else. **Without proof of custody in the child's permanent record, the school has no recourse but to dismiss the child to either parent.**

LIBRARY/MEDIA CENTER

The school library/media center functions as an integral part of the whole school program. The library exists to support the curriculum of the school and to help provide the needs of the wide range of students within the school through the variety of its material and the flexibility of its program. The Blythe media center is open on a flexible schedule from 7:30 a.m. to 3:00 pm.

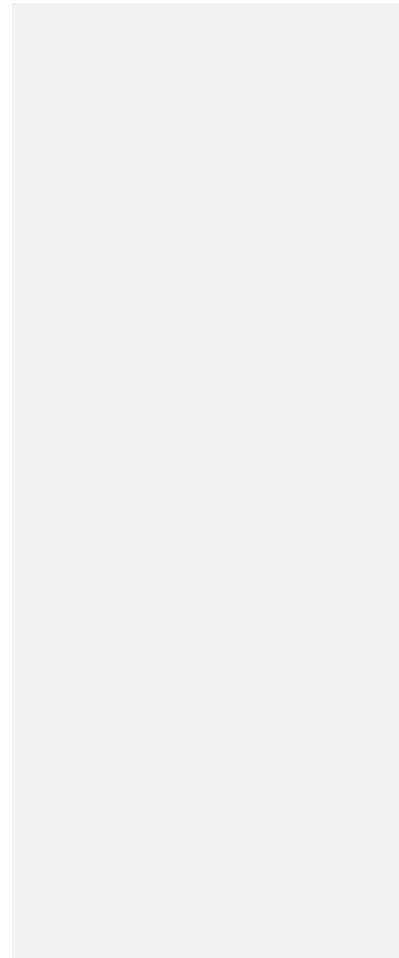
A MOMENT OF SILENCE

South Carolina state law mandates that all schools shall provide for a minute of mandatory silence at the beginning of each day. Blythe will have a minute of silence after the Pledge of Allegiance.

NEWSLETTER

One way of communicating with parents is through a newsletter which will be sent home once a month. Included in the newsletter will be information about upcoming events at the school, and news about school happenings, teachers and students. You can become a better informed parent by reading the *Blythe Accents*.

PARENT-TEACHER CONFERENCES



There will be a scheduled conference between the child's teacher and parent at the end of the first 45 day reporting period for all kindergarten and first grade parents. Teachers in grades 2-5 will also schedule conferences throughout the year as needed to share information about a child's progress. When teachers observe the need for additional parent-teacher conferences, they will request that parents come in for special conferences.

Parents are encouraged to initiate conferences at any time by writing a note or calling the school office for an appointment with the child's teacher.

Teachers at each grade level will explain the homework policy. We encourage parents to provide assistance if needed but to expect the child to be responsible for the assigned work. **If your child is spending more than an hour per night on homework on a consistent basis, it is advisable to contact the teacher to discuss this matter.**

PARKING DURING SCHOOL HOURS

Visitor parking spaces are provided near the front entrance of the school. If these are all full, additional parking is available in the large parking area. **Please do not park in the driveway at the front of the school. This is the fire lane and must be kept clear at all times!**

PERMANENT RECORDS

A permanent record is maintained in the school office for each student. All information in the permanent record is confidential and accessible only to the professional staff and the student's parents or guardian. Please schedule an appointment with the counselor if you desire to review your child's permanent record. When a student transfers to another school outside Greenville County, copies of records will be forwarded to the new school upon receiving a written request from the new school.

PLACEMENT OF STUDENTS

The administration works closely with the classroom teachers, magnet program coordinator, guidance counselors, and related arts teachers to assign students to a heterogeneous homeroom class. Changes in enrollment at the beginning of school may affect staff allocations and therefore necessitate assigning students to different classes. However, every effort will be made to limit changes.

PROCESSING END OF YEAR RECORDS

Before a child's record can be processed for the school year, the following must be completed:

1. All fall, spring and group pictures must be returned or paid for in full.
2. All fees for lost/damaged South Carolina textbooks must be paid in full.

3. All activities, materials, etc. that have not been paid for during the year must be returned/resolved.
4. All cafeteria fees must be paid.
5. All NSF checks and service charges must be cleared.
6. All library books must be paid for or returned.

PROMOTION/RETENTION POLICY

The Promotion Retention Policy adopted by the School District of Greenville County assures that students reach minimum academic standards at each grade level before they are promoted.

Students must meet the criteria set by the district in order to be promoted. Parent conferences will be requested to inform parents of the academic concerns about their child. Parents will also be notified in writing if there is a possibility that their child may not meet the standards. Parent conferences will be scheduled to discuss the academic progress the child has made and to share ways parents can help their child at home.

Greenville County Schools' expectations are defined by the curriculum standards adopted by the S.C. Board of Education in the core discipline areas of English language arts, mathematics, science, and social studies.

The district's promotion and retention policy assures that students reach minimal academic standards at each grade level before they are promoted. To ensure that each child has the opportunity to meet these standards, appropriate intervention measures and transitional programs will be available to those who need them. The decision to retain a student will be made only after intervention efforts are unsuccessful in helping students reach certain achievement levels. The following guidelines will be used:

- Although the principal, after consultation with the teacher, makes the final decision on promoting or retaining a student, he/she must have compelling procedural and/or substantive reasons for not accepting the recommendation of the student's teacher.
- A student with disabilities, as identified by federal and state statutes and regulations, will be subject to promotion criteria appropriate to the student's age and grade placement unless the student's Individual Education Plan (IEP), as developed by the IEP committee, addresses and defines alternative learning goals and promotion standards.
- In kindergarten through grade eight, a student may not be retained more than once in any one grade, and no more than a total of two times unless approved by the Superintendent or his/her designee.
- In the event of a catastrophic illness, injury, or psychological trauma, the school principal may waive promotion criteria for him/her provided that the incident has demonstrated negative effect on the student's academic performance when compared to prior achievement. The principal shall document the circumstances prompting this action.
- The district will follow state regulations regarding Academic Plans for Students (APS). These regulations can be found in S.C. Code § 59-18-500.
- A Limited English Proficient (LEP)/migrant student should be promoted or placed along with age-level peers, according to this Rule. Retention must be documented with evidence that indicates the determining factors are other than English language proficiency.

Specific Promotion Criteria

Kindergarten

5K students are expected to learn the skills outlined in the language arts, mathematics, personal and social development, science, and social studies state standards. Since 5K attendance is not required (a non-attendance waiver is allowed), a local school may not require a student to repeat 5K. A 5K student may only be retained as a result of a teacher/parent consultation with the parent in agreement. Retention in 5K should be considered on a case-by-case basis and should only be recommended in rare cases.

Grades One-Five

Promotion Criteria for Grades One and Two

Students in grades one and two are expected to learn, at a minimum, the language arts, mathematics, the science, and social studies curriculum standards, and meet the attendance requirements. Retention in the same grade is based upon teacher recommendation and is subject to approval to the principal.

First Grade to be promoted to second grade:

Criterion 1: Achieve at least one year's growth in reading as documented through formal and informal assessments or achieve reading proficiency at a minimum text level of 12 (primer level),

Criterion 2: Achieve at least one year's growth in math as documented through formal and informal assessments.

Second Grade to be promoted to third grade:

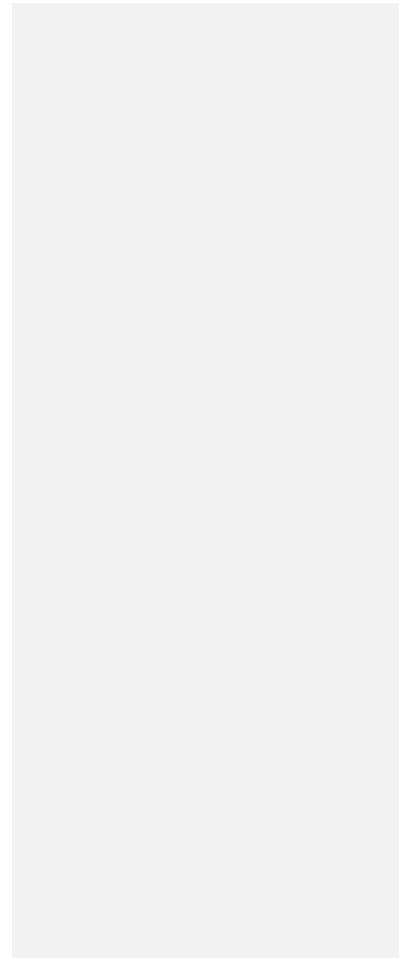
Criterion 1: Achieve at least one year's growth in reading as documented through formal and informal assessments or achieve reading proficiency at a minimum text level of 20 (beginning of second semester second grade),

Criterion 2: Achieve at least one year's growth in math as documented through formal and informal assessments.

Promotion Criteria for Grades Three through Five

Students in grades three through five are expected to learn, at a minimum, language arts, mathematics, science, and social studies curriculum standards, and meet attendance requirements. Retention in the same grade is based upon teacher recommendation and is subject to approval by the principal.

Third Grade to be promoted to fourth grade:



Criterion 1: Achieve a minimum average grade of 70% in math, reading, language arts, science, and social studies,

Criterion 2: Achieve reading proficiency at a minimum text level of 22/33 (beginning of second semester grade 3),

Criterion 3: Achieve satisfactory mastery of the grade-level standards in math and reading based on teacher determination and documentation through formal and informal assessments.

Fourth Grade to be promoted to fifth grade:

Criterion 1: Achieve a minimum average grade of 70% in math, reading, language arts, science, and social studies,

Criterion 2: Achieve reading proficiency at a minimum text level of 24/25 (beginning of second semester grade 4),

Criterion 3: Achieve satisfactory mastery of the grade-level standards in math and reading based on teacher determination and documentation through formal and informal assessments.

Fifth Grade to be promoted to sixth grade:

Criterion 1: Achieve a minimum average grade of 70% in math, reading, language arts, science, and social studies,

Criterion 2: Achieve reading proficiency at a minimum text level of 27/28 (beginning of second semester grade 5),

Criterion 3: Achieve satisfactory mastery of the grade-level standards in math and reading based on teacher determination and documentation through formal and informal assessments.

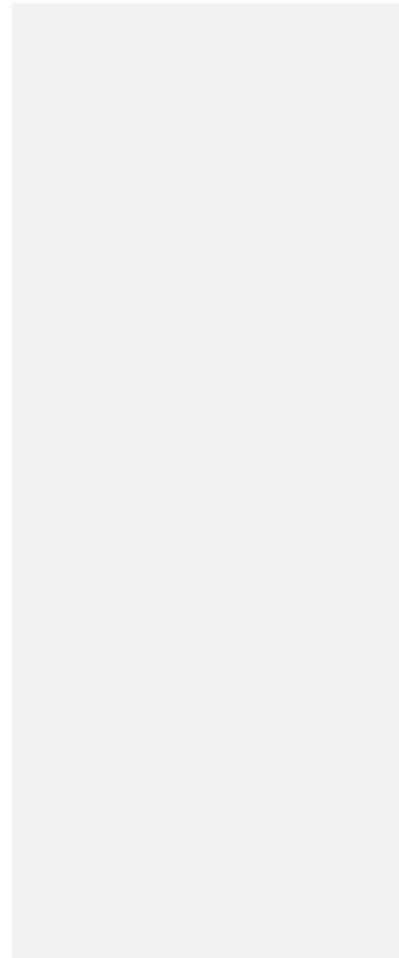
PTA SUPPORT

Without the help of the Blythe PTA many special things would not be possible at our school. Last year PTA volunteers gave many hours of time in addition to monetary support.

The Instructional and Equipment Budget that comes from the school district provides funding to purchase some supplies and equipment for each child in grades K-5. It can be difficult to buy nine months worth of adequate supplies for each child with only these funds. **That's why PTA does fund raisers...to help provide the essentials as well as the special things for each child.**

In the past PTA has provided such things as:

__Copier supplies



- ___ Teacher grants
- ___ Library Books
- ___ Health Room Supplies
- ___ Instructional materials and books in all subject areas
- ___ Instructional money for each teacher to purchase educational materials
- ___ Awards to recognize all students
- ___ Promethean Boards for classrooms

Thanks, PTA, for your continued support of Blythe Academy.

The PTA renders a number of valuable services to the school and sponsors several fund raising projects during the year. You are encouraged to become actively involved in supporting PTA activities. Announcements about meetings will be made in our school newsletters.

PTA Membership dues are \$6.00 per person. Parents, grandparents and other family members of Blythe Academy are invited to join PTA. Our school has achieved over 100% membership for over 30 years.

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PTA VOLUNTEER PROGRAM

A valuable "**special resource**" for the school is the volunteer, who supplements and complements the work of the classroom teacher. A volunteer is an extra pair of hands; a measure of personal warmth; a bridge between the school and the community. Volunteer opportunities are many and include options to work in the classroom, school wide, and even from home.

Please let our PTA Volunteer Coordinator know the areas in which you would be interested in volunteering. **Please remember that if you have younger children, you will need to make other arrangements for them while you are working in the school. For safety purposes children are not permitted to enter the Teacher's Workroom/Lounge due to the equipment that is contained in this room.**

RECOGNITION OF STUDENTS

It is our school's philosophy to provide opportunities to enhance student's self-esteem and help them to develop confidence in themselves. Some of the special programs to recognize our students are BUG (Bringing up Grades), Principal's Honor Roll, Perfect Attendance, Bear Hug Winners, etc. Students have to make all A's and B's and E's or S's in related arts or handwriting to achieve the honor roll. Bringing up Grade awards go to students who bring up at least one grade while maintaining all other grades.

RELATED ARTS PROGRAM

Our Related Arts Program is an integral part of our curriculum. Our program is designed to enhance and enrich arts education in our school. Art, music and physical education teachers work with each class for a 45 minute period each week in grades 1-5; 30 minute periods in 5K. Performance is reflected

on your child's report card with a grade of E, S or N. A grade of N represents unsatisfactory progress, which would result in not being eligible for the honor roll during that nine-week period.

RETURNED CHECK POLICY

Our school and/or the cafeteria is charged a fee when we receive a check that can not be processed due to insufficient funds. The school secretary or cafeteria manager will notify anyone whose check is returned for this reason and request that the matter be resolved as soon as possible. **A service charge of \$10.00 will be added to the original amount of the returned check. We do reserve the right to accept cash only in the event that this becomes a frequent problem.**

SCHOOL IMPROVEMENT COUNCIL SIC Chair

SIC meets monthly. All meetings are open to anyone who would like to attend.

OBJECTIVES:

- To gain knowledge concerning the purpose and goals of the school.
- To disseminate information to other parents and citizens within the community and to clarify information concerning school programs.
- To offer suggestions concerning program improvements with respect to student needs and program operations within the individual schools.

SCHOOL PARTIES/BIRTHDAY CELEBRATIONS

There are two scheduled parties each school year. Parties will be on the last day before winter holiday vacation and on the last day of school.

A child's birthday will be acknowledged by the classroom teacher but will not be celebrated with a party, cupcakes, balloons, etc., during the school day. **Invitations for private parties may not be passed out in the classroom unless all students receive invitations. Any invitations brought to school are distributed only by students, not by any staff member.** Parents may bring cupcakes/cookies to be eaten at lunch time to celebrate a child's birthday. However, the teacher needs to be notified in writing prior to the cupcakes being brought to school. In the event that two children have the same birthday and cupcakes are brought for both, the teacher will use his or her discretion in when the treat will be eaten. Items such as flowers, balloons, etc. that are delivered to the front office for a child will be given to the child at the end of the school day. It is strongly encouraged that such deliveries be made to the home rather than the school.

SCHOOL TRAFFIC

**For the safety of the students, the following traffic rules are to be obeyed during the arrival and dismissal of students:
ARRIVAL AND DEPARTURE**

ARRIVAL:

Unless you are a bus rider, NO students should be dropped off earlier than 7:30 a.m. There is no supervisor prior to 7:30 a.m. except for bus students.

Students who eat breakfast at school will go directly to the cafeteria at 7:30 a.m.

At 7:30 a.m, students will report to their grade level bus holding room. At 7:50 a.m., students will report to their classrooms.

Parents should enter from Augusta Road and follow the car traffic in the circle to leave their child at the drop-off point at the front of the school. Please remember that teachers need access to all parking spaces until 7:45 a.m. so they may be able to be on time for work. Parents may drop off students after 7:45 a.m. until 8:00 a.m. in the bus loading area. Teachers will come into Blythe Drive from Long Hill and park in the teacher parking lot. All buses and vans will also use this entrance for arrival and departures. Handicapped car riders will be dropped off in the front at the left door. Fifteen cars at a time should be able to be unloaded and loaded. When parents enter the building they must sign in by a computer situated on the top counter of the front office. This is called "Simple Track" and provides safety for everyone that is in our building. As a person leaves, they must sign out by the computer. This gives us an indication of everyone who was in the building in case of an emergency and also provides us with additional security.

DEPARTURES:

Cars will be doubled stacked until they get to the curve at the front of the building. Your child will receive a car number at the beginning of school. Students will be called to the front by way of computer and television. Parents will arrive at the front of the school in two lines and put their cars in PARK. Students are then escorted to their car by an adult.

CAR RIDERS/DISMISSAL:

There will be staff members and patrols in front of the building to welcome and dismiss students. Staff members will be strategically placed to keep things moving in an orderly fashion. Students will be picked up by 2:50 p.m. After 2:50 p.m., parents may be asked to come in the building to pick up their child and sign to release them.

SMOKING POLICY

The School Board has established a No Smoking Policy in all schools in the district. This policy prohibits the use of any tobacco products in the school or on the school grounds.

SOUTH CAROLINA IMMUNIZATION REQUIREMENTS

A child cannot be admitted to any school or child development program without a valid State Certificate of Immunization or a valid medical, religious, or special exemption.

REQUIRED STANDARDS OF IMMUNIZATION FOR SCHOOL ATTENDANCE Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, "no superintendent of an institution of learning, no school board or principal of a school...may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control.... Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted." The Department of Health and Environmental Control has declared the following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, grades five-year-old kindergarten through twelve (5K-12):

Changes for the 2018-2019 School Year

4th grade has been added to the requirement for two (2) doses of varicella. A child with a positive history of the disease is considered immune and is exempt from this requirement. 6th grade has been added to the requirement for three (3) doses of oral and/or inactivated polio vaccine with at least one (1) dose received on or after the fourth birthday. 12th grade has been added to the requirement for (1) Tdap (tetanus, diphtheria, and pertussis) booster. Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement.

Vaccine for:	Grade	Grade Level Requirements: Grade level requirements apply to all students enrolled or retained in specified grade
Diphtheria, Tetanus and Pertussis	5K – 12	Four (4) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday ²
Tdap Booster	7-12	One (1) dose of Tdap vaccine received on or after the 7th birthday ³ If necessary, this dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis noted above.
Polio ⁴	5K-6 7-12	Three (3) doses of oral and/or inactivated polio vaccine with at least one (1) dose received on or after the fourth birthday Three (3) doses of oral and/or inactivated polio vaccine (IPV) with at least one (1) dose received on or after the 4th birthday OR four (4) doses of oral and/or inactivated polio vaccine (IPV) before 4th birthday (if all doses separated by at least 4 weeks) - Follow CDC recommendations for students 18 years of age and older ⁴
Rubeola (Measles) Rubella (German Measles) Mumps	5K-12	Two (2) doses of rubeola (Measles) vaccine with both doses received on or after the first birthday and separated by at least 4 weeks One (1) dose of rubella (German Measles) vaccine received on or after the first birthday One (1) dose of mumps vaccine received on or after the first birthday
Hepatitis B	5K-12	Three (3) doses of hepatitis B vaccine with the third dose received >24 weeks of age and at least 16 weeks after the first dose
Varicella	5K-4 5-12	Two (2) doses of varicella vaccine with both doses received on or after the first birthday and separated by at least 4 weeks or a positive history of disease. One (1) dose of varicella vaccine received on or after the first birthday or positive history of disease

¹When issuing a South Carolina Certificate of Immunization, doses documented on the immunization certificate must be valid according to accepted practice standards for minimum age(s) and intervals. ²For unvaccinated or incompletely vaccinated children 7 years of age and older, refer to currently published ACIP Catch-Up Schedule for number of doses necessary to complete diphtheria, tetanus, and pertussis series and meet this requirement. ³Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement. ⁴Routine vaccination of persons 18 years of age and older who reside in the United States is not necessary or recommended, unless in the following high risk categories: 1) traveler to areas where poliomyelitis is endemic or epidemic; 2) laboratory worker handling specimens that may contain polioviruses; or 3) healthcare worker who has close contact with patients who might be excreting wild polioviruses. ⁵Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, students may be exempt from these immunization requirements for the following reasons: Medical Exemption: The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from receipt of vaccine(s). The Medical Exemption section must be completed by a licensed

Physician (MD or DO) or his/her authorized representative (e.g. Physician's Assistant - PA, or Advanced Practice Registered Nurse - APRN). Religious Exemption: A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption can only be obtained from the Department of Health and Environmental Control Special Exemptions: A South Carolina Certificate of Special Exemption, signed by the school principal or his/her authorized representative, may be issued to transfer students while awaiting arrival of medical records from their former area of residence or to other students who have been unable to secure immunizations or documentation of immunizations already received. This exemption may be issued only once and is valid for only thirty (30) calendar days from the date of enrollment. Upon expiration of this special exemption, the student must present a valid South Carolina Certificate of Immunization or a valid South Carolina Certificate of Religious Exemption.

If your child does not have a valid certificate, take all of his/her shot records to your physician or the **County Health Department (282-4100)**. A student under 16, requiring shots, must be accompanied by a parent.

New residents may temporarily enroll their children in school for 30 days with a special exemption issued by the school until an immunization certificate can be obtained. If a certificate is not presented to the school at the end of the 30 days, the student will no longer be allowed to attend school.

SPECIAL ACTIVITIES/PROGRAMS

Special activities, plays, programs, field trips, etc. help to make Blythe Academy an inspiring place to learn. **Students must earn the privilege of participating in these special curricular events by completing their school work, meeting the expectations and responsibilities established by the classroom teacher and/or principal, and exhibiting good behavior.**

Children are made aware of the expectations for themselves and their responsibilities and are encouraged continuously to do their best to fulfill their responsibilities. **Parents are made aware if and when a child has not fulfilled his or her responsibilities.**

The Blythe staff continuously reminds and encourages students to do their best to fulfill their responsibilities. Some of the things students are responsible for are returning library books, completing homework/classwork, and returning parent correspondence. It is the parents' responsibility to provide the funds for the student to pay lunch money, return or pay for school pictures, and pay for any lost/damaged books. **Parents will be made aware of responsibilities or expectations that have not been fulfilled before a child loses the privilege of participating in special curricular activities.**

SPECIAL SERVICES

Special Education services are available to students who qualify according to South Carolina and federal criteria. Psychological evaluation, speech, hearing and vision testing is provided at no cost to the parent. If you feel that your child could benefit from these services, which are available without charge, contact his/her teacher or the principal. It is important to understand that the school is required to follow a specific process in referring students for special services. This is a lengthy process which may extend throughout the school year.

Speech, Hearing and Vision Testing: Screening programs for vision, speech and hearing are provided in the school. Speech and hearing testing and therapy are available to children with special needs. **Any child may be tested, if requested by the parent or teacher.**

All students in the following grades will be screened for vision and hearing:

Vision – 5K, grades 1, 3 and 5

Hearing – 5K, grades 1, 2, and 3

These screenings will take place as early in the school year as possible.

Counselors: Our school counselors work closely with the school staff to provide a program of activities designed to enhance the personal, social and emotional development of our children.

Commented [4]: Made plural to show counselors

Mental Health Counseling: The on-site mental health counselor offers early intervention and crisis intervention services for students and families. Contact school counselor, Claire Barnett, for more information.

Resource Teacher: The Resource Specialist of Special Education assists the regular teacher in the selection of approaches, methods and materials that will help pupils with special needs. Children are assigned to the resource room for special help.

STANDARDIZED TESTING PROGRAM

Blythe Academy follows the district and state testing programs. Standardized achievement and aptitude tests are administered and test results are available to the parents. Standardized test data are used to identify those areas in which students show academic strength or weakness and to help us improve our instructional program. Parents will receive a copy of their child's test results. Our counselor is always available to answer any questions or provide explanation about your child's test scores.

Standardized Testing Schedule

Grade 2	District Testing (to identify gifted & talented)	October 24-26
Grade 2	Iowa Testing	October 29-30
Grades 3-5	Statewide Testing	May 8-June 5 (testing window)
Other statewide testing administration dates forthcoming....		
District Benchmark Testing dates to be determined.		

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STUDENT RECEIPTS

When a student pays for any activity--field trips, insurance, activity fees, pictures--the student will receive a receipt. If you have any questions about a receipt or if you have already paid for an activity, contact your child's teacher.

STUDENT SPEAKERS AT SCHOOL-SPONSORED ACTIVITIES

The School District of Greenville County is committed to maintaining an educational environment in which students of all backgrounds, beliefs and religions are welcome and treated with equal dignity and respect. The District will neither advance nor inhibit religion. In accord with the United States Constitution, the District protects private expression, including religious expression, by individual students as long as that expression does not create a disruption to or interfere with the educational environment.

Student speakers at school-sponsored activities, including graduations, may not be selected on a basis that either favors or disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, even-handed criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious or secular content. In contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or religious content. A school, however, may prevent or remove a speaker if the content of their speech is obscene, contrary to the District's behavior code or substantially disruptive to the school environment.

TARDINESS

School begins promptly at 8:00. Help your child be on time. Punctuality is a quality of good citizenship. When tardy, a child must go to the office to be admitted to class. When a student has been tardy **five times**, parents will be contacted by the school, either by mail or phone. Students who continue to be tardy after parents have been notified about the tardiness, **must be accompanied by a parent before he/she will be admitted to class. The administration will hold a conference with the parent to help resolve the problem. If the tardiness continues, the student will be required to stay for detention to make up instructional work.** If the problem continues, the matter will be referred to the Department of Social Services as educational neglect. **Any student who has in excess of five tardies for the year will forfeit eligibility for a perfect attendance award at the end of the year.**

TECHNOLOGY PROGRAM

Our school encourages the use of technology in our classrooms. It is our goal that all children will have the opportunity to be involved in the use of new technologies that will enhance their educational experience. Blythe teachers will be involved in many training experiences to learn how to integrate the use of "technology tools" into the curriculum.

Administrative Rule EFE: Data Security and Use of Technology (STUDENT SPECIFIC VERSION)

See Full Version at <http://www.boarddocs.com/sc/greenville/Board.nsf/Public#>

I. Introduction

Each employee, student or non-student user of Greenville County Schools (GCS) information system is expected to be familiar with and follow the expectations and requirements of this administrative rule.

A. Legal Requirements

GCS is committed to complying with applicable information security requirements and relevant information security standards and protocols. These requirements include, but are not limited to the following:

1. The Family Educational Rights and Privacy Act (FERPA)
2. Children's Internet Protection Act (CIPA)
3. Individuals with Disabilities Education Act (IDEA)
4. Children's Online Privacy Protection Act (COPPA)
5. Health Insurance Portability and Accountability Act (HIPAA)

Users of GCS's network are required to adhere to state and federal law as well as board policy. Any attempt to break those laws or policies through the use of GCS networks may result in discipline or litigation against the offender(s) by the proper authority. GCS will provide any information necessary in order to fully cooperate with the appropriate authorities in the civil and/or criminal process.

B. Acceptable Use

GCS provides computer, network, e-mail, and Internet access to individuals as part of the learning environment. The use of these resources is a privilege and not a right. While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual. Violation of this administrative rule will result in the loss of this privilege and may result in discipline or litigation in accordance with board policy and state and federal law.

II. Student Acceptable Use

This section is dedicated to provide GCS students with guidance of acceptable use of the district's information technology resources, including but not limited to:

1. The internet, intranet, e-mail, portal;
2. District assigned computing devices such as personal electronic devices, laptops, desktops and portable storage; and
3. The District's network and supporting systems and data transmitted by and stored on these systems.

A. Compliance with Copyright Laws

Students are to follow copyright laws at all times. Students should refer all questions regarding copyright concerns to administrators at their school.

B. Filtering and Monitoring Computer Resources

The District takes reasonable precautions by using filtering software to keep inappropriate Internet sites and e-mail out of the classroom. The District strongly adheres to the guidelines set forth by COPPA and CIPA when installing filtering/monitoring software devices on District equipment. The District does not supervise individual e-mail accounts.

1. The District reserves the right to review any e-mail sent or received using District equipment and e-mail accounts.
2. Students must adhere to the behavior expectations while using technology and e-mail, including but not limited to those expectations contained in board policy. The District's Behavior Code is Board Policy JCDA.
3. Technology is constantly changing and evolving. Due to the nature of the Internet, online communications, and evolving technology, the District cannot ensure or guarantee the absolute safety of students during the use of technology, including email and the Internet. Parents and students should contact the school immediately with any concerns related to the use of technology.

C. Prohibited Uses of GCS Resources

The following uses of GCS computer resources by students are prohibited from:

1. The use of school computers for commercial purposes.
2. The use of obscene, bullying, profane, lewd, threatening, disrespectful, or gang related language or symbols.
3. The bypass or attempt to bypass any of the District's security or content filtering safeguards.
4. Allowing another person to use the computer under your District login.
5. Adding, modifying, repairing, reconfiguring or otherwise tampering with any device on the network infrastructure including, but not limited to: wireless network devices, computers, printers, servers, cabling, switches/hubs, routers, etc.
6. Unauthorized access, overloading, more commonly known as Distributed Denial of Service or Denial of Service, or use, or attempted unauthorized access or use of District information systems.
7. Destroying or tampering with any computer equipment or software.
8. The use of any "hacking tools" that can be used for "computer hacking", as defined in the South Carolina Computer Crime Act, may not be possessed on school property, on any District premise, or run or loaded on any District system.
9. The use of school computers for illegal activities including but not limited to planting viruses, hacking, or attempted unauthorized access to any system.
10. Violating any state or federal law or regulation, board policy or administrative rule.

Students, parents and guardians agree that GCS computer equipment must be handled with care and respect.

D. Consequences

Students who violate this administrative rule may be subject to disciplinary action including expulsion in accordance with board policy and state/federal law. Suspected criminal activity must be immediately reported to law enforcement.

III. GCS Internet Safety and Other Terms of Use

A. General Access

In compliance with the Children's Internet Protection Act ("CIPA"), U.S.C. §254 (h), the District uses technological devices designed to filter and block the use of any of the District's computers with Internet access to retrieve or transmit any visual depictions that are categorized as obscene, child pornography, or "harmful to minors" as defined in the CIPA.

1. Though the District makes reasonable efforts to filter such Internet content, the District cannot warrant the effectiveness of its Internet filtering due to the dynamic nature of the Internet.
2. Users of a District computer with Internet access may request that the "technology protection measures" be temporarily disabled to conduct bona fide research for another lawful purpose. These requests should be made to ETS with the knowledge of that employee's supervisor.

B. Personal Safety

The following list is considered precautions taken by GCS to ensure the safety of students, staff and the public.

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

D. Expectation of Privacy

Individuals should not have an expectation of privacy in the use of the District's email, systems, or equipment. The District may, for a legitimate reason, perform the following:

1. Obtain emails sent or received on District email.
2. Monitor an individual's use on the District's systems.
3. Confiscate and/or search District-owned software or equipment.

TELEPHONE MESSAGES

The school telephone number is 355-4400. Only in emergencies will a teacher or student be called to the phone during class time. Students may use the school telephone only for emergencies as deemed necessary by office personnel. **Arrangements for after school activities should be made before a student leaves home.** Forgotten homework, arrangements for after school, etc., are not considered emergencies.

TRANSFERS

When a child is to be transferred from Blythe to another school, please notify our school office **at least two days** in advance. A transfer form will be prepared, which the child will bring home on the last day of attendance. You will need this form to register your child in another school. School records will be forwarded to the new school upon request from that school provided all books have been returned and all fees have been paid.

TOYS AT SCHOOL

Toys are not appropriate at school. Please do not allow your child to bring toys of any kind to school unless requested by the teacher.

VISITATION IN THE SCHOOL

All visitors in the building, including parents and school volunteers, must stop by the office first and sign in so that we may account for your presence in the building. **Visitors and/or volunteers must wear a Visitor/Volunteer Badge.** This regulation is for the protection of our students. Parents are welcome at school any time. We do request that classroom visits be limited to 30 minutes and not occur at the beginning or end of the school day as these are especially busy times for students and teachers. Arrangements must be made in advance with the principal and/or the teacher before visiting or observing in a classroom. **Parents may not visit on our playground during recess time. This is a time that requires a teacher's undivided attention to his/her class.**

SUGGESTIONS FOR PARENTS HELPING STUDENTS AT HOME

1. Provide a quiet place and designate a time for students to study without distractions of radio, television or telephone.
2. Provide necessary materials such as paper, pencils, pens and notebooks as well as materials for special projects such as novels, graph paper, magic markers, poster paper and special notebooks.
3. Have available for students a dictionary and an abundance of reading materials including magazines, newspapers and books.
4. Encourage friends and relatives to give educational gifts such as books, magazine subscriptions, educational games and manipulative toys.
5. Check with students daily about homework assignments to help them plan for study.
6. Review with students any work returned by teachers to help students learn from their errors.
7. Have students explain lessons being studied, thereby increasing their understanding of the material.
8. Help build your child's self-esteem and confidence by providing positive reinforcement.
9. Encourage students to revise work that is not neat and orderly.

10. Assist students in memorization of addition, subtraction, multiplication and division facts at appropriate grade levels.
11. Keep in touch with teachers and counselors about student progress.
12. Be supportive by showing interest in students' work and a willingness to provide help when needed.
13. Assist students in planning appropriate extracurricular activities to develop socially and physically as well as academically.

OUTSTANDING FEATURES OF BLYTHE ACADEMY

International Spanish Academy Elementary School of the Year, 2013
Palmetto Gold Award Winner for Academic Achievement & Closing the Achievement Gap; 2012, 2013, 2014
Finalist for International Spanish Academy School of the Year, 2011 and 2012
Honorable Mention Award for SC Dick & Tunky Riley School Improvement Award of Excellence, 2012
International Spanish Embassy School – 2006
Palmetto Gold Award Winner for Academic Achievement – 2005, 2006, 2012
Palmetto Silver Award Winner for Academic Achievement – 2008, 2009, 2010, 2011
National PTA Award Winner for Parent Involvement – 2005-2007; 2007-2010
State PTA Award Recipient for Outstanding Unit of the Year - 2006
National Magnet Schools of America Merit Award Winner - 2000-2001
South Carolina School Board Saluting Student Success Award - 2001-2002
Safe Schools Award Winner – 2010, 2011, 2012, 2013, 2014, 2015

PARTIAL SPANISH IMMERSION PROGRAM

Partial Spanish Immersion is instruction in math, science and health in the Spanish language. This instruction is taken from our state standards in math, science and health. Children spend half of their day immersed in Spanish. Through the use of differentiated instruction, students learn the language through a context that is meaningful. The other half of their day is spent in Language Arts and social studies using Pat Cunningham's Four Block Model.

PARTIAL FRENCH IMMERSION PROGRAM

Partial French Immersion also provides instruction to students in the content areas of science, math and health by speaking totally in French for half a day.

SCHOOL WIDE WRITING PROGRAM

Teachers in all grade levels will design instructional lessons using the approaches outlined in the District Language Arts Curriculum Guide, the components specified in the 2000-2001 Exemplary Writing document, and the strategies set forth in the Writing Process. Writing across the curriculum is encouraged in all grade levels and in the related arts with special focus on foreign language integration. Students and teachers will use the Student Writing Center computer software to create published writing samples. Published work is displayed throughout the building.

Blythe Academy has been a South Carolina Exemplary Writing Award winner on three separate occasions. We are very proud of this accomplishment. This award is given annually by the State Department of Education to schools that have outstanding writing programs.

CHALLENGE PROGRAM

The School District of Greenville County provides programs for Gifted and Talented students to challenge them with rigorous, complex class work and research. Gifted students may demonstrate high performance ability or potential in academic areas. Administrators and teachers make referrals for students to be screened. All students who are referred from any source are screened during the first quarter of each school year (or shortly after moving to a school during the school year) to determine their eligibility. Upon meeting the requirements for this program, written parental permission will be obtained.

DAILY INSTRUCTION IN FRENCH OR SPANISH

Every student at Blythe participates in daily language instruction by a certified Spanish or French teacher. French and Spanish lessons are taught totally in the language. Many visual aids and manipulatives are used to assist instruction and enhance learning. The language and classroom teachers plan together to provide a program that integrates the second language into the total curriculum. Taking a foreign language is a privilege. If a student disrupts the class, they will be removed from the program for a certain period of time. If they continue to disrupt the foreign language class they could be removed permanently. It is a privilege to participate in the foreign language program at Blythe. Please encourage your students to treat it as such.

JOURNALISM AND COMMUNICATIONS

Blythe has a Journalism and Communications team composed of fifth grade students that expressed an interest and auditioned last spring. These students will be learning about different aspects of the media this year. Opportunities will be provided for interviewing, covering school events, anchoring newscasts and operating video equipment. Students will produce and anchor Blythe's newscasts. They will also go to classroom events and video segments which will be aired on our news show. Local media personalities will be invited to share their expertise with these students. Students are able to watch a news show every day from their individual classrooms. Key staff members update staff and students with important news items as well as information and helpful hints. It is hopeful that a periodic newsletter and literary magazine will be published from this group.

TECHNOLOGY

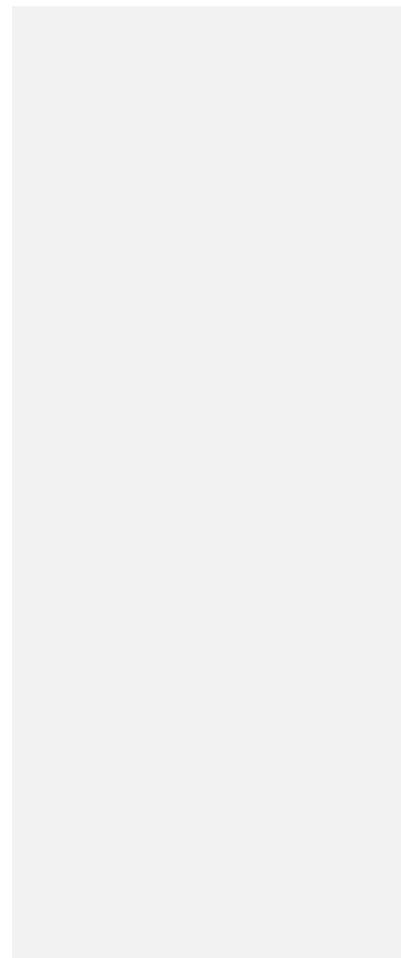
The technology program in place at Blythe has a thirty station Windows-based lab. Classrooms visit the lab for keyboarding, research, and internet-related projects.

Classrooms are fully networked in the building. Students are encouraged to create and publish their own work through software programs that are available at our school. We have a Windows Accessible Computer Lab with 30 stations. Promethean Boards are in all classrooms.

MAP testing is conducted in our computer lab. Compass Learning software is offered to all students.

AWARDS DAY PRESENTATIONS

Awards are presented to students in the classroom at the end of the first 3 nine-week periods. Some grade levels will do them together; others will do them in individual classrooms with only their students. The end of the year ceremony will take place during the last weeks of school and will recognize year long awards for fifth grade. Some of the awards to be given out include A/B honor roll students, perfect attendance, and additional special awards.



Year end awards assemblies are held for all grade levels to recognize outstanding student achievement.

PTA participates in Awards Day by purchasing some of the ribbons and awards given out to students. You can support their efforts by joining PTA each fall.

RED RIBBON WEEK

Red Ribbon Week is celebrated during the month of October each year. During this week, many varied activities are included to promote drug education and ways of resisting peer pressure to use illegal drugs. This national, state, and local effort promotes the idea of a drug-free America.

CULTURAL AND RELATED ARTS PROGRAM

The integration of the arts is very evident throughout the school. A Blythe Gallery of Art in the front atrium and hallways showcases famous Spanish and French artists. Students are involved in various competitions at the local and state level. Student work in the hallways reflects language as well as cultural appreciation.

Music is an integral part of the academic program offered at Blythe. Music is incorporated into the curriculum on a daily basis by all teachers. The Blythe Academy Chorus performs frequently and uses music to showcase the language. Blythe Academy now has an after-school band program for fourth and fifth grade students. There is also a jazz band that provides wonderful concerts.

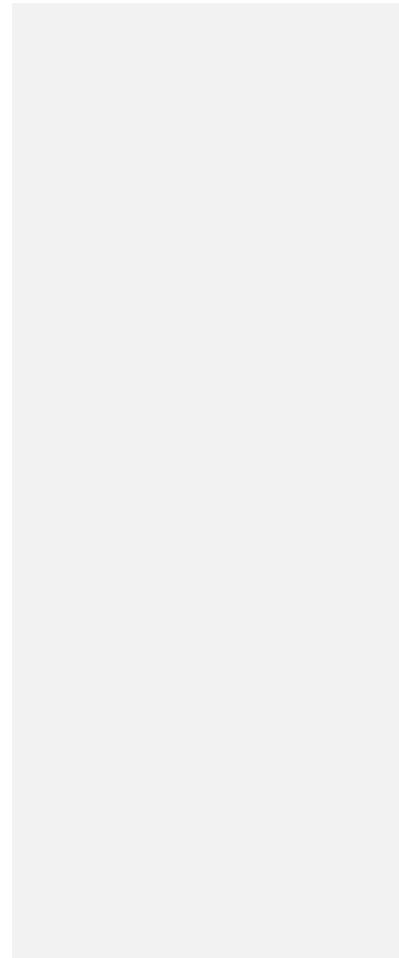
The Physical Education program has physical fitness, team sports, gymnastics, tumbling, and dance as a part of the program. Field Day is held once a year in May. Every student participates in activities outside.

We have an artist in residence program sponsored by the PTA which our Music and Art teachers use once a year.

Blythe Highlights

Blythe Elementary School, established in 1951, became Blythe Academy of Languages in August, 1995. It is the only elementary foreign language magnet school in Greenville, South Carolina. The student population at Blythe has changed dramatically over the past several years, and Blythe's pursuit of academic excellence continues to provide opportunities for students that are unsurpassed. Students enjoy the challenge and excitement of attending the Academy of Languages, and feel safe among the caring faculty and staff. The majority of the students is excited about the acquisition of a second language and recognizes that it exposes them to different cultures and helps them get along well with children from different backgrounds. Blythe Academy of Languages is the only International Spanish Embassy School in South Carolina.

Blythe has received numerous recognitions and awards over the past several years. Our school was a 1997-98 and 1998-99 State Incentive Award recipient for Academic Achievement. We were also recognized as a state winner for the Exemplary Writing Award in the spring of 1998, 1999 and 2001. Blythe Academy has received Honor Status as an Exemplary Reading School. The Magnet Schools of America awarded Blythe a Merit Award for the school year



2000-2001. This was due to an innovative curriculum, an increase in student enrollment, test scores, and strong parental involvement. The South Carolina School Board Association awarded Blythe the Saluting Student Success award for the 2001-2002 school years. Blythe PTA received a National Parent Involvement School of Excellence award for the 2004-2007 and 2007-2010 school years. Our local PTA received recognition for the “outstanding local unit of the year in South Carolina. Our School Improvement Council was recognized as one of the top SIC’s in the state of South Carolina. Blythe has twice been a national finalist for the International Spanish Academy School of the Year Award, and in spring 2013 was named the International Spanish Academy Elementary School of the Year. Based upon high levels of student performance on state standardized testing, Blythe has consistently received Palmetto Gold and/or Silver Awards for many years. Blythe Academy has a strong history of outstanding performance, and we are proud to continue that tradition.

