

CHUKKER CREEK ELEMENTARY

2022-2023
Student/Parent Handbook

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This agenda belongs to:

Accredited by
Southern Association of Colleges and Schools

WE BELIEVE....

- In demonstrating accountability and high expectations.
- In creating a structured, safe, and respectful environment for all.
- In valuing all students and celebrating their successes.
- In building life-long learners through quality education.
- In fostering positive relationships to inspire our students to learn, lead, and suCCEed.

SCHOOL COLORS
Navy Blue and Crimson
MASCOT
Champions



Chukker Creek Elementary School



@ChukkerCreek



Chukkercreekele

OUR JOURNEY

In the summer of 2017 the Chukker Creek staff embarked on a new journey, refocusing our school mission and redirecting our efforts to empower students to become leaders of their own learning by being trained in Dr. Stephen Covey's 7 Habits of Highly Effective People.

We are very excited to continue moving towards our new vision by (Celebrating Learning, Inspiring Leaders); developing the leadership abilities of our students, helping each child become leaders of their own learning and life. We are incorporating the 7 Habits into our daily instruction. Students are demonstrating ownership of their learning through their leadership notebooks. We are providing multiple leadership opportunities in every classroom and throughout our school for students.

Thank you for joining us on this journey, for helping create leaders of self by teaching the skills of self-discipline, self-reliance, and self-confidence through the 7 Habits.



The **Leader in Me**™

LEADERSHIP MODEL

The Leadership Model Program receives national recognition for its emphasis on developing leadership in young children. It is grounded in the belief that building cooperative relationships, nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners. By developing the WHOLE child - socially, emotionally, academically and ethically - the program fosters a climate of principle-centered and personal leadership.

The principles of Dr. Stephen R. Covey, internationally renowned consultant and author of the 7 HABITS OF HIGHLY EFFECTIVE PEOPLE are embedded in the school's culture and guide the student, faculty and staff in building the leadership model. In addition, as part of a collaboration with the PTO, community members and families are given the opportunity through workshops, literature, and special events to learn about these principles.

One of our goals is that each quarter of the school year, students identify and set their own academic goals based upon their individual needs. Using their personal leadership notebooks, all students are beginning to track their progress and growth over the course of the school year. Students also learn social etiquette and develop communication and presentation skills through student-lead programming including a daily news broadcast, quarterly school-wide assemblies, and multiple student-ambassador responsibilities.

7 Habits

I. Be Proactive: **You're in Charge**

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

II. Begin with the End in Mind: **Have a Plan**

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

III. Put First Things First: **Work First, Then Play**

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

IV. Think Win-Win: **Everyone Can Win**

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

V. Seek First to Understand, then to be Understood: **Listen Before You Talk**

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

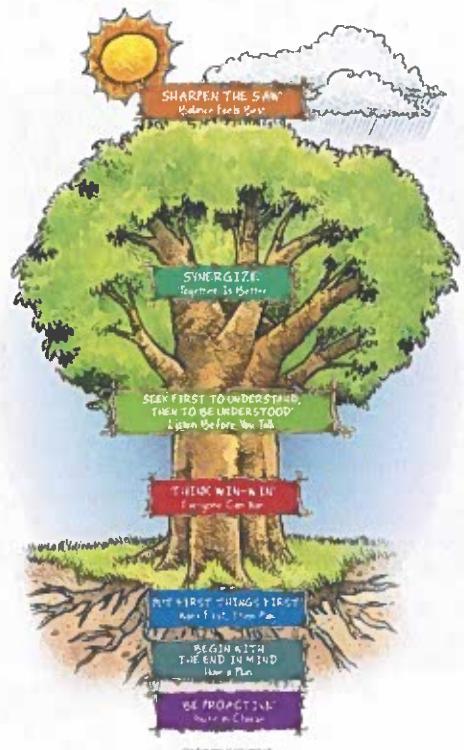
VI. Synergize: **Together Is Better**

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

VII Sharpen the Saw: **Balance Feels Best**

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

Visit www.theleaderinme.org for more information.



FROM THE PRINCIPAL'S DESK

Dear Parents and Students,

It is my pleasure to welcome everyone for the 2022-2023 school year. On behalf of the faculty and staff, we are looking forward to partnering with you to ensure our students can achieve their highest potential. We recognize that in order to be successful, our students need support from both the home and school. A strong partnership with you will make a great difference in your child's education.

We ask that you guide and support your child's learning by reading the new agenda to make yourself aware of the procedures, rules, and policies that will have an impact on our school year. Knowing the information in the agenda will give you the answers to many of the questions that may arise during the year. This agenda was developed as a tool to help us provide a safe and nurturing learning environment for all students.

It is my privilege to serve the community of Chukker Creek Elementary, where students, parents, teachers, and staff strive to #LearnLeadSuCCEed daily. We look forward to a sharing a successful school year with you!

Warm Regards,

Sara Beth Brown

Principal

Daily Schedule for Arrival and Dismissal	
7:00 A.M.	Students are admitted to the building
7:00-7:20 A.M.	Breakfast
7:25 A.M.	1 st bell
7:30 A.M.	2 nd bell/Tardy Bell/Instruction Begins
2:30 P.M.	Dismissal

AIKEN COUNTY BOARD OF EDUCATION

The Aiken County Board of Education meets the 2nd and 4th Tuesday nights of each month. The policies of the Board are printed in the official policy manual. Some policies are presented and/or duplicated for you in this handbook, but other pertinent policies are not. The policy manual is located on the Aiken County website <http://www.acpsd.net/domain/64>.

ATTENDANCE REGULATIONS

State law requires all children between the ages of five and 17 to attend a public or private school or kindergarten. A parent whose child is not six years old on or before September 1st of the school year may waive kindergarten attendance for his/his child.

Regular attendance is necessary if students are to make the desired and expected academic and social progress. Student attendance will be submitted by each teacher on a daily basis. Student attendance may be utilized when considering retention or placement of a student for the following year.

When a student returns to school after an absence, a note of explanation from the parent, guardian, physician, or other health care provider, must be submitted **within five school days**. *It is the responsibility of the parent to provide the necessary documentation when a student is absent. Failure to submit notes for absences within this time period will result in an unlawful absence* regardless of reason. Up to ten absences per year will be considered lawful if the reason for the absences is defined as lawful according to the policy. All absences, whether lawful or unlawful, are charged against the maximum allowed. A doctor's excuse will be required after a student accumulates ten absences. The parent will be notified before the maximum number of absences is reached. The school will maintain a file containing evidence of notification such as copies of letters sent, records of conferences, etc. Please remember that trips and family excursions are not exempt.

Lawful Absences

1. Students who are ill whose attendance would endanger their health or the health of others. (A doctor's statement may be required.)
2. Students in whose immediate family there is a serious illness or death may be temporarily excused from attendance. (A doctor's statement may be required.)
3. Students may be excused for recognized religious holidays of their faith.
4. Students may be excused for travel or attendance at events that the principal judges to relate to school curriculum. Request for approval should be submitted at least five (5) days in advance. A project approved by the teacher and principal is required.
5. Students may be excused for genuine emergencies as approved by the principal.
6. Other lawful absences are detailed in Policy JE-R Student Attendance.
7. Chronic or extended illness requires a diagnosis of the illness from a physician or other health care provider. Such statements will become part of the student's health file and will be placed in the permanent record.
8. **The principal must approve all absences in excess of ten.**

Unlawful Absences

An unlawful absence is defined as a student's willful absence from school without the knowledge of the parents or a student's absence from school without cause with the knowledge of the parents.

South Carolina State Law, Section 59-65-90 requires that: (1) school officials should immediately intervene to encourage the student's future attendance when the student has three consecutive unlawful absences or a total of five unlawful absences, and (2) the district board of trustees or its designee shall promptly approve or disapprove any student absence in the excess of ten days.

To intervene means to identify the reasons for the students continued absence and to develop a plan in conjunction with the student and parent or guardian to improve his/her future attendance. The School Board designee for the implementation of this policy is the school principal. Nothing within this policy interferes with the Board's authority to at any time refer a child to a truancy prevention program, or the court pursuant to Section 59-65-50.

Attendance Conferences

Students who accumulate 3 consecutive unlawful absences or a total of 5 unlawful absences will be considered truant. Parents/guardians and students (12 years and older) will be contacted to develop a written Attendance Intervention Plan. Failure to participate and/or adhere to the plan will result in a referral to the District Attendance Office and/or Family Court.

Homebound Instruction

Medical homebound services are provided on a full time or intermittent basis. Full time services are provided to students who are diagnosed with a medical condition that will cause them to be absent for 10 days or more. Intermittent services are provided to students who are diagnosed with a chronic condition that may prevent them from attending school every day. Intermittent students are expected to be present at school more than they are absent. Homebound services for intermittent students are provided after 10 absences related to the homebound condition are accrued.

Parents who anticipate more than 10 consecutive absences or intermittent absences due to a chronic condition should apply immediately for homebound services. Parents should note that a doctor's signature does not guarantee services. If there is a delay in submitting a packet, services may not be granted retroactively and/or the student can be considered truant. Homebound packets are available at each school, the district office, and online at acpsd.net. For more information, please call the main office at (803) 641-2474. A student on homebound instruction will not be counted absent. For the district policy, please see Policy IHBF Homebound Instruction at acpsd.net.

Make-up Work for Absences

Within five days of their return to school, students are expected to make-up work missed as a result of absences from school.

Tardiness

Any student arriving in their classrooms after 7:30 A.M. is tardy and must report to the office for a tardy pass before being escorted by school staff to the classroom. After ten tardies, the student's parents will be called for a conference. Excessive tardiness is considered a truancy act and will be reported to the District Pupil Personnel Office.

Transfers

Students must be officially withdrawn to transfer to another school. At least 24 hours advance notice should be given to the office in writing. Transfer forms must be prepared by the office staff and teachers. Notification will be processed and ready the next day. Books and technology belonging to the school must be returned to the teacher. Personal items should be taken with the student. The school will not be responsible for returning any materials left at school after transferring.

CAFETERIA SERVICES

Breakfast and lunch will be available. At printing time, the approved prices for 2022-2023 are:

FULL PAY: BREAKFAST: \$2.00/ LUNCH: \$2.85

REDUCED: BREAKFAST: \$.30 / LUNCH: \$.40

Extra Milk: \$.60

Adult Lunch: \$4.00

*Breakfast is served each morning from 7:00am-7:20am.

Paying for student lunches is available on line at www.lunchprepay.com or you may access this on the Aiken County Schools website, www.acpsd.net. If you choose to send money to school please send either the correct amount in cash or a check made out to SCHOOL FOOD SERVICES in an envelope labeled with your child's name and amount at the beginning of the week. Students will take their lunch money to the cafeteria at the beginning of the day. All lunch monies are handled by the lunchroom manager. Questions should be directed to the cafeteria manager, Lisa McKinnon, at 803-641-2595.

CELL PHONES

Elementary school students may not bring a paging device or cell phone to school. No other personal electronic device will be brought upon school premises. (Policy JICJ - Possession/Use of Paging Devices, Cell Phones and Other Personal Electronic Devices). The Code of Conduct will be followed for issuing disciplinary actions in regards to students possessing devices at school.

CHANGE OF ADDRESS / TELEPHONE

One of the greatest challenges schools may have during the day is locating parents in the event of an emergency. Changes often occur in phone numbers or work places, or authorized individuals and parents may forget to notify the office in **writing**. The importance of maintaining up-to-date information cannot be overemphasized. In the case of an emergency, we must be able to reach a parent/guardian.

DISCIPLINE

Students are expected to follow the Aiken County *Code of Student Conduct*. A copy of this publication is provided to students at the beginning of the school year for discussion and review at home. The last page of the booklet must be returned to the school with signatures indicating that the *Code of Conduct* has been received and read. Violations of the rules result in consequences to include but not limited to detention, in-school suspension (ISS) and out-of-school suspension. Students are expected to be responsible for their behavior. Classroom and School rules are aligned with the *Aiken County Code of Student Conduct*.

DRESS CODE FOR ELEMENTARY SCHOOL

APPROPRIATE AND NON-DISTRACTING ATTIRE SHALL BE WORN IN THE EDUCATIONAL SETTING. THIS INCLUDES OFF-CAMPUS ACTIVITIES SUCH

AS FIELD TRIPS, PERFORMANCES AND SCHOOL-SPONSORED EVENTS.

Appropriate Attire

- Skirts, shorts and skorts must be **at least three inches below fingertip length** when standing, arms extended at the student's side. (leggings or tights do not substitute for length)
- Leggings/tights/thermal tights may only be worn under dresses, shirts, or skirts of the appropriate length described above.
- Clothing must cover undergarments
- Pants, shorts, skirts, and skorts must be worn at the waist
- Shoes, shirts and pants must be worn at all times

Inappropriate Attire

- Hats, hoods on clothing or jackets, head scarves, bandanas, and sunglasses should not be worn inside the building (this does not apply to designated spirit days assigned by the administration)
- Tank tops, tube tops, halter tops and tops with string straps, unless covered by a shirt or blouse
- Bare midriffs and backs
- See-through garments
- Garments that have open holes higher than the knee, unless tights are worn under them, covering skin
- Leggings/jeggings and tights worn as pants
- "Sagging" pants, shorts worn below the waist-line
- Clothing/jewelry may not display alcohol, tobacco, or controlled substance advertisements. Clothing may not display vulgar writing or symbols that are sexual in nature or which illustrate violence. Also, while the displayed message may not be obscene or profane, the message conveyed may still be deemed inappropriate and students will be asked not to wear the clothing/jewelry.
- No shoes with wheels and/or cleats inside the school building
- **Flip Flops** (refrain from wearing because of safety concerns)

NOTE: 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 result in the disruption of or interference with the school environment and student safety. 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 addressed as outlined in the District's Behavior Code. ***Exemptions to the dress code may be made by the principal in certain religious or medical circumstances.

EARLY DISMISSAL/LATE PICK UP

If a student must be dismissed early due to **sickness** or an **emergency**, a parent must come and sign the child out in the office. Please be certain to limit this privilege to **absolute emergencies**. Please schedule doctor and dentist appointments after school whenever possible. **No early dismissals will be made after 2:00.**

Car-line will end no later than 3:00. Children who have not been picked up by the time car-line ends will be escorted into the building and must be signed out by a parent or emergency contact on the student's card.

FEES

Instructional fees are charged to provide supplemental materials that accompany textbooks. Make checks payable to CHUKKER CREEK ELEMENTARY SCHOOL (CCE). Should a severe hardship exist, it will be the parent's responsibility to construct a fee payment plan with the principal. Fees for the 2022-2023 school year are:

Registration Fee: \$40.00

Technology Fee: \$50.00

FIELD TRIPS

Instructional field trips are those which are directly related to ongoing class instruction. They provide a means for staff and students to relate the instructional program to the community outside the schools. Student trips will be permitted to the extent that they provide the most effective means of accomplishing objectives related to given aspects of the instructional program.

Transportation for field trips will be restricted to school vehicles, those vehicles belonging to a commercial carrier contracted by the district, or a private vehicle for which an approved certificate of liability and comprehensive insurance is on file.

On all school-sponsored trips involving students, provisions will be made for proper supervision. The student-supervisor ratio must not be greater than eight to one. Field trips at the elementary school level usually involve **all** students in the class.

Participating students are subject to all district policies including the discipline code, attendance policy and field trip administrative rule. For more information on field trips, please see policy IJOA and administrative rule IJOA-R at acpsd.net.

FOOD ITEMS

To ensure the health and safety of all students and staff, only commercial prepared foods can be distributed in the school. No "homemade" items can be distributed. All items for the classroom to share must be store bought and in the original container with the list of ingredients. Regulations by the SC Department of Health and Environment Control require that food served to students must be prepared commercially, (Publix, Walmart, etc;) pre-packaged or prepared in a DHEC approved kitchen.

GRADING SYSTEM / REPORT CARDS

The on-going evaluation of student achievement is one of the important functions of the teacher. A report card will be issued to your child every nine weeks. A student must be present 30 days out of 45 days reporting period to receive a report card. Parent/teacher conferences will be conducted the first nine weeks.

Kindergarten: A checklist reflecting academic achievement standards shall be used each nine weeks.

Grade 1: Numerical grades (see below), as specified, shall be used to report reading and math student progress. For English / Language Arts (Spelling, English and Composition), Handwriting, Social Studies, Science / Health, Art, Music and PE, students will receive one of the following comments: MS, MPS, or NMP.

Grades 2 through 5: Numerical grades (see below), as specified, shall be used to report Reading, English / Language Arts (Spelling, English and Composition), Math, Science / Health, and Social Studies student progress for each reporting period. For Art, Music, PE and Handwriting (second grade only), students will receive one of the following comments: MS, MPS, or NMP.

Numerical grades shall be used on report cards, transcripts, and permanent records. Subject to change based on State Department Policy.

Letter Grade	Numerical Grades
A	90-100
B	89-80
C	79-70
D	69-60
F	Below 60
MS- Meeting Standards	80-100
MPS- Making Prograess towards Standards	70-79
NMP- Not Making Progress towards Standards	Below 70

GIFTED AND TALENTED IDENTIFICATION

The Aiken County Public School District serves state-identified gifted and talented students according to State Regulation R-43-220 and the policies of the local School Board. Gifted and Talented students are those identified in grades 3 – 12 as demonstrating high performance ability or potential in academic or artistic areas. The Gifted and Talented Educational Program (GT) serves academically gifted students in grades 3 – 12 throughout the school year. The district's Gateway program serves artistically gifted students in grades 3 – 12 in a summer program. Academically gifted students qualify for the Gifted and Talented Education Program if they meet the criteria set forth in the state regulations. Identification may be appealed to the District Evaluation / Placement Team. Private testing may be used only for referral purposes according to state regulations, but not for identification. Parents, teachers, and students may make student referrals to the program through the school's GT teachers or the school's guidance counselor at any time during the school year.

To be identified, students must meet two of the following dimensions:

- Dimension A: Reasoning Abilities – Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, non-verbal, and/or composite of the three. All students are tested during the fall of grade 2 using the CogAT test to measure aptitude. Students at or above the 96th national age percentile on the composite score receive automatic GT placement.
- Dimension B: High Achievement in Reading and/or Mathematical Areas – Students must demonstrate high achievement (94th national percentile and above) in reading and/or math as measured by a nationally-normed test or the South Carolina statewide assessment instrument (SCReady qualifying scores are determined each year by the state). All second grade students are tested during the fall using the Iowa Test of Basic Skills. Students in grades 3 – 8 are SCReady tested in the spring.
- Dimension C: Intellectual/Academic Performance – Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits. Students entering grades 6 – 12 meet this dimension if they demonstrate a 3.75 grade point average on a 4.0 scale in language arts, math, science, social studies, and foreign language. Students entering grades 3 – 6 demonstrate this dimension through a performance task assessment administered to students meeting one of the two dimensions detailed above.

Instruction in Gifted and Talented Educational Program classes exceeds the state standards for each grade level through a special class designated model in grades 3 – 12. Students in grades 3-5 are served through the special class model. Advanced and Honors courses are available for GT

students in the middle schools, and Honors, Dual Enrollment, and Advanced Placement courses are used to serve GT students in the high schools. Artistically gifted students must apply for the Gateway program during the school year and complete the interview and audition process in the spring. This summer program serves newly qualified and previously qualified students.

The Aiken County Public School District does not discriminate on the basis of ethnic or racial background, religious beliefs, sex, disability, economic or social conditions, alienage, national origin, immigrant status (except as limited or restricted by certain visa qualifications set forth in federal law) or by English-speaking status in, or employment in, its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Chief Officer of Human Resources and Administration (803-641-2420). For more information on the Gifted and Talented Educational Program, contact your school principal or the Office of Federal Programs (803-641-2556).

Specifics of this policy can be found on website: <https://boardpolicyonline.com/?b=aiken&s=2367>
72 Policy IHBB Gifted and Talented Education and Administrative Rule IHBB-R Gifted and Talented Education.

INCLEMENT WEATHER/EMERGENCY SCHOOL CLOSINGS

When inclement weather occurs, district administrators will decide by 6:30 a.m. if school will open. The decision will be broadcast on radio and television stations. The district will also communicate the decision through telephone call, text message, post to the district Aiken CPSD app and acpsd.net, email, and social media outlets that may include Facebook, Twitter, and Instagram.

LOST AND FOUND

Lost and found articles are turned in to the office and displayed on a rack in the cafeteria. Valuable items are kept in the office. Have your child check regularly to recover misplaced items. Put your child's name on caps, gloves, jackets, sweaters, coats and etc. This will identify your child's belongings if they should be misplaced. The school is not responsible for lost or stolen personal property. Unclaimed items will be donated to charity throughout the year.

MONEY

All money sent to school should be placed in a sealed envelope and the following information should be written on the outside: Student's name and homeroom, amount, purpose of money sent.

NURSING SERVICES/MEDICATION

The school clinic is managed by a registered nurse each day. It serves as a temporary holding place for sick children and to administer first aid for minor injuries. Parents will be called to pick up their child if he or she is unable to return to class. If your child complains of not feeling well at home before coming to school, check his/her temperature. If he/she has a fever of 100 degrees or higher, please keep them at home. **Your child should be fever free without medication before returning to school.**

The School District of Aiken County has a medication policy to which we must adhere. If your child must take any medication during the school day, a signed permission form is required. You may obtain this form from the school health clinic. Prescription medications must have an intact pharmacy label with all prescribing information clearly legible. The school cannot deviate from the instructions on the pharmacy label. The medicine must be brought to the office by an adult, in the original container, and must not exceed a one-month supply. If your child requires emergency medication (such as an inhaler for asthma or an Epi-pen for allergy) please provide it as soon as possible.

The school will not dispense any medication unless a parent brings the medication to school with a signed permission form. Over-the-counter medications are not administered unless the above criteria are met.

At no time, without prior approval, should a student have medication, prescription or over the counter on them. Doing so may result in the disciplinary action in accordance with the Code of Conduct. Schools will comply with Section 44-53-360 of the South Carolina Code of Laws regarding prescriptions for controlled substances in Schedules H through V and Administrative Rule JGCD-R – Adopted 218100 ADMINISTRATIVE RULE JGCD-R MEDICINES.

Communicable Disease Policy: Students will be excluded from school during the following illnesses: acute streptococcal tonsillitis, conjunctivitis (pink eye), ringworm of the scalp, or scabies. They may return to school only on the certificate, acknowledged telephone call, or fax of the attending physician or local health authority attesting to such recovery and non-infectiousness. A student with chicken pox will be excluded from school until all lesions are scabbed over and dry (approximately 5-7 days). A student infected with head lice will be excluded and readmitted when (1) accompanied by a parent or guardian, and (2) evidence of treatment is provided, and (3) hair is found to be nit free on physical inspection.

Immunizations: A valid South Carolina Certificate of Immunization for all enrolled children, 3 months of age and older, must be maintained by public and private childcare facilities (as defined in Section 63-13-20 of SC

Code of Laws); public, private, and parochial schools, grades kindergarten through 12th grade; and child development programs under the control of the Department of Education.

The following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, grades SK-12:

Vaccine	Grade	Grade Level Requirement
Diphtheria, Tetanus and Pertussis	SK-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
Tdap Booster	7-12	One (1) dose of Tdap vaccine received on or after the 7 th birthday This dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis.
Polio	SK-7	Three (3) doses of oral and/or inactivated polio vaccine with at least one (1) dose received on or after the fourth birthday
	8-12	Three (3) doses of oral and/or inactivated polio vaccine (IPV) with at least one (1) dose received on or after the 4 th birthday <u>OR</u> four (4) doses of oral and/or inactivated polio vaccine (IPV) before 4 th birthday (if all doses separated by at least 4 weeks) Follow CDC recommendations for students 18 years of age and older
Mumps, Measles, and Rubella	SK-12	Two (2) doses of MMR vaccine with both doses received on or after the first birthday and separated by at least 4 weeks
Hepatitis B	SK-12	Three (3) doses of hepatitis B vaccine, with the third dose received <u>≥</u> 24 weeks of age and at least 16 weeks after the first dose
Varicella	SK-5	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
	6-12	One (1) dose of varicella vaccine received on or after the first birthday or positive history of disease

Please note:

- Children enrolled in 4K programs and younger must meet Childcare Requirements, even if attendance is in a school setting
- Children enrolled in SK through Grade 12 must meet School Requirements

PARTIES

Elementary schools are allowed to have two class parties (Christmas and End of the Year). Birthday parties are not permitted at school. Invitations to private parties are not to be given out at school unless all members of the class are invited. The teacher is not responsible for this in any way. **Prior permission from the teacher must be received if a parent wishes to furnish refreshments to the class, other than on designated party days. Students may not receive bouquets (flowers or balloons) at school.**

POLITICAL SPEECHES

NOTICE OF OPT-OUT CHOICE FOR PRESIDENTIAL OR GUBERNATORIAL SPEECHES

While it is the Board's policy to facilitate the opportunity for students to observe live presidential or gubernatorial speeches or presentations by electronic media when the same are offered for school-age students during school hours, parents may request in writing to the principal that their children be excused and offered appropriate alternate supervised activities. For more information, please see Policies IHAC and IHAA.

POWERSCHOOL PARENT PORTAL

Parents may access their child's grades and attendance, via the Internet through a secure program called Power School Parent Portal. This program will allow parents to view this information any time they have internet capabilities. In order to access this information, parents will need to obtain a secure ID and password. Passwords are available from the front office. Parents will also need access to this in order to register their child for school.

PROMOTION/RETENTION

To be promoted, a student must satisfactorily complete the minimum criteria established by the State Board of Education as mandated by the Education Accountability Act of 1998 and with local requirements of the Aiken County Board of Education. These criteria are provided in Administrative Regulation IHE-R.

Kindergarten: Completion of the kindergarten program generally leads to placement in first grade. Retention in kindergarten will be based on an evaluation of the child as indicated by formal and informal instruments, with input from teachers, parents, principal, and other appropriate school personnel.

The following criteria will apply for promotion considerations for all students in grades one through five:

Grade One: Successful completion of grade one reading and math skills and significant improvement in reading and math based on objective measures.

Grades Two through Five: A yearly passing average in reading and math or significant improvement in reading and math of at least one grade level based on objective measures (based on successful completion of summer school, if required or recommended). In addition to meeting the mastery criteria for reading and mathematics in grades three through five, a student must pass at least two of the three academic courses (language arts, science, and social studies). Reading and math proficiency will be determined by state assessments, mastery tests, teacher-made tests, and samples of assigned work. In addition, other objective measures may be utilized.

Certain factors may be considered with regard to the child's ability to succeed at the next higher grade. These factors may include health, social/emotional and/or mental maturity, chronological age, and/or physical development. These factors may lead to a decision to administratively assign a student to the next grade.

When a student is administratively assigned or at the request of the parent/legal guardian and has not met mastery standards appropriate for his/her grade level, a document that includes reasons why the decision was made should be

signed by the parent/legal guardian and principal and made a part of the student's cumulative record. If the parent/legal guardian does not agree with the decision to administratively assign the student, a conference will be held to review the data and to determine placement.

Promotion or retention of students with disabilities will be determined in the same manner as for all other students.

Based on a review of federal regulations, federal guidance documents, and state policies, the guidance is as follows:

- Though the IEP does not determine retention or promotion, it is best practice to consult special education teachers to information related to progress on IEP goals.. IEP team members can also provide information on the impact of promotion or retention.
- If a student is not mastering IEP goals and this becomes a factor in the decision to retain a student, the IEP team must convene a meeting to consider why the student is not making progress on goals in the IEP. The team may need to review instructional strategies, the appropriateness of the IEP goal, or other components of the IEP that impact the progress on goals.
- All students with disabilities will be subject to the promotion criteria appropriate to the student's age and grade placement unless the student's IEP, as developed by a legally constituted IEP team, addresses and defines a modified curriculum and alternative learning goals. Students who have modifications to the general curriculum cannot not be held to the same promotion/retention standards as students who are accessing the general curriculum with accommodations and special education services.

Students identified as English learners (ELs) should be promoted in accordance with state and federal statutes and regulations. An English learner should be advanced along with his/her age-level peers. Non-advancement must be documented with evidence that indicates the determining factors are other than English language proficiency. English learner students are eligible to participate in all age-appropriate school programs and receive available services.

For more information, please see Policy IKE Promotion and Retention of Students and Administrative Rule IKE-R Promotion and Retention of Students.

Grade Three Retention Act 284:

In accordance with Act 284 of the South Carolina Code of Laws, the Read to Succeed Act:

- (A) Beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:
1. with limited English proficiency and less than two years of instruction in English as a Second Language program;
 2. with disabilities whose individual education plan indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individual Education Plan or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
 3. who demonstrate third-grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading;
 4. who have received two years of reading intervention and were previously retained;
 5. who through a reading portfolio document, the student's mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment. Such evidence must be an organized collection of the student's mastery of the state English/language arts standards that are assessed by the Grade three state reading assessment. The Read to Succeed Office shall develop the assessment tool for the student portfolio; however, the student portfolio must meet the following minimum criteria:
 - a) be selected by the student's English/language arts teacher or summer reading camp instructor;
 - b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c) include evidence that the benchmarks assessed by the Grade three state reading assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent literary text and forty percent information text, and that are between one hundred and seven hundred words with an average of five hundred word. Such evidence could include chapter or unit tests from the district or school's adopted core reading curriculum that are aligned with the state English/language arts standard or teacher prepared assessments;
 - d) be an organized collection of evidence of the student's mastery of the English/language arts state standards that are assessed by grade three state reading assessment. For each benchmark there must be at least three examples of mastery as demonstrated by a grade of seventy percent or above; and
 - e) be signed by the teacher and the principal as an accurate assessment of the required reading skills; and
 6. who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, selected from a list of norm referenced, alternative assessments approved by the Read to Succeed Office for use in the summer reading camps, that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.
- (B) The superintendent of the local school district must determine whether a student in the district may be exempt from the mandatory retention by taking all of the following steps:
1. The teacher of the student eligible for exemption must submit to the principal documentation on the proposed exemption and evidence that promotion of the student is appropriate based on the student's academic record. This evidence must be limited to the student's individual education program, alternative assessments, or student reading portfolio. The Read to Succeed office must provide districts with a standardized form to use in the process.
 2. The principal must review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal must submit a written recommendation for promotion to the district superintendent for final determination.
 3. The district superintendent's acceptance or rejection of the recommendation must be in writing and a copy must be provided to the parent or guardian of the child.
 4. A parent or legal guardian may appeal the decision to retain a student to the district superintendent if there is a compelling reason why the student should not be retained. A parent or legal guardian must appeal, in writing, within two weeks after the notification of retention. The letter must be addressed to the district superintendent and specify the reasons why the student should not be retained. The district superintendent shall render a decision and provide copies to the parent or legal guardian and the principal.

(C)

1. Students eligible for retention under the provisions in Section 59-155-160(A) may enroll in a summer reading camp provided by their school district or a summer reading camp consortium to which their district belongs prior to being retained the following school year. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade level texts. The Read to Succeed Office shall assist districts that cannot find qualified teacher to work in the summer camps. Districts also may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.
 2. A district may include in the summer reading camps students who are not exhibiting reading proficiency at any grade and do not meet the good cause exemption. Districts may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second, or third grade and does not meet the good cause exemption.
- (D) Retained students must be provided intensive and instructional services and support, including a minimum of ninety minutes of daily reading and writing instruction, supplemental text-based instruction, and other strategies prescribed by the school district. These strategies may include, but are not limited to, instruction directly focused on improving the student's individual reading proficiency skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report to the Read to Succeed Office on the progress of students in the class at the end of the school year and at other times as required by the office based on the school year and at other times as required by the office based on the reading progression monitoring requirements of these students.
- (E) If the student is not demonstrating third-grade reading proficiency by the end of the second grading period of the third grade:
1.
 - a. his parent or guardian timely must be notified, in writing, that the students is being considered for retention and a conference with the parent or guardian must be held prior to a determination regarding retention is made, and conferences must be documented.
 - b. within two weeks following the parent teacher conference, copies of the conference form must be provided to the principal, parent or guardian, teacher and other school personnel who are working with the child on literacy, and summary statements must be sent to parents or legal guardians who do not attend the conference;
 - c. following the parent/teacher retention conference, the principal, classroom teacher, and other school personnel who are working with the child on literacy must review the recommendation for retention and provide suggestions for supplemental instruction; and
 - d. recommendations and observations of the principal, teacher, parent or legal guardian, and other school personnel who are working with the child on literacy must be considered when determining whether to retain the student.
 2. The parent or guardian may designate another person as an education advocate also to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child. The parent or guardian of a retained student must be offered supplemental tutoring for the retained student in evidence-based services outside the instructional day.
- (F) For students in grades four and above who are substantially not demonstrating reading proficiency, interventions shall be provided by reading interventionists in the classroom and supplementally by teachers with a literacy teacher add-on endorsement or reading/literacy coaches. This supplemental support will be provided during the school day and, as appropriate, before or after school as documented in the district reading plan, and may include book clubs or summer reading.

QUEST ZONE

The Quest Zone is a comprehensive after-school program sponsored by the Sunshine House child care center. The program is offered at Chukker Creek Elementary School between 2:30 and 6:00 p.m. each school day. For registration information, including fees and schedules, please visit the Quest Zone staff in the Chukker Creek lunchroom between 2:30 and 6:00 p.m. on school days.

SCHOOL IMPROVEMENT COUNCIL

The Chukker Creek School Improvement Council (SIC) is an advisory group of staff and parents who volunteer their time to make our great school even better. The Council makes a study of the school program and submits a report through the County Board to the State Department of Education. The report is prepared annually and indicates areas in which improvements are needed. Council members will be elected before October 15 of each school year. Parents who want to make a difference are invited to volunteer for SIC service.

SCHOOL NEWS AND ALERTS

A copy of the school newsletter is sent home at the first of each month. This paper is very important for giving updated information about school policies, procedures, important reminders, and special reports. You should read this carefully and keep each copy for future reference. This newsletter can answer many questions you might have about school. Blackboard calls, emails, and text messages are also used to inform parents of school events and other important information. Please be sure the office has your current contact information at all times.

TECHNOLOGY RESOURCES USE

Each employee, student, or non-student user of an Aiken County Public School District (ACPSD) information system is expected to be familiar with and follow the expectations and requirements of Policy IJNDB and corresponding administrative rule IJNDB-R found at acpsd.net. The purpose of this policy is to ensure that individuals are aware of their responsibilities regarding the Internet and related technology and equipment. This rule also helps ensure the safety and privacy of current and former employees and students.

Legal Requirements: ACPSD 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:

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPPA)

Users of ACPSD'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 ACPSD networks may result in discipline or litigation against the offender(s) by the proper authority. ACPSD will provide any information necessary in order to fully cooperate with the appropriate authorities in the civil and/or criminal process.

Acceptable Use: ACPSD provides computer, network, email, and Internet access to individuals as part of the learning environment. The use of these resources is a privilege and not a right. While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual.

Violation of 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.

TELEPHONE

Telephones are maintained in the school for the prime purpose of conducting school business. Please make all arrangements for after school activities and how a student is to be transported home before the student arrives at school. **ALLOWABLE CHANGES IN DAILY TRANSPORTATION MUST BE MADE IN WRITING.** Only messages of an emergency nature will be delivered to students. Teachers cannot be called to the telephone for conferences during class time. You may leave a message for a teacher to return your call, but the time the call may be returned would be according to the teacher's schedule.

TESTING

During the course of the school year, standardized tests will be given. We are only certain at this time of the following test:

With the passage of the Education Accountability Act of 1998 under Article 3 (Academic Standards and Assessments) Section 59-18-300, the following is stated: The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies, and science for kindergarten through twelfth grade.

Please refer to the Assessment Calendar on the district website for up to date testing administration windows.

TEXTBOOKS

Textbooks are the responsibility of the students. Hardback textbooks should have book covers on them at all times to protect the books from excessive wear. Students will be charged for damaged or lost books.

TRANSFERS

Parents should notify the school office in advance if they are planning to transfer their children to another school. All technology, textbooks, and library books must be returned and all financial obligations met before a withdrawal will be completed.

VISITORS

Visitors are allowed and encouraged. However, for the safety and security of our students, **All visitors to our school must report directly to the office and receive a visitor's pass.** No one is to go directly to the classroom. Visitors are required to enter and exit through the front entrance. On your first visit please be prepared to present your driver's license.

VOLUNTEERS

Parents/guardians are needed and encouraged to volunteer at Chukker Creek Elementary. All volunteers attend a brief training session each school year conducted by the school counselor. At least two group volunteer training sessions are conducted each fall. Additional orientations are scheduled as needed. Field trip chaperones must attend a volunteer orientation and have a current SLED check (school run). Volunteers are asked to use the front parking lot and to sign in at the office upon arrival.

ARRIVAL AND DISMISSAL SCHEDULES AND INFORMATION

Arrival Procedures for Car Riders

- **Please do not leave your children outside of the building prior to 7:00 a.m.** Although school personnel may arrive prior to 7:00 a.m., they are not available to supervise children and therefore cannot accept responsibility for children left on school grounds before 7:00 a.m.
- All car riders should be dropped off in the car loop. Children may exit the vehicle on the RIGHT side of the vehicle, in the identified unloading zone.
 - Parents please remain in the line. Do not pull out of line to pass other cars and exit.
- All students who eat breakfast should arrive before 7:20 a.m. Breakfast will not be served after 7:20 a.m., except to students arriving on late buses.
- Students arriving after 7:30 a.m. must report to the office and be signed in by a parent.
- Students must be picked up promptly between 2:30 p.m. and 3:00 p.m. Students picked up after 3:00 will have to be signed out at the office.

Dismissal Procedures for Car Riders

- **Students may not be signed out in the office between 2:00-2:30.**
- Car-line will form in the car line loop, behind the cones, utilizing both lanes. When a staff member removes the cones cars will file into the parking lot using the two outside lines. The center lane must remain clear at all times so that students can safely go to their cars.
- Drivers will display their CCE issued car tag on the dash board of their vehicles. A staff member will radio the office with students' names whose transportation is in the loading zone. Students will remain in the classroom until their names are called.
- When both lanes of traffic are stopped, the **teacher on duty** will signal those students whose names were called to proceed to their cars down the center lane. **Do not leave your vehicle** to escort your child; teachers will assist your child in the safest manner possible.
- When the vehicles in both lanes of the loading zone are loaded, the teacher on duty will signal for one lane of vehicles to leave. The signal will then be given for the other lane to follow. If your child does not come to your vehicle, **DO NOT LEAVE YOUR CAR**, but signal to the teacher on duty and they will either find your child or ask you to pull out of the lanes of traffic until your child is located. In this way, you will not delay the boarding process

Buses

School buses are provided by regulation for any student living 1 ½ miles or more from our school and as a courtesy for those less than 1 ½ miles pending state approval and funding. Late bus pickup to and from school happen occasionally. We try our very best to communicate changes in advance when possible, however please always have a back up plan in back in the event of a late bus.

Students should consider riding a bus as a privilege; if rules are not followed, it is a privilege that can and will be denied. See the School District Policy, JCDAD, Bus Policy, and the district's Code of Student Conduct. When a student's conduct requires suspension from riding the bus, it is the sole responsibility of the parent to transport the student. Students suspended from riding a bus may not ride another bus. The parents must comply with regular school hours. If the student is repeatedly tardy or not picked up on time during the bus suspension, the bus suspension may result in school suspension.

Only students registered with the transportation department with assigned bus stops will be permitted to ride the bus. Students will not be allowed to ride with friends or to unassigned bus stops. No child will be allowed to switch buses without written notification from the parent and approval from the bus transportation office. Certain laws and regulations govern the operation of school buses. If you have any questions concerning bus routes, please contact the Area 1 Transportation Supervisor, at 641-2507 (or Dottie Cooper for Special Programs, 593-7123).

TRANSPORTATION CHANGES

IMPORTANT: Transportation arrangements for your child should be made before she/he arrives at school. **Only a written note, email, or fax specifying a change in the normal way home will be accepted.** The school will not accept phone calls for the changing of a child's afternoon transportation. Should an emergency require a change in a student's plans for traveling home on a particular afternoon, a note with the parent signature must be e-mailed or faxed to the school office (FAX 803-641-2537) by 2:00pm. Parents should call the school after e-mailing or faxing the document to make sure that the message was received. For student safety, changes made over the telephone cannot be accepted.

STATEMENT OF NONDISCRIMINATION - EQUAL OPPORTUNITY

The School District is committed to equal opportunity for all of its students and patrons. District programs and activities shall be free from discrimination based upon race, religious creed, color, national origin, ancestry, disability, marital status, sex, age, or any other unlawful consideration. Persons who believe they have been discriminated against should contact the principal of this school, the appropriate Executive Director, or the School District's Coordinator for Section 504 concerns, Title IX concerns, and other Civil Rights matters (803 641-2428). Copies of applicable policies are available upon request. (See Policy JI and Administrative Rule JI-R.)

TITLE IX COORDINATOR

Aiken County Public School District Statement of Non-Discrimination and Sexual Harassment

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

The District will respond promptly to actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States in a manner that is not deliberately indifferent. The response will treat complainants and respondents equitably.

Any allegations of inappropriate conduct of a sexual nature that fall outside of this policy will be handled consistent with other applicable Board policies, including the Code of Conduct.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made to:

Jennifer Hart
Chief Officer of Human Resources and Administration
Title IX Coordinator
1000 Brookhaven Drive
Aiken, South Carolina 29803
Telephone: 803-641-2428
Email: jhart@acpsd.net

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and these procedures.

For more information on sexual harassment and the Title IX Sexual Harassment grievance process, please refer to Aiken County Public School District Board Policies JI Students Rights and Responsibilities and JIA Title IX Sexual Harassment at acpsd.net.

PARENTS' RIGHT TO KNOW

As a parent, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who instruct your child. Federal law allows you to ask for the following information about your child's classroom teachers and requires the District to give you this information in a timely manner:

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

If you would like to receive this information, please contact Human Resources at 641-2464.

EDUCATIONAL RECORDS- CONFIDENTIALITY

(Certain Exceptions)

Under federal law parents and students have a right to expect the confidentiality of student records. Educational agencies may act to declare certain aspects of a student's educational records to be "directory information," meaning information contained in such records which is not considered to be generally harmful or an invasion of privacy if disclosed. The Aiken County Board of Education has previously determined that "directory information" could be released to third parties upon request, at the discretion of the school principal. Federal law and regulatory authority allows the release of such information without prior consent subject to certain conditions of pre-disclosure to parents or students. The purpose of this notice is to meet such pre-disclosure requirements.

Under District policy the following information is considered to be releasable: The student's name, address, telephone number, date and place of birth, subjects of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance (on both an annual and daily basis), diplomas and awards received, photographs, and the most recent previous educational agency or institution attended by the student. **(Examples of the types of information frequently released include, but are not limited to, Senior Class Listings, Annuals/Yearbooks, Science Fair Winners, Students of the Month, Honor Roll Lists, National Honor Society, athletic event programs, etc.)** A parent or guardian of a student attending Aiken County Public Schools who would prefer that any or all of the information designated above *not* be released without the parent's or guardian's prior consent should so notify the office of the Director of Communications in writing (1000 Brookhaven Drive, Aiken, SC 29803) no later than August 31, 2021. If there are any questions, please contact the Director of Communications at (803) 641-2639. **The complete Policy can be found on ACPSD website <http://www.acpsd.net>**

REGISTROS EDUCATIVOS- CONFIDENCIALIDAD

(Algunas Excepciones)

En cumplimiento de la ley federal, los padres de familia y los estudiantes tienen derecho a esperar que se mantendrá la confidencialidad de los registros del estudiante. Las agencias educativas podrían actuar para declarar que ciertos aspectos de los registros educativos de un estudiante son "información de directorio", lo que significa que la información contenida en tales registros no se considera generalmente perjudicial o una invasión a la privacidad, si fuese revelada. La Junta Educativa del Condado de Aiken ha determinado previamente que la "información de directorio" podría ser divulgada a terceros, a solicitud, a discreción del director de la escuela. La ley federal y la autoridad reguladora permiten la divulgación de dicha información sin previo consentimiento, sujeto a ciertas condiciones de pre-divulgación a los padres o estudiantes. El propósito de este aviso es el de cumplir con dichos requisitos de pre-divulgación

En cumplimiento de las políticas del Distrito, la siguiente información es considerada como que se puede divulgar: El nombre, la dirección, el número de teléfono, la fecha y el lugar de nacimiento del estudiante; sus materias de estudio, su participación en actividades o deportes oficialmente reconocidos, el peso y la altura de los miembros de los equipos atléticos, la fecha de su participación (de manera diaria y anual), los diplomas y premios recibidos, fotografías y la más reciente asistencia a una agencia educativa o institución, por parte del estudiante. **(Los ejemplos de los tipos de información que más frecuentemente se divulgan incluyen, pero no se limitan a, la Lista de Graduandos, Anuarios/Calendarios, Ganadores en la Feria de Ciencias, Estudiante del Mes, Lista de Honores, Sociedad Nacional de Honores, programas de eventos atléticos, etc.)** Aquel padre de familia o apoderado de un estudiante que está asistiendo a las Escuelas Públicas del Condado de Aiken que preferiría que parte o toda la información detallada más arriba *no* sea divulgada sin su consentimiento previo, debe de notificarlo por escrito a la oficina del Director de Comunicaciones (1000 Brookhaven Drive, Aiken, SC 29803) a más tardar el 31 de agosto de 2019. Si tuviera alguna pregunta, sírvase comunicarse Directora de Comunicaciones al teléfono (803) 641-2639.

NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATION AND PRIVACY ACT

The Family Educational Rights and Privacy Act

Student Records Notice: Under the Family Educational Rights and Privacy Act parents or eligible students have the right to 1) inspect and review a student's educational records; 2) request an amendment to incorrect or misleading records, or records otherwise in violation of a student's privacy rights; 3) consent to disclosures of personally identifiable information (except as allowed without consent by law); and 4) file with the U. S. Dept. of Education a complaint for any alleged failure by this School District to comply with the Act. A more detailed explanation of rights and procedures may be found in the Policy Manual located at any school, area office, or the District office (Policy JRA and Administrative Rule JRA-R). Policies may also be found online at the Aiken County Public Schools website (www.acpsd.net). A copy of this policy will be mailed to any parent upon request. **Parents or eligible students who have limited or no visual acuity, who have a primary home language other than English, or who may be disabled in some other way which effectively impairs their ability to see, comprehend, or become aware of this notice will be accommodated upon discovery of such limitations by the District. Patrons who may be aware of others with such limitations are requested to notify the District of these circumstances.**

NOTIFICACIÓN ANUAL DE LOS REGISTROS DEL ESTUDIANTE DE CONFORMIDAD CON LA

Ley de Derechos Educativos y Privacidad de la Familia

Notificación de los Registros del Estudiante: En cumplimiento de la Ley de Derechos Educativos y Privacidad de la Familia, los padres de familia o los estudiantes que sean elegibles tienen el derecho a 1) inspeccionar y revisar los registros educativos del estudiante; 2) solicitar una enmienda de aquellos registros que estén incorrectos o sean confusos o engañosos, o aquellos registros que de cualquier manera transgredan los derechos a la privacidad del estudiante; 3) dar su permiso para la divulgación de la información de identificación personal (excepto en tanto la ley lo permita sin consentimiento); y 4) presentar ante el Ministerio de Educación de los Estados Unidos una queja por cualquier presunto incumplimiento de la Ley por parte de este Distrito Escolar. Una explicación más detallada de los derechos y procedimientos puede encontrarse en el Manual de Políticas que puede ser hallado en cualquier escuela, oficina de área o en las oficinas del Distrito (política JRA y Reglamento Administrativo JRA-R.) Las políticas también pueden ser halladas en línea, en el sitio de internet de las Escuelas Públicas del Condado de Aiken (www.acpsd.net). Si se solicita, una copia de esa política será enviada al padre de familia. **Los padres o los estudiantes que sean elegibles y que tengan una agudeza visual limitada o nula, que tengan un idioma primario en el hogar que no sea el inglés, o que puedan ser discapacitados de alguna otra manera que impida efectivamente su capacidad de ver, comprender o tomar conocimiento de este aviso, recibirán acomodaciones a lo que el Distrito tome conocimiento de tales limitaciones. Se solicita que aquellos clientes que pudieran estar al tanto de otras personas con tales limitaciones, le notifiquen al Distrito de esas circunstancias.**



Parents/Employees
Aiken County School District

RE: Asbestos Management Plan

Dear Parents/Employees:

This letter is to formally notify all parents and employees that the Aiken County Public School District follows the guidance of the U.S. EPA Asbestos Hazard Emergency Response Act (AHERA), 1986. In compliance with the Asbestos-Containing Building Materials in Schools rule (AHERA rule), 40 CFR Part 763, October 30, 1987, an Asbestos Management Plan (AMP), which identifies and assesses the asbestos found in our facilities, has been prepared for each building.

A copy of the AMP has been approved by the State Department of Health and Environmental Control and distributed to each school or administrative office. The public may view the AMP for each facility during normal operating hours by contacting the school office or administrative office. The AMP lists the planned response actions for the AHERA rule, which are currently in progress.

The entire school system was re-inspected for AHERA rule's specified conditions in October 1998 and was found to be in compliance with AHERA regulations.

Any questions pertaining to the AMP may be directed to Mr. Robbie Roberson, Coordinator for Facilities Construction Department at (803) 642-0431.

Sincerely,

King Laurence,
Superintendent

King Laurence, Superintendent
1000 Brookhaven Dr. - Aiken, South Carolina 29801
803-611-2130 - 803-642-8903 fax

Acpad.net