



Lowcountry Montessori School

Student and Parent Handbook

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REVISED July 2026
2026 - 27 Calendar



Lowcountry Montessori School Modified Calendar 2026-2027

August 2026						
Su	M	Tu	W	Th	F	Sa
				30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
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22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

No School For Students	Students Return	3K and 4K students begin	Half Day Dismiss at noon	After Hours Event	Campus Care Days	Celebrations of Learning	Teacher Work Day	No School / Weather Makeup Days

	Event
LOWCOUNTRY MONTESSORI SCHOOL MODIFIED CALENDAR 2026 - 2027	
5th day - August 12, 2026 / 45th day - October 8, 2026 / 135th day - March 18, 2027	
SEMESTER 1 8/6 - 1/8 ; SEMESTER 2 1/9 - 5/28	
Q1 8/6 - 10/8; Q2 10/9 - 1/8; Q3 1/9 - 3/18; Q4 3/19 - 5/28	
Weather Make-up Days: 10/23/26, 2/15/27, 3/12/27	
Regular Board Meetings: 8/26, 9/30, 10/28, 11/18, no 12, 1/27, 2/24, 3/24, 4/28, 5/26	
7/30 - 7/31	P - UE - Teacher Work Days (TWD)
8/3 - 8/5	ALL - Teacher Work Days (TWD)
8/5	New Student/Family Orientation AND Open House for Returning Families
8/6	First Day of School for Half Ks (A-L), 1st - 12th
8/7	First Day of School for Half Ks (M-Z) NOT the A - L families
8/10	ALL KINDERGARTENERS
8/13	First Day of School for K3 AND K4
8/14	Half Day / TWD
8/28	Half Day / TWD
8/31	Maria Montessori's B'day Celebration
9/7	No School / Labor Day
9/11	High School Service Learning / Half Day / TWD
9/25	High School Service Learning / Half Day / TWD
9/21	International Day of Peace Celebration
10/8	High School Service Learning / Half Day / TWD
10/9	No School / Mini Fall Break
10/12	No School / Mini Fall Break / Indigenous Peoples Day
10/22	Half Day / Celebrations of Learning
10/23	No School / Celebrations of Learning / TWD / WMUD
10/26- 10/30	School Spirit Week ending with Historical Character Day
11/3	No School / Election Day
11/6	High School Service Learning / Half Day / TWD
11/11	No School / Veteran's Day
11/20	Harvest Feast / Half Day / No Aftercare
11/23 - 27	No School / Thanksgiving Break
12/4	High School Service Learning / Half Day / TWD
12/18	High School Service Learning / Half Day / TWD / No Aftercare
12/21 - 1/4	No School / Winter Break
1/4	TWD
1/5	Students Return
1/15	High School Service Learning / Half Day / TWD
1/18	No School / MLK, Jr. Day
1/29	High School Service Learning / Half Day / TWD
2/11	Mini Winter Break / Half Day / TWD / No Aftercare
2/12	No School / Mini Winter Break
2/15	No School / Mini Winter Break / WMUD
2/26	High School Service Learning / Half Day / TWD
3/11	Half Day / Celebrations of Learning
3/12	No School / Celebrations of Learning / TWD
3/26	High School Service Learning / Half Day / TWD
3/29	No School
4/9	High School Service Learning / Half Day / TWD / No Aftercare
4/12 - 16	No School / Spring Break
4/22	Earth Day
4/30	High School Service Learning / Half Day / TWD
5/14	High School Service Learning / Half Day / TWD
5/28	Half Day / Last Day / No Aftercare
5/31	No School / Memorial Day
6/1 - 6/2	TWD / WMUD

Academic Philosophy/Curriculum

History

The Lowcountry Montessori School Planning Committee was formed in April 2013 by a group of Montessori parents and educators who saw the need for additional public Montessori options in Beaufort and the surrounding areas. At that time, only the private E.C. Montessori & Grade School and the Beaufort Montessori Magnet Program existed here, and neither were particularly accessible to the community at large. Upon receiving our charter in July 2013, LMS became the first Montessori charter school in Beaufort County, and one of the first public Montessori programs in the state and country to include a high school.

Our Mission

Lowcountry Montessori School's mission is to provide an authentic Montessori education, building a foundation for lifelong learning.

Diversity / Inclusivity Statement

Difference matters. We are better together.

At LMS, our mission is to build the foundation for lifelong learning. This includes learning from each other and educating each other on our differences. Our unique perspectives of the world are what strengthens our community. Because when we go beyond ordinary education, the extraordinary happens.

The South Carolina Public Charter School District does not discriminate on the basis of race, color, national origin, sex, sexuality, gender identity, disability, age, religion, or immigrant status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle the nondiscrimination policies: For questions pertaining to Section 504 of the Rehabilitation Act of 1973, contact the Director of Federal Programs and School Safety, and for questions pertaining to Title IX of the Education Amendments of 1972, contact the Director, Sarah Fox, at 749 Broad River Drive, Beaufort, SC 29906.

Who Was Maria Montessori?

Maria Montessori, a noted Italian educator and physician (1870-1952), was one of the first women in Italy to receive a medical degree. She worked in the fields of psychiatry, education and anthropology. She believed that each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon. Dr. Maria Montessori revolutionized early childhood education by advocating that children be allowed the freedom to explore and develop their own creative potential through a wealth of self-teaching educational materials. Much of the educational equipment found today in the Montessori classroom was developed by Maria Montessori over 100 years ago. The Montessori practice is always up-to-date and dynamic because observation and the meeting of needs are continual and specific for each child. When physical, mental, spiritual,

and emotional needs are met children glow with excitement and a drive to play and work with enthusiasm, to learn, and to create. They exhibit a desire to teach, help, and care for others and for their environment.

The Montessori Approach

The Montessori Approach offers an enriched curriculum that incorporates and extends district, state and national standards. Scientific and mathematical aptitudes, appreciation for history and timelines, literacy across disciplines and research, and development of community help students flourish in the Montessori classroom. Students are actively involved in their education, learning the habits and skills necessary for self-directed, independent, lifelong learning.

The Individual Learner

The Individual Learner is at the heart of the Montessori approach. Montessori guides individualize instruction so each child works at a level and pace that is comfortable and challenging. Learning occurs in large groups, small groups, individually and in cooperative peer learning situations.

Multi-grade Classrooms

Multi-grade Classrooms provide wide ranging academic and social growth. Younger children benefit from positive learning and behavior models provided by the older children. Leadership and social responsibility are developed by the older students. Staying with the same guide for three years has a positive effect on students' attitudes and performance

Cosmic Curriculum

Montessori considered two things to be necessary for the creation of a peaceful human being: an awareness of interdependence and a sense of gratitude that comes from it. In the children's ongoing experiments with community, gratitude is one of the antidotes to aggression, overweening pride, and ostracism of those different from oneself. Moreover, Montessori is careful not to limit this gratitude to human beings alone, but extends it to all the elements and forces of nature, the plants, the animals (extant and extinct), the rocks, the oceans, the forests - even the molecules and atomic particles. The child who comes to see him/herself as the beneficiary of such cosmic largesse cannot but feel, as an adult, both a rightful sense of importance and purpose as well as a sense of responsibility to find and live joyfully in his/her own vocation.

Long Uninterrupted Work Periods

Long Uninterrupted Work Periods enable students to explore a topic or material thoroughly and to carry it through to completion, which assists the child in developing concentration skills. Whole-class instruction time is minimal; the school day is structured to allow students to spend long blocks of time on work that they choose within the framework of their work plan. Work plans start in lower elementary and are sometimes used at the kindergarten level but are not necessary at this level.

Hands-on Materials

Hands-on Materials encourage active learning in all subject areas. Montessori said, "The hands are the instruments of man's intelligence." The materials are designed to teach, to test understanding, to correct errors, and to lead to the understanding of abstract concepts. Students have ready access to the materials, which are arranged on the shelves according to subject areas.

Technological Resources

Technological Resources include access to laptops for research and ready access to computers in classrooms for grades first through eighth. At the HS level, students are asked to bring their own Chromebooks. These resources support students as they engage in research and projects. Montessori education is rooted in the natural curiosity of children about life and the world around them. Students learn how to learn: how to pose questions, design investigations, and gain the skills necessary to express and pursue their own research interests.

Curriculum and Support/Assessment

Textbooks

With the exception of high school, textbooks are used as a reference material in a Montessori classroom. Textbooks are owned by Lowcountry Montessori School. They are on loan to students for the year. Every book has a barcode on them and can be tracked to each child. Students must pay for lost or damaged books in order for a new book to be issued. Additionally, a student must pay for a lost or damaged textbook before he/she can receive a report card and before LMS will release the student's records. Please be sure that you return your books in the same condition that you received them. These books will be used for several years. If books are not returned, or are returned damaged, the student will be expected to pay the cost to replace the textbook.

Homework

Homework is not a traditional component of the Montessori curriculum as it is difficult to recreate the Montessori materials or experience at home. Many parents are surprised to find that when their children enter a Montessori program, homework is rarely assigned.

If children are not on task and completing their work at school, they may be asked to complete their work at home. If needed, Montessori materials may be sent home with students. If this is the case, students will be responsible for returning the materials in the condition in which they were received by the student. If the material is damaged or lost, the student is responsible for paying to replace the material.

In middle and high school, students may bring some homework home. Independent work time is a part of the day for both middle and high school, and as the student becomes better at time management, parents may see a decrease in the amount of time spent at home doing homework.

Academic Assessment

LMS is unique in that it must stay true to the Montessori philosophy (which measures progress, but does not grade in the traditional sense) while meeting the requirements of a public charter school dictated by SC law. Because of this unique anomaly, the administrative and teaching faculty have spent countless hours and attention to create a thorough and multifaceted system for individual assessment.

Primary and Elementary Levels

The Primary (PK3 - K), Lower (1 - 3) and Upper Elementary (4 - 6) classes do not use grades in the typical A-B-C-D-F format. Instead, we use a developmental approach, which shows parents how students are progressing within the framework of the Montessori curriculum. Celebrations of learning are done twice a year and report cards are given out in January and at the end of the year.

Middle School Level

Middle School (7 - 8) classes use a rating system based on “satisfactory levels of achievement.” Students will receive feedback based on a “satisfactory” system. Student records will show every course completed as well as the assignments contained within each course. Progress cards are disseminated throughout the year to reflect students’ progress. Parents can follow their child’s progress on Powerschool. Parents are sent progress reports each week by their students recording their progress for each cycle.

High School Level

High School (9 - 12) students will work within a credit-based system. Students will receive feedback based on a “satisfactory” system; however, report cards, which are sent home, will be based on a letter-grade A-B-C-D-F format and a weighted-GPA system so as to adhere to state standards of achievement and to provide relevant information on high school transcripts. Report cards are disseminated throughout the year to reflect high school students’ progress. Parents can follow their child’s progress on Powerschool.

Student Placement

Student placement is a task taken very seriously, focusing on the creation of balanced, well-matched learning environments. Input from guides and specialists is taken into account. Primary through Upper Elementary students are placed with a guide for the duration of the level. Once a final decision has been made for classroom placement, changes will only occur under extreme circumstances. Student placement in Middle School color groups and small groups are made using a system of randomization that is fundamental to the curriculum as it sets up a more real-world scenario where students don’t get to choose their co-workers or bosses and must learn about themselves to grow in these arrangements.

Promotion and Retention

There are important factors to be considered by the guide before determining that a student will progress to the next grade. Student promotion or retention at LMS is based

upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect guide judgment based on, but not limited to, consideration of the following: report cards for middle and high school, classroom assignments, daily observations, standardized tests, student portfolios, IEP plans (where appropriate), ESOL, attendance, and other data as appropriate or required. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom guide and/or promotion/retention committee, which may include a review by the directors and/or curriculum coordinator. The Leadership Team will have final say in the promotion and retention of students.

Integrated Arts

Art, Spanish, Music, Gardening/Ecology, and Physical Education are the integrated arts currently provided at LMS for the Primary and Elementary levels. Elementary students will also attend classes in our Makers Space. Other offerings will occur as the student reaches middle and high school.

Birthday Celebrations (Primary and Elementary)

Birthdays are special days, and your child may want to celebrate with their classmates. A nutritional snack may be served. Suggestions for these snacks include fresh fruit, blueberry muffins, cheese and crackers, etc. **We highly encourage birthday snacks that do not have sugar as one of the first three ingredients, such as fruit, cheese and crackers, etc.** We will celebrate your child's birthday by having them circle the Sun while holding the Earth as many times as they are years old. This is part of our study of the solar system and the child's own timeline of life. Parents/guardians are encouraged to attend with or to send in a collection of pictures of your child for every year of their life so that the student may create a timeline of his or her life. This timeline of the child's life will be shared with the class during the celebration. Consult your child's guide for ideas and times. Birthday party invitations can be distributed at school only if every child in the classroom is invited.

Graduation Requirements (IGP meetings, Classification, and Credits)

Individual Graduation Plan (IGP) meetings

IGP meetings will be done with all eighth through twelfth graders each year. The high school counselor is responsible for facilitating this process. Please make a concerted effort to attend with your student.

Grade Classifications for High School

Grade classification is based on units earned, not years of attendance in high school. Students entering year one of high school for the first time, however, will be classified as freshmen regardless of units earned prior to their first year in high school. Students are promoted to the next level of classification or retained in their current classification based on the following criteria:

To be classified as a sophomore, typically the second year of high school, a student must have earned a minimum of 6 units of credit with at least 1 credit in English, 1 in Math and 4 additional credits.

To be classified as a junior, typically the third year of high school, a student must have earned a minimum of 12 units, including 2 units of English, 2 units of Math, 1 unit of Science, and 1 unit of Social Studies.

To be classified as a senior, typically in the fourth year of high school, a student must have earned a total of 16 units of credit and have received 3 units in English, 3 units in Math, 2 units in Science, 2 units in Social Studies, and 1 unit of either PE or Computer Science.

High School Courses and Requirements

South Carolina Board of Education (SBE) Regulation 43-234 lists requirements for public high school students to graduate with a South Carolina High School Diploma.

Once legislative approval is granted to amend Regulation No. 43-234 DEFINED PROGRAM, GRADES 9–12 AND GRADUATION REQUIREMENTS, the graduation requirements beginning with the entering freshman class of 2023–24 will be as follows:

Subject Area	Credits
English	4
U.S. History	1
Economics	.5
Government	.5
Other Social Studies	1
Mathematics	4
Sciences	3
Computer Science	1
Physical Education or JROTC or Marching Band with PE	1
World Language or Career and Technology Elective	1
Personal Finance	.5
Electives	6.5
Total	24

For a complete explanation of all graduation requirements, provisions for granting high school credit and dual credit, please refer to SBE Regulation 43-234: Defined Program, Grades 9-12 and Graduation Requirements.

For Informational Purposes: Comparison of College Preparatory Course Prerequisite Requirements to High School Diploma Requirements*

College Preparatory Course Prerequisites (for Entering College Freshmen Beginning in 2019)	Recommended Courses to Meet the 2019 College Preparatory Course Prerequisite Requirements**	Current High School Diploma Requirements (SCDE) Effective 6/28/13
FOUR UNITS OF ENGLISH: All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.	English 1 English 2 English 3 English 4 IB English Courses AP English Courses	English Language Arts = 4 units <i>English 1, 2, 3, 4</i>
FOUR UNITS OF MATHEMATICS: These units must include Algebra I***, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.	Algebra I*** Geometry Algebra II Fourth higher-level mathematics unit selected among: Algebra III Precalculus Calculus Probability and Statistics Discrete Mathematics Computer Science**** IB Mathematics Courses AP Mathematics Courses AP Computer Science	Mathematics = 4 units <i>Algebra 1, 2 Geometry Pre-calculus Calculus Discrete Mathematics Probability and Statistics</i>
THREE UNITS OF LABORATORY SCIENCE: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general science or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.	Biology Chemistry Physics Earth Science IB Science Courses AP Science Courses	Science = 3 units <i>Physical Science Earth Science Biology 1, 2 Chemistry 1, 2 Physics</i>
TWO UNITS OF THE SAME WORLD LANGUAGE: Two units with a heavy emphasis on language acquisition.	Spanish French German American Sign Language (ASL) Chinese Japanese Russian Classics (Latin, Greek, Hebrew)	Foreign Language or Career and Technology Education = 1 unit

College Preparatory Course Prerequisites (for Entering College Freshmen Beginning in 2019)	Recommended Courses to Meet the 2019 College Preparatory Course Prerequisite Requirements**	Current High School Diploma Requirements (SCDE) Effective 6/28/13
THREE UNITS OF SOCIAL SCIENCE: One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.	U.S. Government Economics U.S. History and Constitution World Geography Western Civilization Psychology Sociology IB Social Science Courses AP Social Science Courses	U.S. History and Constitution = 1 unit Economics = ½ unit U.S. Government = ½ unit Other Social Studies = 1 unit <i>World History</i> <i>World Geography</i>
ONE UNIT OF FINE ARTS: One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.	Art (Media, Visual, Digital) Chorus Instrumental Music Dance Music Theater AP Fine Arts Courses IB Fine Arts Courses Art Appreciation Music Appreciation	
ONE UNIT OF PHYSICAL/HEALTH EDUCATION OR ROTC: One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.	Physical Education Health Education ROTC	Physical Education or Junior ROTC = 1 unit
TWO UNITS OF ELECTIVES: Two units must be taken as electives. A college preparatory course in Computer Science**** is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).	A college preparatory course in Computer Science**** is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (science courses for which biology, chemistry, physics, or earth science is a prerequisite).	Electives = 7 units

NOTES:

- * Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.
- ** This list of courses will be reviewed each year. Schools that offer dual enrollment courses should consult with and receive written approval from the Commission before using such courses to meet these requirements.
- *** Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry).
- **** Computer Science should involve significant programming content, not simply be keyboarding or using applications.

As a student of Lowcountry Montessori High School, there is an additional requirement of 4 credits of self-construction. These classes are as follows: Self and Social Responsibility (9th grade), Speech and Debate (10th grade), Theory of Knowledge (11th grade), and a Senior Thesis (12th grade). If a student is not enrolled at LMS during the year that the requirement occurs, they will not be required to go back and complete the credit. We also require that

each student take Culinary 1 or Foods and Nutrition as a practical life skill. This is part of our charter to prepare students to be able to make and feed themselves healthy meals on a budget. This can only be waived if the student comes in later in HS and does not have room in the schedule for this class.

When a student is a Junior or Senior, they may be permitted to leave early or come late to school in order to work, or to attend a dual enrollment program. In order to qualify for this privilege, the student must meet the following requirements:

1. They must have earned more than the number of credits required for the grade they are currently enrolled in and have not been retained due to lack of credits.
2. They must be enrolled at LMS for one or two blocks of academics and one block of service to the school (Give Back). This service will be determined by a team and take into consideration the interests of the student.
3. The student must be in good standing, both academically and behaviorally. A recommendation must come from all high school guides.
4. Approval of this privilege is up to the discretion of the Leadership Team. If a student is in a dual enrollment class that begins later in the semester or ends before our semester ends, the students may put a proposed plan together that includes a give back to the community to do during the time that remains. An equal amount of time can be considered for the students to come to school late or leave early. The proper documentation needs to be done in advance for students to obtain this privilege, and the plan must be approved by the Leadership Team.
5. Because the Montessori philosophy focuses on community and has requirements for self construction, early graduation is not permitted. We do encourage dual enrollment if the student is finished with many of their required courses. There are exceptions made if the student has been retained in the past and is working to graduate with their age classmates.

Transcripts:

All graduates receive 2 official transcripts upon graduation. If a student needs additional official transcripts, they will reach out to Parchment www.parchment.com. They are free to all students through July 30th after graduation. If a student needs more from LMS, they will be charged \$5.00 per transcript if up until July 30th after graduation. After July 30th, each transcript will cost \$10.00.

Montessori/Parenting Resources

Montessori and Charter School Organizations

American Montessori Society: www.amsq.org

The Montessori Foundation: www.montessori.org

National Charter School Clearing House: www.nationalcharterschoolclearinghouse.net

SC Assoc. of Public Charter Schools www.sccharterschool.org

National Center for Montessori in the Public Sector: www.public-montessori.org/

Suggested Reading for Families

To Educate the Human Potential by Maria Montessori

Easy to Love, Difficult to Discipline by Becky Bailey

The Montessori Way by Tim Seldin & Paul Epstein

From Childhood to Adolescence by Maria Montessori

Montessori Today by Paula Polk Lillard

Raising Self-Reliant Children In A Self-Indulgent World: Seven Building Blocks for

Developing Capable Young People by H. Stephen Glenn and Jane Nelsen

Children: The Challenge Rudolf Dreikurs and Vicki Soltz

How to Talk So Kids Will Listen and Listen So Kids Will Talk by Adele Faber and Elaine Mazlish

Nurturing the Spirit by Aline Wolf

The Guide to Bringing Up Your Child by Bruno Bettelheim

Becoming Better Parents by Maurice Balson

The Absorbent Mind by Maria Montessori

The Disengaged Teen: Helping Kids Learn Better, Feel Better, and Live Better by Jenny Anderson and Rebecca Winthrop

The Teenage Brain by Frances E. Jensen, MD with Amy Ellis Nutt

The Little Book of Restorative Justice in Education by Katherine Evans and Dorothy Vaandering

General Information

Hours of operation:

Pre-K through 6th grades:

Monday through Friday 7:00 - 8:00 Early Care (preschool EC/AC is provided in Rm. 302)

Monday through Friday 8:00 - 8:15 Drop off

Monday through Friday 8:15 – 3:15 Regular school day

Half days Drop off from 8am - 8:15 and 12:00 pick-up

Aftercare: 3:35 - 6:00, or 12:00 - 6:00 for half days

On some half day Fridays preceding an extended break, aftercare may be canceled. These days are listed on our calendar.

7th grade through 12th grades:

Monday through Friday 7:00 - 7:45 Early Care

Monday through Friday 7:45 - 8:00 Drop off

Monday through Friday 8:00 – 3:15 Regular school day

Half days Drop off 7:45 - 8:00 and 12:00 pick-up

Aftercare: 3:35 - 6:00 for full days, or 12:00 - 6:00 for half days

On some half day Fridays preceding an extended break, aftercare may be canceled. These days are listed on our calendar.

Arrival/Dismissal

*School bus service is not provided.

Arrival

Please share with anyone who may drop off your child, if it's not you:

Please pull all the way up to the end of the arrival lane (big loop) when dropping off your child. If you need to get out of your car to help your child or want to walk your child in during the first few weeks, please park in the 'Early Parent / Student Parking Lot' in the back field and enter at the gate. If you need to visit the Front Office, please find a parking space away from the carpool line in the parking lot and enter through the front door of the Front Office.

Grades 7 through 12: School begins at 8:00 a.m. and students should be in their classrooms before 8:00 a.m. **Seventh through twelfth graders arriving through the door at 8:01 or later are tardy and will need to be checked in at the Front Office.**

Grades P-K through 6: School begins at 8:15 a.m. and students should be in their classrooms before 8:15 a.m. **P-K through sixth graders arriving through the door at 8:16 or later are tardy and will need to be checked in at the Front Office. Preschool students will be walked to class by an authorized staff member with DSS clearance from the Big Loop and also from the Front Office.**

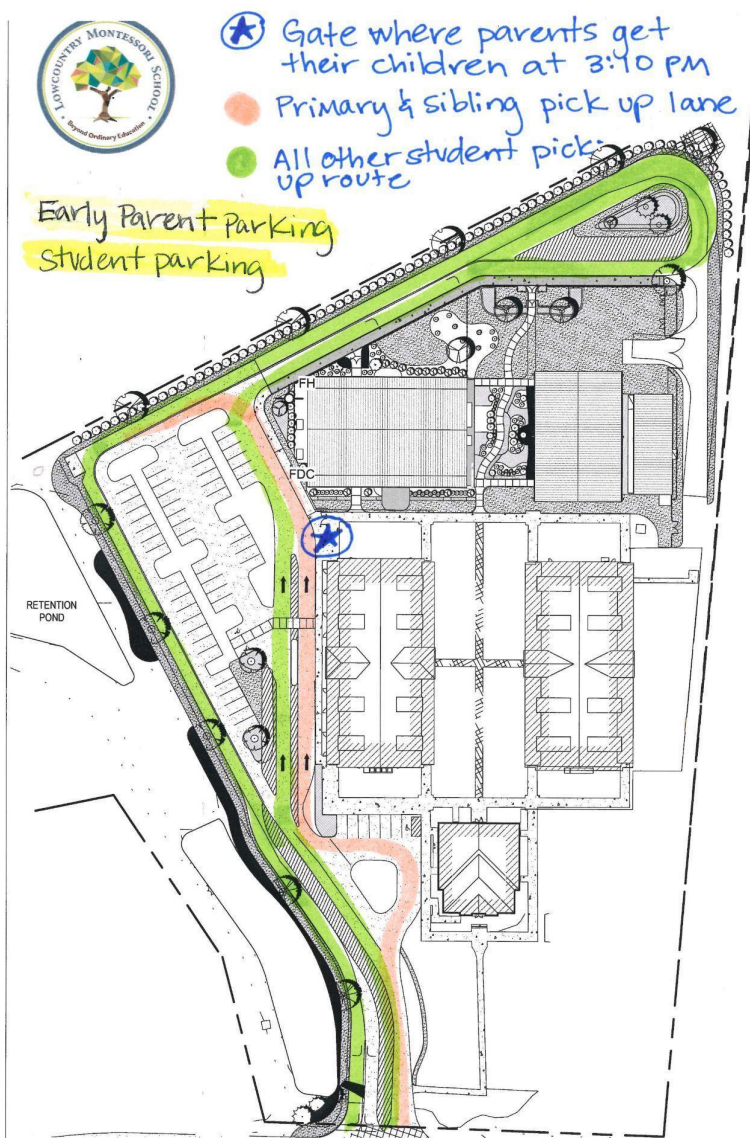
Dismissal

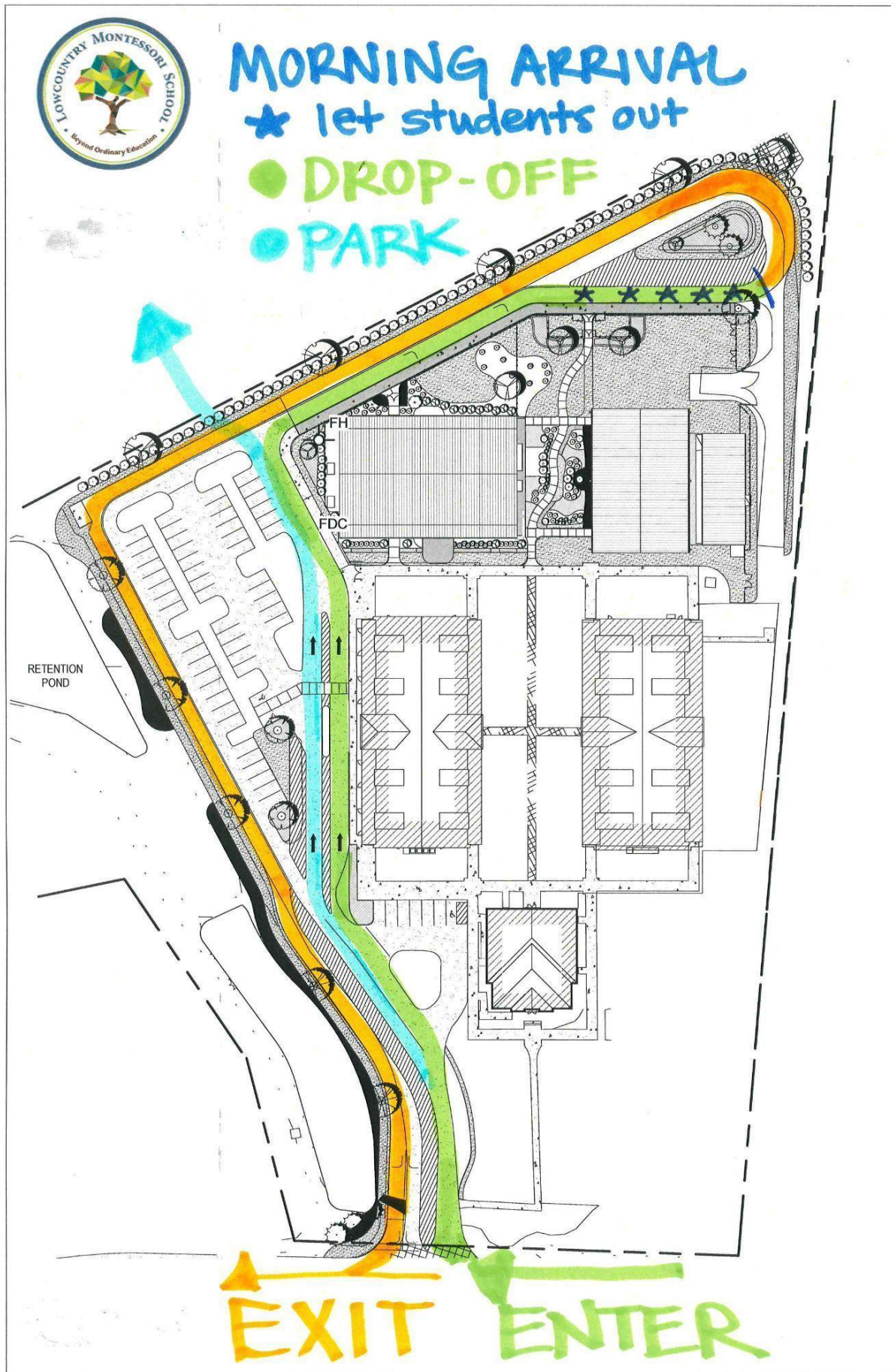
School ends at 3:15 p.m. At 3:10pm, the school will call for the release of 'Walkers, Bikers, Student Drivers, Siblings of Primary students, and the early families at the gate. Regular carpool will begin at 3:15 p.m. and end promptly at 3:35 p.m. **NO CHILD WILL BE DISMISSED FROM SCHOOL TO AN UNAUTHORIZED PERSON.** If someone other than a parent/guardian is picking up your child, please notify the office in writing or by phone PRIOR to his/her release. If the person picking up a child is listed on the authorization card, the person will need to show identification. Messages and emails are checked throughout the day. When communicating pick-up changes to the office between 2:30 to 3:00 p.m., please call the office to share the info and make sure the person picking up is prepared to park in the event the carpool leaders have not received the message.

Please share this information with whomever picks your child up from school, if it's not you.

- Cars that arrive prior to 2:45pm are directed to park in the Praise Assembly Field Parking instead of the carline and the drivers must get out with their car tags to retrieve their child(ren) at 3:10.
- The carline closest to the portico will open at 3pm and is for **Primary students and their siblings only. Preschool students will be walked to the carline for dismissal by an authorized staff member with DSS clearance.**
- The left lane is for all other students and they will be put in cars at the big loop

- There is a small part of our parking lot assigned for senior parking. Please do not park in those spots. They are the last 6 spots as you exit the parking lot on the left and there is a sign to mark the area.
- Early pick-up for appointments, etc. should be done by 2pm. If you have an emergency, please call the Front Office.
- In the event of lightning striking nearby during dismissal, students will shelter in their classroom and dismissal will be paused and re-evaluated every 10 minutes. Families insisting on picking up during a lightning event will be directed to park in the lot and take their car tag to the student's classroom for clearance.
- If the pick-up person doesn't have the car tag, they will be directed to the Front Office for approval and verification and the student will not be called until they have been verified. This will tie up car line, so please be prepared. See Mrs. Rose in the Front Office if you need an additional tag.





Admissions/Fees

Requirements and Procedures

Student Fees and Other Costs:

If a family has a hardship, please contact the business office for assistance.

Parents/guardians of a primary student are permitted full access to his or her child without prior notice, while their child is receiving care, unless there is a court order limiting parental access. This free access must not disrupt instructional activities and classroom routines. All visitors must first sign in at the office before entering the building. Volunteers will not be allowed in the building without a valid guest badge.

Preschool Tuition Policy – Lowcountry Montessori School

- Attendance for our preschool program is crucial to the success of the child. If a child is absent 10 times, we will request a meeting with the guardians. If attendance issues continue, the seat may be given to the child next on the waitlist.
- There is a nonrefundable student fee of \$150 which shall be paid at the time of registration. This fee is to hold the seat.
- The tuition for the half day are \$400 per month and \$300 per month for a family that qualifies for free and reduced meals. If a family qualifies for free and reduced meals, documentation in the form of both parent's tax returns from the previous years must be turned in to the business office.
- The tuition for the full day are \$600 per month and \$500 per month for a family that qualifies for free and reduced meals. If a family qualifies for free and reduced meals, documentation in the form of both parent's tax returns from the previous years must be turned in to the business office.
- Tuition is due on the first day of each month for the upcoming month. The prompt payment of all monthly fees is most important.
- To determine whether your family qualifies for free or reduced meals, a current EIAE form (Household Income Form) must be submitted at time of registration.

Payment Options:

Tuition and fees may be paid on <https://lowcountrymontessori.revtrak.net/>

Late Payments:

Tuition is considered late after the 5th day of the month. A \$25 late fee will be charged for any payment received after the 5th day of the month. Delinquent accounts will be provided notice in writing with a request to contact the office to make arrangements for payment. If payment in full is not received or payment arrangements acceptable to the School are not entered into by the 15th of the month, the parents and the school will meet.

Failure to pay fees as scheduled may result in a student losing his/her place in the preschool program. If payment arrangements are not made with the school by the 25th of the month and there is a waiting list, the Director will notify the family that the student has forfeited his/her spot for the full day program and will have to be picked up promptly at noon each day.

Lowcountry Montessori School will require that a credit card authorization be provided to be held on file for all full time primary students as well as students attending early and after care. On the 5th of each month, delinquent or returned payments will be automatically charged along with applicable fees.

Lowcountry Montessori School also reserves the right to pursue delinquent tuition payments through all available options as a last resort.

Returned check fee: There is a \$50 returned check fee.

Withdrawal: Families must give 30 days' notice if they withdraw their child. If 30 days' notice is not given, the family will be responsible for payment of tuition 30 days from the time of notification. This allows the Director time to arrange for a replacement student in the class.

Effective Date: This policy is in effect September 1, 2018.

Other: Requests for exceptions to this policy may be presented in writing to the Administration for consideration.

Early/After School Care

Lowcountry Montessori School offers a quality, fee-based early care and aftercare program. The After School program is an organized program which invites students to participate outside of the traditional school day. It affords a program in which parents can be assured that their child(ren) is active in educational, physical, social and artistic activities that will give positive enrichment to their lives.

Hours/Fee Structure: Early and After Care

The Early Care Program is an organized program for parents to drop off their children for a positive start to their school day. Middle School and High School are required to be in the early care space and not roaming campus and will be charged if they are on campus before 7:45. Students with older siblings in Middle or High School will not be charged between 7:45 am - 8:00 am.

Early Care Hours: 7:00 am to 8:00 am

After Care Hours: 3:35 pm - 6 pm

Half Day After Care: only from 12:00pm - 3:15pm: \$15/day if your student remains after 3:15pm additional charges may occur

Daily Rate for Early Care: \$5/day

Daily Rate for After Care: \$15/day

The In-Between: From 3:35pm - 4pm: \$5/day

When parents do not make it to the car line in time to pick up their children and they have to go to after care, we charge a nominal fee if they are picked up by 4pm (\$5/day). If they are picked up after 4pm it is \$15/day. No exceptions.

Level Fees

Student fees help the school cover technology costs, provide a daily healthy snack to our students, cover administration fees, purchase supplies and more. We have done our best to decrease this fee to be a reasonable amount for our families and it can be as low as \$25/month. We will always work with a family who reaches out to us.

Primary

- There is a nonrefundable \$150 fee to hold a primary seat.
- A \$250.00 student fee is required each year to cover administrative costs and supplies for the classroom. This will include a healthy snack. The fee is collected before school begins. If a family needs to pay in installments, plans are put in place.
- Families will be charged an additional \$10 for any half day preschool student who is not picked up by noon
- Late Payments: Tuition is considered late after the 5th day of the month. A \$25 late fee will be charged for any payment received after the 5th day of the month. Delinquent accounts will be provided notice in writing with a request to contact the office to make arrangements for payment. If payment in full is not received or payment arrangements acceptable to the School are not entered into by the 15th of the month, the student will not be able to attend the Primary Program until delinquent tuition and the following month's tuition is paid in full.
- Failure to pay fees as scheduled may result in a student losing his/her place in the Primary Program. The Director will notify the family that is next on the waiting list that a student has forfeited his/her spot for the Primary Program and they will be given the opportunity to accept the seat.
- Lowcountry Montessori School also reserves the right to pursue delinquent tuition payments through all available options as a last resort.
- Withdrawal: Families must give 30 days' notice if they withdraw their child. This allows the Director time to arrange for a replacement student in the class. Failure to give notice may result in additional fees at the Director's discretion.

Primary students must be three years old by July 1st to be admitted as a three year old in the program. *Three and four year olds should be potty trained to enter the program. If you have a question about this, please contact the Administration.* If a student turns three after July 1st, they can be admitted to the program during the school year after turning three, if

there are spots available. Please inform the Director or Special Education Coordinator if special conditions or circumstances exist as barriers to potty training. They will also have to spend three additional years in the primary room.

Kindergarten

- A \$250.00 student fee is required each year to cover administrative costs and supplies for the classroom. This will include a healthy snack. The fee is collected before school begins. If a family needs to pay in installments, a plan can be arranged.
- This does not include a cap and gown for the Bridging Ceremony for Graduation.

Elementary (1st-6th grade)

- A \$250.00 student fee is required each year to cover administrative costs and supplies for the classroom. This will include a healthy snack. The fee is collected before school begins. If a family needs to pay in installments, a plan can be arranged.
- Overnight field trips begin in first grade. Examples of some are:
1st - 3rd grade on a three year rotation: Barrier Island (\$290 estimated cost)
4 - 6th grade: Camping (\$150 estimated cost)
If your child cannot attend the field trip, you must request a refund in writing before the field trip occurs. Refunds will be given as follows:
90 days in advance will result in 80% refund
60 days in advance will result in 50% refund
45 days in advance will result in 25% refund
After the 45th day, no refunds will be given due to the fact that LMS must reserve buses, hotels, etc. for the number of attendants. Written notice must be sent to Rose Beck: r.beck@lowcomo.com or Kotina Forbes: kotina.forbes@lowcomo.com.

Middle School

- A \$250.00 student fee is required each year to cover administrative costs and supplies for the classroom. This will include a healthy snack. The fee is collected before school begins. If a family needs to pay in installments, a plan can be arranged. A list of supplies is given to each MS student to bring in for their own individual supplies.
- 7 - 8th grade: Two Land Lab trips(\$220 estimated cost) and a Carowinds trip. (\$160 estimated cost)
If your child cannot attend the field trip, you must request a refund in writing before the field trip occurs. Refunds will be given as follows:
90 days in advance will result in 80% refund
60 days in advance will result in 50% refund
45 days in advance will result in 25% refund
After the 45th day, no refunds will be given due to the fact that LMS must reserve buses, hotels, etc. for the number of attendants. Written notice must be sent to Rose Beck: r.beck@lowcomo.com or Kotina Forbes: kotina.forbes@lowcomo.com.

High School

9th through 12th grade

- A \$250.00 student fee is required each year to cover administrative costs and supplies for the classroom. This will include a healthy snack. The fee is collected before school begins. If a family needs to pay in installments, a plan can be arranged. A list of supplies is given to each HS student to bring in for their own individual supplies. HS students are expected to purchase a Chromebook for use at school. If students choose not to purchase their own computer, there is a \$100.00 rental fee for a computer and a \$250 fee if it is returned broken.

- 9 - 12th; James Island Camping: October: (\$150 estimated cost). HS Spring trip (Price TBD with varying options).

If your child cannot attend the field trip, you must request a refund in writing before the field trip occurs. Refunds will be given as follows:

90 days in advance will result in 80% refund

60 days in advance will result in 50% refund

45 days in advance will result in 25% refund

After the 45th day, no refunds will be given due to the fact that LMS must reserve buses, hotels, etc. for the number of attendants. Written notice must be sent to Rose Beck: r.beck@lowcomo.com or Kotina Forbes: kotina.forbes@lowcomo.com.

All students

- Scholarships sponsored by the Parent Teacher Organization and/or Governing Board for some school-sponsored activities may be available.
- If a family has a hardship paying any fees other than early and after care fees, please contact the business office for more information on how we can help.
- After-school care and enrichment programs are also available for an additional fee. Contact the office for more information.
- There is no refund on administrative/student fees after October 30th. Before October 30th, we will refund 50% of the fees.

Payment plans for Student Fees

- One payment due by September 1st.
- Two equal payments due September 1st, and October 15th.
- Three equal payments due September 1st, October 15th and December 1st.
- Ten monthly payments of \$25 August - May
- If this payment plan does not work for your family, please contact the front office.

Field Trips/Going Out

In order that students may benefit from experiences that make learning more relevant, memorable, and meaningful, LMS supports and encourages the extension of learning through instructional field trips. LMS does not endorse field trips when their primary purpose is to purely reward students without any academic benefit.

Various field trips occur throughout the year to expose children to a variety of academic and social lessons beyond the classroom. Field trips may include walking tours, recycling trips,

aquarium trips, and trips to various museums throughout the community. Trip dates, venues and information will be sent out by the classroom guide.

The LMS staff is authorized to establish regulations and procedures to ensure that all reasonable and prudent steps are taken to safeguard the physical and educational welfare of the participating students and of students who do not participate; appropriate and adequate adult supervision is provided; the highest standards for instructional field trips are established to ensure that student participation enhances achievement of state curriculum standards and Montessori principles.

Field trips are a part of our curriculum and participation is required. Exceptions may apply in certain circumstances.

Field trip travel plans are kept on file with the Front Office and include written permission from parents for participation and riding with chaperones and details of the loading and unloading of students on the trip.

Day Field Trip/ “Going Out”

The experiences we create for “Going Out” into the community are found at most Montessori Schools. These experiences begin in the Elementary years as extensions of classroom learning. The short trips allow students to collaborate and socialize outside of the prepared learning environment. The learning gained by students on these adventures is essential to developing the child’s independence and understanding of the self. We rely on parent drivers for many of our field trips. For parent drivers, the fee of the field trip up to \$15 will be covered. Any cost over \$15 will need to be paid by the chaperone. The parent is also able to put the time spent towards their volunteer hours.

Going Out

Going-Out is not a “field trip” for the entire group; it is an activity organised by 2 or 3 students who would love some additional information for a particular project. This activity provides many organizational and practical life opportunities for the small group. The class usually has “procedures” for scheduling a going-out. Students must have reached a level of personal responsibility to be trusted to conduct themselves on such an adventure.

1. The small group discusses their needs and then discusses them with the teacher.
2. An invitational letter/email might need to be written, requesting an appointment – with a follow-up letter/email after the going out.
3. If the class has a list of parents available to drive students on a going-out, they must be contacted by one of the students inquiring about availability to transport the 2 or 3 students to the desired location. That parent is not the person in charge; it is assumed by the teacher that the students involved have the knowledge and personal understanding to be able to handle themselves in the particular situation. The possible consequences for this not happening would be no going-out activities for the particular students until they feel they can be personally responsible and it has been evidenced in other activities.

4. The students must inquire about hours of operation, costs involved, a contact person (if they need an appointment), etc.
5. The information garnered from a going-out is subsequently used in a report or a project.

This activity brings together various practical and organizational aspects of such an adventure and is a hallmark of individual children's maturity.

<https://montessori-ami.org/questions/importance-going-out>

Overnight Field Trips

Overnight field trips are part of the curriculum. In order to give each child the opportunity to travel and experience different customs, cultures and the history of various regions, we require this of students. All students, beginning in first grade, may attend overnight field trips. If the family has a hardship, please contact the business office. It is important that all students have the opportunity to attend the overnight field trips.

Students attending overnight field trips must be in good standing academically and behaviorally. If a trip has been paid for by the family and there is either a disciplinary or academic issue that prevents the student from attending the trip or the student decides not to attend the trip but the school has already made deposits for activities, transportation, or lodging, those deposits will be subtracted from the refund.

1. Electronics, including smart watches, phones and tablets are not to be brought on day trips.
2. For overnight trips, students are not to bring devices on overnight trips such as phones, smart watches, and tablets. If they are in HS, they can bring them, but will be expected to turn them in to the guides or have them off and away unless given permission. They will not be used during travel. Students are encouraged to engage with one another, read books, sing songs, play games, or watch the entertainment on the bus as a group.
3. Spending money is not allowed on day trips. On overnight field trips to cities where they will be touring, an amount of \$10 per day will be allowed, not to exceed \$50 per child, unless approved by administration. Spending money is not allowed to be sent or spent at Barrier Island.

Chaperoning Field Trips (Going Out)

***By agreeing to chaperone, you are agreeing to the requirements of all chaperones found in the below information and in the Appendices.**

LMS may utilize transportation services. Parent chaperone drivers may also be asked to drive students on off-premise field trips. The charter school/parent drivers will assume the insurance requirements of transporting students, unless the parent is only transporting their own child. All drivers MUST provide the office with Proof of Vehicle Insurance and the number of seat belts in their vehicle, and must agree to undergo a background check and National Sex Offender Registry check, which will be kept on file in the office. Please remember if you decide to join us for a field trip that you are there for the children and to

ensure their safety. Attention must be paid to the children at all times. It is also imperative that all car safety regulations are observed while transporting other people's children. We expect parents to restrain from using phones while driving. While we try to make car assignments that are agreeable to all, changes must be made by the guide.

Requirements/Rules for chaperoning a field trip

Background Check and National Sex Offender Registry check on file

Proof of Insurance

Number of seat belts

Chaperone Agreement on file

Attend chaperone meeting for overnight field trips

Chaperones are not to stop on the way to or from a field trip. The only reason one would stop is to allow students to go to the restroom. Please come with enough gas in your car to be able to chaperone the trip without stopping. This keeps everyone on the same timeframe to get to the destination or back to the school.

Chaperones are not to use nicotine products in front of students at any time. This includes traditional tobacco products as well as vape products. The use of alcohol is also prohibited by chaperones on any field trip, including overnight field trips.

Field trips are arranged by staff and plans are to be followed by all chaperones. Plans can only be changed by LMS staff members.

If a parent chooses to only drive their child(ren) on a trip, they will need to pay their own way. Their child(ren) will be their responsibility while on the trip. All students must depart from school for a field trip in order to be marked present for the day. If siblings from another class who are attending the same trip want to ride together with their parent and other children, the students will need to return to their class and teacher once they arrive at the site. Chaperones and parent drivers must be on time to field trips to be guaranteed participation for the child(ren) riding with them.

Independent Field Study

LMS students are allowed to be counted as present for three (3) independent one-day field trips per year, so long as the student meets the school's requirements for independent field trips. Each independent field study must be pre-approved by the student's guide and the school director (or designee). The independent field study form may be obtained from the administration office and must be completed and submitted to the school director (or designee) no later than **two** weeks prior to the date of the trip. Upon their return to school, the student is required to make a presentation to his/her guide and class regarding the subject matter of the independent field trip. For all students these days count as excused absences, however, for high school students, these days will still count toward seat time.

LMS Parent Volunteer Hours and Requirements

The LMS charter application was written to include parent volunteers as part of the academic and financial success of the school's infrastructure. The Parent Agreement reflects a 10-hour parent volunteer commitment. Volunteerism is vital to the success of the school, and many families contribute more than the required number of hours. The school seeks to engage those precious hours in the most effective manner for the school and the family. The volunteer hours are a direct investment in your child's education. In an effort to strategically coordinate available resources for classroom needs and upcoming projects, the school utilizes a parent coordinator for each volunteer area, including Special Events, In-School Volunteers, Fundraising, Yearlong/School Project Volunteers, and Volunteer Hours Recording. If you are unable to volunteer you may also donate \$10 per hour of volunteering to count for your time.

In addition to helping families track their progress toward the volunteer goal, the school tracks the hours for the annual audit to show volunteers save public resources and the hours are used to procure grant funding for the school.

There are many opportunities to volunteer during or after school hours, both in and out of school. We like to think we have rewarding ways for every family to invest in their child's education and future.

Attending informational meetings and functions, such as Parent Network meetings, committee meetings and orientation, also counts toward service hours. However, recreational functions including, but not limited to, sports events, school plays/performances, and award ceremonies, do not constitute time that may be utilized towards service hours, unless otherwise specified by the school. Leading a committee, chaperoning trips, or taking on certain tasks can double your hours, or in some cases, count for all of the hours.

Suggestions for ways you can integrate into the community will be available at Parent Q & A and Open House, or by contacting the Front Office. To submit your hours, simply email them to Ms. Rose, r.beck@lowcomo.com, or drop a slip into the box in the front office.

If a parent or guardian would like to volunteer in the school, they MUST FIRST have a background check and a National Sex Offender Registry check run in order to be able to help with projects, drive on field trips, etc. The background check costs \$8.00 cash. It is the responsibility of the parent or guardian to obtain a background check and National Sex Offender Registry check through LMS or the SCPCSD prior to volunteering in the school. This background check will be kept on file in the LMS office and is valid for one calendar year.

If a parent wants to observe in the classroom, they are not required to obtain a background check. Please make an appointment with the guide for the observation. Observations are not allowed for the first four weeks of school as the children are acclimating to the environment.

If a background check comes back with a prior arrest that is related to endangering a child, abuse, alcohol and other drug use, reckless driving, or any other conviction that would be deemed potentially harmful to children, the parent/family member/guardian will be unable to drive other people's children on a field trip or volunteer in the school. The individual will be able to appeal this to the administration. They can drive their own child, but will be unable to drive other children. If a person appears on the National Sex Offender Registry, they will not be allowed to participate in or volunteer for activities that involve direct interaction with students.

If a volunteer comes onto the campus, they must first sign in at the office before entering the building. Volunteers will not be allowed in the building without a valid guest badge.

Substitute Teaching at Lowcountry Montessori School

Substitute guides need to attend the substitute guide training. This training will be offered 2-3 times per year. If the training is not available, the individual will need to meet with one of the administrators for a training session before going into the classroom.

Religion

Lowcountry Montessori School (LMS) is a non-denominational school and does not affiliate itself with any religious organization. Religion is personal to each family and best learned in the home. Though LMS does not teach or preach any particular religious doctrine, LMS does share other cultures in order to encourage acceptance and understanding by recognizing the cultural occasions of the various children represented in each class and in order to be a more aware global citizen. We welcome the parents who may wish to help us explain the festive occasions of their cultures or religions to the class. However, LMS realizes that because of different religious beliefs, this might interfere with a particular parent's religious philosophy. Please let us know if there are certain activities in which you would prefer your child to not participate or are uncomfortable with. Parents might share the festivities of the Chinese New Year, Persian New Year, Santa Lucia Day (Danish), Chanukah, as well as special festivals of Mexico, India and Japan. Students also express interest in researching or studying other religions as a part of their natural curiosity and interests. These activities are monitored. Religious awareness, tolerance, and understanding go hand-in-hand with the cultural awareness that is a cornerstone to Montessori philosophy. During the student's learning and preparation for International Night, religions of their classroom's chosen country will be researched.

In addition, the South Carolina Sixth Grade Social Studies Standards address Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, Taoism, and the rise and fall of the Roman Empire from a historical perspective.

Board of Directors

Lowcountry Montessori School maintains its success by the strong leadership of its governing board. The three-part alliance between faculty, parents, and community

members is critical to enabling the board to focus on results-based effective strategic planning. Board members annually participate in training to define the enormous responsibilities of leading a public school. The LMS Board of Directors is annually elected by parents and faculty to fill the positions. Charter law does not protect consistency in the leadership thus voters must consider the full make-up of the governing board each year. Board members must be strategically selected for their skills, knowledge, and commitment. Responsibilities include promoting Lowcountry Montessori School's mission, hiring and supervising the Director, setting policies, raising funds, conducting a yearly fiscal audit, and developing the school budget.

The LMS Board meets once every month, on the fourth Thursday. The meeting schedule is posted on the LMS calendar on the LMS website and also on the bulletin board at the front door of the school office. Board of Directors meetings are public meetings and attendance is encouraged.

No Babysitting Policy

When LMS employees provide childcare for families of currently enrolled children, they potentially expose the school to lawsuits if the child is harmed under the employee's care. Under our No Babysitting Policy, LMS strongly discourages employees from offering to provide childcare to currently enrolled students outside of school hours.

Tutoring Policy

A guide or employee may enter into an agreement with parents for tutoring children for a fee. This practice must be limited to children other than those for whom the guide or employee is currently exercising teaching, administrative or direct supervisory responsibility. These restrictions are to assure all students receive reasonable assistance without charge from their own guides, as well as to avoid placing a guide or employee in a position where he/she may have a conflict of interest.

A guide or employee may not tutor any student for pay during his/her regular working hours and may not use School communication channels, such as the internet, to advertise tutoring services. A guide or employee may provide tutoring services on school premises outside of working hours with the approval of the Director.

Lost and Found

Students should assume responsibility for their belongings at all times. Parents and students should label their items and make periodic/weekly checks of the lost-and-found, located in the counselor's office, to collect lost belongings. Items that are clearly marked will be returned to the child. Uncollected items are displayed during Harvest Feast and Spring Fling for families to retrieve. After those events all items will be donated.

Communications

At Lowcountry Montessori School, we strive to foster clear and robust communication between home and school. The information below offers guidelines regarding the proper channels to use for gaining information and solving problems and for receiving information. Please contact Sarah Fox at 843-322-0577 or s.fox@lowcomo.com if you are having an issue communicating with the school.

WHO DO I CONTACT FOR...

For Matters Related to:

Child's progress

Classroom activities

Integrated Arts Class procedures

Behavior and discipline

Field Trips

[Contact Lead Guide](#)

For Matters Related to:

Facilities

Operations Manager: Martha Watkins: m.watkins@lowcomo.com

Legal matters

Director, Sarah Fox: s.fox@lowcomo.com

Fundraising

Director, Sarah Fox: s.fox@lowcomo.com

Public relations

Director, Sarah Fox: s.fox@lowcomo.com

Pedagogical issues

Director, Sarah Fox: s.fox@lowcomo.com

Communication

Director, Sarah Fox: s.fox@lowcomo.com

Policy

Leadership Team Sarah Fox/Becky Shaffer: admin@lowcomo.com

Staff

Leadership Team Sarah Fox/Becky Shaffer: admin@lowcomo.com

For Matters Related to:

Early/After School:

Kotina Forbes: kotina.forbes@lowcomo.com or

Rose Beck: r.beck@lowcomo.com

After School Schedule:

Rose Beck: r.beck@lowcomo.com

Daily Scheduling

PowerSchool Admin, Wendy Sampson: w.sampson@lowcomo.com)

Student Records

PowerSchool Admin, Wendy Sampson: w.sampson@lowcomo.com)

Observations

Director, Sarah Fox: s.fox@lowcomo.com

Registration

PowerSchool Admin, Wendy Sampson: w.sampson@lowcomo.com

Admissions

Rose Beck: r.beck@lowcomo.com

Parent Volunteering

Rose Beck: r.beck@lowcomo.com

Billing/Accounting

Kotina Forbes: kotina.forbes@lowcomo.com

Testing Info/Schedules

Elementary Testing: Alyssa Jones: a.jones@lowcomo.com

Secondary Testing: Nicole Borriello: n.borriello@lowcomo.com

High School Transition/Individual Graduation Plans

HS Guidance Counselor, Nicole Borriello: n.borriello@lowcomo.com

Special Education

SPED Coordinator: Becky Shaffer: b.shaffer@lowcomo.com

Investigating Conduct

Allegations Leadership Team: admin@lowcomo.com

Title IX Complaints

Director, Sarah Fox: s.fox@lowcomo.com

Website:

The school's website offers up to date information about the school and upcoming events, including the school's policies, procedures, information, calendar, Governing Board and Parent information, classroom information, surveys, and other interactive materials. (www.lowcomo.com)

Powerschool Parent Portal:

The parent portal for Powerschool will be open so that parents can check their child's grades and follow their progress, complete state mandated surveys, check attendance, etc. Grades will be updated every one to two weeks for high school students. There is a link to it on our website.

Bloomz:

Guides use the Bloomz App, which will send text messages and updates to all parents. Field trip updates will be shared by the guide using this application.

Admin Non-Emergency Communication via Bloomz app (text, email, and/or phone call- parents can choose preferred methods of communication)

- Half Day Friday reminders on appropriate Mondays and Thursdays
- Progress report notification
- Parent Education Nights
- Celebrations of Learning
- Volunteer Opportunities
- Special Events
- After School Club updates (Cancellation)
- Calendar Changes (Please see the Newsletter for update)

Newsletters:

Guides will communicate by sending newsletters via email. Parents should expect this communication monthly at a minimum. In the elementary program, weekly folders are sent home with information from the guides.

Admin Non-Emergency Communication via Lowcountry Lowdown Weekly Newsletter

If you have something to share in the newsletter, please contact Sarah Fox at s.fox@lowcomo.com.

- Calendar
- School Happenings
- Montessori Moments
- Community News

Admin Emergency Parent Communication

The police come to our campus for many reasons. Just because they are here, does not mean there is an immediate threat or issue. We will notify parents of the reason for police presence only when student safety is involved. The school follows the guidance of the “I Love You Guys” foundation for our Evacuation / Emergency plans.

- **Weather**

(Snow, Hurricane, Tornado, Earthquake) Notification of School Closure, delayed start, early dismissal. We will follow Beaufort County School District, check our Facebook/Instagram pages, Bloomz, and the PowerSchool app for updates.

- **For Secure, Lockdown, Campus Breach, and Reunification Communication**

When authorities notify LMS of suspicious activity in the area, we will go to a Secure Alert. For a potential threat to student and faculty safety, we will go to Lockdown.. We will update families via PowerSchool / Bloomz App ASAP when these situations arise. Please understand that the investigation of an issue can delay the relaying of information.

Should there be an emergency situation affecting the LMS campus, families will be notified ASAP. The following definitions are for you to better understand the messages that will be shared via text and email. These statements are intentionally concise and vague, as we will not have time in the moment of an emergency to type out what is occurring. Our focus is on the safety of our students and staff. PLEASE, don't bombard the Front Office with phone calls should you receive one of these messages. Not only does it jam up lines for the police, it distracts us from what we are doing, which could be of the utmost importance. Notifications going off on cell phones can also help identify where a person may be, which could be extremely dangerous, so refrain from messaging your students. Remain calm and wait for information.

SECURE Definition:

These occur during severe weather/environmental threats/to secure the building from a potential threat outside the building. This is a precaution aimed to keep people safe while remaining indoors. A Secure Alert involves having all students, staff, and visitors take shelter in pre-selected rooms that have phone access and stored disaster supplies kits and access to a bathroom. The room doors are then shut and locked and the blinds drawn. School continues as normal.

Safety Watch Communication:

LMS is in Secure Alert. If possible, we will update every half or until the threat is cleared.

Lockdown Definition:

Used when there is a perceived danger inside the building or on the campus. A lockdown includes securing each occupied room by locking the door(s) and directing people to move away from windows and doors. Students are kept in their classrooms or other secured areas in the school until the lockdown has ended.

Lockdown Communication:

LMS is currently in Lockdown. The police have been contacted. If possible, we will update every half hour or until the threat is cleared.

Evacuation Definition:

Moving students and staff out of the building. During an evacuation, students and staff leave and move to a nearby location and return to the school building right after the cause of evacuation is resolved.

Evacuation Communication:

LMS students and staff have been evacuated to our evacuation site. If possible, we will update every half hour or until the threat is cleared.

Reunification Definition:

Used to move students and staff to a pre-designated alternate site following evacuation when it is determined that returning to the school building will not take place within a reasonable period of time. Reunification with families can occur on our campus, if possible, or at the Reunification site. Depending on the time of day and the circumstances, students may be released early or school activities may be changed or put on hold until they are able to return to the school building.

Reunification Communication:

LMS students and staff have been evacuated to our Reunification Site. Once we are there, we will share details for Reunification.

Email:

Information for parents will be disseminated in a variety of ways including email, newsletters, and bimonthly or weekly class notes. It is VERY important that parents read all communications and check the website Google calendar regularly for calendar dates, upcoming events, forms, and other vital school information.

Student Progress

Celebrations of Learning (Parent/Guide Conferences):

Two mandatory parent/guide conferences will be held to determine goal plans: one in the fall and one in the spring. At the first parent/guide conference, we will assess previous experiences and educational needs of the student. The second conference will focus on the progress of the student since the beginning of the year. Conferences may be held at any other time as requested by the administration, guide, or parent on an as-needed basis.

Concerns:

The lead guide is the adult responsible for communicating information regarding your child's progress in the classroom. If you have issues or concerns, you may send an email, write a note to the lead guide, or convey to the office your desire to be contacted by the guide. If this first step of communicating with the guide does not resolve the problem, the parent should contact the Director or Assistant Director.

Progress Reports:

Progress reports for high school are disseminated every nine weeks. Progress can be monitored through the parent portal on Powerschool. Progress reports for primary and elementary will be disseminated at the end of each semester. Conferences for primary and elementary will provide anecdotal notes for the parents/guardians. Middle school students have a Student-Led Conference for their families in the fall and the spring and progress reports are given quarterly.

Phone Calls:

If we notice a change in your child's behavior or if they appear to be feeling ill, we will immediately contact you by telephone and notify you of our observations. Please contact the office at 843-322-0577 if there is a message that needs to be given to your child or child's guide. At times, you may reach a recorded message; however, messages are checked frequently, and your call will be addressed right away.

E-Mail:

LMS uses e-mail to communicate many important announcements. Each guide also has an e-mail account directly through the www.lowcomo.com website. It is against school policy for the parent email addresses to be used in any way other than by the school for school purposes. Mass emails to groups will be sent only by the school.

If you need to get a message out to a group or to the parent body, please provide the office staff with a draft of your message. In the event the office staff determines that the content meets this policy, then the school may forward it through the school's state and federal mandated technology-use policy. This includes sending personal information or advertisements.

Please give guides 24-48 hours to respond to emails, as they do not have much free time during the school day to respond.

School-Wide Survey:

LMS conducts an annual school-wide survey of parents, students, and faculty regarding their perception of the school, guides and programs. We invite you to provide feedback to allow us to continually improve our program. These results are shared with the LMS Board of Directors, staff and administrative directors to effectively plan and implement positive school change. Many of our best ideas come from parents.

Homeless or Displaced Students:

If your family is displaced and not able to stay in their home, please contact the school ASAP. We have resources available that can help alleviate some of the stress of this situation. If your family has another family living with your family, please also contact the school, Wendy Sampson (w.sampson@lowcomo.com), so that we can supply some of the resources available.

Media Release

If you do not want your child interviewed or placed in any LMS media, please indicate your wish on the media release page included in the enrollment package. As a successful school of choice in the Beaufort area, our school is often asked to participate in local media opportunities. These opportunities usually come without much notification.

Photographs/interviews/video of student work or portions thereof may be used for public viewing, including but not exclusive to, press interviews, school news programs, newsletters, yearbook entities, website development, slideshows, presentations by Lowcountry Montessori School employees at conferences and/or workshops, created and printed media and/or newspapers.

School Pictures and Recording/Photographing Policy

School pictures are taken in the fall by a professional photographer. A fee schedule will be produced each fall. Pictures are compiled in a yearbook and sold at the end of each school year whether you have purchased pictures or not.

It is against school policy for a student to record or photograph other students without their knowledge. Students found to be in violation of this policy may be subject to additional disciplinary action at the discretion of the school's Director or designee. Any exception to this policy must be approved in advance in writing by the school's Director. School personnel and/or administrators are not responsible for the loss of or damage to any cell phone or telecommunication device brought onto school property.

Privacy Rights of Parents

LMS follows state and federal guidelines to protect the privacy of all students. Parents / guardians may have to submit identification to be allowed access to their child's permanent

file and also may be charged for copies. Parents / guardians have a right to obtain a copy of the charter school's policy and accompanying regulations pertaining to the confidentiality of student education records. At the beginning of each school year, parents / guardians will receive information on their rights under the Family Educational Rights and Privacy Act (FERPA) and an accompanying form to opt out of specific activities. See Appendix 00 for additional information related to FERPA.

Parent's Right to Know

In compliance with the requirements of the Every Students Succeeds Act, Lowcountry Montessori School would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s).

The following information may be requested:

Whether the student's teacher –

- ✓ has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- ✓ is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- ✓ is teaching in the field of discipline of the certification of the teacher.
- ✓ Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact Becky Shaffer at b.shaffer@lowcomo.com.

USE OF INTERNET SYSTEM IS A PRIVILEGE

Access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school's system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

All users of school-owned technology have a limited expectation of privacy while using these devices or services. LMS retains control over materials and files contained on school-owned technology and systems. Routine maintenance and monitoring of school-owned technology may lead to a discovery that a user has violated LMS's Technology

Use Policy, another LMS policy, or the law. An individual investigation or search may be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school policy. LMS will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities that are not in compliance with school policies that are conducted using school-owned technology.

Parents/guardians have the right at any time to request to investigate or review the contents of their child's individual student account.

LMS Internet and Technology Agreement

LMS recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills. To that end, we provide access to technologies for student and staff use.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate on the Internet. LMS makes no guarantees as to the accuracy of information received on the Internet. Although students will be under guide supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

This *Acceptable Use Policy* outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- The LMS network is intended for educational purposes.
- Student Internet activities will be monitored by an advanced filtering system to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. LMS will use technology protection measures to protect students from inappropriate access.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Users are expected to follow the same rules for good behavior and respectful conduct when they are online as when they are offline.
- Misuse of school resources can result in disciplinary action, including loss of technology on school grounds.
- LMS makes a reasonable effort to ensure students' safety and security online but cannot control the content of the information available online. LMS does not condone the use of controversial or offensive materials and cannot be held responsible for such use.

- Users of the LMS network or other technologies are expected to alert IT or other staff immediately of any concerns for safety or security.
- The school will provide reasonable notice of and at least one meeting with students and parents to address and communicate its Internet safety measures.
- LMS will utilize Blocksi as our web filter. Blocksi is a company that provides cloud-based classroom management and content filtering solutions, primarily for K-12 schools. It helps schools manage student devices, filter online content, and monitor student activity, with the goal of creating a safer and more focused learning environment

Technologies Covered

LMS may provide Internet access, desktop computers, laptop computers or devices, video-conferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies emerge, LMS may attempt to provide access to them. The policies outlined in this document are intended to cover *all* available technologies, not just those specifically listed.

Usage Policies

All technologies provided by LMS are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this policy as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Web Access

LMS provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Users are expected to respect that the web filter is a safety precaution and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should speak with a guide or an IT staff member.

Email

LMS may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, they should be used with care. Users should not send personal information, should not attempt to open files or follow links from unknown or untrusted origin, should use appropriate language, and should only communicate with other people as allowed by LMS policy or the guide. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline as LMS's student conduct policy applies to students' use of technology and devices. Email usage may be monitored and archived.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits collaboration brings to education, LMS may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Personally-Owned Devices Policy

Students should keep personally-owned devices, including tablets, bluetooth headphones, smart watches, smartphones, and cell phones, turned off and immediately placed in lock boxes during school hours. Please see additional Personally-Owned Devices Policy at the end of the handbook. If these devices are found on the person or in their backpack in the environment, the following applies to all technology devices, including but not limited to phones, smart watches, tablets, gaming devices etc.

- First Offense: Cell phone/unauthorized technology is confiscated and the parent picks it up after the end of the next school day.
- Second Offense: Cell phone/unauthorized technology is confiscated and kept locked at the school for 10 days or the student can pay a fine of \$35 and the device is returned after the end of the next school day.
- Third Offense: Cell phone/unauthorized technology is confiscated and kept locked at the school for 30 days or the student can pay a fine of \$75 and the device is returned after the end of the next school day.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should not download or attempt to download or run .exe programs over the school network or on school resources without express permission from IT staff. You may be able to download other file types, such as images or videos. For the security of our network, download files only from reputable sites and only for educational purposes.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also recognize that among the valuable content online exists unverified, incorrect, or inappropriate content. Users should use only trusted sources when conducting research via the Internet. Users should also remember not to post anything online that they wouldn't want parents, guides, or future colleges or employers to

see. Once something is online, it's out there, and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet or AI. Users should not take credit for things they didn't create themselves or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author. **Plagiarism of content can result in receiving a 0 on the assignment and other disciplinary action.**

Artificial Intelligence (High School policy)

Lowcountry Montessori High School Digital Citizenship and Artificial Intelligence Policy

Digital Citizenship is sometimes referred to as Digital Literacy. Some common definitions of Digital Citizenship include concepts such as:

- Having respect, integrity, and responsibility; kindness, empathy, and tolerance; honesty, transparency, and authenticity; privacy and control of personal information. ([Cybercitizenship.org](https://www.cybercitizenship.org/))
- Helping children and adolescents “learn, create, and participate” in the digital world using critical thinking and “habits of mind needed to navigate digital dilemmas” while empowering them to use digital media and technology well ([Common Sense Education](https://www.common-sense.org/)).
- Dealing with bullying and identifying fake images and misinformation ([Google's Be Internet Awesome](https://www.google.com/awesomeness/)).
- Knowing their digital rights and responsibilities; digital entrepreneurship ([World Economic Forum](https://www.weforum.org/)).
- Understanding “the use, abuse, and misuse of technology” as well as the “norms of appropriate, responsible, and ethical behaviors related to online rights, roles, identity, safety, security, and communication.” ([NAEYC/Fred Rogers Center](https://www.naeyc.org/))

At LMS High School, students and staff will adhere to the following guidelines in use of Artificial Intelligence (AI) – ex. Chat GPT:

- AI resources may be accessed for the purpose of informal research, so as to aid in idea generation.
- AI resources may not be used as formal (documented) sources for projects, essays, speeches, etc.
- Students may be prompted to use AI by a guide as a means to develop understanding of the potential uses/benefits of AI in the workplace.
- Students may not generate work (ex. writing prompt responses, math problems) assigned in classes and submit AI output as their own.

Personal Safety

Users should never share personal information, including but not limited to phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings associated risks and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (guide or staff if you're at school; parent if you're using the device at home) immediately.

LMS will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Cyberbullying

Cyberbullying is an intentional electronic act or series of acts directed at another student or students that creates a substantial interference with a student's education, creates a threatening environment, or disrupts the orderly operation of school. Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of humiliating, scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained. Any student who witnesses or has reliable information that a student has been subjected to cyberbullying should report the incident to a Guide or the Director. This bullying may occur after school hours, and may be addressed in school due to the impact of the school environment.

Off-campus conduct

Students, parents/legal guardians, guides and staff members should be aware that LMS may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the school, including discipline for student harassment and bullying.

Examples of Acceptable Use

I will:

- ✓ Use school technologies for school-related activities.
- ✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- ✓ Treat school resources carefully and alert staff if there is any problem with their operation.

- ✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- ✓ Alert a guide or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- ✓ Cite sources when using online sites and resources for research.
- ✓ Recognize that use of school technologies is a privilege and treat it as such.
- ✓ Be cautious to protect the safety of myself and others.
- ✓ Turn in technology to guide

- ✓ Avoid playing games on technology unless it has an educational purpose and has been approved by the guide

- ✓ Sit away from the walls where computer screens can be seen by the guide and others.

- ✓ This is not intended to be an exhaustive list. Users should abide by school policies and use their own good judgment when using school technologies.

Examples of Unacceptable Use

I will not:

- ✓ Use school technologies in a way that could be personally or physically harmful.
- ✓ Attempt to find inappropriate images or content.
- ✓ Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- ✓ Try to find ways to circumvent the school's safety measures and filtering tools.
- ✓ Plagiarize content found online.
- ✓ Post personally-identifying information about myself or others.
- ✓ Agree to meet someone you meet online in real life.
- ✓ Use language or share content online that would be unacceptable in the classroom.
- ✓ Use school technologies for illegal activities or to pursue information on such activities.
- ✓ Attempt to hack or access sites, servers, or content that isn't intended for my use.
- ✓ Use my own technology on school campus unless specifically permitted to do so.

This is not intended to be an exhaustive list. Users should abide by school policies and use their own good judgment when using school technologies.

Limitation of Liability

LMS will not be responsible for damage or harm to persons, files, data, or hardware, which includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by the system's negligence, user errors, or omissions. While LMS employs filtering and other safety and security mechanisms and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. LMS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network. Use of any information obtained via the Internet is at the user's own risk.

Reporting

LMS computer technicians who are working with a computer and come across sexually explicit images of children must report this content to local law enforcement. The report must include the name and address of the owner or person in possession of the computer. The Director will be immediately notified of all reports.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution
- Technology kept in the office for a given time frame

Health and Safety

School Nurse

LMS employs one full-time nurse to monitor student health records and provide training for student health concerns. A completed nurse's form is required for school admission. It is the parents' responsibility to update the form if their child's condition changes. In addition, an individualized health plan will be developed for specific health conditions.

Illnesses

In order to decrease the possibility of infecting others, students should not be brought to school when ill. If your child will be absent due to illness, please notify the school between 8:15-9:00 a.m. Notification regarding the nature of your child's illness allows us to advise other parents so that they may act proactively and help prevent an outbreak of further illness. We do not have an infirmary, so if you are notified that your child is ill and needs to go home, we respectfully request that you pick up your child as soon as you have been notified as your child will be in the office. In most cases, in order to return to school, the child must be fever free/diarrhea free (without medication) for 24 hours (this does not mean 24 hours from the time of pick-up from school).

LMS will follow the guidance on the SC DHEC School and Childcare Exclusion List in determining when students are permitted to return to school following an illness. Parents/guardians are encouraged to consult and follow the advice of medical providers in determining when it is safe for your child to return to school.

Medication

Medication will be administered by the school nurse, or by trained office staff in the case of their absence. LMS follows the South Carolina Public Charter School District medication administration policy, which the district has established to identify procedures for the safe administration of medications and/or medical procedures performed during school hours. The nurse will only be able to administer over-the-counter medications to a child if the proper form has been filled out by a parent or legal guardian and filed at the school. Prescription medications will only be administered by the school nurse if brought to school and given to the nurse. Prescriptions must be brought to school in the originally prescribed bottle.

1. Students may not carry medication in school. Any medication found in a student's possession will be confiscated by school officials. The only exception is that students with life-threatening conditions may keep medication in their possession and self-administer, as long as permission has been granted and the proper procedures have been followed. Please contact the school nurse for more information: nurse@lowcomo.com
2. Immunization Records must be kept up to date or students must have a Medical or Religious Exemption form on file. Students may formally enroll in school pending receipt of their immunization record, for a period not to exceed 30 calendar days from initial entry.
3. The school nurse, in consultation with the parents, physician and student, will develop an Individualized Health Management Plan for certain medical procedures and diagnoses.

Nutrition and Lunches ALERT

WE ARE A NUT AWARE SCHOOL.

WE HAVE SEVERAL STUDENTS WITH VERY SENSITIVE NUT ALLERGIES. We ask all parents in grades PreK 3 through 6th grade to refrain from packing and sending items containing peanuts or other nuts. We will allow nuts in grades 7-12th only if there are no severe allergies at these levels. If there is a severe allergy we reserve the right to change this policy to protect the student(s).

DISCLAIMER: There is no such thing as a 'peanut/nut-free' school. We cannot guarantee that the school doesn't have peanuts or tree nuts without searching everyone and everything all the time. Because we have children in our school community who suffer allergic reactions to nuts and nut products, because we use many hands-on manipulatives in the lower grades, and because of the size of our school environment, we request your cooperation in keeping all of our students safe by not packing and sending items containing peanuts or other nuts. For some of these children, even the most minute traces of peanut or nut products can result in a severe allergic reaction, including a life threatening reaction called an anaphylactic reaction.

Breakfast

Students attending early care are welcome to bring their breakfast. All LMS Middle and High School students will be allowed to bring in breakfast to consume before 8:00 in the morning. Morning snacks are provided by LMS daily.

Lunch

Nutritious lunches are very important to your child's good health. Students that do not arrive with lunch will be provided a sunbutter sandwich. If there is a hardship, please let the business office know so that we can assist your family with meals if needed.

Daily Choices

Pack a Lunch box

Parents/guardians may opt to pack a lunch for their child(ren) each day. The lunch should include one component of protein and two components of fruit and/or vegetables as well as water. Water is important to keep our students well hydrated and alert. We encourage a refillable water bottle. Don't forget to put an ice pack inside the box to keep everything fresh. Some levels have microwaves available. Due to time constraints, students are allowed to reheat leftovers only, not cook food. Rules may vary from classroom to classroom concerning microwave use. **Please do not send candy, sodas, or junk food. If a student brings soda, monster drinks, coffee, Gatorade, etc., the guide will put the drink in the refrigerator for the student to have after school. Other items will be returned to the lunch box and sent home that afternoon.** "Grow food" for growing minds and bodies should be the major component of your child's lunch.

Pizza Monday

We will serve pizza every Monday. This costs \$6.00 per Monday of each month. Each student will receive two slices of cheese or pepperoni pizza. Pizza lunch will be on a monthly order system and paid for on the Web Store.

The Salty Sprout Cafe Options

The Salty Sprout Cafe lunch options will be available Tuesdays through Fridays. Lunch options are \$7 each unless a child qualifies for Free/Reduced lunch and then it is \$6. Orders will be taken on a weekly basis and will be paid using cash or Square on our website or in person. Smoothies will be available for purchase from the beginning of school.

The Cafe will offer items to purchase during select times of the day. Healthier snack options, cheese sticks, bubbly waters/probiotic sodas, etc.

Delivering lunch to your child

If your child forgets their lunch, you may drop off the lunch on the cart on the front porch by 11:00 a.m. Please clearly mark your child's name on the lunch. Alternatively, we will provide your child with a sandwich. We would prefer you not bring fast food to your child at lunch time. If a soda is provided for lunch, it will be put away until the end of the day. If a delivery

service is being utilized, please make sure that your child's name is clearly marked on the packaging and it is delivered to the cart on the front porch.

How Food Affects your Child's Brain

The following on-line article

<http://www.foodforthebrain.org/smart-kids/how-to-build-a-healthy-brain.aspx> highlights some of the reasons we prefer to limit sugar and added food colorings while students are in school. It also cites the need for and examples of healthy fats, vitamins and minerals for our children's growing brains. We are not endorsing any product mentioned or asking families to follow a certain diet, merely offering information. While this article focuses on infants and toddlers, older children are just as affected by a nutritionally deficient diet. This can show up as a lack of concentration, challenges to the ability to self-regulate, and exhibiting challenging behavior for an academic setting.

How to build a healthy brain?

Here we will look at how to grow healthy brains vital for a smart and happy kid.

Follow these **Four Golden Rules**.



Balanced blood sugar

Ensure essential fats

Vitamins and minerals

Avoid anti-nutrients and eliminate allergies

BALANCED BLOOD SUGAR

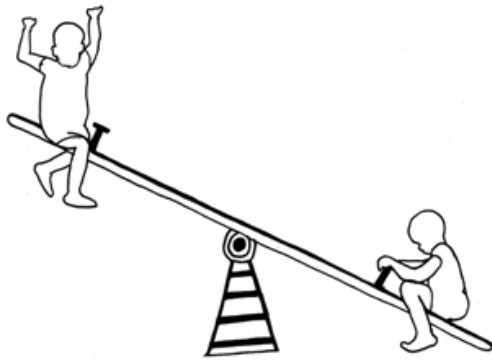
Why is balance so important?

Sugar is your brain's super fuel. But you have to make sure your child is getting the RIGHT TYPES and RIGHT AMOUNT at the RIGHT TIME.

Too much 'fast' sugar means a blood sugar high and hyperactivity. The excess sugar in the blood gets dumped into storage as abdominal fat. Eating little and often helps keep your child's energy and concentration even.

Too much sugar and your child may be **hyperactive** and find it **hard to concentrate**.

Too little and they may feel **tired**, **irritable** and find it **hard to concentrate**.



How to balance blood sugar?

Go for foods with slow releasing sugars

Oats	Brown rice	Rye bread
Whole wheat pasta	Brown bread	
Vegetables (Excluding potatoes and parsnips)		

Eat 3 meals and 2 snacks a day

This will help to maintain your blood sugar levels, and prevent highs and lows.

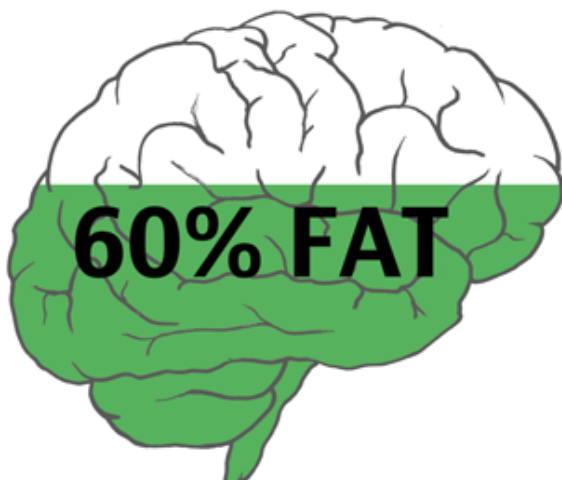
Combine protein with carbohydrate

Protein slows down the absorption of sugars found in carbohydrates.

Cereal with seeds/yoghurt/milk	Fruit with yoghurt/seeds
Toast with egg	Toast with fish e.g. mackerel

ENSURE ESSENTIAL FATS

Why is a fat head a smart head?



60% of a dried brain weight is fat, it is no wonder deficiencies in specific kinds of fats can have huge repercussions on intelligence and behaviour.

If your child is having 3 portions of oily fish and a daily portion of seeds they should be getting a good level to help their brains develop and boost IQ.

How do I give my child all the essential fats they need?

Eat plenty of seeds and nuts

You can grind and sprinkle them on cereal, soups and salads.

Source of essential fats:

Mackerel	Flaxseeds	Sunflower seeds
Herring	Pumpkin seeds	Sesame seeds
Sardines	Chia seeds	Walnuts
Anchovies		Omega 3 rich eggs
Tuna steak		
Salmon		

Eat cold-water carnivorous fish 2 or 3 times a week

This includes sardines, mackerel, herring, kipper or wild/organic salmon.

Choose fish oil and starflower or evening primrose oil to supplement fats

Avoid deep fried, browned and processed foods

VITAMINS AND MINERALS

Why does your child need vitamins and minerals?

Vitamins and minerals are the intelligent nutrients that keep the brain in tune. They are key to building and rebuilding the brain. They mainly come from fruit, vegetables and wholefoods and can be supplemented for optimum brain performance. Studies giving children supplements show improved IQ.

How do I ensure that my child is having enough?

Make sure that they eat at least **5 portions** of fruit and vegetables a day

Choose **wholefoods**, not refined foods

Give them a chewable multi-vitamin and mineral **supplements**. [Click here to find out why.](#)

AVOID ANTI-NUTRIENTS & ELIMINATE FOOD ALLERGENS

Which foods rob your child's brain of nutrients?

Anti-nutrients are substances that knock out essential brain-friendly nutrients. Some children develop an allergy or intolerance against particular foods.

How do I avoid anti-nutrients?

Avoid or minimise:

- **Refined sugar:** These are essentially carbohydrates robbed of essential nutrients.
- **Damaged fats:** These come from fried foods and hydrogenated fats.
- **Chemical food additives:** Especially colourings.

Food intolerances can be detected by a pin prick blood test (see www.yorktest.com) or speak to your GP.

Alternatively you could try eliminating a food group you think your child is allergic to, and re assessing they're mood and behaviour weekly. [Click here](#) to understand more about food allergies.

Parking Lot Procedure

Drivers are expected to abide by the following rules:

- Car tags must be displayed in the window in order to receive your child. If the tag is not displayed, you will be asked to pull over and go inside with your ID in order to receive your child. If you need more than two tags, please let the office know.
- Drivers must drive in the appropriate direction in the parking lot.
- Drivers must wait in line for an LMS staff member and/or student crossing guard to assist in this process.
- DO NOT ALLOW your child to enter or exit your vehicle before pulling up to the designated spot during drop off and pick-up.
- Carpool drop-off is not the time to have lengthy discussions concerning your child's schoolwork or other issues. Please email your child's guide to set up a time for these discussions.

Student Driver Regulations

Driving to school and parking in the student lot is considered a privilege for 11th and 12th grade students at LMS. Parking spaces are limited and will be given on a first-come first-served basis for those that meet the requirements. If there is room, we will open up parking privileges to 10th graders.

1. All LMS students who wish to acquire a school parking permit must complete a Driver's Education course. Upon completion of the program, parking permits can be purchased through the Business Office for \$30 and the school will reimburse the cost of the DMVEdu.org program once we receive a copy of the certificate of completion. Students must have in their possession the Driver's Education course certificate, driver's license, registration, proof of insurance, and the Student Driver Registration Form. **LMS will not reimburse for other driving programs in full, but will reimburse up to \$35 for other programs upon completion.**

2. It is the student's responsibility to update auto or auto insurance information with Mrs. Rose as renewed.
3. The parking permit must be hung from the rearview mirror with the permit number visible from the outside of the vehicle.
4. Students must park in the assigned parking place given. Failure to do so will result in a warning. The second offense will result in loss of parking privileges for one week.
5. Students will lose parking privileges for 1 month if found leaving school without authorization. Students will also lose their parking privileges for 2 months if they transport other students off of school property during the school day without prior approval.
6. Student drivers must be in good standing. Good standing is defined as being engaged in the classroom, turning in assignments, and making an effort to do well. Things that will be looked at to assess good standing will include missing assignments, tardies, and behavioral referrals. If a student becomes academically ineligible their permit will be revoked until the end of the year. If a student is not in good standing for three out of four of their teachers each quarter, then the parking pass will be revoked. If two out of four are not in good standing, information will be reviewed by administration for permission to continue with a parking permit or to revoke the permit.
7. **Punctuality is necessary to maintain parking privileges. Habitual lateness to the first period class will be grounds for revocation of driving privileges. Tardiness due to car trouble is not considered an excuse.**

PER Quarter:

- a. **5th unexcused tardy – 1 week w/o permit**
 - b. **7th unexcused tardy – 1 month w/o permit**
 - c. **10th unexcused tardy – loss of parking privileges for the year.**
8. Reckless operation of motor vehicles is prohibited. Offenses can result in revocation of driving privileges. Offenses include but are not limited to:
 - a. Passing vehicles in the parking lot
 - b. Carelessly pulling out in front of moving vehicles
 - c. Driving at unsafe speeds
 - d. Riding in the bed of trucks
 - e. Spinning wheels/gunning motors/sounding horn/loud music, etc.
 - f. Phone use in car on campus
 - g. Any action that could result in personal injury or property damage
 9. Students are to drive carefully on school grounds at all times and will park his/her car immediately upon arrival (between 7:45 and 8:00) at school in their assigned parking spot. Students are to vacate their vehicles immediately upon parking. Loitering in vehicles is grounds for revocation of the parking privilege.

10. Lowcountry Montessori School and/or Board assumes no responsibility for vehicles or property left in vehicles on school property.
11. All vehicles are subject to be searched while on school property. Students are responsible for ensuring all contents in the vehicle adhere to LMS school policies.
12. The student driver will immediately notify the school if they are driving another vehicle other than the one registered with the school. The permit must match the car for which it was issued and cannot be used on any other vehicle or by any other driver.
13. Student drivers are not permitted to go to their cars during the school day without permission from the Administration or the Guide.
14. Student drivers are not permitted to leave campus during the school day without written parent permission verified by office personnel.

*LMS administration reserves the right to revoke driving privileges at any time.

Bicycle Riders

Students may ride their bicycles to and from school as long as the school has a written consent form completed by the student's parent(s)/guardian(s) on file. **Bike riders must wear helmets properly and MUST walk their bikes when on campus.** Bikes must be parked upright in the bike rack. Afternoon bikers and walkers will be released at 3:10 p.m. with proper authorization from a parent/guardian. Without proper written authorization, a student will not be allowed to bike home and will be placed in After-Care and charged the daily rate until a parent/authorized person arrives to pick up the student. Bikers will be released in rain unless parents instruct otherwise. Bikers must use the pathway in front of the Landmark Building to exit the campus. Once a student leaves campus, LMS is no longer responsible for that student.

Walkers

Walkers will be dismissed at 3:10 p.m. along with bike riders, student drivers, and those picked up at the side gate. Walkers must use the pathway in front of the Admin Building to exit the campus to the south. Students may walk home from school so long as the school has a written consent form completed by the student's parent(s)/guardian(s) on file. Without proper written authorization, a student will not be allowed to walk home and will be placed in Aftercare and charged the daily rate until a parent/authorized person arrives to pick up the student. Once a student leaves campus, LMS is no longer responsible for that student. Please do not sign your student up as a walker and park in front of someone's home to wait for them. The neighbors do not appreciate this and will call the police.

- If a student does not follow these rules, the school reserves the right to revoke the student's privilege to walk, drive or ride their bike to and from school.
- If a parent gives permission for their student to walk, drive, or bike to and from school, LMS is not responsible for the student before they arrive or after they leave campus.
- Younger siblings who walk with their older siblings must be picked up from their classroom by the older sibling, unless other arrangements are made with the family.

To sign your child up as a Walker / Biker, use this link:

<https://docs.google.com/forms/d/e/1FAIpQLScxtXUmHNGuetVb3oePFqa4wQZxPSvfm0L3Vlz2K8qE46fYdA/viewform?usp=sharing&oid=109249932500136151186>

Behavioral Expectations

Parent Code of Conduct

The Montessori philosophy emphasizes the shared responsibility of the parents, the school, and the student. It is incumbent for parents to model the behavior that is expected of students at school. The following are expectations that LMS has for all parents, guardians, and representatives of students:

1. Respect is the foundation of the Montessori method and philosophy. Without respect, a healthy and safe environment is difficult to create. Respect includes tone of voice, body language, and choice of words. When conflict arises, parents, guardians, and representatives are expected to use appropriate conflict resolution steps. These rules apply to interactions with adults as well as students, including your own child. The rules are as follows:
 - a. Cool down
 - b. State the problem and how it makes you feel in a calm and respectful way
 - c. If you need help resolving an issue, please ask someone in the administration to help.
2. If a parent is consistently disrespectful and/or disruptive on school grounds, the parent and that parent's spouse will be required to sign a letter of expectation for their behavior while on school grounds. If the disrespectful and/or disruptive behavior continues, the parent or guardian may be asked to refrain from school events and from being on campus other than to drop off or pick up their student.

S.C. Code Ann. § 16-17-420 Prohibits conduct which disrupts a school and prohibits parents from threatening or abusing public school employees, among other things. Disruptive individuals may be immediately removed from the school grounds and restrictions may be placed on their presence on school grounds in the future. LMS reserves the right to refer the situation to the appropriate law enforcement authorities.

LMS ATTENDANCE POLICY

Attendance

LMS complies with South Carolina law, which requires school attendance for every child 5 years or older on or before the first day of September of a particular school year, until the child attains the age of 17. There are several limited exceptions to this attendance requirement. For exceptions, see S.C. Code Ann. §59-65-30.

Parents/legal guardians are primarily responsible for ensuring that their children attend school regularly. The law provides penalties for parent(s)/legal guardian(s) who neglect this responsibility.

For our three and four year olds we have a tracking system in place so they are accounted for throughout the day. Preschool staff track their students using a log sheet and noting when they move from one location to another.

Absences

Lawful and Unlawful Absences

Lawful Absences

Lawful, or excused, absences at LMS include, but are not limited to, absences due to:

1. a student's own illness and whose attendance in school would endanger their health or the health of others;
2. an illness or death in the student's immediate family; absence due to bereavement will be excused by, but not limited to, an obituary, funeral or memorial program, or a written statement from the funeral home or officiant
3. recognized religious holiday of the student's faith;
4. required court appearance or subpoena by a law enforcement agency;
5. a determination by the school nurse that a child must or should go home due to illness or injury; and
6. activities that are approved in advance by the LMS administration, including documented college tours

In extenuating circumstances, the LMS administration may excuse an absence for reasons other than those stated above but may require that documentation be provided.

Excuses

LMS will accept up to ten absence excuses signed by a parent, guardian or other responsible adult. After the tenth absence for which a note is signed by a parent, guardian or other responsible adult, additional documentation or an excuse signed by a medical or legal professional will be required for an absence to be considered excused. Notes must be turned into school no later than three business days after the student returns to school.

Unlawful Absences

Unlawful absences at LMS include, but are not limited to, absence of a student:

1. without the knowledge of their parent(s)/guardian(s), or
2. without acceptable cause with the knowledge of their parent(s)/guardian(s).

Suspension does not constitute an unlawful absence for truancy purposes.

Absences in Excess of Ten (10) days and Approval of Credit

The LMS Director (or designee) shall promptly approve or disapprove any student's absences in excess of ten days whether lawful, unlawful, or a combination thereof, for students in grades K-12. The Director (or designee) shall also approve or disapprove absences in excess of ten days whether lawful, unlawful, or a combination of the two, for

purposes of awarding credit for the year. LMS administration *may* dismiss a student who has accumulated absences in excess of ten days whether lawful, unlawful, or a combination thereof, for students in grades K-12. Documentation can be electronic or hardcopy. Additionally, notification for early dismissal should be submitted to the front office no later than 24 hours prior to the time of early release. In the event of an unplanned early dismissal a parent or guardian **MUST** notify the front office in person. Students will not be released early without permission via a confirmed email, confirmed phone number or written note signed by a parent or guardian

In the event a parent disagrees with the Director's decision, the parent may follow the same process which is in place for grievances as described in the LMS Code of Conduct and below.

Within 48 hours of the date of the Director's decision to disapprove absences in excess of ten days (said date inclusive), a parent may request in writing a meeting with the LMS Board of Directors. The request shall be provided to the Director, who will submit the request to the LMS Board Chairman within one business day of receipt. The request shall state in detail the nature of the grievance and the remedy sought. The Director will present the grievance, all correspondence, all responses, and all school actions and documentation to the Board within two business days of receipt of the parent's written request to meet with the Board. The Board may decline to meet with the parent, and will notify the parent within five business days of receiving the notice. If the Board determines that a meeting is warranted, the meeting will be scheduled within ten business days after receiving the parent's notice. The Board shall render a response to the grievance within three days of the meeting. Failure of the parent to attend the meeting shall end the grievance. The decision of the Board shall be final.

High School/Attendance Credit/Seat Time

According to SC Regulations 59-65-90, 43-234, and 43-274, students must be in attendance for a minimum of 120 instructional hours per credit and 60 instructional hours per half credit regardless of the days absent and whether those absences are lawful (excused), unlawful (unexcused), or a combination thereof. An exception to these absences are as follows: Principal Approved, School Activity, ISR, or Medical Homebound. OSR (Out of school reflection) does count as lost instructional/seat time.

Students who have excessive absences will have an opportunity to recover seat time by recovering the instructional hours during Saturday School (when available) and after school seat time recovery. Students who have excessive absences and do not recover seat time will receive a grade of FA (Failure due to Absence) and will be required to retake the course.

To receive credit for a 90-day/yearlong course, students must attend at least 85 days; 90-day/semester course, students must attend at least 85 days of the course, as well as meet all minimum requirements for the course.

90 day/year course- No more than 5 days

90 day/semester course- No more than 5 days

A student must be in class for a minimum of 60 minutes (90 minutes instructional blocks) in order to receive credit for attendance in the day's class.

Students will be provided with periodical Saturday School and after school seat time recovery options so they will not have to FA (Failure Due to Attendance) a course. However, students are not allowed to exceed the following number of hours for seat time recovery and will result in an automatic FA . The cost for this seat time is \$5 per hour of attendance.

20 hours per year long class

20 hours per semester long class

10 hours per quarter long class

Anything above these times will result in a FA automatically. Per the South Carolina Uniform Grading Policy:

Excessive Absences (Failure due to Absences)

As noted in Regulation 43-274 VII(B), students with absences may make up work or demonstrate proficiency as determined by the local school district. The local school board shall develop policy on the body of evidence that is acceptable to demonstrate proficiency. If a grade of FA is assigned, it will carry no earned CP units but will be factored into the student's GPA as a 50.

Withdrawing from a Course

With the first day of enrollment in the course as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course will do so without penalty. Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the F (as a 50) will be calculated in the student's overall grade point average. The three-, five-, and ten-day limitations for withdrawing from a course without penalty does not apply to course or course-level changes approved by the administration of a school. Withdrawal limitations for distance learning courses will be established by local districts. Students who dropout of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following policies:

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

Students may REQUEST a schedule change, but there is no guarantee that the requested change will happen. ALL schedule change requests MUST be submitted within the first TEN class days of school for a year-long course or within the first FIVE days of school for a semester course.

Legitimate reasons for schedule changes:

1. Summer School – Counselors will make schedule corrections as soon as summer school grades are completed or when a copy of the final summer school report card is provided. The requests should be made prior to the first day of school.
2. Failed prerequisite course
3. Computer error – Corrections will be made as soon as counseling staff, parents, students, or teachers discover errors.

A request for teacher change will not be granted unless the student has previously failed a course with the scheduled teacher and then only if space permits.

Re-taking a Course

Re-taking a Course Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student's transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA. A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first). In such a case, only the highest grade will be used in figuring the student's GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).

Credit Recovery

The term Credit Recovery (CR) refers to a block of instruction that is less than the entirety of the course. CR targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. CR is for students who have failed the course and wish to recover the credit without retaking the entire course.

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit (first attempt) course. Students must have obtained a grade of 50 or higher in the initial credit course or the student is not eligible for credit recovery and must retake the full course to receive credit. Students must have met Lowcountry Montessori high school attendance guidelines in the initial credit course to be eligible for credit recovery in that same course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. Students are eligible for a credit recovery course immediately following the academic year/semester that he/she failed an initial credit course. Credit recovery courses may be completed in a summer session or in the next academic school year for the same failed course.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment. Only students in grades nine through 12 may participate in credit recovery. The following limitations are set in regards to the number of credit recovery courses a student may take during their high school academic career:

Semester= maximum of 2 CR courses, School Year= max. of 3, 9-12 Grades= max. of 8

Curriculum and Instruction

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within Lowcountry Montessori. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students are not permitted to remain in a credit recovery course for more than one academic year. Credit recovery courses taken during the final semester of the school year must be completed by the last day of the academic year. Students taking credit recovery courses in a summer session must complete the coursework and receive a final grade by the 2nd Monday of August. Those seniors who take a credit recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by the 2nd Monday in August. When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam. Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" nor the "NP" grade designation will impact the student's GPA. A student wishing to modify his/her GPA shall repeat the full course for credit and not seek a credit recovery solution.

*** Please note the passing credit recovery course credits do not count towards NCAA athletic eligibility.*

Dual Enrollment

Lowcountry Montessori offers dual enrollment courses through both University of South Carolina Beaufort and The Technical College of the Lowcountry.

Taking college courses during high school can have a number of advantages. First, dual credit courses can save a student money in the long term due to courses transferring to most colleges/universities and thereby cut down on the overall course load (and cost) of their college education. It is possible for some of our graduates to have as many as 24 semester hours as they begin their freshman year in college. It is, however, the responsibility of the student and parents to check with prospective colleges for transfer agreements.

Secondly, dual credit courses are weighted higher on the SC Uniform Grading Scale and can positively affect a student's GPA. However, both students and parents must realize that these dual credit courses can affect a student's status for the LIFE or Palmetto Fellows Scholarships. These are college courses, and earning a grade below a "B" average (3.0) can cause a student not to receive funds for either of the two above-mentioned scholarship programs. Careful thought and consideration is encouraged before enrolling in any dual credit courses. Students also should choose alternative courses because situations may arise

which require cancellation of a college class offering (i.e. not enough enrollment, no instructor). See your counselor for more information and eligibility requirements.

Truancy

South Carolina Board of Education Regulation (SBE) 43-274 specifies the state requirements for school attendance. Depending on the attendance circumstances, a child can be deemed truant, a habitual truant, or a chronic truant, as defined below:

Truant: a child 6 to 17 years old, who has accumulated three consecutive unlawful absences or a total of five unlawful absences.

Habitual Truant: a child 12 to 17 years old, who

1. fails to comply with an intervention plan developed by the school, child, and parent(s)/legal guardian(s); and
2. has accumulated two or more additional unlawful absences.

This child may need court intervention and an initial truancy petition may be filed. The written intervention plan and documentation of noncompliance must be attached to the truancy petition asking for court intervention.

Chronic Truant: a child 12 to 17 years old, who

1. has been through the school intervention process;
2. has reached the level of habitual truant and has been referred to family court and placed under an order to attend school; and
3. continues to accumulate unlawful absences.

A chronic truant may be referred to the Family Court for violation of a previous court order if referrals and community alternatives fail to remedy the attendance issue.

All intervention plans in existence for the child and parent(s)/guardian(s) must accompany the Contempt of Court petition along with a written recommendation from the child's school as to what action the court should take.

Intervention Plan

LMS has developed a policy for attendance intervention that is consistent with applicable statutes. When a student is determined to be truant, LMS administrators shall immediately make every reasonable effort to meet with the parent(s)/guardian(s) to identify the reasons for the child's continued absence. These efforts shall include telephone calls, home visits, emails and written messages. LMS administrators shall develop a written intervention plan, in conjunction with the student's parent(s)/guardian(s), to address the student's continued absence. LMS may use a team intervention approach to develop and implement the attendance intervention plan. Team members may include representatives from social services, community mental health, substance abuse and prevention, and other persons the administration deems appropriate to formulate the written intervention plan.

The intervention plan shall include, but is not limited to, the following:

- designation of the leader of the intervention team
- reasons for the student's unlawful absences
- actions the student and parent(s)/guardian(s) shall take to resolve the causes of the unlawful absences
- documentation of referrals to appropriate service providers, alternative schools, and community-based programs
- actions that will be taken by intervention team members
- actions to be taken in the event unlawful absences continue
- signature of the parent(s)/guardian(s) or evidence that attempts were made to involve the parent(s)/guardian(s)
- documentation of involvement of team members
- guidelines for making revisions to the plan

Plan for addressing truancy:

Once three absences occur, whether they are consecutive or not, LMS will contact the parents regarding the absences. At five absences a meeting will be set up for the Truancy Team and the family to make a plan for attendance. The seventh absence will result in another call or meeting with the family and team. The 10th absence will instigate an internal hearing of the LMS admin, the student's guide, the appropriate counselor, and any other staff member whose attendance may be required (nurse, SPED coordinator, etc.). At 10 unexcused absences, the school will hold a truancy hearing to determine if the student who is exhibiting habitual truancy must be required to leave LMS under the recommendation they attend their zoned school due to transportation access. Parents and guardians should be aware that the Department of Social Services may be contacted on behalf of the truant child as we are mandatory reporters and truancy can be an indication of educational neglect.

Transfer of Plans

If a student transfers to another public school in South Carolina, intervention plans shall be forwarded to the receiving school. LMS administration shall contact the parents/guardians and team members to review the plan and revise as appropriate. Any court-ordered plans may be amended through application to the court.

Intervention Plan Form

The LMS administration may revise the form at any time to better accommodate the needs of our students.

Referrals and Judicial Intervention

LMS will not refer a child ages 6 to 17 years to the Family Court to be placed on an order to attend school *prior* to the completion of the written intervention plan with the parent(s) or guardian(s). Should the parent(s) or guardian(s) refuse to cooperate with the intervention planning to remedy the attendance problem, LMS has the authority to refer the student to Family Court in accordance with S.C. Code Ann. Section 59-65-50 (2004), and a report shall be filed against the parent(s) or guardian(s) with the Department of Social Services in compliance with S.C. Code Ann. Section 20-7-490(2)(c).

Petition for a School Attendance Order

If the intervention plan is not successful and further inquiry by LMS administration fails to cause the truant student and/or parent(s) or guardian(s) to comply with the written intervention plan, or if the student and/or parent(s) or guardian(s) refuses to participate in intervention and the student accumulates two or more additional unlawful absences, the student is considered an “habitual” truant as defined above. In such a case, LMS may file an initial truancy petition, with the written intervention plan and documentation of noncompliance attached.

Petition for Contempt of Court

Once a school attendance order has been issued by the Family Court and the student continues to accumulate unlawful absences, the student is considered to be a “chronic” truant, and LMS administration may refer the case back to Family Court. LMS shall exhaust all reasonable alternatives prior to petitioning the Family Court to hold the student and/or the parent(s) or guardian(s) in contempt of court. Any petition for contempt of court will include a written report indicating the corrective actions that were attempted by the school and what graduated sanctions or alternatives to incarceration are available to the court in the community. LMS shall include in the written report its recommendation to the court should the student and/or parent(s) or guardian(s) be found in contempt of court.

Coordination with the South Carolina Department of Juvenile Justice

LMS shall coordinate with the local office of the South Carolina Department of Juvenile Justice to establish a system of graduated sanctions and alternatives to incarceration in truancy cases.

Tardiness

Tardiness is defined as a student not being in the classroom when classes are scheduled to begin, (8:00 for secondary, 8:15 for primary and elementary). A student who has an excused tardy (note or telephone call) should report directly to class after checking in at the designated check-in area of the school.

If a student is tardy, then they must check-in at the front office. Late students must be signed in by the adult who drops them off at school. Adults who do not follow this procedure will be called to return to the school before the student can enter the classroom. Student drivers who don't have an adult to sign them in must sign in at the office and parents will receive an automated call from the school alerting the parent/guardian of the tardiness/absence.

If you must enter the school, please find a parking place away from the carpool line in the parking lot. A school representative will be in the carpool line to greet students and give tardy passes to MS and HS students until 8:15 a.m. After 8:15 a.m., all students must be checked in by an adult at the Front Office. from 7:45 a.m. – 8:15 a.m.

Being on time is extremely important for the child and the classroom they are entering. Children entering late often disrupt the morning classroom routine and feel “off”

themselves when they arrive. It is best for all students to be on time to set the tone for the day.

Preschool students who are tardy will be walked to class by an authorized staff member.

Excused Tardiness

A tardy is excused for, but not limited to, the following reasons:

1. a late arrival due to the student's own illness and whose attendance in school would endanger their health or the health of others;
2. a late arrival due to required court appearance or subpoena by a law enforcement agency,
3. a late arrival due to medical, counseling, dental or orthodontic appointments (LMS encourages parents to schedule appointments after school hours when possible)
4. a late arrival due to activities that are approved in advance by the LMS administration.

In extenuating circumstances, the LMS administration may excuse a tardy for reasons other than those stated but may require that documentation be provided.

Excuses

All tardy students must be signed in by a parent or guardian or other responsible adult, unless the student drives themselves to school. School tardiness excuses must be provided in writing by a parent, guardian or other responsible adult, or medical/counseling professional. Tardiness to any class without documentation may be considered unexcused.

Unexcused Tardies

School tardiness for reasons other than those listed above as excused are considered unexcused. Late-to-class tardies for high school students are also considered unexcused. Please know that 6 tardies equals an unexcused absence for high school students and will accumulate seat time.

In the event the LMS administration determines that a child is tardy on a consistent basis, the administration may require that the child's parent/guardian provide additional documentation other than a parent's note in order to excuse any further tardiness. In addition, the administration may make every reasonable effort to meet with the parent(s)/guardian(s) to identify the reasons for the child's tardiness. These efforts may include telephone calls, home visits, emails and written messages. Further, LMS administrators may develop a written intervention plan, in conjunction with the student's parent(s)/guardian(s), to address the student's consistent tardiness.

The LMS Director has final say on tardies, excused or unexcused.

LMS Discipline, Grievance And Appeals Policies

LMS reserves the right, by law, to conduct reasonable searches of students' belongings, lockers and any other property that is on school grounds. A student's refusal to allow searches may result in contacting parents or authorities.

Dress Code

- School appropriate clothing includes the following guidelines: the chest area must remain fully covered, from armpit to armpit, by the shirt or top, as well as covering the midriff. Clothing bottoms must provide full coverage of the pelvic, gluteal, and upper thigh regions. Strapless tops are not permitted.
- Only school appropriate images/verbiage on clothing: no violent language or images, no images or language depicting drugs or alcohol or any illegal item or activity, no hate speech, profanity, etc., no images or language that create a hostile or intimidating environment based on any protected class
- Undergarments should be covered and not seen
- Close-toed shoes are required for recess and PE
- Removal of distracting items, such as hats, hoodies, etc. may be required by individual guides and or levels.
- Hoodies and hats that cover the ears should be off when in the classroom environment, unless there is an agreement with the guide based on student need.

General Behavioral Expectations around our campus:

We are a campus for every age. The expectation is that the behaviors are appropriate for the youngest age group present. If a high school student is with a lower elementary student, they would be expected to behave in a way that would be seen as appropriate for a lower elementary student.

In order to keep our campus beautiful and functioning, the following rules apply:

1. Gates must be closed and armed at all times while students are on campus. Do not open for anyone, including parents.
2. Feet remain on the ground. No standing on the fence, posts, sides of the gaga pit, railings, air conditioning units, or tables.
3. If you see trash on the ground, be a steward of the earth and pick it up.
4. Leave areas better than when you arrived.
5. Use equipment the way it was meant to be used.

LMS Discipline Procedures

Includes classroom, building, property, and school events. Lowcountry Montessori School (LMS) students who attend school sponsored activities after school hours off the LMS campus are subject to the same rules that apply during the school day or on the LMS campus (Ex: dances, field trips, and athletic contests, both home and away).

Exhibiting appropriate behavior is a learning process just like an academic subject and to assume that everyone has those skills at the same level is unrealistic. While the teachers and staff of LMS have always taught peaceful conflict resolution techniques to address challenges that arise on campus, we began using a more formal Restorative Justice (RJ) process as the basis of our discipline policy in 2018. Simply stated, Restorative Justice is a process that allows students to identify the impact their behavior has on their community

and themselves, make behavior changes that better align with what they need, and a forum to make amends to the person(s) offended by the behavior.

Restorative Practices including Restorative Justice will be utilized in the classroom first and then by the Restorative Justice Team (RJT) if necessary. The RJT is composed of the Leadership Team, the student's Guides, and a member of the Counseling Team. The RJT may develop individual plans with input from the student's family.

Our hope is to be able to address most conflicts using this RJ method, however, we understand that sometimes more serious consequences are necessitated by the seriousness or safety concerns of a child's behavior. Therefore, we have outlined our discipline rubric in the charts below for easy parent and student reference. The Administration reserves the right to make decisions that take the individual child's development into account.

If you have any questions regarding Restorative Justice, please contact Sarah Fox at s.fox@lowcomo.com. Please see the sample Student Behavior Report and Behavior Consequence Rubric below for guidance.

Student Behavior Report / Behavior Consequence Rubric

Corporal punishment is strictly prohibited at Lowcountry Montessori School. Our discipline policy is rooted in Logical and Natural Consequences, Restorative Practices, and Positive Discipline. Our disciplinary actions align and support the developmental age of the child. The policy below is for Kindergarteners through Twelfth Graders. For all students, but especially preschool students, LMS focuses on teaching rather than punishing, using firm boundaries paired with emotional support. In practice, this looks like:

Immediate Verbal Actions

- **State what to do:** Frame commands positively by describing the desired behavior instead of telling them what to stop.
- **Offer limited choices:** Give power back to the child within safe parameters to avoid power struggles.
- **Validate the emotion:** Connect with their feelings before correcting their behavior to lower their defensiveness.
- **Use quiet proximity:** Drop down to the child's eye level and speak in a calm, low whisper rather than shouting across the room.

Environmental and Behavioral Actions

- **Enforce logical consequences:** Connect the result directly to the misbehavior so the child understands cause and effect.
- **Guide a behavioral do-over:** Allow the child to practice the correct behavior immediately after a mistake.

- **Create a cool-down space:** Designate a quiet, comforting area with books or sensory tools for voluntary emotional regulation.
- **Establish visual routines:** Use picture schedules so the child knows exactly what is expected next without constant reminders.

Conflict Resolution Actions

- **Acknowledge the problem:** State the facts of the conflict neutrally without assigning immediate blame.
- **Prompt active amends:** Guide the child to take a concrete action to help the person they hurt or disrupted.
- **Brainstorm together:** Ask the child for solutions to the problem to build critical thinking and empathy.

LOWCOUNTRY MONTESSORI

STUDENT BEHAVIOR REPORT (SBR) STAFF COMPLETE:			
STUDENT NAME:		DATE:	TIME:
REFERRING ADULT:		GRADE:	TEACHER:
OBSERVER			
☐ Witnessed by Staff * IEP/504? Yes / No (circle)		☐ Reported by Students	
WHERE DID THE BEHAVIOR OCCUR?		WHAT WAS HAPPENING BEFORE THE BEHAVIOR?	
☐ Classroom ☐ Hallway ☐ Bathroom	☐ Playground/Gym ☐ Vehicle/Field Trip ☐ Other:	☐ Transitioning ☐ Ending an activity ☐ Participating in a group	☐ Asked to do something ☐ Unknown at this point ☐ Other:
PLEASE CHECK APPROPRIATE BOX AND CIRCLE ALL "BELOW THE LINE" BEHAVIORS			
☐ LEVEL 1: BEHAVIOR THAT DISRESPECTS OR HURTS THE FEELINGS OF OTHERS ▶ unwanted physical contact, horseplay, repeated annoyance/distraction/disruption, name calling, teasing, rumors, rude/insensitive remarks, mean notes, playing a mean trick, ignoring, delayed response, not listening, eye-rolling, unkind/stubborn gestures, taunting, provoking, bragging, unnecessary whining/sulking/nagging, playing keep away, excluding others			
☐ LEVEL 2: BEHAVIOR THAT COULD INJURE OTHERS OR EXPRESSES ACTIVE DEFIANCE ▶ moderate physical contact (<i>hitting, slapping, pushing, shoving, kicking, tripping, pinching, poking, kicking, spitting, scratching, choking</i>), throwing objects, threatening, yelling, outbursts, screeching, active defiance, talking back, dishonesty, distorting the truth, cheating, plagiarism, carelessness with school property, misuse of materials or technology, disregarding "friends-only" rule at school			
☐ LEVEL 3: BEHAVIOR THAT INJURES OTHERS OR INVOLVES SERIOUS MISCONDUCT ▶ severe physical contact (<i>hitting, slapping, pushing, shoving, kicking, tripping, pinching, poking, kicking, spitting, scratching, choking</i>), biting, stabbing with any object, retaliation for being reported, throwing objects with intent to hurt, stealing, destroying property, swearing (including nonverbal signals), violent threats, purposeful intimidation, indecent exposure, possession of weapons or explosives, harassment (<i>racial/ethnic/sexual/religious</i>)			
Incident Description (what happened):			
____ 1st Offense ____ 2nd Offense ____ 3rd Offense ____ 4th Offense ____ (Offense)			
TO BE COMPLETED BY ADMIN OR ISR STAFF			
* = Entered in PowerSchool as a Log Entry (LE) or Incident (I)			
Check all that apply: ☐ time-to-think form/peace talk/apology ☐ after school reflection ☐ alternate lunch/recess reflection ☐ time away in ISR* (LE) ☐ parent notified/meeting with parent on ____ ☐ suspension: in/out of school ____ days (I) ☐ with / without services ☐ potential school expulsion and/or police notification ☐ minor, moderate, serious physical injury (circle)		 Staff Signature: _____ Director/ISR Signature: _____ Parent/Guardian Signature(s): _____ Date entered into PowerSchool: _____ PLEASE RETURN TO TEACHER - THANKS! <i>(Students often call home if SBR is not returned to school)</i>	

LOWCOUNTRY MONTESSORI

BEHAVIOR CONSEQUENCE RUBRIC

(GRADES K - 12TH)

BEHAVIOR	1ST TIME	2ND TIME	3RD TIME	4TH+ TIME
LEVEL 1 Behavior that disrespects or hurts the feelings of others - unwanted physical contact, roughhousing - repeated annoyance/distraction/disruption - name calling, teasing, rumors - rude/insensitive remarks - mean notes, playing a mean trick - ignoring instructions, repeatedly unprepared - eye-rolling, unkind/stubborn gestures - taunting, provoking, bragging unnecessary - whining/sulking/hagging playing keep away, - excluding others	➡ 15 Sec Intervention ➡ Behavior Report	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Call Home (if needed)
LEVEL 2 Behavior that could injure others or expresses active defiance - moderate physical contact* - throwing objects - refusal to follow school policies in handbook - yelling, outbursts, screeching, threatening - active defiance, talking back, dishonesty - distorting the truth, cheating, plagiarism - carelessness with school property - misuse of materials or technology - disregarding "friends-only" rule at school/pda - pattern of sleeping in class - driving infractions	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Remain in Office ➡ Call Home or Go Home	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Remain in Office ➡ Call Home or Go Home ➡ Possible Suspension
LEVEL 3 Behavior that injures others or involves serious misconduct - severe physical contact* - biting, stabbing with any object - retaliation for being reported - throwing objects with intent to hurt - stealing, destroying property - swearing (including nonverbal signals) - violent threats, purposeful intimidation - indecent exposure - possession of weapons, explosives, drugs - harassment (racial/ethnic/sexual/religious) - bullying (physical, verbal, indirect, cyber)	➡ 15 Sec Intervention ➡ Behavior Report ➡ Admin Meeting ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ SRO Consultation ➡ Possible Expulsion	➡ 15 Sec Intervention ➡ Behavior Report ➡ Admin Meeting ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ SRO Consultation ➡ Possible Expulsion	➡ 15 Sec Intervention ➡ Behavior Report ➡ Admin Meeting ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ SRO Consultation ➡ Possible Expulsion	➡ 15 Sec Intervention ➡ Behavior Report ➡ Admin Meeting ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ SRO Consultation ➡ Possible Expulsion
*physical contact: <i>hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking</i>				
All forms of misconduct that take place in cyberspace (social media, texts, etc.) apply to this rubric as well				
NOTE: Students often call parents if Behavior Report is not returned the next school day				

Student Expulsion Policy and Procedures

If a student is expelled, they are unable to attend any school function for the remainder of the school year.

Any time a student is asked to leave the classroom environment, there will be a restorative conversation prior to or upon their return.

SECTION 59-63-240. Expulsion for the remainder of the school year; hearings.

The board may expel for the remainder of the school year a pupil for any of the reasons listed in Section 59-63-210. If procedures for expulsion are initiated, the parents or legal guardian of the pupil shall be notified in writing of the time and the place of a hearing either before the board or a person or committee designated by the board. The written notification to the parents or legal guardian of the pupil must include their right to have legal counsel present at the hearing, the right to question all witnesses, and contact information for a legal aid service provider which may determine eligibility for free legal representation. The notification must also include the right to access the investigative file in its entirety, to include all documents and videos, at least three days prior to the hearing, with appropriate exemptions and redactions as required by the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. If the hearing is held by any authority other than the board of trustees, the right to appeal the decision to the board is reserved to either party. The hearing shall take place within fifteen days of the written notification at a time and place designated by the board and a decision shall be rendered within ten days of the hearing. The pupil may be suspended from school and all school activities during the time of the expulsion procedures. The action of the board may be appealed to the proper court. The board may permanently expel any incorrigible pupil.

Investigation and Action taken by the Administration

If the Director or his/her designee (the administration) investigates a report of student misbehavior, and the administration determines the student should be recommended for expulsion, the administration shall notify the student's parent(s)/legal guardian(s) of the recommendation, suspend the student from school and all school activities during the time of the expulsion procedures, and refer the matter directly to the LMS Board of Directors.

Notice of Expulsion Recommendation and Hearing

Within three (3) school days following receipt of an expulsion recommendation, the Board Chair or his/her designee will notify the student's parent(s)/legal guardian(s), in writing, of the following:

- the rule(s) infraction alleged to have occurred;
- the right of the student to review his/her records, including the investigative documents and any other evidence the administration intends to present at the expulsion hearing;
- the right of the student to a hearing on the evidence;
- the time and place of the hearing; and

- the procedures to be utilized at the hearing, including the student's right to be represented by legal counsel at his/her expense.

The Board Chair will enclose a response form requesting that the parent(s)/legal guardian(s) advise the Board whether they intend to appear at the expulsion hearing and whether they will be represented by legal counsel. If the response form is not signed and returned to the Board Chair by 48 hours in advance of the scheduled hearing date, the hearing may proceed as scheduled or the hearing may be postponed by the Board.

The Board shall schedule the hearing as soon as practical, but no more than fifteen (15) days following the notification to the student's parent(s)/legal guardian(s) of the expulsion recommendation. An audio recording of the hearing and/or written minutes summarizing the hearing will be taken.

Hearing Procedures

The hearing shall be conducted in executive session and presided over by the Board. The hearing will begin with the administration presenting information in support of its recommendation that the student be expelled for the remainder of the school year. Among other things, the administration may seek to introduce information about the incident(s) leading to the recommendation, such as any statements or other materials gathered in the investigation of the incident(s), the student's prior disciplinary records, and information regarding the student's grades and attendance. Following the administration's presentation, the student and/or his/her representative will be provided an opportunity to ask questions of the administration's witnesses.

After the administration concludes its presentation, the student and/or his/her representative will be given an opportunity to present his/her case. The case may consist of written statements or other materials, in addition to any testimony offered by the student and witnesses on the student's behalf. Following the presentation, the administration will also be allowed an opportunity to ask questions of the student and/or any witnesses presented.

Each side's presentation will be limited to twenty (20) minutes, and each side's opportunity to ask questions of the other side's witnesses will be limited to ten (10) minutes. Following both presentations, the Board will have an opportunity to ask questions. The Board will then deliberate and return to open session to issue a decision. The student's name will not be used in an open session.

Action following the hearing

At the hearing, the Board will decide whether to uphold, reverse or alter the expulsion recommendation of the Director. Within ten (10) days of the hearing, the Board will issue written confirmation of its decision to the parent(s)/legal guardian(s). If the recommendation for expulsion is reversed, all absences resulting from the suspension will be excused, the student's record will be cleared with respect to the recommendation, and the student will be allowed to make up all of their missed work.

SAFETY

First Aid Kits

Kits are located in all the classrooms and checked regularly by the nurse. Stop the bleed kits are found in each quad.

Drills

Fire drills are conducted on a monthly basis. Drills are usually unannounced. Fire drill routes for students are posted next to the exit nearest the fire extinguishers. All equipment, including fire extinguishers, alarm systems, bathroom strobes, and exits, are checked on an annual basis by the alarm company. Fire extinguishers are also inspected by staff each month. Tornado, lockdown, and earthquake drills are practiced at a minimum of once a year in a developmentally appropriate manner.

Communication during an Emergency

If there is an emergency during school hours, LMS will send word via the Bloomz or Powerschool App to all parents immediately, pending conditions.

Emergency Responses

There are five types of emergency responses used at Lowcountry Montessori School. Please refer to the communication section to see how parents are notified. Lockdown drills are practiced twice a year in a developmentally appropriate manner.

EVACUATE – Relocate to a Safer Location

- **Purpose:** Move students, staff, and visitors from an unsafe area to a designated evacuation or reunification location. Evacuations may be required due to fire, gas leaks, structural damage, hazardous materials, or other conditions that make remaining in the building unsafe. Staff will account for all students and follow established evacuation procedures.

SHELTER – Hazard in the Environment

- **Purpose:** Protect students and staff from environmental hazards by moving to designated shelter locations or taking specific protective actions. Shelter responses may include severe weather (tornadoes or thunderstorms), hazardous materials incidents, earthquakes, or other environmental emergencies. Staff and students will follow the specific shelter procedures appropriate to the hazard.

HOLD – Non-Emergency Event - Requires Students to Shelter

- **Purpose:** Alert staff to a non-emergency event, but requires students to be kept inside for their safety or to preserve privacy of a potentially traumatic scene. Normal routines continue indoors.

SECURE – Reported Neighborhood Event

- **Purpose:** Alert staff to a potential threat in the neighborhood; normal routines continue indoors.

LOCKDOWN – Campus Breach Or Imminent Threat

Purpose: Total facility lockdown due to an immediate threat.

Weather-Related Closings

During times of inclement weather, LMS will notify parents regarding school closing. Messages will be sent via Bloomz or the Powerschool App and posted on our website, Instagram, and Facebook pages. LMS will be following the Beaufort County School District decisions on weather school closings.

Background checks for Criminal History

All individuals employed by, volunteering for, or working in a consulting relationship with LMS, including support, clerical, administrative, Board of Directors, food service, or custodial staff, who have direct contact with LMS students, even if such contact is on an occasional basis, are subject to criminal history review. Additionally, these persons must undergo a check on the National Sex Offender Registry prior to having direct contact with LMS students.

Search and Seizure

Pursuant to state and federal law, any person, student or adult, entering the school campus may be subject to a search and/or seizure by the appropriate authorities. Pursuant to S.C. Code Ann. Section 59-63-1110, “any person entering the premises of any school in [the State of South Carolina] is deemed to have consented to a reasonable search of his person and effects.”

Visitors

We require that upon entering the property, all visitors must go directly to the main office for proper direction and to obtain a visitors pass. Access will be denied to disruptive visitors and parents.

Behavioral Threat Assessment Management (BTAM)

BTAM is the systematic process of investigating, and assessing concerning behaviors. The primary goal of Behavioral Threat Assessment is to evaluate the difference between making a threat and posing a threat to a school community and then to build a management plan that supports the safety of the entire community. Members of the BTAM team include administrators, counselors, the local police department, the Special Education Coordinator (if needed), the nurse (if needed), and other trained school personnel.

HIGHLIGHTS OF CHARTER SCHOOL LAW

Guide Certification

Under the Charter School Acts of 1996, section 59-40-50, 25% of the guides at LMS can not have a teaching certificate and still be allowed to teach. Fortunately, in SC there is an alternate route for Montessori Certification, and we start this process for lead guides when they are hired at LMS. This means that they are working towards certification if they are a lead Montessori guide in our school. Families have the right to request the qualifications of their student's guide from the Leadership Team at any time. Qualifications are also found on our website and sent out annually to families of students in a non-certified class..

Family Educational Rights and Privacy Act (FERPA) - APPENDIX 00

LMS does not create or distribute a Family Directory.

Confidential files are in fireproof, locked file cabinets in a file room with a separate lock and limited staff access.

Dear Parents and Students:

The purpose of this letter is to provide you with the required annual notification of your rights under the Family Educational Rights and Privacy Act (FERPA). FERPA allows parents and students over the age of 18 years certain rights concerning the student's confidential educational records. Following is a summary of those rights.

1. You have the right to look at your school records. To look at your records, you should give the school Director or his/her designee a written request listing the records that you want to see. The Director must allow you to see the records within 45 days from receiving your written request.
2. You have a right to request changes in your school records if you believe the records are inaccurate, misleading, or that they violate your privacy rights. If you want to change your records, you should tell the Director in writing what you want changed and why you think it ought to be changed. The Director shall notify you in writing within fifteen working days whether he/she has amended the records or whether your request has been denied. If your request is denied, you may request a hearing on the matter. The Director or his/her designee will set a date, time and place for the hearing and will notify the requesting party in writing of the date, time and place. The Director will establish the hearing date within five working days of receipt of the request. The Director must mail written notice of the hearing to the parent or eligible student at least ten days prior to the hearing.

A school official who does not have a direct interest in the outcome will conduct the hearing before the LMS Board. At the hearing, the Director will try to have in attendance the person who has entered the information in question if the person is known and reasonably available. The parent or student who requested the hearing will have the right to question that person if present and be allowed to show evidence that would correct inaccurate, misleading or otherwise inappropriate information. Such evidence will become

a permanent part of the student's record. The parent of the student or the eligible student will have a full and fair opportunity to present relevant evidence and may be assisted or represented at their expense by legal counsel. The school will send its decision (including a summary of the evidence), the reasons for the decision and the right to a judicial appeal in writing to the parent or eligible student within five working days after the conclusion of the hearing. The LMS Board will base its decision solely on evidence.

3. You have the right to let other people see your school records. However, the law allows some people to see your records without your consent, such as school officials/employees, school psychologists under contract with the school, or other eligible state and federal employees who need the records to carry out their assigned duties and who have a legitimate educational interest. The term "school official" shall include instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees/board members; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Some of the information in your educational records is not confidential and may be released without your consent. This information is known as "directory information." If you do not want directory information released, you must tell the Director in writing what types of directory information you do not want released. That written notice to the Director must be received no later than September 15 of each year or within fifteen days of receiving this annual notice. Directory information includes the following information about a student:

- name
- address
- telephone number
- date and place of birth
- participation in officially recognized activities and sports where appropriate
- weight and height of members of athletic teams
- dates of attendance
- diploma or certificate and awards received
- the most recent previous educational agency or institution attended by the student
- other similar info

Military recruiters and institutions of higher education are entitled under federal law to receive a list of names, addresses and telephone numbers of high school students unless you object to such release. If you do not want your child's name, address, and telephone number released without your written consent, please notify your Director in writing at any time.

Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the rights of access to school records.

In most circumstances, copies of school records are available for a minimal copying charge.

You have a right to file a complaint with the US Department of Education if you believe the school has violated any of your rights with respect to school records. If you have a complaint, send it in writing to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Attached below is a U.S. Department of Education guidance document regarding FERPA. If you have any questions or concerns regarding this notification, please feel free to contact my office at your convenience.

Sincerely,

Sarah Fox
Director, Lowcountry Montessori School

FERPA GUIDANCE FROM U.S. DEPARTMENT OF EDUCATION

<https://studentprivacy.ed.gov/resources/ferpa-general-guidance-parents>

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA). This document is a compilation and update of various letters and guidance documents previously issued that respond to a variety of questions about FERPA. While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations. We will attempt to update this document from time to time in response to questions and concerns.

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. Â§ 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, they become an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to their education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a

student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review their education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on their progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in their education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of their right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth their views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive

decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Following is general information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including guides, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. Although the term "school official" is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

A school must inform eligible students of how it defines the terms "school official" and "legitimate educational interest" in its annual notification of FERPA rights. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Additional information about the annual notification of rights is found below in this guidance document.

Another exception permits a school to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure. The school must also provide an eligible student with a copy of the records that were released if requested by the student.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this

exception, the term "financial aid" means payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as the information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, email address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

A school may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's right to restrict the disclosure of such information, and the period of time within which an eligible student has to notify the school that they do not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned

below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

- to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- to comply with a judicial order or a lawfully issued subpoena;
- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
- to any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

As stated above, the conditions specified in the FERPA regulations at 34 CFR Â§ 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Annual Notification of Rights

Under FERPA, a school must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review their education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA. It must also inform eligible students of the school's definitions of the terms "school official" and "legitimate educational interest."

FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. Additionally, some schools include their directory information notice as part of the annual notice of rights under FERPA.

Law Enforcement Units and Law Enforcement Unit Records

A "law enforcement unit" means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards,

that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student.

"Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

Complaints of Alleged Failures to Comply with FERPA

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student have "standing," i.e., have suffered an alleged violation of their rights under FERPA, in order to file a complaint.

The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated.

If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that the eligible student should state their allegations as clearly and specifically as possible. To aid us in efficiently processing allegations, we ask that an eligible student only include supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources to review voluminous documents and materials to determine whether an allegation of a violation of FERPA is included. An eligible student may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that a school has failed to comply with their request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that a school has failed to comply with their request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that a school has improperly disclosed personally identifiable information from their educational records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows:

www.ed.gov/policy/gen/guid/fpco/index.html

If, after reading this guidance document, you have questions regarding FERPA which are not addressed here, you may write to the Office at the following address:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW, Washington, DC 20202-8520

APPENDIX A

SCHOOL LEGAL STATUS

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Legal Status

SECTION 1.1. The School operates as a South Carolina non-profit organization (in accordance with applicable state and federal laws) operating under the authority of the charter as authorized by South Carolina Public Charter School District

SECTION 2. Authority of the Governing Board

SECTION 2.1. In accordance with the Board's bylaws, the Governing Board is charged with overseeing the management of the School in compliance with state and federal laws, rules, and regulations applicable to public charter schools.

APPENDIX B

SCHOOL ATTENDANCE ZONE

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Official Attendance Zone

SECTION 1.1. The official attendance zone of the School shall be the State of South Carolina, which has been duly approved in the charter by state and local (where appropriate) authorizing agencies.

SECTION 2. Eligibility for Enrollment

SECTION 2.1. Any student who resides with a parent/legal guardian within the official attendance zone and provides timely and valid evidence of proof of residency within the official attendance zone is eligible to enroll in the School. A homeless student cannot be denied enrollment based on a lack of proof of residency, per 42 USC 11431 et. seq.

SECTION 2.2. Valid evidence of proof of residency shall be defined as forms of evidence required by other public schools in the State of South Carolina and as defined in the School's policies or procedures.

SECTION 3. Revisions to Official Attendance Zone

SECTION 3.1. The Governing Board of the School may change the attendance zone by making the appropriate revisions to the charter, subject to approval by state and local (where appropriate) authorizing agencies.

APPENDIX C

OFFICIAL SCHOOL YEAR

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Official School Year

SECTION 1.1. The official school year for students consists of the equivalent of [180] days of attendance.

SECTION 2. Authorization for Departure from Official School Year

SECTION 2.1. When any of the following conditions exist, the principal or other authorized school leader, with the authorization of the Governing Board, and if applicable, the school's authorizer, may depart from the [180]-day school year:

SECTION 2.1.1. The President of the United States or the Governor of the State of South Carolina proclaims a state of emergency;

SECTION 2.1.2. There is an emergency, disaster, act of God, civil disturbance, or a shortage of vital and critical materials, supplies, access to facilities, or fuel that make the continued operation of the School according to the definitions of school year, school month, or school day impractical or impossible.

SECTION 2.1.3. In the event that schools are closed due to an emergency, disaster, act of God, civil disturbance, or shortage of vital or critical material supplies, access to facilities, or fuel, or other

disruptions requiring schools to close must be made up. All school districts shall designate annually at least three days within their school calendars to be used as make-up days in the event of these occurrences. If those designated days have been used or are no longer available, the local school board of trustees may lengthen the hours of school operation by no less than one hour per day for the total number of hours missed or operate schools on Saturday. S.C. Code Ann. 59-1-425 (b)

SECTION 2.1.4. S.C. Code Ann. 59-1-425 (C) The General Assembly by law may waive the requirements of making up missed days or, by law, may authorize the school board of trustees to forgive up to three days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close. A waiver granted by the local board of trustees of the requirement for making up missed days also must be authorized through a majority vote of the local school board.

SECTION 2.1.5. S.C. Code Ann. 59-1-370. Closing of educational institutions on general election day. All State-supported colleges and universities, technical education centers and public schools shall be closed on general election day in November of each even-numbered year. This day shall not be considered as one of the regular school days for the year for public schools.

APPENDIX D

OFFICIAL SCHOOL DAY

SECTION 1.1.1. A student must be in attendance on any given day for a minimum of three hours, excluding the lunch period, to be counted present at school for the day.

SECTION 1.1.3. [High school graduation exercise may be scheduled on one of the three non-instructional activity days, or after the end of the official school year.]

APPENDIX E

School Ceremonies and Observations

Each year, LMS recognizes Maria Montessori's Birthday on August 31st.

Lowcountry Montessori School also observes a Peace Pledge during morning meetings.

It is the policy of the Governing Board of Lowcountry Montessori School to adopt the following policy regarding pledge to the American flag, which shall be effective on that date that the policy is adopted by the Board.

The Pledge of Allegiance to the flag shall be conducted daily at School. S.C. Code Ann. 59-1-455. Small flags shall be provided for each homeroom by the school. Students and Staff can opt out for any reason and must be respected without penalty as long as it does not disrupt school activities

APPENDIX F

SCHOOL CALENDAR

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Approval of Annual Calendar

SECTION 1.1. The principal or other authorized school leader shall submit for approval by the Governing Board a calendar for the upcoming school year no later than the last voting session in [March] of each preceding year. The calendar shall specify the calendar dates of the school year for students, the work year for staff, holidays and breaks, and other critical activities and events. The annual calendar shall comply with the School's policies and applicable regulations of the State Board of Education and accrediting agencies.

SECTION 1.2. No later than the last regularly scheduled voting schedule in [April], the Governing Board shall officially adopt the upcoming school year calendar.

SECTION 1.3. Information pertaining to dissemination and publishing of the adopted calendar shall take place on the school's website and via other communication channels no later than June 30th.

SECTION 2. Authorization to Revise the Annual Calendar

SECTION 2.1. The Governing Board, upon recommendation by the principal or other authorized school leader has the authority to make changes to the official school calendar through a duly adopted board resolution and, when applicable, after receiving the approval of state and local authorizing agencies.

APPENDIX G

FISCAL YEAR

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

The fiscal year for the School shall be July 1 – June 30.

SECTION 2.4. Students shall be required to follow all safety regulations required of passengers riding on school vehicles.

APPENDIX H

SCHOOL SAFETY PLAN AND EMERGENCY SCHOOL CLOSING PROCEDURES

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. School Safety Plan. The School will cooperate fully with local emergency management preparedness authorities to develop and implement an emergency management preparedness program which addresses man-made and natural disasters.

SECTION 2. Emergency reflection of School Operations or Activities

SECTION 2.2. The Governing Board further authorizes the Director or other authorized school leader to suspend school operations or activities in the event of abnormal conditions, hazardous weather, or other emergencies that threaten the safety, welfare, or health of students or employees and to take whatever measures he/she deems necessary to protect students and staff.

SECTION 2.3. The Director or other authorized school leader shall establish orderly procedures to assure that appropriate communications with students, staff, and other stakeholders are maintained before, during and after the abnormal conditions which could potentially or actually cause reflection of school operations or activities. At a minimum, instruction on obtaining information pertaining to reflection of school operations and activities for students, staff, and other stakeholders shall be published in the student and staff handbooks.

SECTION 2.4. School activities, defined as extracurricular events, activities, clubs, competitions, and the like, held before or after the official school day, shall not be held if normal school operations have been suspended on the same day. The Director or other school leader shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

SECTION 2.5. At the Director's or other authorized school leader's discretion, school activities as defined above, may be canceled even after operation of a regular school day if conditions exist to warrant such reflection. The Director or other school leader shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

APPENDIX I

DISRUPTION OR INTERRUPTION OF OPERATION OF PUBLIC SCHOOLS

The Board of Lowcountry Montessori School adopts the following policy effective on the date of adoption by the Board.

S.C. Code Ann. 16-17-42 Prohibits conduct which disrupts a school and prohibits parents from upbraiding, insulting or abusing public school employees in the presence of pupils. Disruptive individuals may be immediately removed from the School grounds and restrictions may be placed on their presence on School grounds in the future. The School reserves the right to refer the situation to the appropriate law enforcement authorities and the student may lose priority enrollment for the following school year.

Please refer to the Parent Code of Conduct on page 41.

APPENDIX J

COMMUNICABLE DISEASES

The Board of Lowcountry Montessori School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. General Information.

SECTION 1.1. LMS is committed to protecting students, staff, and visitors from the spread of communicable diseases which pose a substantial threat to the health or safety of the school community. The School further recognizes that a student infected with a communicable disease cannot be denied an education solely because of the infection.

SECTION 1.2. The Board, the applicable health department, and/or South Carolina Department of Health and Environmental Control South Carolina has the authority to require immunizations or other preventive measures including quarantine, isolation and segregation of persons with communicable disease or health conditions likely to endanger the health of others. These agencies may require quarantine or surveillance of carriers of disease and persons exposed to or suspected of being infected with infectious disease during such period until they are found free of the infectious agent or disease.

SECTION 2. Procédures.

SECTION 2.1. If there is reasonable cause to believe that a student or an employee has become infected with a communicable disease, the determination of a student's or an employee's condition shall be based upon reasonable medical judgment taking into consideration the nature of the risk (how the disease is transmitted); how long the carrier is infectious to others; and the probability that the disease will be transmitted and could cause harm to others.

SECTION 2.2. After consideration of the criteria set forth in Section 2.1, the infected student or employee shall be allowed to remain in the educational or employment setting unless he/she currently presents a significant risk of contagion as determined by an appropriate designated school administrator after consultation with the student's or employee's physician, public health official knowledgeable about the disease and/or a physician selected by the School. When deemed medically appropriate, a student or employee may be removed from the school for a period of time not to exceed ten (10) calendar days for the purpose of obtaining a reasonable medical judgment as to whether or not the student or employee's attendance at the School would pose a significant risk to others' health.

SECTION 2.3. After a determination of the student's or employee's medical condition has been made, the Director or other authorized school leader after consultation with the student's or employee's physician, a public health official knowledgeable about the disease and/or the physician selected by the School shall determine whether reasonable accommodation will allow the student to perform in the classroom or the employee to meet the essential functions of the job. An accommodation is reasonable unless it imposes either an undue financial hardship or administrative burden on the School.

Parents will be notified immediately if any communicable disease is discovered in their child's classroom or area they may have been exposed. Reports to the appropriate agencies must occur within 48 hours.

SECTION 3. Protections

SECTION 3.1. LMS shall not disclose medical information about a student or an employee with human immunodeficiency virus or other communicable disease without the consent of the employee or the student or parent or guardian, whichever is applicable, or only as required by law or court order. Nothing in this paragraph shall prohibit the school from notifying the parents or guardians of its students of the presence in a school of chickenpox or any other communicable disease as required or suggested by the applicable county or state health department.

SECTION 3.2. LMS shall not deny an individual employment based solely upon the individual's infection with a communicable disease unless the School, after consultation with the applicant's physician, a public health official knowledgeable about the disease and/or the physician selected by the School, determines that the communicable disease is of such nature or at a stage that the individual should not be in the regular school setting.

SECTION 3.3. LMS shall not deny a student infected with a communicable disease an education solely because of the infection.

SECTION 4. Prevention.

SECTION 4.1. LMS shall educate its employees and students about communicable diseases, including transmission, risk reduction, and universal precautions for handling blood and body fluids.

SECTION 4.2. All schools shall adopt routine procedures for handling blood and body fluids consistent with the Centers for Disease Control Universal Precautions for Handling Blood and Body Fluids.

APPENDIX K

MEDICINE

The Lowcountry Montessori School Governing Board adopts the following policy which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. General Policy Provisions.

SECTION 1.1. If the charter school employs a school nurse, the nurse (or another employee designated by the Director or other authorized school leader) may provide assistance with medication (this includes prescription or over-the-counter medication) only if all of the following requirements are met

SECTION 1.1.1. Prescription drugs must be in the original container, bearing the name of the student, the name of the physician and the name of the pharmacy filling the prescription. Over-the-counter drugs must be maintained in the original container.

SECTION 1.1.2. The appropriate approval form for medication must have been completed and signed by the parent or guardian for each medication.

SECTION 1.1.3. The school nurse or other designated employee shall keep a written report of medication taken by the student.

SECTION 1.2. The School reserves the right to refuse to administer certain types of medication (at the discretion of the school nurse or other employee authorized by the school principal or other authorized school leader) when such administration could prove harmful to staff or students without proper training or direction of a doctor.

APPENDIX L

INOCULATIONS

The Governing Board of Lowcountry Montessori School adopts the following regulation which shall be effective on that date that the policy is adopted by the Board.

Students attending School must meet the immunization requirements in accordance with South Carolina Code of Laws, Section 44-29-180, and State Regulation 61-8, the 2014-2015 "Required Standards of Immunization for School Attendance"

APPENDIX M

TRANSPORTATION

The Governing Board of the Lowcountry Montessori School is committed to safe transportation of all students to and from school and events and hereby adopts the following policy effective on the date of adoption.

SECTION 1. Car Riders

SECTION 1.1. The School's primary transportation method shall be parent or guardian drop off or pick up of students to and from school daily.

SECTION 1.2. To ensure the safety of all students, staff, and visitors, the Director or authorized school leader shall establish procedures including, but not limited to: authorization processes for dismissal and pickup, drop off and pick up times, routes, supervision, and load/unload processes. These procedures shall be published in the student handbook each year and updated periodically as needed for efficiency and safety.

SECTION 1.3. Parents, guardians, daycare buses/vans, and other authorized individuals dropping off or picking up students shall comply with all procedures set forth by the Director or other authorized school leader. The Director or other authorized school leader is authorized to take measures (including debarment from access to the property) to address habitual non-compliance with the School's transportation policy and procedures which infringe upon the safety of students, staff and visitors or which impedes the efficiency of arrival and dismissal processes.

SECTION 2. Busing

SECTION 2.1. When available, students may be transported to and from school in vehicles owned by LMS or other approved vehicles, including charter buses or vans, which are compliant with applicable laws and state regulations related to transporting public school students (including obtaining a copy of the driver's proof of legally required minimum insurance and the appropriate certifications from the Public Service Commission or similar certifying agency).

SECTION 2.2. For field trips and other off-site events where transportation is provided, LMS shall procure the permission and medical release for students by parents or guardians and shall maintain records in accordance with the approved records retention schedule.

SECTION 3.2. LMS will accept or release students from the car rider area only to the care of a parent or guardian or other individual previously approved in writing by the parent or guardian.

SECTION 4.2 DSS Regulations regarding Transportation of three and four year olds

DSS Regulation Number 114-505 I(1) If the center provides or arranges for transportation through contract, the following transportation requirements apply:

DSS Regulation Number 114-505 I(1)(a) The staffing ratios specified in 114-504.B.(1) through (3) apply. The driver of the vehicle shall not be counted in the ratios for infants or toddlers.

3 to 4 years: 1:13 4 to 5 years: 1:18

DSS Regulation Number 114-505 I(1)(b) Each child shall be secured in an individual, age-appropriate safety restraint at all times the vehicle is in motion.

DSS Regulation Number 114-505 I(1)(c) Safety restraints shall be used in accordance with the manufacturer's instructions.

DSS Regulation Number 114-505 I(1)(d) A child shall not be left unattended in a vehicle.

DSS Regulation Number 114-505 I(1)(e) Transportation placement of children in the vehicle shall be in accordance with all applicable state and federal laws.

DSS Regulation Number 114-505 I(1)(f) The driver shall have a valid regular or commercial driver's license and shall be in compliance with Section 63-13-40 of the South Carolina Code of Laws.

DSS Regulation Number 114-505 I(1)(g) There shall be a first aid kit and emergency information on each child in the vehicle.

DSS Regulation Number 114-505 I(1)(h) Use of tobacco products is prohibited in the vehicle.

DSS Regulation Number 114-505 I(1)(i) Written consent from the parent is required prior to transportation.

DSS Regulation Number 114-505 I(1)(j) When the facility provides transportation to and from the child's home, the facility staff shall be responsible for picking the child up and returning the child to a designated location.

DSS Regulation Number 114-505 I(1)(k) The director and/or staff of the center shall provide the driver of the vehicle with a record that lists the name, address, and telephone number of the center, as well as names of children being transported.

APPENDIX N

BUILDING MAINTENANCE

The Board of Lowcountry Montessori School adopts the following policy, effective on the date of adoption by the Board.

Safe and adequate grounds shall be maintained for the educational and recreational programs for children. The Governing Board shall maintain the building(s) and equipment through a continuous program of assessment, repair, reconditioning, and remodeling. The Board's Facilities Committee, in collaboration with the Director or other authorized school leader shall develop and implement capital improvement projects that ensure proper maintenance of the school in accordance with the approved budget.

The Director or other authorized school leader shall manage janitorial and custodial staff in maintaining all school facilities and grounds.

APPENDIX O

EMERGENCY REPAIRS

The Board of Lowcountry Montessori School adopts the following policy, effective on the date of adoption by the Board.

In accordance with the Board's procurement policy (Appendix P), the authority is granted to the Director or other authorized school leader to procure the services necessary for emergency repairs to buildings or grounds which may be required to continue school operations in a safe environment.

APPENDIX P

PROCUREMENT

The Board of Lowcountry Montessori School adopts the following policy, effective on the date of adoption by the Board.

Any procurement of goods and services shall be made by approved staff members, and all purchases shall be in the best interest of the School, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation, prior dealings and guidelines recommended by SC Budget and Control Board www.mmo.sc.gov/policy.

The School shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the conflict of interest or any potential conflict of interest and after the consideration set forth in paragraph 1 above.

This policy applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply including an inventory list if applied.

APPENDIX Q

SOLICITATIONS OF STAFF AND STUDENTS

SECTION 1.3. No fund raising organizations shall be permitted to solicit funds from students or employees without prior approval from the Director or other authorized school leader. Charitable organizations' solicitations must be approved annually.

SECTION 1.4. Door-to-door collection shall be prohibited for all students.

APPENDIX R

STUDENT AND CLASSROOM OBSERVATIONS

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1.1. While the School acknowledges that some educational benefits may be derived from third parties wishing to conduct classroom observations for research purposes for educational products or services, it is the responsibility of the School to protect the privacy of all students.

SECTION 1.2. Requests for observations by an outside educational or clinical professional must be submitted in writing to the Director or other authorized school leader for consideration at least two weeks in advance of the requested observation. The request must include the name and credentials of the professional who will be observing the classroom, the purpose of the classroom observation, the data that will be collected and a certification that the third party will comply with the Family Educational Rights and Privacy Act ("FERPA") and any other applicable state or federal laws pertaining to student privacy. In addition, the third party may be required to execute a confidentiality agreement.

SECTION 1.5. Upon request, the Director or other authorized school leader may, at his/her discretion, grant permission for visits by outside service providers who currently provide private educational or therapy services to a current student. To minimize disruption to the instructional program, outside service providers must comply with the guidelines for all visitors plus the following additional guidelines: (1) the third party must currently provide educational or therapy

services to the student; (2) provide the Director or other authorized school leader an appropriate Release of Confidential Information under the Family Educational Rights and Privacy Act (FERPA), signed by the parent/guardian; (3) have the parent/guardian coordinate the observation date and time; (4) limit the observation to one hour unless an extended time period has been granted in advance of the scheduled observation; and (5) conduct the session in such a manner that allows the regular school program to continue during the visit by refraining from engaging the attention of the guide or student(s) through conversation or other means.

APPENDIX S

SCHOOL ATTENDANCE

The Governing Board of Lowcountry Montessori School adopts the following regulation, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. In order to receive maximum benefit from the instructional activities, students are expected to be in school each day unless excused for legitimate reasons. Students and parents must assume responsibility for being punctual and regular in attendance.

SECTION 2. Attendance Rules.

SECTION 2.1. Absences will be classified as excused or unexcused. Excused absences are those due to emergencies such as:

- a. Personal illness or attendance in school endangers a student's health or the health of others.
- b. A serious illness or death in a student's immediate family necessitating absence from school.
- c. A court order or an order by a governmental agency mandating absence from school.
- d. Observance of religious holidays.
- e. Conditions rendering attendance impossible or hazardous to student health or safety.
- f. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with their parent or legal guardian prior to such parents or legal guardians deployment or during such parents or legal guardian leave.
- g. Any other reason approved by the South Carolina State Board of Education.

SECTION 2.2. Students shall be counted present when they are serving as pages of the South Carolina General Assembly or Special Olympics.

SECTION 2.3. Unexcused absences are all failures to attend school other than those specifically listed above.

SECTION 2.4. Absences and tardiness will be included in school records. A student must be present at school for at least one-half of the required instructional school day to be counted present for the day:

- Grades K-3 Present at least [135 of the 270] required instructional minutes.
- Grades 4-5 Present at least [150 of the 300] required instructional minutes.

SECTION 2.5. If a student is absent from school, the student must bring an excuse from home within three days of the day the student returns.

SECTION 2.6. When the student is absent, the student's teacher or school staff will attempt to contact the parent to determine the cause of absence. South Carolina's Department of Education and The No Child Left Behind Policy states after three (3) and ten (10) unexcused absences, parents are to be notified by letter and required to come to school to discuss the child's attendance. However, the written excuse must be brought, whether or not a contact is made by phone. A digital phone call log will be kept by a designated individual. SC. Reg. 43-274.

SECTION 2.7. All work missed due to illness must be made up by the student within a reasonable time or the student risks not receiving credit for the missed work. It is the student's responsibility to make arrangements with the guide for make-up work.

SECTION 2.8. In order to participate in an extracurricular or after school activity, a student must be in attendance on the school day of the activity. An excused absence for non medical reasons would allow for participation.

SECTION 2.9. Truancy - A child, at least 6 but not yet 17 years old, who has accumulated three consecutive unlawful absences or a total of five unlawful absences

SECTION 2.11. Unexcused or questionable absences will be followed up by school personnel including the school social worker (if applicable) in the following order:

- a. Student absentee phone calls are made to parents (preferably by guides) and illnesses shared with the school nurse.

Any parent, guardian, or other person having control or charge of any child or children between the ages of six and seventeen shall send such child or children to school. On the tenth unexcused absence a violation of S.C. Code Ann. 59-65-20. will result in said person being guilty of a misdemeanor. Upon conviction thereof, shall be subject to a fine of no more than \$50.00 , or be imprisoned not more than thirty days; each day's absence shall constitute a separate offense; provided, the court may in its discretion suspend the sentence of anyone convicted of the provisions of this article. Two reasonable attempts to notify the parent/guardian will be made by the school on the fifth unexcused absence. If no response is achieved the school shall send a notice by certified mail, return receipt requested.

Additionally, once three unexcused absences occur, whether they are consecutive or not, LMS will contact the parents regarding the absences. At five unexcused absences a meeting will be set up for the Truancy Team and the family to make a plan for attendance. The seventh unexcused absence will result in another call or meeting with the family and team. The 10th unexcused absence will instigate an internal hearing of the LMS admin, the student's guide, the appropriate counselor, and any other staff member whose attendance may be required (nurse, SPED coordinator, etc.). Students who are exhibiting habitual truancy may be required to leave LMS under the recommendation they attend their zoned school due to transportation access.

APPENDIX T

Grading and Reporting

The Governing Board of Lowcountry Montessori School adopts the following policy which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Grading .

SECTION 1.1. The Governing Board shall vest responsibility in the Director or other authorized school leader for developing a grading scale which comports with the school's instructional philosophy, curriculum, and state mandates.

SECTION 1.2. Guides shall use a variety of methods to assess student progress.

SECTION 2. Reporting.

SECTION 2.1. A report card will go home every quarter for high school and twice a year for primary and elementary. A progress report goes home weekly for middle school and a report card twice a year.

SECTION 2.2. The report card shall provide accurate reporting of student progress against academic and other standards based on qualitative and quantitative evidence collected on classroom work, projects, tests, quizzes, performance based tasks, observations, and other evidence.

SECTION 2.3. Cumulative grades or progress reports shall be transferred to students' individual permanent school records and report cards and permanent records shall be maintained in the student's files. Progress reports shall be filed in the student's record twice a year.

SECTION 2.4. Guides are expected to maintain regular communications with parents by providing timely return of graded classwork and convening informative student conferences.

APPENDIX U

SCHOOL ADMISSIONS

The Governing Board of Lowcountry Montessori School adopts the following regulation, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Eligibility.

SECTION 1.1. All students who are residents of South Carolina are eligible to apply to Lowcountry Montessori School..

SECTION 1.2. The School will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, homeless status or any other basis prohibited by law.

SECTION 1.3. Students will not be required to complete any test or measure in order to be admitted to School. Once students are formally enrolled, formal and informal assessments may be administered to determine the most appropriate instructional plan and placement for each student.

SECTION 2. Registration.

SECTION 2.1. The School's enrollment period is from October 1st through January 31st, of each calendar year for the following school year.

SECTION 2.2. Regardless of when mailed, all applications for LMS must be physically present or post dated in the administrative office of School located at 749 Broad River Drive on or before January 31. In the event School is closed on January 31, all applications must be received by 12:00 p.m. the Monday immediately following January 31.

SECTION 2.3. All applications must be complete. Regardless of reason, failure to have a completed application package in the office of School by this deadline may constitute a waiver of inclusion in the lottery for the following school year.

SECTION 2.4. In order to complete the registration process the following must be received by LMS: completed enrollment application (including the release of records and all required supporting documentation (such as proof of residency, immunizations). Applications which are timely received but are incomplete due to circumstances beyond the control of the applicant may be included in the lottery at the discretion of the Director or other authorized school leader with a right of appeal to the Governing Board. Additionally, a homeless student cannot be denied enrollment based on a lack of proof of residency, per 42 USC 11431 et. seq.

SECTION 2.5. The School STRONGLY encourages all applicants to HAND deliver their application to the administrative offices of LMS. Any applications not present in the LMS offices by the deadline will be deemed to have waived participation in the lottery regardless of reason.

SECTION 2.6. LMS's admission procedures are published in our charter.

SECTION 2.7. A register of all complete and timely received applications will be kept in the School's office for review by applicants. Applicants are required to assure their application is registered prior to the deadline.

SECTION 2.8. Priority for enrollment will be given in the following order in accordance with the approved charter petition:

1. CURRENTLY ENROLLED STUDENTS
2. FACULTY, STAFF, AND FOUNDING BOARD MEMBER CHILDREN: Children of faculty and instructional staff and founding board members have priority. Full time instructional staff hired after the lottery date for the following school year will be given priority over founding Board children.
3. SIBLINGS: Siblings of students currently enrolled.

SECTION 2.9. Students who reside outside of the attendance zone will not be enrolled at LMS.

SECTION 3. Lottery.

SECTION 3.1. When more registrants than seats in a class, grade level, or the school have been received, a public lottery shall be held.

SECTION 3.2. The lottery process shall be published in advance and articulated prior to commencement of the lottery.

SECTION 3.3. The lottery shall be observed and certified by a third party individual.

SECTION 4. Wait List.

SECTION 4.1. Lottery positions and waiting list positions will not be secured from year to year. Those offered the opportunity to enroll from the waiting list will be notified in the email how many days they have to complete the enrollment process before the opening will be offered to the next student on the waiting list, depending upon the time of the year.

SECTION 4.2. It is the responsibility of the waitlisted parent or guardian to provide updated contact information including a phone number and address, and an email if possible.

SECTION 4.3. Waitlist parents may also provide an emergency contact person in the event they cannot be reached regarding an opening. Failure to keep updated information throughout the school year resulting in an inability to notify the parent of an opening waives the student's placement on the waitlist.

SECTION 4.4. A school designee shall contact the next person on the waitlist if a slot becomes available. Contact may be made by phone, and if available, by email. Every effort will be made to reach the individual in person; however, if this is not possible, a message will be left on the phone and/or email.

SECTION 4.5. The parents will be given a finite time-frame to contact the School and make a decision to accept the opening. If contact or a decision is not made within this time frame, the next student on the waitlist is extended the offer.

APPENDIX V

ADMISSION OF TRANSFER STUDENTS

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Applicability.

SECTION 1.1. A transferring student applying for admission shall as a prerequisite to admission present a certified copy of their academic transcript and disciplinary record from the school previously attended.

SECTION 2. Conditions of Admission.

SECTION 2.1. A transfer student may be admitted on a conditional basis if the student and their parent or legal guardian executes a document providing the name and address of the school last attended and authorizing the release of all academic and disciplinary records to the school administration.

SECTION 2.1.1. The release document must disclose whether or not the student has ever been found guilty of the commission of a designated felony act as defined in and if so the date of such adjudication, the offense committed, the jurisdiction in which such adjudication was made, and the sentence imposed.

SECTION 2.2. Upon receipt of the records from the school previously attended, the School administration shall notify the parent(s) or guardian of such receipt, and the parents may request a copy of the records within 10 days of being notified.

SECTION 2.3. Within five days of receipt of a copy of the records, the parent(s) or guardian may request, and are entitled to, a hearing before the Director of the School or designee for the purpose of challenging the content of the records.

SECTION 2.4. If a student so conditionally admitted is found to be in-eligible for enrollment under existing Board policies, they shall be dismissed from enrollment until such time as they become re-eligible and a position is available.

SECTION 3. Transfer Students Found to be Not in Good Standing

SECTION 3.1. No student transferring from another school or school system shall be finally admitted to School unless or until such student presents records showing that he/she was in good standing with that school or school system when last enrolled.

SECTION 3.2. The School Director or other authorized school leader may satisfy this requirement through oral communication with the school district last attended, and admit the student upon receiving verbal assurances that he/she is in good standing, not under reflection or expulsion, and that the necessary records are forthcoming.

SECTION 3.3. No student shall be admitted who comes from another school system during a period when reflection or expulsion from that school system is still in effect. If the student still has time remaining under reflection or expulsion before being eligible to return to the school previously attended, the student will not be eligible for admission to School until the expiration of that reflection or expulsion period.

SECTION 3.3.1. If any student seeking admission to School from another system states in writing any good and sufficient grounds showing why this policy should not apply to him/her, a due process hearing will be provided before either the School Director or other authorized school leader or before some tribunal constituted by the Governing Board, to consist of not more than three (3) members of the certified staff.

SECTION 3.4. In any case where a student seeks to transfer from another system who has been permanently expelled from such system, such student may likewise file a written statement of reasons why their expulsion from the other system should not disqualify them from attendance in this school, and a due process hearing as provided above will be conducted to resolve the question of eligibility for admission.

SECTION 3.5. If it is determined from any source that a student has committed a felony act, the School Director or other authorized school leader shall inform all guides to whom the student is assigned that they may review, but keep confidential, the information in the student's file received from other schools or from the juvenile courts.

APPENDIX W

TRANSFERS AND WITHDRAWALS

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Enrollment via Transfer.

SECTION 1.1. Students may formally enroll in School pending receipt of their immunization record, for a period not to exceed 30 calendar days from initial entry.

SECTION 1.1.1. The 30-day waiver may be extended from the date of the first admittance, whichever is earlier, for up to 90 calendar days, provided the student is a transfer student from an out-of-state school system to a South Carolina school system, or a student entering kindergarten or the first grade from out-of-state.

SECTION 1.2. The student must provide documentation to the school from the local health department or a physician specifying that an immunization sequence has been started and that the immunization time schedule can be completed.

SECTION 1.3. An elementary or middle school student transferring from a school accredited by a regional or state accrediting agency may be placed in the grade and courses recommended by the school from which he/she is transferring.

SECTION 1.3.1. Alternative placement may be made upon review by the placement committee (composed of classroom guide, Special Ed or gifted guide, parents, and administrator) if student age, maturity level, previous academic record, standardized test scores, and/or placement testing indicate that student needs can be better addressed at another grade level. In the event the committee cannot reach a consensus, the majority vote will prevail.

SECTION 2. Withdrawals.

SECTION 2.1. Parents or guardians shall provide [48] hours notice of withdrawal to obtain student records and withdrawal forms.

SECTION 2.2. All library books, textbooks, instructional materials, and other school property shall be returned prior to release of records to parents or guardians.

SECTION 2.3. All fees due shall be paid in full prior to release of records to parents and guardians.

APPENDIX AA

CLUB AND EXTRACURRICULAR PROGRAM

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Program Description and Purpose.

The School's Club and Extracurricular Program provide enrichment activities and social interaction with peers in a well supervised, structured setting. The Program serves students who are enrolled in the school and is intended to encourage creativity, self- discipline, and curiosity.

SECTION 2. Fees. Reasonable fees for supervision, materials and supplies may be charged for school sponsored clubs or programs.

SECTION 3. Operations.

The Program will operate according to a schedule established by the Director or other authorized school leader each year and is subject to change throughout the year.

SECTION 3.1. Activities will be scheduled before or after regular school hours; however, nothing shall prevent the Coordinator or sponsors from planning presentations during the school day with prior approval from the Director or other school leader.

SECTION 3.2. Activities may extend to weekends or holidays for special events (e.g., road races, art shows, presentations, etc.) so long as such events are approved by the Director or other school leader in advance and a School administrator is present for events taking place on school property.

SECTION 3.3. Students shall comply with the school's discipline code during club and extracurricular activities.

SECTION 3.4. Classroom adult/student ratios, for safety purposes and to maximize engagement shall not exceed [25:1.] during club and extracurricular activities.

APPENDIX BB

FIELD TRIPS AND ENRICHMENT ACTIVITIES

The Governing Board of LMS adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Field trips and Enrichment Activities.

SECTION 1.1 All field trips and enrichment activities should be a cooperative activity involving guides, pupils, administrators and parents. Trips/activities should be carefully planned for timely

implementation as part of the instructional, co-curricular, or extracurricular programs of the school.

SECTION 1.3. Annual field trip plans for school day instructional trips should be developed by each guide early in the school year and submitted to the Director or other authorized school leader for approval.

SECTION 3. Documentation.

Appropriate parental permission forms must be received and kept on file for students to participate in any field trip.

SECTION 4. Unauthorized Field trips.

Unless approved by the Leadership Team, trips organized by guides in conjunction with parents or other non-school organizations to any destinations during holiday periods (for example, Summer, Thanksgiving, Winter Break, Spring Break) will not be recognized by the Governing Board as approved field trips. The Governing Board assumes no liability for such trips. The use of school staff during the regular work day, school facilities, and school supplies for planning such trips is prohibited. The recruitment of students for such trips, or communicating information related to such trips should not occur on school property.

APPENDIX BB1

ACADEMY SUPPORT ORGANIZATIONS

The Governing Board of Lowcountry Montessori School adopts the following regulation, which shall be effective on that date that the policy is adopted by the Board.

Section 1.1 The Board of Directors appreciates the formation and efforts of organizations whose objectives are to enhance the educational experiences of students in the Academy, to help meet the educational needs of students, and/or provide extra educational benefits not currently provided for by the Board.

Section 1.1.1 The Board recognizes that parent-guide organizations and other school-related organizations are channels through which Academy personnel, parents, and other citizens may discuss educational concerns, problems, and needs and then work together toward solutions.

Section 1.1.2 No organization may hold itself out as affiliated in any manner with the Academy unless directly approved to do so by the Academy Board of Directors, and then only as a “booster” or PTA/PTO organization for support purposes. No support organization shall be, or hold itself out as an agent of the Academy for any purpose whatsoever.

APPENDIX BB2

RELATIONS WITH SPECIAL INTEREST GROUPS

The Board of Directors directs that students, staff members, and Academy facilities not be used for advertising or promoting the interests of any non-school agency or organization, public or private, without the approval of the Board or its delegated representative; and any such approval, granted for whatever cause or group, shall not be construed as an endorsement of said cause or group by this Board.

Political Interests

All materials or activities proposed by outside political sources for student or staff use or participation shall be reviewed by the School Leader (employed by the Board) on the basis of their

[] educational contribution to part or all of the Academy program,

[] benefit to students,

and no such approval shall have the primary purpose of advancing the name, product, or special interest of the proposing group.

The Board shall not permit the use of any type of educational material, program, or equipment in its curricular, co curricular, or extracurricular activities or at any time during the school day, if such materials, programs, or equipment contain partisan political messages or are designed to persuade students or staff members to acquire a particular product or service offered by a named individual, company, organization, association, or agency. With the approval of the School Leader, the professional staff may, however, utilize appropriate political materials, or those provided by special interest groups, in adopted courses of study.

School facilities or equipment may not be used as a means of producing or disseminating to the community any materials that advertise or promote a political party, a political cause, or the candidacy of an individual for public office. Students and employees of the [] Board []

Educational Service Provider (employed by the Board) shall not be used to distribute campaign literature within the school or on school grounds.

Contests/Exhibits

The Board recognizes contests, exhibits, and the like may benefit individual students or the Academy as a whole, but participation in such special activities may not:

- ☐ have the primary effect of advancing a special product, group, or company;
- ☐ make unreasonable demands upon the time and energies of staff or students or upon the resources of the Academy;
- ☐ interrupt the regular school program;
- ☐ involve any direct cost to the Academy ☐ unless the student body as a whole derives benefit from such activities;
- ☐ cause the participants to leave the Academy, unless the Board's Policy Appendix CC (Field trips and Enrichment Activities) has been complied with in all aspects.

Distribution/Posting Literature

No outside organization or staff member (or student) representing an outside organization may distribute or post literature on that organization's behalf on school property either during or after school hours ☐ without the permission and prior review of the ☐ Educational Service Provider ☐ School Leader (employed by the Board) ☐ Board.

The ☐ Educational Service Provider ☐ School Leader (employed by the Board) shall establish administrative procedures which ensure that:

- ☐ Student Publications and Productions - are used to make a decision regarding materials that students seek to post or distribute;
- ☐ the school mail system is not used by students or staff for distribution of non-school related materials;
- ☐ no materials from any profit-making organization are distributed for students to take home to their parents;

- () unless authorized by the School Leader;
- () the time, place, and manner of distribution of all non-school related materials is clearly established and communicated.
- () flyers and notices from outside non-profit organizations may be made available for students to pick up at the literature distribution rack/table by the school building's office, under the following circumstances:
 - () the flier/notice publicizes a specific community activity or event that is age appropriate for the students that attend the school;
 - () the organization submits the number of copies of the flier that it wants placed in the literature distribution rack/table;

No student shall be required to take any of the flyers/notices placed in the literature/distribution rack/table, and the rack/table shall contain a clear notice that the [] Educational Service Provider [] Board does not support or endorse any of the organizations and/or activities/events identified in the flyers/notices.

Solicitation of Funds

Option #1

Because the Academy cannot accommodate every organization that desires to solicit funds for worthy purposes, the Board shall not permit any outside organization to solicit funds on Academy property.

Option #2

Any outside organization or staff member, representing an outside organization and desiring to solicit funds on Academy property, must receive permission to do so from the [] Board [] Educational Service Provider [] School Leader (employed by the Board).

End of Options

Permission to solicit funds will be granted only to those organizations or individuals who meet the permission criteria established in the Administrative Procedures. Solicitation must take place at such times and places and in such a manner specified in the Administrative Procedures. In accordance with Board Policy 5830, no Academy student may participate in the solicitation without the School Leader's approval.

- ☐ The Board disclaims all responsibility for the protection of, or accounting for, such funds.
- ☐ Solicited funds are not to be deposited in any regular or special accounts of the Academy.
- ☐ A copy of this policy, as well as the relevant Administrative Procedure, shall be given to any individual granted permission to solicit funds on school property.
- ☐ This policy does not apply to raising funds for school sponsored activities.

Prizes/Scholarships

The Board is appreciative of the generosity of organizations which offer scholarships or prizes to deserving students in this Academy. In accepting the offer of such scholarships or prizes, the Board directs that these guidelines be observed:

- ☐ No information ☐ either academic or personal shall be released from the student's record for the purpose of selecting a scholarship or prize winner without the permission of the student who is eighteen (18) or the parents of a student who is younger, in accordance with the Board's policy on student records.
- ☐ The type of scholarship or prize, the criteria for selection of the winner, and any restrictions upon it shall be approved by the ☐ Board ☐ Educational Service Provider ☐ School Leader (employed by the Board).
- ☐ The School Leader, together with a committee of staff members designated by the School Leader, shall be involved in the selection of the recipient ☐ and, if agreeable to the sponsoring organization, the selection shall be left entirely to the School Leader and staff committee.

Sale of School Supplies

In determining the appropriateness of the sale of school supplies by organizations other than the Academy, the Board requires that

- ☐ the organization has a purpose which will benefit the Academy and its students;
- ☐ the organization's planned activities are clearly in the best interest of the Academy and its students;

[] the organization has submitted the following information and assurances on the form provided by the Academy: a statement noting the purpose of the organization, financial accountability assurances, and use of facility assurances.

All funds generated by the sale of such school supplies shall be kept separate from other activity funds or other transactions of the Board.

Surveys and Questionnaires

No organization related (or not) to the Academy shall be allowed to administer a survey or questionnaire to students or staff, unless the instrument and the proposed plan are submitted in advance to the School Leader for approval. If the survey or questionnaire is approved, a copy of the results and the proposed manner of their communication must be provided to the School Leader for review and approval before they are released.

Students shall not be required to complete surveys to provide marketing information to vendors, or distribute to vendors any personal information of students, including but not limited to names, addresses, and telephone numbers, except as may be required by law. In addition, the Academy shall not enter into any contract for products or services, including electronic media services, where personal information will be collected from the students by the providers of the services.

APPENDIX CC

Chaperone Duties and Responsibilities

The Governing Board of Lowcountry Montessori School adopts the following policy which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Chaperone Duties and Responsibilities.

SECTION 1.1. Chaperones are required to disclose information pertaining to prior arrests or convictions, regardless of the amount of time that has passed, determination of guilt or innocence, or significance of the incident. Failure to disclose may result in restriction from attending the field trip and possible restriction from attending future school sponsored field trips.

SECTION 1.2. All chaperones are required to complete an initial background check prior to going on the field trip. Background checks must be completed through the office of LMS. Each year, a local screening will be conducted. The cost for obtaining background checks shall be borne by the chaperone.

SECTION 1.4. School staff shall maintain a list of all chaperones and the students to which they are assigned. Chaperones are responsible specifically for supervision of these students; however, they also retain responsibility for general supervision and safety of all LMS students.

SECTION 1.5. Adults observing behavior by students or other adults that is contrary to school policy or procedure shall immediately report the incident to a LMS staff member or Leadership Team.

SECTION 1.6. School staff is responsible for taking roll of students prior to departure from any location, every time the group reconvenes, and periodically throughout the course of the trip to ensure all students are present. School staff may not delegate this responsibility to a chaperone or any other person.

SECTION 1.7. The use of cell phones and texting should be for emergency use only when acting in a supervisory capacity.

SECTION 1.8. Chaperones should be strategically located on buses and at venues to ensure that students are adequately supervised at all times.

SECTION 1.9. Chaperones may not bring siblings of their child who is attending the trip unless approved by the Leadership Team.

SECTION 2.1. Chaperones may not leave the group or venue at any time during the course of a field trip from departure from the school to arrival at the school after the trip. Chaperones and School staff are expected to participate in all activities planned as part of a field trip itinerary.

SECTION 2.2. Chaperones may not drink alcoholic beverages, utilize illegal substances, smoke or chew tobacco, or use profanity at any time during the course of a field trip from departure from the school to arrival at the school after the trip. If a chaperone is on an overnight field trip and is a nicotine user, they may take a break out of sight and smell of the children. If these breaks are taken, the chaperone must make sure that the children being supervised are covered by another adult. Chaperones should refrain from socializing with other chaperones or School staff while supervising students.

SECTION 2.3. Chaperones should ensure that all students remain seated on the bus and monitor student behavior on the bus. Students are expected to be quiet while in heavy traffic, when exiting/entering the interstate, or when crossing a railroad track.

SECTION 2.4. Students should be escorted into and out of public bathrooms. At no time should any student, even a child of a chaperone, be left unattended in a bathroom.

SECTION 2.5. Students should never be left unattended by an adult.

SECTION 2.6. Students should remain with their specific chaperone unless authorized by a LMS staff member.

SECTION 2.7. Students who become ill during the course of a field trip should be brought to a LMS staff member. Parents of the student should be promptly contacted by the LMS staff member. The School staff member and chaperone will work collaboratively to ensure the child is properly attended.

SECTION 2.8. All procedures and rules specific to a field trip shall be strictly adhered to by all parents, students, and LMS staff.

SECTION 2.9. Students will be accompanied by an adult when crossing streets. Children under the age of seven (7) should be escorted by the hand across streets.

SECTION 2.10. Chaperones and LMS Staff should strictly enforce rules or procedures established as part of the LMS Discipline Code or those established by the venue.

SECTION 2.11. Chaperones and LMS staff are expected to provide direct instruction and modeling of appropriate behavior and etiquette in certain venues (e.g., restaurants, museums, etc.)

SECTION 3. Consequences.

SECTION 3.1. Failure to comply with all procedures and expectations may result in loss of chaperone privileges.

SECTION 3.2. Staff members who do not follow the above procedures and expectations may be formally reprimanded, suspended without pay, or terminated.

APPENDIX DD

PARENT COVENANT

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Purpose.

SECTION 1.1. The goal of the Parent Covenant is to create the strongest possible partnership between home and school and to nourish and facilitate the individual abilities of each child.

SECTION 2. Parent Covenant

Parents are expected to fulfill the following duties:

- Ensuring that the student completes homework, projects, and class work in a timely manner as established by the guide
- Comply with the school attendance policy and ensure that the student attends school unless sick or is out due to an excused absence as defined by the School's attendance policy
- Provide a nutritious breakfast and lunch (if one is not provided by the School) daily
- Treat the School leadership and staff respectfully
- Review and where necessary sign communication or other notices from the School
- Timely pay school fees (e.g., forgotten lunch, non-sufficient funds, lost books, ASP, etc.)
- Comply with the School's visitor policy
- Comply with School policies and procedures
- Monitor student's dress code compliance
- Attend conferences related to academic progress and behavior
- Comply with the published parent involvement expectations (40 hours of volunteer service per year)

SECTION 2.1. Ongoing failure of a parent's responsibilities may result in loss of parent privileges such as use of the Before and/or After School Program, chaperoning field trips, attending school parties or events or loss of student non-academic privileges as clubs, extracurricular activities, etc.

APPENDIX EE

PARENT AND STUDENT COMPLAINTS AND GRIEVANCES

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Purpose and General Policy Provisions Related to Resolution of Concerns.

SECTION 1.1. Students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be

assured the opportunity for an orderly presentation and timely review of concerns which will not interfere with regular scheduled classes or school related activities.

SECTION 2. Process. The faculty and administration shall make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority.

SECTION 2.1. The levels of lowest levels of authority shall be as follows:

1. Classroom related concerns – guides
2. School related concerns (including policies, procedures, administration, unresolved classroom related concerns, etc.) – Leadership Team
3. Appeals – Governing Board Grievance Committee

Decisions rendered by the Governing Board shall be considered final.

SECTION 2.2. Any guide, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

APPENDIX FF

Technology Acceptable Use Policy

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Internet Use and Safety.

The School recognizes that computers and the internet have educational purposes when used properly. The School will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the internet appropriately in ways that meet educational needs and personal safety. However, there is always the risk that some students might encounter information on the internet that could be of potential harm or inappropriate to the student. While the School will inform students on the appropriate use of email and internet safety and will take all necessary measures to ensure students use computers and the internet consistent with the terms of this policy, due to the uncontrollable nature inherent to the internet, the School cannot guarantee the internet and computer environment for its students. The School does comply with the Children's Internet Protection Act (CIPA) and uses available filtering software.

SECTION 1.1. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators and guides will deem what is inappropriate use and their decision is final. The school may deny, revoke, or suspend specific user access.

SECTION 2. Staff Responsibilities for Use of Technology

- Develop and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals;
- Supervise and/or monitor all to whom one grants access to technology resources regarding implementation of this policy;
- Take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner.
- Supervise student internet and computer usage.

SECTION 3. Student Responsibilities for Use of Technology

- Obtain parental permission before using any school computer on the Internet
- Never give out personal or family information such as phone numbers, credit card numbers, or home addresses.
- Never arrange for a face to face meeting with a stranger and never respond to abusive or suggestive messages. Report all such instances immediately to a guide or member of the technology staff.
- Use appropriate language when using electronic email or other use of the computer. Do not swear, use vulgarities or any other inappropriate language.

SECTION 4. Network User Responsibilities

- Use of the district's technology resources must be in support of education and research consistent with the educational objectives of the School.
- Comply with all rules and laws regarding access and copying of information as prescribed by Federal, State, or local law, and Internet providers.
- Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing board policies as they may be interpreted to apply to technology resources.
- Help maintain security of district technology resources by following this policy and maintaining the secrecy of all passwords. All known breaches of security must be reported to the Director or authorized school leader.
- Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files.
- Do not permit others to use your account.

SECTION 5. Unacceptable Uses Include, but are not limited to:

- Providing unauthorized or inappropriate access to district technology resources.
- Any attempt to harm or destroy data of another user or other networks connected to the Internet.
- Activities involving the loss or unauthorized use of others' work.
- Distribution or use of obscene, abusive, or threatening material.
- Unauthorized use of school resources for commercial, illegal, or profit-making enterprises.
- Knowingly wasting technology resources.
- Physical abuse of the equipment.
- Using technology resources in ways that violate school policies and behavior standards.
- Degrading or disrupting equipment or system performance.
- Installing unauthorized software on school computers, or any violation of copyright established for computer software.
- Knowingly uploading or creating computer viruses.

SECTION 6. Internet Use Agreement

To support and respect each family's right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer to access the Internet unless all parties commit to responsibility by completing the School Internet Use Agreement. No child will be allowed to operate a computer to access the Internet without direct adult supervision.

SECTION 7. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable.

SECTION 8. No Expectation of Privacy

Lowcountry Montessori School computers remain under the control, custody and supervision of the school unit at all times. Students have no expectation of privacy in their use of school computers, including email, stored files and Internet access logs. Student account information and data may be given to local or federal authorities in any event. Students waive the right to privacy on any technological device brought on to school grounds. These devices are subject to search with reasonable suspicion.

SECTION 9. Compensation for Losses, Costs and/or Damages

The student and his/her parents/guardians are responsible for compensating the school unit for any losses, costs or damages incurred by the school unit for violations of Board policies and school rules while the student is using school unit computers, including the cost of investigating such violations. The school unit assumes no responsibility for any unauthorized charges or costs incurred by a student while using school unit computers.

SECTION 10. Student Security

A student is not allowed to reveal his/her full name, address, telephone number, social security number or other personal information on the Internet without prior permission from a guide. Students should never agree to meet people they have contacted through the Internet without parental/guardian's permission. Students should inform their guide if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

SECTION 11. Network Security

The security of the school unit's computers, networks and Internet services is a high priority. Any student who identifies a security problem must notify his/her guide immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked. Any use of personal Hotspots will be a direct violation of the school policy.

SECTION 12. Additional Rules for Laptops Issued to Students

1. Laptops are loaned to students as an educational tool and are only authorized for use consistent with the school's mission.
2. Students are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop.
3. If a laptop is lost or stolen, this must be reported to the Leadership Team immediately. If a laptop is stolen, a report should be made to the local police and the Leadership Team.
4. The Board's policy and rules concerning computer and Internet use *and all other policies and rules* apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.
5. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.

SECTION 13. Additional Rules for Use of Privately-Owned Chromebooks by Students

1. The Technology Director will determine whether a student's privately-owned computer meets the school unit's network requirements.
2. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the school unit's network or staff would be unreasonable.
3. The student is responsible for proper care of his/her privately-owned computer, including any costs of repair, replacement or any modifications needed to use the computer at school.
4. The school unit is not responsible for damage, loss or theft of any privately-owned computer.
5. Students are required to comply with all Board policies, administrative procedures and school rules while using privately-owned computers at school.
6. Students have no expectation of privacy in their use of a privately-owned computer while at school. The school unit reserves the right to search a student's privately-owned computer if there is reasonable suspicion that the student has violated Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.
7. Violation of any Board policies, administrative procedures or school rules involving a student's privately-owned computer may result in the revocation of the privilege of using the computer at school and/or disciplinary action.
8. The school unit may confiscate any privately-owned computer used by a student in school without authorization as required by these rules. The contents of the computer may be searched in accordance with applicable law and policies.

Appendix GG1

THE LIBRARY BILL OF RIGHTS OF THE AMERICAN LIBRARY ASSOCIATION

The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Material should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibilities to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

APPENDIX HH

DRUG FREE SCHOOL ZONE

The Board of Lowcountry Montessori School adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Purpose and Declaration.

The School values the health and well-being of all students and the use or possession of alcohol and other drugs is harmful to their physical, emotional and mental health.

SECTION 2. Application of Policy to Students.

SECTION 2.1. This policy shall apply to all students and compliance with this policy is mandatory as per requirements for the Drug-Free Schools and Communities Act of 1989.

SECTION 2.2. It shall further be the policy of School to provide age appropriate, developmentally based drug and alcohol education and prevention programs, which address the legal, social and health consequences of drug and alcohol use and provide information about effective techniques for resisting peer pressure in the use of illicit drugs or alcohol for all students in the system. These programs shall provide information about the drug and alcohol counseling rehabilitation and reentry programs available to students.

SECTION 3. Narcotics, Alcoholic Beverages, and Stimulant Drugs.

SECTION 3.1.

A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drugs, hallucinogenic drugs, and amphetamines, barbiturates, cocaine, marijuana, controlled substances, alcoholic beverages, anabolic steroids, look-alike drugs, or intoxicants of any kind:

- 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 any school group
- Off the school grounds at a school activity, function or event
- In route to and from school or school activity on buses acquired for school activities.

SECTION 3.2. Use of a drug authorized by a medical prescription from a registered physician should not be considered a violation of this regulation. All prescription drugs shall be kept in the original container and housed in the nurse's office according to administrative procedures.

SECTION 4. Procedures for Handling Abuse.

SECTION 4.1. Procedures for handling incidents in the schools involving the possession, sale, and/or use of drugs, alcoholic beverages or any other behavior affecting substances shall be as follows:

SECTION 4.1.1. The police and the parents of any involved students shall be contacted immediately and an initial investigation will be conducted. During the investigation, the Director or other authorized school leader shall have the discretion to temporarily suspend the student during the investigation.

SECTION 4.1.2. If the student was found to have possessed, used or sold drugs, alcoholic beverages or drug paraphernalia, the Director or other authorized school leader has the discretion to continue to suspend the student or expel the student. The parents of the student may appeal this decision before a discipline tribunal, whose decision shall be final and binding.

SECTION 4.1.3. The school will make every effort to help students experiencing a problem with alcohol or drugs through counseling, drug abuse education, cooperating with the county health department and individual physicians.

SECTION 4.1.4. A copy of this policy shall be provided to all parents and students.

APPENDIX II

CHILD ABUSE AND NEGLECT

The Governing Board of Lowcountry Montessori School adopts the following regulation, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1.

In accordance with S.C. Code Ann. 63-7-310, educators in South Carolina have the duty to report suspected child abuse and neglect to the appropriate authorities.

SECTION 2. Mandate.

Any person who has reason to believe that a child has had physical injury or injuries upon the child, other than by accidental means, by a parent, or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted, must report or cause a report to be made with immunity from liability.

SECTION 2.1

An oral report shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

APPENDIX JJ

SEARCHES

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION I. Search of Students and School Property

The School respects the civil rights of the students attending its school and will uphold those rights, but will not tolerate violations of law, Board policy, or school rules. Searches are used to ensure the safety of ALL individuals at the School.

SECTION 1.1 Search of Property

Any guide, Director, or administrator in the School may search any building, desk, locker, area, grounds or vehicle parked on school property for evidence that the law, a school rule, or School policy has been violated. The School is the exclusive owner of all buildings, all desks and lockers and all are subject to be searched. The permission granted to park an automobile or vehicle on any School property constitutes consent of the owner and/or operator to allow a search of the vehicle.

SECTION 1.2 Personal Searches

The guide, Director, or administrator may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a School policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and to the nature of the suspected offense. Random searches with a metal detector of students or their personal effects may be conducted at any time, provided they are conducted without deliberate touching of the student. If at all possible, searches of students should be conducted outside the presence of other students. Students should be asked to empty their pockets before the physical search of a student is conducted.

SECTION 1.2.1. If a “pat down” search of a student is to be conducted, a guide, Director, or administrator of the same gender should conduct that search if at all possible. The delay in finding a person of the same gender should not create a significant likelihood that the item(s) sought in the search will be altered, destroyed, or disposed of in the meantime.

SECTION 2. No action taken pursuant to this policy by any guide, Director, or administrator, employed by the School, shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.

SECTION 3. Whenever any search is conducted of the person of any student based on individual suspicion of that student, a written record shall be made thereof by the person conducting the search and shall include the name or names of the persons involved, and the circumstances leading to the search, the results of the search, and the disposition of any articles or items found and seized. This record shall be filed and maintained in the Director's office and a copy forwarded to the parent of the student involved.

SECTION 4. Specially trained dogs may be used only for searches of lockers, rooms, buildings and parking lots. A dog may not be used for the search of the person of a student.

SECTION 5. Any prohibited items seized or discovered in any search shall be safeguarded by the Director or designee and maintained in a secure container. If the item is a firearm, knife, any weapon, or an illegal controlled substance or drug, the Director or designee shall notify the police and turn over any such items to the police while obtaining a receipt for the transfer of the item to the police.

SECTION 6. Refusal to unlock lockers or vehicles parked on school property will be punishable by short-term reflection and in the case of a vehicle; the vehicle will be banned from campus.

SECTION 7. Students who put their belongings in other student's vehicles or lockers may be subject to the same discipline as the owner(s) of the vehicle or locker.

APPENDIX KK

DUE PROCESS PROCEDURES

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Purpose and Policy Statement

The School's discipline procedure contained herein as Appendix MM sets out student expectations for behavior. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the school community. When consequences must be administered, this policy ensures that it is fair, logical and that it serves the best interests of all the children in the School.

SECTION 2. Process

SECTION 2.1.1 If a student is to be suspended, the student is informed of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what consequence is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian is usually not present for this meeting, but will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

If a student is suspended, please see the student handbook for an explanation of the appeal process.

APPENDIX II

DISCIPLINE

The Governing Board of Lowcountry Montessori School adopts the following policy, which shall be effective on that date that the policy is adopted by the Board.

SECTION 1. Purpose

SECTION 1.1. The School's discipline policy sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the school community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, the school system, other public entities, or community organizations. Where feasible, the School prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate choices. The intent of this policy will only be effective if parents and guardians, guides, and school administrators work together to improve student behavior and enhance academic performance.

SECTION 2. Investigation Process

When a violation of school rules is reported or suspected, the Director or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, guide(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

SECTION 3. Definitions of Disciplinary Methods

3.1 In-School Reflection

The removal of a student from regular classes and assignment to an in-school reflection setting in the local school. The student's guides send class assignments to in-school reflection. The student may not attend or participate in extracurricular activities while assigned to in-school reflection.

A guide may request that a student who has been assigned to in-school reflection be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The Director has the final decision.

For minor offenses, in lieu of in-school reflection, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

3.2. Out-of-School Reflection

3.2.1. Short-term out-of-school reflection means the removal of a student from school (or school bus) for one to ten school days. A local school administrator may impose a reflection of one to three school days. Schoolwork missed during 1-3 day reflections may be made up when the student returns to school. For reflections of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours.

3.2.2. Long-term out-of-school reflection means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester.

A student on long-term reflection who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Student Evidentiary Hearing Committee or the Board of Education. A student on long-term reflection is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the Director may temporarily postpone a student's reflection if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This does not apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

3.3. Expulsion

The removal of a student from school for a specified period of time beyond the current semester.

3.5. Probation (Behavior Intervention Plan)

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found guilty of certain offenses may be placed on probation by a school administrator. Violation of a school rule while on probation may result in further disciplinary action

3.6. Restrictions on School Activities

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, [including the prom or graduation exercises] if these occur during the period of reflection or expulsion. A parent or guardian may, for good cause, petition the school Director for permission for the student to participate in school-sponsored activities. If a student is on a behavior plan at any time in the school year, they must ask administration in order to be allowed to participate in school-sponsored activities. If a student is expelled from LMS, they are not allowed to attend school sponsored activities, unless granted permission from the administration.

3.7 Summary Suspension

Student is suspended until further notice. Time is given for the administration to do a thorough investigation and determine what the appropriate consequence should be.

SECTION 4. Offenses and Consequences

4.1. Use of Tobacco and Other Nicotine Products

Students shall not possess or use any nicotine products on School property or on a School bus or at any school event held away from School. No student, staff member or School visitor is permitted to use any nicotine product at any time on any School property or at any School event, including non-school hours. If a parent is chaperoning an overnight event and they are a nicotine user, the expectation is that nicotine breaks are taken out of sight and smell of the children. The parent chaperone should also make other chaperones aware if they step away from the group.

According to Section 59-1-380, any use of any tobacco or alternative nicotine product is prohibited by any person in school buildings, school facilities, on school campuses and in or on any other school property owned or operated by the local school. This policy also prohibits the use of any tobacco product or alternative nicotine product by persons attending a school sponsored event at a location in the presence of students or school personnel or in an area where smoking or other nicotine use is otherwise prohibited by law.

4.2. Electronic Communication Devices, Including Paging Devices, Recording Devices, Cellular Phones, Walkie-Talkies and Similar Devices:

Students shall not use any electronic communication device, including but not limited to paging devices, cellular phones, smart phones, walkie-talkies, cameras, recording devices and similar devices, during instructional time or on buses. Students sending inappropriate messages and/or images via electronic communication devices or the internet could result in criminal consequences. Refer to LMS Technology Policy for consequences. LMS reserves the right to confiscate the device and keep it for up to 30 days.

4.3. Weapons, Explosives and Other Devices

4.3.1. A student shall not supply, possess, handle or transmit any weapon or any other tool or instrument capable of inflicting bodily injury as a weapon. The terms “weapons,” “tools,” or “instruments” shall include by way of illustration, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, look-alike firearms, etc.); any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchuck, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, nightstick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. If a school project focuses on a subject related to weapons, special considerations may be made.

4.3.2 A student shall not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items shall include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids or devices.

4.3.3. A student shall not use, possess or transfer on school property or at any school function or activity or on a school bus water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the educational environment.

4.4. Physical Violence against Guides, Bus Drivers, School Officials, or Other School Employees
As used in this policy the term physical violence shall mean: (1) intentionally making physical contact of an insulting or provoking nature with the person of another; or (2) intentionally making physical contact which causes physical harm to another unless such physical contact or physical harm was in self-defense.

4.4.1. Physical Violence of an Insulting or Provoking Nature

A student shall not commit an act of physical violence of an insulting or provoking nature against a guide, school bus driver, school official, or other school employee.

4.4.2. Physical Violence Causing Physical Harm

A student shall not commit an act of physical violence causing physical harm against a guide, school bus driver, school official, or other school employee. In accordance with S.C. Code Ann 16-3-612 a student found to have committed an act of physical violence against a guide, school bus driver, school official, or school employee resulting in physical harm shall be expelled from school for the remainder of the student's eligibility to attend public school.

4.5. Alcohol, Drugs and Other Substances

For purposes of this policy, drugs shall mean all substances, including but not limited to, alcohol and alcoholic beverages, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol and other drugs by minors is illegal and harmful.

State law makes it unlawful for any person to manufacture, distribute, dispense, or possess with intent to distribute any controlled substance or marijuana in, on, or within 1,000 feet of any real property owned by or leased to any public or private school or school board. Any person who violates or conspires to violate any section of this law shall be guilty of a felony.) S.C. Code Ann [16-17](#)-530

4.5.1. Intent/Attempt/Sell/Distribution of Drugs

A student shall not sell, attempt or intend to sell, distribute, or attempt or intend to distribute, drugs or substances represented or believed by the student to be drugs and thought by the buyer or receiver to be drugs.

4.5.2. Possession/Use/Under the Influence of Drugs

A student shall not possess, use or be under the influence of drugs or substances represented or believed by the student to be drugs.

4.5.3. Possession and/or Distribution of Drug-Related Paraphernalia

A student shall not possess or distribute drug-related paraphernalia. Drug- related paraphernalia includes, but is not limited to pipes, water pipes, clips, rolling papers and other items used or related to drug use.

4.5.4. Prescribed Medications

Prior to possessing or using prescribed medication on school property or on a school bus, a student has obtained the appropriate and required medical documentation and have consulted with the Director or designated school administrator regarding procedures for medication administration. See Appendix K for further information.

Under state law, students with asthma or life-threatening allergies may carry and use their inhalers or auto-injectable epinephrine as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if he/she uses auto-injectable epinephrine or any other medications in a manner other than as prescribed.

4.6. Property

4.6.1. Destruction/Damage/Attempts/Threats

A student shall not destroy, damage, vandalize, deface, or threaten to or attempt to destroy, damage, vandalize, or deface, or set fire to or attempt to set fire to, school or staff property, property used by the school, or private or public property located on school property. The family of the student is ultimately responsible for all damages.

A Local Formal Hearing must be held if the destruction, damage, defacement, or vandalism requires repairs exceeding \$250, if the student set or attempted to set fire to school property or if the student created gang-related graffiti. If found guilty at the Local Formal Hearing, the student is suspended for up to 10 school days and administration may impose long-term reflection or expulsion, and/or make a referral to an alternative school. The student must make restitution for any damage caused by the student's behavior.

4.6.2. Theft/Attempt/Possession

A student shall not engage in theft and/or attempted theft or theft by deception of public or private property on school grounds, extortion or attempted extortion of another student, guide or school administrator; possession of stolen school property or property of another student, guide or school administrator; possession and/or distribution of counterfeit money/checks/money orders. The family of the student is ultimately responsible for all damages.

Penalty may range from detention to expulsion. A Local Formal Hearing must be held when the theft or theft by deception or extortion or the amount of counterfeit money/checks/money orders exceeds \$250. If found guilty at the Local Formal Hearing, the student is suspended for up to 10 school days and the administration may impose long-term reflection or expulsion, and/or make a referral to an alternative school. The student must make restitution for any loss caused by the student's behavior.

4.6.3. Textbooks, Media Center Materials, Computer Equipment/Use

Loss, destruction, defacement, and/or inappropriate use of textbooks, media center materials, or computer and computer-related equipment and materials, including inappropriate use of the Intranet or Internet, shall be a violation of this policy

Penalty may range from detention to short-term reflection. A Local Formal Hearing must be held if the damage exceeds \$250. If found guilty at the Local Formal Hearing, the student is suspended for up to 10 school days and may be referred to the Student Evidentiary Hearing

Committee, which may impose long-term reflection or expulsion, and/or make a referral to an alternative school. The student must make restitution for any damage caused by the student's behavior. The family of the student is ultimately responsible for all damages.

Bullying

As addressed in other policies, any form of electronic bullying (cyberbullying), threats and/or harassment using school equipment, school networks, email systems or committed at school is strictly prohibited.

4.7. Bullying/Hazing, Assault, Battery against Students, School Personnel, School Visitors

4.7.1. Assault

A student shall not verbally threaten and/or intimidate guides, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions, with or without the use of physical contact, and shall not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

Penalty may range from in-school reflection to expulsion.

4.7.2. Simple Battery

Students are prohibited from fighting or making physical contact of an insulting, offensive or provoking nature with guides, administrators, bus drivers, other school personnel, other students or persons, or causing physical harm to another.

Penalty may range from in-school reflection to short-term reflection, if the incident involved a fight between or among students without injuries and without causing a school disturbance.

4.7.3. Battery

Students are prohibited from causing substantial or visible bodily harm such as substantially blackened eyes, substantially swollen lips or other facial or bodily parts, substantial bruises to body parts or other substantial injury to guides, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

4.7.4. Aggravated Assault

A student commits the offense of aggravated assault when the student engages in an assault with a deadly weapon or with an object or device which, when used offensively, is likely to or actually does result in serious bodily harm to a guide, administrator, bus driver, other school personnel, other students, or persons attending school-related functions.

4.7.5. Aggravated Battery

A student commits the offense of aggravated battery when the student maliciously causes bodily harm to a guide, administrator, bus driver, other school personnel, other students, or persons attending school-related functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

4.7.6. Bystander Battery

A student who does not start a fight but becomes involved in it will be charged with Bystander Battery if he/she could have avoided the fight.

4.7.7. Bullying/Hazing

A student violates this policy if the student repeatedly threatens, intimidates, harasses, makes physical contact with or subjects another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). Violations of this offense code include:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Rumors or spreading of falsehoods;
- Stalking;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., MySpace, Facebook, etc.), chat rooms, texts, and instant messaging;

- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

4.8. Rude/Disrespectful Behavior and/or Refusal to Carry Out Instructions

4.8.1 Rude or Disrespectful Behavior

A student violates this policy if the student is discourteous or uses inappropriate language, behavior or gestures, including vulgar/profane language, toward guides, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

4.8.2. Refusal to Carry Out Instructions of Faculty or Staff Member

A student violates this policy if the student refuses to follow the instructions of guides, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior, etc.).

4.9. Unexcused Absences and/or Truancy

Unexcused absences and truancy are a violation of the Code of Student Conduct. Excused absences are defined by South Carolina Law as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the School; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local board of education. Students serving as pages of the South Carolina General Assembly shall be counted as present for days missed from school for such service. Furthermore, a foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day or days missed from school

Any parent, guardian, or other person residing in this state who has control or charge of any child or children enrolled in a South Carolina school who accumulates more than (10) unexcused absences in violation of the Compulsory Education Law, S.C. Code Ann. 59-65-20 shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of no more than \$50.00 or be imprisoned not more than thirty days; each day's absence shall constitute a separate offense; provided, the court may in its discretion suspend the sentence of anyone convicted of the provisions of this article.

4.10. Skipping Class or Required Activities

Students are in violation of this policy if they leave school or school property without administrative authorization or if they do not report to, or fail to return to, classes or required school activities.

Penalty may range from detention to in-school reflection. After five (5) incidents of skipping, a parent conference must be held. If the student continues to skip classes, the student is referred to the counselor and/or school social worker.

4.11. Classroom Disturbance

Any behavior that disrupts the instructional process, distracts students and/or guides from classroom activities and studies, or creates a dangerous or fearful situation for students and/or staff is a violation of this policy.

Penalty may range from detention to short-term reflection, unless a student creates a dangerous situation.

4.11.1. School Disturbance

Students shall not engage in acts that cause or may cause disruption of the school environment and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, terroristic threats, gang-related activities, walkouts, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, actual violence during periods of disruption, etc.

4.12. Profanity/Obscenity

Prohibited conduct includes, but is not limited to, profane, vulgar, obscene words or gestures; spitting on another student; possession of profane, vulgar, or obscene material; and profane, vulgar, obscene or insulting comments or actions.

4.13. Failure to Accept Disciplinary Action

Refusing or failing to serve detention, in-school reflection, or any other disciplinary action imposed by a guide or school administrator constitutes a violation of this policy and the penalty may range from detention to short-term reflection.

4.14. Bus/Car Misbehavior

Prohibited bus/car behaviors include but are not limited to any behavior that disrupts or distracts a bus/car driver, or causes a dangerous situation for a bus/car driver and/or students, or that disturbs the orderly operation of a bus/car, or that creates a dangerous situation for vehicles operating near a bus/car. Prohibited bus/car behaviors also include the use of any electronic devices during the operation of a school bus/car, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus/car communications equipment or the school bus driver's operation of the school bus. Prohibited

bus/car behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus/car driver's operation of the school bus/car.

Penalties may range from a conference with the student, parent/guardian, bus/car driver, and school administrator to reflection and field trip privileges revoked. Serious or repeated bus misbehavior may result in a referral to the Student Evidentiary Hearing Committee, which may result in long-term reflection, a referral to an alternative school, or expulsion. If a student engages in acts of physical violence on the school bus, the student will be subject to the penalties set forth for that misbehavior in this Code of Student Conduct. In addition, if a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus/car, the student's parents or guardian must also meet with the student's Director or designee to form a school bus/car behavior contract for the student. The contract shall provide for progressive, age-appropriate discipline, penalties, and restrictions for student misbehavior on the bus/car. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and reflection from riding the bus/car. Students may also lose privileges to attend field trips.

4.15. Conduct Outside of School Hours or Away From School

A student violates this policy when the student engages in any conduct, including cyberbullying, outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students, guides, or other employees of the school system.

A student found to be in violation of this policy may be required to participate in a Local Formal Hearing. If found guilty at the Local Formal Hearing, the student may be suspended for ten (10) school days. Administration and guides may impose a long-term reflection or expulsion, and/or make a referral to an alternative school.

4.16. Gambling

Prohibited acts of gambling include, but are not limited to, such acts as betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

Penalty may range from detention to short-term reflection. Repeated incidents may result in a referral, which may result in reflection, a referral to an alternative school, or expulsion.

4.17. Repeated Violations/Chronic Misbehavior/Violation of Behavior Intervention Plan

Behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses/cars, or other school operations constitutes a violation of this policy. Before a student may be charged with such a violation, the student may be warned of possible consequences and be referred to a school counselor, school social worker, or other appropriate resource personnel. In addition, the parents/guardian may be contacted

about the misbehavior, be given an opportunity to observe their child in school, and be made aware of the development of the behavior intervention plan. A parent conference may be held if the student continues to violate school rules. The student may be suspended for up to 10 school days and may be expelled and a referral to an alternative school may be made.

4.18. Parking and Traffic Violations

Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the School. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the School. Parking permits must be renewed upon expiration. Parking privileges can also be revoked for disciplinary or academic reasons.

[Penalty may include revocation of parking permit, towing of vehicle off campus at student's expense, detention, or short-term reflection. For reckless driving on school property or in a school zone and/or for repeated incidents, the student may be suspended for up to 10 school days. A referral to an alternative school, or expulsion may also occur.]

4.19. Loitering or Going on Any School Campus without Authorization/Trespassing

A student may not enter or remain in any school building on weekends or after school hours without authorization or permission. When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be referred to law enforcement.

Penalty may range from detention to short-term reflection. For repeated incidents, the student may be suspended for 10 school days and a referral to an alternative school, or expulsion may occur.

4.20. Providing False Information

This offense includes, but is not limited to, such acts as falsifying school records, forging signatures, making or providing false statements, cheating, bribery, or using an unauthorized computer user ID or password. Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a guide, administrator, or other school employee.

Penalty may range from detention to short-term reflection. For serious or repeated incidents, the student may be suspended for up to 10 school days and may be referred to an alternative school, or expelled.

4.21. Inappropriate Bodily Contact of a Sexual Nature; Sexual Misconduct; Sexual Harassment

This offense prohibits sexual conduct between or among students or against School employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, non-consensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure. If found guilty, the student may be suspended for up to 10 school days which may result in a referral to an alternative school, or expulsion.

4.22. Discipline of Students with Disabilities.

SECTION 4.22.1. Discipline of students with disabilities requires certain considerations because behavior may or may not be related to the disability. Guides and administrators shall follow the following guidelines for disciplining students with disabilities:

SECTION 4.22.1.1. Determine which students have been identified as disabled and review their IEPs or Section 504 Plan at the start of the semester before there are discipline problems. An IEP or Section 504 Plan may include a Behavior Intervention Plan, which specifies how certain behaviors are to be handled.

SECTION 4.22.1.2. Students whose IEPs or Section 504 Plan do not address behavior or discipline should be treated like non-disabled students with consideration of the disability.

SECTION 4.22.1.3. In all cases, however, a student with a disability may not be suspended from school (including ISS - if the student does not receive the specified special education services) for more than a cumulative total of 10 days per school year without further determination of appropriate consequences and placement to ensure student's needs are being met according to their IEP.

SECTION 4.22.1.4. When the total number of reflection days nears 10 or a significantly disruptive behavior occurs, the following procedure should be followed:

SECTION 4.22.1.5. The Director or Special Education Coordinator should be notified to assure that all due process procedures are followed.

SECTION 4.22.1.6. The IEP committee will carefully review the IEP and current placement to determine if the behavior is related to the disability and if changes should be made in the IEP related to modifications, accommodations, or placement.

SECTION 4.22.1.7. For Section 504 students, the SST will review the 504 Plan and determine if the behavior is related to the disability.

SECTION 4.22.1.8. Classroom guides should work closely with special education guides and the Student Support Team to determine appropriate methods of discipline.

SECTION 5. Violation of Law.

SECTION 5.1. All violations of state law shall be referred to the proper law enforcement agencies by the administration. School level consequences may also apply at the discretion of the Director.

SECTION 5.2. Parents will be contacted when any major offense occurs. It is the policy of this State that it is preferable to assign disruptive students to alternative educational settings rather than to suspend such students from school.

SECTION 6. Rights of guides.

SECTION 6.1. A guide shall have the authority to remove from their class a student who repeatedly or substantially interferes with the guide's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, or if the guide determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the guide. The parent will be required to attend a conference and develop a behavior plan.

SECTION 7 Discipline

SECTION 7.1. The following offenses may require police contact and may be grounds for long-term reflection/expulsion/permanent expulsion, or denial of enrollment.

- Possession, or use of, or threat to use weapons, look alike weapons, dangerous instruments, or explosive/implosive devices.
- Terroristic threats.
- Riotous Behavior.
- Possession, use, or distribution of drugs, or possession, use or distribution of drug paraphernalia. Distribution of over the counter drugs, look-alike drugs, or alcoholic beverages.
- Physical or verbal assault on a school employee. (Any act of violence against a guide, bus driver, or other school employee causing injury is likely to result in expulsion for the remainder of the student's school years.)
- Assault/Battery.
- Bullying.
- Arson or destruction of property.
- Sexual Battery and other Sexual Offenses.

- Sexual Harassment.
- Computer Trespass.
- Chronic disciplinary problems. Repeated occurrences of Level One or Two offenses shall be treated as a Level Three offense.
- Any act which substantially disrupts the orderly conduct of a school.
- Any act, whether school related or non-school related, on-campus or off-campus, which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process;
- Gang related activities, a gang is defined as any three or more individuals who have a name, claim a territory, use graffiti to mark a school's territory, or themselves, have rivals/enemies, or interact together at the exclusion of other people. The existence of such gang affiliation may be established by evidence of a common name or common identifying signs, gestures, symbols, tattoos, graffiti, attire or other distinguishing characteristics. Evidence will be validated as characteristics of known gangs in consultation with local law enforcement.
- Falsifying, misrepresenting, omitting, or erroneously reporting
- Information regarding instances of alleged inappropriate behavior by a guide, administrator, or other school employee toward a student.
- Hazing
- Aiding and/or abetting the commission of any Level Three offense.
- Students who aids or abets the commission of a Level Three offense by another student shall be charged with Level Three aiding and abetting.

SECTION 8. Bus/Car Conduct.

To protect the safety and well-being of all involved, pupils must adhere to established bus/car conduct rules and the school's discipline code while on field trips. Bus/car transportation privilege may be revoked if the pupil does not observe bus/car conduct expectations.

Please refer to the LMS Administrative Discipline rubric beginning on page 46 for possible consequences.

APPENDIX MM

AN ACT TO AMEND THE SOUTH CAROLINA CODE OF LAWS BY ENACTING "GAVIN'S LAW" BY ADDING SECTION 16-15-430 SO AS TO CREATE THE OFFENSES OF "SEXUAL EXTORTION" AND "AGGRAVATED SEXUAL EXTORTION", TO DEFINE NECESSARY TERMS, AND TO PROVIDE PENALTIES FOR VIOLATIONS.

Be it enacted by the General Assembly of the State of South Carolina:

Citation

SECTION 1. This act may be cited as "Gavin's Law".

Sexual extortion, aggravated sexual extortion

SECTION 2. Article 3, Chapter 15, Title 16 of the S.C. Code is amended by adding:

Section [16-15-430](#). (A) As used in this section:

- (1) "Adult" means a person eighteen years or older.
- (2) "Minor" means any person under eighteen years of age at the time of the alleged offense.
- (3) "Great bodily injury" means bodily injury which causes a substantial risk of death or which causes serious, permanent disfigurement or protracted loss or impairment of the function of a bodily member or organ.
- (4) "Private image" means an image depicting sexually explicit nudity or sexual activity, as defined in Section [16-15-375](#), or sexual conduct, as defined in Section [16-15-305](#).
- (5) "Image" means a photograph, film, videotape, recording, live transmission, digital or computer-generated visual depiction, or any other reproduction made by electronic, mechanical, or other means.
- (6) "Disclose" means exhibit, transfer, publicize, distribute, or reproduce.
- (7) "Vulnerable adult" has the same meaning as in Section [43-35-10](#).

(B) A person commits the offense of felony sexual extortion if the actor intentionally and maliciously threatens to release, exhibit, or distribute a private image of another in order to compel or attempt to compel the victim to do any act or refrain from doing any act against his will, with the intent to obtain additional private images or anything else of value. Except as provided in subsections (C) and (D), a person convicted of felony sexual extortion must be imprisoned:

- (1) not more than five years for a first offense;
- (2) not more than ten years for a second offense; or
- (3) not more than twenty years for a third or subsequent offense.

(C)(1) A person commits the offense of aggravated felony sexual extortion if the actor intentionally and maliciously threatens to release, exhibit, or distribute a private image of another in order to

compel or attempt to compel the victim to do any act or refrain from doing any act against his will, with the intent to obtain additional private images or anything else of value and either:

(a) the victim is a minor or a vulnerable adult and the person convicted of sexual extortion is an adult; or

(b) the victim suffers great bodily injury or death and the finder of fact finds beyond a reasonable doubt that the sexual extortion of the victim was the proximate cause of the great bodily injury or death.

(2) A person convicted of aggravated felony sexual extortion must be imprisoned not more than twenty years.

(D) If the person convicted is a minor, then the person is guilty of misdemeanor sexual extortion and must be sentenced by the family court. The court may order as a condition of sentencing behavioral health counseling from an appropriate agency or provider.

Collaboration required

SECTION 3. Local school districts shall collaborate with the State Department of Education, the South Carolina Law Enforcement Division, and the Attorney General's office, as appropriate, to implement a policy to educate and notify students of the provisions of this act which includes adequate notice to students, parents or guardians, the public, and school personnel of the change in law. The State Department of Education must file a report as to the status of the adoption and implementation of the education policies under this act to the Governor, the President of the Senate, and the Speaker of the House of Representatives, annually by July first of each year.

Time effective

SECTION 4. This act takes effect upon approval by the Governor.

Ratified the 17th day of May, 2023.

Approved the 18th day of May, 2023.

LMS BEHAVIOR ESCALATION POLICY

LMS has established a behavior escalation policy, which is charted below. Considerations will be given to the offending student's age and developmental level, and the developmentally appropriate consequence for that student. Consequences may include one, some or all of those

listed for each behavior and time of offense, in the discretion of the guide, Director or Assistant Director.

The school must inform parents, in writing, of the intervention strategies attempted by the school. Permanent dismissal, or expulsion, shall not be an alternative if parents have not been fully informed of the intervention strategies tried. However, in some circumstances, including but not limited to Possession of a Firearm or posing a serious threat to the safety of other LMS students or employees, a student may be permanently dismissed from the school without intervention strategies.

LMS understands the necessity of a student conduct policy that includes consequences for violations of the policy; however, the school recognizes that “blanket” policies do not work for students under IDEA or students under 504. Students with these protections cannot be suspended for more than 10 days without an IEP team conducting a manifestation determination meeting. Students with IEPs can be expelled; however, the school must follow all of IDEA’s procedures for expulsion and must have a plan to provide “special education services” to a child with an IEP who has been expelled.

This behavior escalation policy is implemented taking into consideration the child's stage of development and is meant as a guide. The age of the child is taken into consideration when setting consequences for each situation.

Lowcountry Montessori School will fully comply with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brought a firearm to school.

GRIEVANCES

A parent or legal guardian, or emancipated student, has the right to present a grievance regarding a disciplinary action, or other action if specifically allowed by a school policy, to the Director within two business days after the date of the written notice of the disciplinary (or other, where specifically allowed by a school policy) action. The parent or legal guardian must present the grievance in writing to the Director, who will schedule a meeting with the parent within three business days after receipt of the written grievance. The Director shall render a written response to the grievance within three business days after the meeting or hearing.

The parent or legal guardian may appeal the Director’s response to the grievance to the LMS Board of Directors.

Said appeal must be in writing and must be provided to the LMS Director within two business days after the date of the Director’s written response. The appeal shall state in detail the nature of the grievance and the remedy sought by the parent. The parent/legal guardian must deliver a written appeal by hand directly to the person of either the school director, assistant director, or the office administrator. The appeal must clearly and obviously state in writing that it is an appeal

request, either on the envelope or, if no envelope, then at the top of the first page of the appeal. The parent shall obtain a signed receipt of notice, including the date and time received, from the director/assistant director/office administrator, who shall keep a copy of the receipt in the student's records. The LMS Director will notify the LMS Board Chairman in writing within 24 hours after receipt of the written appeal. The Director will present to the Board all correspondence, all responses, and all school actions and documentation related to the grievance within five business days after receipt of the parent's written appeal. The Board may decline to hear the appeal and will so notify the parent within five business days of after receiving the notice from the Director. If the Board determines that a hearing is warranted, then the Board will schedule a hearing within fifteen business days after receipt of notice from the Director, and will make a final decision within five business days after the hearing.

Hearing Procedure: The Board may elect, at its discretion, to appoint a committee of at least three board members to conduct a hearing. In the event a committee hears the appeal, the board members on the committee must render a unanimous decision. If they cannot reach a unanimous decision, the matter shall be referred to the Board of Directors for a decision. The hearing committee may also elect to refer the matter to the Board of Directors for a decision. If the Board elects not to appoint a committee to conduct the hearing, then a quorum of the Board of Directors shall conduct the hearing. The Board shall render a decision by majority vote. A hearing conducted by a quorum of the board members must be noticed in compliance with FOIA.

At the hearing, the parent/legal guardian will have all regular legal rights, including the right to question witnesses in a manner determined by the LMS Board Chairman or his/ her designee. Time limits shall be provided by the Chair or his/her designee, and shall be respected by all parties. The Director (or the Director's designee), the parent/legal guardian and the student may be present at the hearing. If the LMS Board and the parent/legal guardian agree, the student may be dismissed during portions of the hearing. If the student is young, particularly Grade 3 or younger, the parent should bring an appropriately-aged caretaker to watch the child during the hearing, in the event the child is excused. The Director and the student's parent/legal guardian, will be allowed to present witnesses or witnesses' statements and, within the discretion of the Board Chairman or his designee, cross-examine the other party's witnesses. The Board Chair or Board members may ask the witnesses questions. Both the Director and the parent/ legal guardian will be given an opportunity to argue his/her position or express his/her views on the incident(s).

The hearing shall be closed to the public.

Failure of the parent/legal guardian to attend the scheduled hearing shall end the appeal, even if a quorum of the Board is not present to convene the hearing.

In the event the student's parent/legal guardian desires another person to be present for the duration of the hearing, the parent/legal guardian must provide written consent to the presence

of that person for the duration of the hearing. Form for Consent For Presence of Non-Parent at Hearing is attached at the end of this handbook.

The Board, or its appointed committee, will report its decision in writing to the parent/ legal guardian and the LMS Director within five business days after the date of the hearing.

The decision of the LMS Board of Directors, or a unanimous decision by its appointed hearing committee, shall be a final decision. No appeal may be made to the South Carolina Public Charter School District.

As used in this section or anywhere in this Student Code of Conduct, the term “within” a period of time will include the last day listed. For example, the term “within fifteen days” would include the fifteenth day. As used in this section or anywhere in this Student Code of Conduct, any time period beginning “after” a date or action shall be understood to start the day after said date or action.

In the event any of the fore-mentioned time frame requirements fall upon or include a holiday, a majority of the sitting board members may informally agree via email to extend said time limit for a reasonable period of time. The Board shall notify the school director of any time extensions, and the school director shall notify the student's parent/ legal guardian.

All behaviors/consequences listed in the escalation tables above remain in effect; any appearance of strike-throughs in the tables is the result of computer formatting and should be disregarded.

Illicit possession, use or abuse of substances may include but not be limited to inappropriate use of cough syrups and other over-the-counter medications, glue, liquid paper, gaseous fumes, aerosol cans, narcotics or controlled substances, alcohol, nicotine in any form, prescription drugs for which student does not have a prescription.

Classroom Disruption- Temper tantrums, running, interrupting the work of others, excessive loud noises, screaming, disorderly conduct

Teasing – name-calling, insulting, or other behavior that would hurt others’ feelings or make them feel bad about themselves

Exclusion – starting rumors, telling others not to be friends with someone, or other actions that would cause someone to be without friends

Physical Aggression/Bullying – pushing, slapping, grabbing, flicking, poking, pinching, tripping, or other violations of personal space

Severe Physical Bullying – punching, kicking, and similar behavior that could result in injury to others

Threat of serious violence – threats of using a weapon, or other conduct representing a direct physical threat to anyone; may require a report to authorities

Harassment – racial, ethnic, or sexual name-calling or other severe harassment

Personally-Owned Devices Policy

Student Name: _____ Date: _____

No student may use a mobile device/cell phone/blue tooth headphones or portable communication device on school property during the school day unless they have specific instructions to do so. During school hours, MS and HS students' communication devices must be turned off (not on vibrate mode) and stored in the classroom's locked cell phone holder daily. Using a cell phone or telecommunication device may include but not be limited to text messaging, taking pictures or videos, playing games, receiving and/or sending calls. If a student needs to contact a parent or guardian due to an emergency, he or she will be able to contact their parent or guardian through the office or a teacher. If a parent or guardian needs to contact a student, they can do so through contacting the office at 843-322-0577.

* Parent/guardian and student are submitting to any search of the phone or mobile device at any time the phone is on the school premises. Students are required to provide the code to the student's phone if asked by school administrators. If illicit content is found on the device, the school will be required to report to relevant authorities based on police and DSS requirements. An authorization form must be on file in the office if your child has a cell phone. Students using or having cell phones or telecommunication devices visible during the school day shall have their device confiscated.

- First Offense: Cell phone/unauthorized technology is confiscated and the parent picks it up after the end of the next school day.
- Second Offense: Cell phone/unauthorized technology is confiscated and kept locked at the school for 10 days or the student can pay a fine of \$35 and the device is returned after the end of the next school day.
- Third Offense: Cell phone/unauthorized technology is confiscated and kept locked at the school for 30 days or the student can pay a fine of \$75 and the device is returned after the end of the next school day.

Students using a cell phone or telecommunication device to illegally enhance their own or another student's academic performance or to engage in any other illegal and/or unethical manner, including bullying, harassing, threatening, or intimidating shall be banned from having such a device for the remainder of the current school year. Additional disciplinary action may be imposed, as well. Recording or photographing students without his/her knowledge is against school policy. Students found to be in

violation of this policy may be subject to additional disciplinary action at the discretion of the director or designee. Any exception to this regulation must be approved in advance in writing by the director or assistant director. School personnel and/or administrators are not responsible for the loss or damage of any cell phone or telecommunication device brought onto school property.

I, _____, parent or guardian of _____ understand the cell phone policy.

Parent/Guardian Signature

Student Signature

First Offense: _____ Second Offense: _____ Third Offense: _____



2026 – 2027 STUDENT HANDBOOK RECEIPT FORM

Please confirm that you have received electronically or by hard copy the Student Handbook containing the Code of Conduct, the Technology Policy, and the Cell Phone Policy.

High School Behavior Plan/Forms

The Log Entry function through Power School, Referral, RJ, Behavioral Contract, Behavioral Accountability Plan.

The Log Entry process is a way of documenting behaviors, determining their manifestation, and providing interventions. The Log Entry protocol is an in-house method of addressing problematic behavior; it allows the front office to focus on more pertinent school-wide issues. Infractions on the Log Entry are similar to those on the Referral; however, it would be at the discretion of the guide to determine which form the behavior merits. Unquestionably, certain actions demand an immediate referral that bypasses the Log Entry process: possession of a weapon or illegal substance, verbal or physical assault, major disruption, extreme aggression, destruction of school property. Some behaviors are more problematic than others; other behaviors are the result of specific diagnoses. As the guide, these behaviors need to be thought out logically, as the process is designed to be restorative and not punitive.

The Log Entry process follows LMS's discipline procedures and incorporates Restorative Justice throughout. Restorative Justice (RJ) is an alternative approach to discipline that emphasizes repairing harm and restoring relationships. The process requires participation from all parties involved: those harmed, those doing the harm, and supportive members of the community. The ultimate goal of any RJ session is to strengthen the community, hold people accountable for their actions, and reintegrate those who committed harm. One of the most common restorative practices for RJ is the circle. These Peace Circle discussions are put into three categories: discussion, solution, and accountability. During the Log Entry process, students who continue to exhibit problematic behaviors could take part in several interventions: the creation of a behavioral contract, a discussion RJ session, a solution RJ session, and an accountability RJ session. The process for the Log Entry is listed as follows:

- HS Guides send guardians an email through PowerSchool outlining the incident. The expectation is that as a parent you are seeing these, and having a discussion with your child about their behavior/the incident.
- If the incident requires greater consequences, or the behavior continues, the Administration will reach out to the families with this information.

The interventions listed in the Log Entry process are designed to help identify the behavior, provide solutions, maintain the community, and support all individuals involved.

Behavioral Contract

The purpose of the behavioral contract is for students and guides to agree on common goals for addressing a problematic behavior and to develop a written agreement. The Student led intervention plan will explain the expectations for the student, the role of students, guides, and parents, and the terms of the contract including consequences. Sample on the next page.

Behavioral Contract

Student: _____ Grade: _____ Date: _____

Behavior(s) Addressed: _____

Documentation of Addressed Behaviors

Description	Date/Time	Location	Possible Triggers

Interventions used: _____

Student Led Intervention Plan: _____

Member	Role	Signature

RJ session 1

Description	Date/Time	Location	Possible Triggers

Discussion Points: _____

Contributions from Members: _____

Outcomes: _____

Member	Role	Signature

RJ session 2

Description	Date/Time	Location	Possible Triggers

Discussion Points: _____

Contributions from Members: _____

Interpersonal Restitution Plan: _____

Member	Role	Signature

Lowcountry Montessori School: Behavior Action Plan (BAP)

Student Name: _____ Grade: ____ Date: _____

Areas/Behaviors of Concern:

The following have been put in place:	Referrals	____Yes ____ No
	Behavioral Data	____Yes ____ No
	Restorative Justice Sessions	____Yes ____ No
	Parents contacted prior	____Yes ____ No

General outcome of Restorative Justice Sessions:

Goal(s): _____

Intervention Plan / Strategies for Success:

Reinforcement: What happens when desired behavior is observed?

Consequences: What happens if undesired behavior continues?

Signatures:

Administrator: _____ Date: _____

Guide: _____ Date: _____

Student: _____ Date: _____

Parent: _____ Date: _____