



# **Student/Parent Handbook**

**2023-2024**

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# CAPE ROMAIN ENVIRONMENTAL EDUCATION CHARTER SCHOOL (CREECS)

## MISSION STATEMENT

“Cape Romain Environmental Education Charter School’s mission is to create a small and diverse collaborative learning community that immerses students in critical thinking, environmental stewardship, and engaged citizenship through meaningful and innovative learning experiences. CREECS engages family and community in the commitment to nurture the whole child in preparation for a global society by emphasizing ecological conservation and sustainability.”

## GOVERNING STRUCTURE

Cape Romain Environmental Education Charter School (CREECS) is organized as a South Carolina non-profit corporation through the South Carolina Secretary of State’s office, and as such, is governed by a Board of Trustees.

A Board of Trustees is elected annually each October by the parent body and employees of CREECS, in compliance with Section 59-40-50 of the South Carolina Charter School Act (1996).

The CREECS Board of Trustees is responsible for governing, not managing, the school. Board members ensure that CREECS academic programs are consistent with the school’s mission and are successful in educating all students, and that school funds are properly managed and accounted for. Board members also develop and evaluate school policies to ensure that they are lawful, fair and provide appropriate protection and opportunity for everyone involved with the school.

The CREECS Principal is expected to inspire, lead, guide and direct every member of the instructional and support services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in the school may have a complete, valuable, meaningful and personally rewarding education.

## BOARD OF TRUSTEES

Each member is responsible for actively participating in the work of the CREECS Board of Trustees and the life of the school. Each member is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to accepting a nomination or applying to a position on the Board of Trustees. In addition to the responsibilities below, individual members of the Board are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

### Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of the Cape Romain Environmental Education Charter School.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
  - Focus on the good of the organization and not on a personal agenda;
  - Support board decisions once they are made;
  - Participate in an honest appraisal of one’s own performance and that of the Board;
  - Build awareness of and vigilance towards governance matters rather than management;
  - Adhere to all School policies;
  - Maintain in the strictest of confidence, all personnel and legal matters.
4. Regularly attend Board and Committee meetings. Prepare for these meetings by reviewing and bringing necessary materials to meetings. If unable to attend, notify the Board or Committee Chairperson.
5. Be prepared to contribute approximately 8-10 hours per month toward Board service including:
  - Attending a monthly Board of Trustees meeting

- Reading materials and preparing for meetings
  - Attending events at the school, assisting with fundraising and other ambassador tasks as needed
6. Keep informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
  7. Actively participate in one or more fundraising event(s) annually.
  8. Use personal and professional contacts and expertise for the benefit of CREECS.

## **LEARNING ENVIRONMENT**

CREECS sees the community as a campus, the campus as a classroom and the classroom as an active learning studio; students are encouraged to find opportunities for learning in their surroundings. In preparation for their use, CREECS is committed to providing environments that are healthy, authentic, true to their materials and adaptable in keeping with current research and best practices of innovative learning environments.

The CREECS campus fosters the school's mission of actively engaging students through learning-by-doing and nurturing the whole child while preparing each student for the 21<sup>st</sup> century workforce. To meet this objective, the campus offers a wide variety of learning opportunities through a variety of experiences. Providing for the physical as well as social and emotional well-being of the student, spaces within the CREECS facilities reflect a more comfortable home-like atmosphere, mindful of the positive impact that comfort has on learning, productivity and creativity. As such, reflection, small-group collaboration and experiential learning are encouraged. Further, learning opportunities designed to promote individual school investment are integrated into the larger framework of the CREECS collaborative campus environment, to the benefit of both students and staff.

## **RESPONSIBILITIES OF THE FAMILY**

Children learn best when there is a positive partnership between the School and the Family. In an effort to send a consistent message to students regarding the importance of education, and in support of the mission and values of CREECS we ask that families:

*Model attitudes and behaviors that support the CREECS mission by:*

- Showing respect to the teachers and CREECS staff by work and deed, both at school and away from school.
- Modeling effective conflict resolution by handling concerns appropriately, directly and honestly, only with those involved.

*Show respect for the importance of school by having students:*

- Arrive on time and remain the full length of the school day
- Comply with the school calendar in regard to vacations
- Attend to everyday health and nutritional needs
- Balance activities outside of school with school responsibilities

*Enhance learning by:*

- Staying informed by reading, discussing and signing communications from the school, thereby demonstrating to your child that you are interested in his/her progress and learning
- Monitoring the completion of class work, homework and projects
- Assisting with remedial assignments
- Making a plan to obtain make-up assignments and monitoring their completion when necessary
- Working with the Principal and teachers to plan for absences other than those due to illness
- Establishing a time, place and routine for study at home
- Giving positive reinforcement for appropriate attitudes and behaviors

- Encouraging your child and praising him/her for doing his/her best
- Attending Teacher/Parent/Student conferences to obtain detailed information about your child's strengths, weaknesses and progress and fulfilling agreements made at those conferences
- Ensuring that your child has proper rest, nutrition and recreation to promote well-being and readiness to learn
- Providing home consequences for inappropriate behaviors that interfere with learning or the wellbeing of all students
- Spending time with your child so that his/her emotional needs are met and he/she can focus on learning
- Cooperating with specific request of the school to ensure appropriate student behavior and/or an appropriate academic program for your child
- Supporting the overall school program by:
  - Attending CREECS parent meetings and school functions regularly
  - Contributing volunteer services as time allows for your family and/or participating in school activities

## PROCEDURES FOR PARENTS AND STUDENTS ARRIVAL AND DEPARTURE TIMES

School begins at 7:30am for all students. Dismissal is at 3:00pm.

Children are encouraged to arrive at school 5 to 15 minutes before homeroom begins at 7:30am. Regular drop-off begins at 7:15am. For the health, safety and wellbeing of children please do not arrive before 7:15am, as personnel are not available to supervise students.

### MORNING DROP-OFF PROCEDURES/AFTERNOON PICK UP PROCEDURES

These procedures are designed to keep all of our children safe!

- Please follow the diagram in the appendix of this handbook.
- Students may be dropped off between 7:15 a.m. and 7:30 a.m. **After 7:35 parents must park in the parking area and check their child into the office to receive a tardy pass. (Please see Covid Section on page 51)**
- Students may be picked up at 3:00 p.m. through 3:15 p.m. We encourage all parents to come through the car line.
- Children may only exit or enter their vehicle in the marked drop-off/pick-up zone. A school employee will open the car door and help children out of/into their vehicle.
- **Parents may not exit their vehicles in the drop-off/pick-up lane.**
- Any driver coming into the building must park in the parking area.
- **There is No parking on Cemetery Road during drop-off and pick-up times.**
- **There is No parking or drop-off behind the Gymnasium.**
- **ALL visitors must get a visitor sticker from the office. If you are on campus after 7:35, you are considered a visitor and must have a visitor sticker.**
- For safety reasons, please contact the office to let us know when someone not on the authorized list is coming to pick up your child from school.

### LEAVING SCHOOL EARLY: NEW

Please make every effort to schedule appointments for your child outside of school hours. Calling into a classroom to request your child for dismissal not only interrupts your child's learning but also that of the entire class.

When you must request early dismissal for your child, please write a note to the teacher ahead of time so that both your child and the teacher can be prepared. Your child will not be dismissed from class until you arrive. Please do not request the early release of your child after 2:30 PM. Of course emergencies happen and naturally, we understand those circumstances.

**REMINDER: We are a tobacco-free campus.**



## **ATTENDANCE AND EXCUSED ABSENCES**

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

### **ABSENCES**

The front office staff cannot excuse absences without a written OR emailed excuse. **Excuses for absences can't come via calls or texts. Please submit an email or handwritten and signed** parent or medical excuse within three (3) days of return from an absence. Notes must include student name, date of absence, reason for absence and a parent/guardian signature. If needed, parents may email the child's teacher to let him/her know the child will be out, although teachers cannot excuse absences.

#### **The following are considered EXCUSED ABSENCES:**

1. Student illness/medical appointment - parent note or medical note is permissible
2. Religious holiday
3. Death in the student's immediate family

#### **The following are considered UNEXCUSED ABSENCES:**

1. Vacations/family trips
2. Weddings
3. Family in town for visits

**\*\*A MEDICAL NOTE IS REQUIRED AFTER A TOTAL OF TEN (10) ABSENCES\*\***

### **TRUANCY**

A student is considered truant when he is between 6 and 17 years old, and has accumulated three consecutive unexcused absences or a total of five unexcused absences. Truancy intervention meetings are scheduled for parents of students who fall into this category.

## **TARDINESS**

Students are expected to be in their assigned area each morning at 7:30am. Students who arrive after the tardy bell at 7:35 are officially tardy. Any student who arrives after 7:35 am must report to the Front Office to sign-in and receive an Office to Homeroom Pass before proceeding to class. In order to prevent interruption of instruction, students should not be accompanied by parents to their classroom.

**Habitual tardiness may result in disciplinary action.**

## **LUNCH**

Please do not send soft drinks to school. We encourage “waste free” environmentally friendly lunch packs.

Students will have access to a refrigerator if refrigeration is needed. Students in Grades 1-8 will have access to a microwave for microwaving **one minute or less**.

Support students with allergies and food sensitivities by not sending or bringing food to share with CREECS students beyond your own child(ren). **Sharing of food brought on to campus is strictly prohibited.**

## **HEALTH GUIDELINES**

Parents need to inform the nurse whenever a child has a chronic medical condition and/or will need prescribed medicines or treatments during the school day. Except for children who need access to asthma inhalers and EpiPens, children at CREECS may not keep medicines in their cubbies/lockers or carry them in school or on school trips. Only the nurse or an assigned staff member administers medication or prescribed treatments during the school day. If a child is prescribed a medication or a prescribed medication is changed, parents **MUST** notify the nurse in order to ensure the best possible care of your child.

The school faculty will periodically examine children for head lice. If signs of head lice are apparent the parents or guardian will be contacted immediately. Parents or guardians are encouraged to pick up their child as soon as possible. Treatment is required before they return to school. The child must be reexamined before that child may return to class. If your child or a sibling has a case of lice, please inform the school so that classmates can be checked and parents notified.

The school faculty urges all parents to reinforce simple hygienic practices. Encourage children to use tissues to wipe noses following a sneeze or cough and then wash hands with soap and water after disposing of tissues in a wastebasket. Remind them to wash hands thoroughly before lunch and after going to the bathroom and not to share food or drinks.

Medical records and emergency contact forms must be on file in the school office by the start of school.

## **MEDICATION ADMINISTRATION**

In an effort to establish a safe and effective system for providing medication to students during the school day and at school-sponsored functions, the South Carolina Department of Health and Environmental Control has outlined a General Standard of Medication Administration in a school setting. Below are just a few of the important items regarding the regulation of medication at CREECS.

Medications should be brought to the school by a responsible adult and delivered to the school nurse.

Parents/guardians must provide medication to the school in original containers with all labeling from the pharmacy and/or manufacture intact and readable. Each medication must be labeled with the student’s name.

Over-the-counter medication that a parent/guardian may provide for short-term (1 to 2 weeks) or episodic use requires only the written permission of the parent/guardian if the medication will be given per the manufacture’s guidelines.

The following require a written order from a healthcare practitioner who is recognized by South Carolina’s Department of Labor, Licensing and Regulation as authorized to prescribe medications and written permission from the parent/guardian:

1. Prescribed Medications
2. Herbal/Alternative Medicinal Product
3. Experimental Medications
4. Medications being used off-label (including over-the-counter medication to be given in dosages or for reason that are not consistent with the medication label or package inset)

5. Over-the-counter medication sent by a parent/guardian for frequent, long-term use

At the time of purchase, if requested, pharmacists may assist parents/guardians by preparing separate containers for doses of medication to be given during school hours and field trips.

Medications that have expired or are not currently being used by a student will not be stored at the school. Parents will be notified and given an opportunity to pick up their child's medication. Medications that are not picked up will be disposed of in a manner that respects security as well as environmental concerns.

## **ILLNESS**

It is very important that your child stay home if he/she is ill.

- If your child has a temperature above 100 degrees F; recent diarrhea or vomiting, rash or discharge from the eyes, ears or nose, please keep your child at home.
- **Remember, your child must be fever free for 24 hours before returning to school.**

Please notify the nurse before school starts on the day that your child is ill. Parents must notify the school immediately if the child contracts or is exposed to a contagious disease so that parents of children who may have been exposed can be alerted. These include but are not limited to strep throat, scarlet fever, head lice, chicken pox and flu. Remember to notify the office for each subsequent day the child will be absent. A message may always be left on voicemail.

If your child becomes ill during the school day, you will be contacted. It is expected that a parent/guardian will pick up the child as soon as possible. If this is not possible, one of the adults listed on your child's emergency form will be contacted to pick up your child.

## **PE EXCUSAL**

If a medical condition necessitates a student being temporarily unable to participate in physical education class, a note from his/her physician must be brought to school and given to the front office personnel. A note from a parent will be accepted the first day, thereafter confirmation by a doctor is required.

## **SCHOOL SAFETY POLICIES**

CREECS has comprehensive school safety and crisis management procedures. Faculty and staff are briefed on these procedures and are expected to follow and enforce all procedures and guidelines for school safety and security.

The following are basic guidelines:

- All members of the school community are expected to use courtesy, respect and common sense with regard to issues of school safety.
- Visitors to the school, including Parents/Guardians picking up children, must sign-in at the Front Office and wait for their child to be brought there.
- Visitors may not go directly to their destination without signing in. The person they are visiting will meet all Visitors in the Front Office.
  
- Bicycles may not be brought into the school building; they must be left outside and parked in designated areas. Skateboards, scooters and roller-blades may not be used inside or outside of school buildings on the campus.
- Students are not permitted in the school building without faculty supervision.
- Smoking is absolutely prohibited in all school buildings and on school grounds.
- Fire drills, which are required by the Fire Department, take place regularly at the school. These drills are an essential and important exercise to prepare for an emergency situation. Silence must be kept throughout the drill and efficiency in vacating the building is expected. Students, faculty and staff are apprised of fire drill routines and procedures. Anyone visiting or volunteering in the school must participate in fire drills.

## **CLASSROOM VISITATION**

CREECS encourages family participation in its child's education. Visitation to the classroom shall be scheduled by mutual agreement between the classroom teacher and the parent(s)/guardian(s). If the Principal determines that the classroom learning environment is adversely affected, he/she may cancel or terminate the visit.

## **SCHOOL CLOSURE DUE TO WEATHER**

CREECS is closed whenever other Charleston County School District schools are closed due to severe weather or a countywide emergency. CREECS does not strictly follow Charleston County closures, so please follow our website and emails. If, for any reason, there is a change in the school schedule, a notice will be posted on the school website [www.creecs.org](http://www.creecs.org), social media, and an email communication will be sent to all parents for whom an email address is on file. Please listen to local radio and television stations for updates.

## **EVACUATION**

Fire drill and evacuation procedures are posted in each classroom and by each exit. Procedures will be reviewed and simulated on a regular basis.

## **STUDENT WITHDRAWAL**

If you are withdrawing your child from CREECS for any reason, please stop by the Front Office to fill out a withdrawal form so that your child's records may be sent to the receiving school in a timely manner.

## **CHECK RETURN POLICY**

**All returned checks are subject to a \$35.00 fee.** Families/Staff will be sent a written notice of the returned check by office personnel, along with a copy of the returned item and a note explaining the returned check fee (\$35). The note will serve as an invoice for the total amount due including the returned check fee. CREECS will accept another check to cover the invoice balance.

## **DELINQUENT STUDENT ACCOUNT**

Fees for all goods and services provided by CREECS are payable at the time of receipt.

In the event that CREECS provides a good or service to a student without receiving payment in advance, CREECS shall provide a written invoice to the student or via the preferred contact method on file (hard copy or email). All invoices shall be due upon receipt. Accounts not paid in full within thirty (30) days of the date of invoice shall be assessed a late fee of \$20.

If the account is more than sixty (60) days delinquent, the unpaid balance on the account shall be assessed interest at the rate of 12% and CREECS may refuse to provide additional goods or services to the student until the account is paid in full. All costs associated with collection on the account, including an attorney's fee, shall be paid by the student's family. The Parent/Guardian of the student is legally responsible for all fees incurred by the student.

## **DELINQUENT STUDENT ACCOUNT (TURTLETIME)**

Any TURTLETIME account not paid within thirty (30) days of the due date shall be assessed a late fee of \$20. In the event that a participant's account is more than sixty (60) days delinquent, the unpaid balance on the account shall be assessed interest at the rate of 12%. For accounts more than sixty (60) days delinquent, the participant will not be able to attend **TURTLETIME** until the account is made current or written payment arrangements have been made with the **TURTLETIME** Director.

## **ACADEMIC POLICIES**

### **ACADEMIC INTEGRITY**

Integrity is one of CREECs' core values, and it has a significant role in academic pursuits. An academic community must be able to rely on the honesty and integrity of all its members. Using or copying of another's words, ideas, thoughts or arguments without giving credit is intellectually dishonest.

### **HOMEWORK**

Homework assignments are intended to solidify concepts and skills, and to extend the learning that takes place in school. The amount of time needed to complete homework varies from student to student. Please contact your child's teacher for specific details on grade level homework policies.

### **RETENTION**

Retention is the practice of requiring a student who has been in a given grade level for a full year to remain at that level for a subsequent school year. Recent educational research fails to support grade retention as an effective intervention. CREECs is committed to differentiation in instruction and provides support for meeting the instructional needs of each child through a variety of strategies. Retention may be considered in unique circumstances when in the best interest of the student.

School personnel or a parent/guardian may refer a student for consideration of retention. This student will receive individual consideration and a decision will be made only after a careful study of facts relating to phases of the child's growth and development. The child's academic achievement level, mental ability, physical and social characteristics are all important factors. The decision should be based upon sufficient data, collected over a period of time, and motivated by the desire to place the child in the school program where he or she will be the most successful. In addition, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education plan.

Each recommendation for retention must be approved by the Principal.

### **PARENT-TEACHER CONFERENCE AND PROGRESS REPORTS**

Formal conferences between the teacher and parents are held in the fall and spring. For students in grades kindergarten through 8<sup>th</sup> grade report cards are sent home quarterly. Preschool students will receive progress reports biannually. To encourage ongoing dialogue between parents and teachers, conferences may be requested at any time during the school year. The school encourages parents to share with the teacher any changes in the child's family situation or new experience that the child may have outside of school that could impact the child at school.

You may refer to the current school calendar for more information.

### **EVALUATIONS, LEARNING PLANS AND ACCOMODATIONS**

CREECs provides learning support for students who have specific learning difficulties and disabilities.

The Special Education Coordinator provides direct support to students in the classroom, small groups or individual sessions. Through collaboration with classroom teachers, the Special Education Coordinator supports students with different learning styles and helps construct and oversee individual leaning plans for students with documented evaluations and specific learning needs. When necessary, the Principal and Special Education Coordinator work together, in consultation with the parents to help facilitate coordination with outside tutors and therapists to ensure that the student's learning and social-emotional needs are being met.

### **EVALUATIONS**

Recommendations for neuropsychological or psycho-educational evaluation are made to parents after consultation with the Special Education Coordinator, classroom teacher and school Principal. It will be conveyed to the parents that before making such a recommendation we, as a school, have supported the student as fully as we could using our internal resources, and that in order to promote academic success more information is needed. The school strongly recommends that evaluations include documentation criteria congruent with the ETS (Educational Testing Service) standard as follows:

All evaluations should:

1. Clearly state the diagnosed disability or disabilities,
2. Describe the functional limitations resulting from the disability or disabilities,
3. Be current (within five years of a diagnosed learning disability, three years for a diagnosis of ADHD),
4. Include complete educational, developmental and relevant medical history,
5. Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability,
6. Describe the specific accommodations requested,
7. Adequately support each of the requested testing accommodation(s),
8. Be typed or printed on official letterhead and signed by an evaluator qualified to make the diagnosis, including information about license or certification and areas of specialization. *(Reprinted by Permission of Educational Testing Service, the copyright owner. No endorsement of this publication by Educational Testing Service should be inferred.)*

## **SPECIAL EDUCATION AND SECTION 504**

For those students identified as being eligible for special education or Section 504 services/accommodations, CREECs will provide those service/accommodations designated in their Individual Education Plans or Section 504 Plans.

## **FIELD TRIP POLICY**

Fieldwork is an essential component of the curriculum design at CREECs. All students will be offered an opportunity to participate at each grade level in educational experiences outside the school campus.

In order to participate in field trips, a student's behavior must be exemplary. Our students represent our school, classroom, and themselves during a field trip.

The following are examples (not limited to) conduct violations:

- Excessive unexcused absences
- Failure to adhere to MARSH Behaviors. (MARSH behavior may be
- Missing work.

At the beginning of each quarter, each student's record is cleared.

While participating in field trips, students are expected to comply with all school rules and students who violate those rules are subject to discipline, including, but not limited to, being sent home with a chaperone, if required, at parent expense.

Chaperones will be assigned as needed. Chaperones must have completed a Volunteer Interest Form, requisite background check prior to participating as a chaperone. Chaperones are expected to support and abide by all CREECs rules and teachers' disciplinary guidelines.

Additional conditions, as determined by the Principal, may be required for overnight trips.

## HOME TO SCHOOL RELATIONS

Prompt, respectful and candid communication between School and Home is critical to student success. Since, over time, issues will often emerge that need clarification, your assistance with a few ground rules will help the process and reduce the likelihood of misunderstandings. Routine questions about attendance, forms, trip information and the like should be addressed to your child's teacher or the school secretary Joanna McClellan (jmccllellan@creecs.org).

Parents who have a question or concern about a particular class should first contact the teacher of that class. Faculty may be contacted by email or telephone.

If a question or concern persists or a parent somehow feels uncomfortable discussing something with a teacher, then he/she should contact the school Principal. Any questions or concerns will be responded to in the most appropriate manner.

Larger, more general issues that are about policy are going to require more time, thought and preparation as opposed to disciplinary and behavioral concerns, which generally need a prompt response. It is our policy to make every effort to acknowledge messages within 24 hours of receipt.

## COMMUNICATION BY EMAIL

**Most of the school's communication with parents, from notification of calendar items to emergency communications, is via email.** Parents who include their email addresses on the Student Information Forms are automatically registered for this service. If you have not registered your email address with the school, or should your email change, please send an email to Joanna McClellan (jmccllellan@creecs.org). Include your name, your child's name and grade in the text of the email. **If you do not use email, please let Joanna or your child's teacher know that this is not an effective way to communicate with your family.**

## MESSAGES

Parents who need to leave a message for their child or who wish to speak with their child's teacher may call the Front Office and the message will be delivered. If there is an emergency change in the arrangement for your child's dismissal, Parents/Guardians must notify the Front Office by phone, not email, no later than 1:00pm.

Parents may communicate with teachers by email for routine messages and questions. Changes in dismissal plans on the day of dismissal may not be sent by email. We encourage Parents/Guardians to call for substantive matters pertaining to a child's academic or social progress.

## VOLUNTEERING IN THE SCHOOL

CREECS encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the CREECS vision is critical. This role can take many forms. All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent, two-way communication between school and home is strongly encouraged at CREECS. This serves to keep parents informed of their children's progress and any special help that they may need. It also provides an opportunity for the parent to discuss any questions or concerns with school personnel.

Parents of CREECS students are welcome to volunteer for any school activities in the classroom; as chaperones; as helper in the maintenance of the school; as coaches; as members of the school board or its committees, task forces, etc.; in contributing special talent and skills; or by providing financial contributions to the school.

Please note, however, that no parent is required to volunteer at the school or provide financial contributions. Children will not be discriminated against in any way if parents or guardians are unable or choose not to volunteer or contribute financially. Volunteerism and financial contributions are not requirements for enrolling in or remaining at CREECS.

Because volunteer activities are so important to the operation of the school, it is essential that they be conducted in concert with and in support of the school's teaching staff. It is the role of the Board to set the policy of the school; it is the role of leadership and staff to implement those policies and it is the role of the volunteers to support that implementation. Volunteers in the classroom are cherished and appreciated at CREECS. Classroom volunteers are required to complete a Volunteer Interest Form to allow a security and background check. Volunteers must sign the Volunteer Log in the Front Office and receive proper identification to wear in the school while volunteering.

## **PUBLIC FORUM**

CREECS premises may not be used as a public forum by any individual, group or organization other than the CREECS Board of Trustees or designee. Any use of school facilities by any other entity for purposes such as the signing of petitions, is expressly prohibited.

## **FACILITIES USE POLICY**

To that end and as a method for fostering community involvement, the Board of Trustees wishes to make CREECS facilities reasonably available to the community in a way that does not take away from its primary responsibility.

It shall be the policy of the school to allow the reasonable use of certain facilities by public and private organizations and individuals provided:

1. Such use will not interfere with the Board and School's primary responsibilities,
2. Such use shall not jeopardize the persons or property of the School, the user or any invitee, and
3. Such use shall not materially burden the School with additional cost or risk of liability

This policy does not apply to school sponsored organizations such as school clubs and societies, school athletic teams, school visual and performing arts groups, and other student-oriented groups.

The school's Principal, with the advice of the Facilities Committee and with the consent of the Board, establishes a schedule of fees that reasonably reflects the actual costs of usage, including but not limited to the cost of utilities, maintenance, supervision and clean-up, taking into account the nature, resources and affiliation of the user to the School. The schedule of fees may require a deposit.

All users of school facilities shall provide evidence of insurance that covers such use with coverage amounts as established by the Principal and approved by the Board.



## **FUNDRAISING**

Our goal is for fundraising to be a seamless, well-planned, strategic initiative that will minimize the investment of human resources and maximize the benefits to our students and school.

## **CREECS DEVELOPMENT POLICY**

The development of human and fiscal resources is an important part of maintaining the health of CREECS. Because our funding is limited, we must have a comprehensive plan for securing, coordinating and utilizing resources from within and beyond our immediate school community. An integral part of the mission of CREECS is family involvement, and we know that individuals who contribute to an organization are more likely to feel a sense of ownership for that organization than individuals who do not. The goal of CREECS is to design a comprehensive development program that ensures a well-planned, manageable and school-friendly approach to fundraising. This would include the development of specific yearly fundraising goals and a fundraising/event calendar, a process that will be submitted and approved by the principal and the Board when appropriate. Fundraisers shall be conducted in a respectful manner and without pressure to any party involved. CREECS Fundraisers must be submitted for approval. A Fundraiser Request (see below) must be submitted to the Principal for approval prior to the event.

## **FUNDRAISER REQUEST/APPROVAL PROCESS**

Requests for Fundraisers are reviewed by the school's Principal with input from the CREECS Board when appropriate. Consideration of additions to the fundraising calendar will include the following:

- Does the activity compete with major school fundraisers?
- Does the time/date overly tax the community resources?
- Has the fundraiser been well planned?
- Is the fundraiser consistent with the school's mission?

Requests will be acknowledged immediately, and approval/disapproval will be granted within one (1) week in most cases. Board approval will be required for fundraisers that expect to raise over \$1,500. In these cases, approval may take an additional two (2) weeks. The Principal reserves the right to seek Board approval on any fundraiser in question.

## **ISSUES/CONCERNS**

Any issues or concerns raised in the process of operating a fundraiser must immediately be reported to the Principal for escalation to the CREECS Board of Trustees as needed. CREECS Principal and Board of Trustees will handle any action resulting from such escalations jointly.

## **NONPROFIT STATUS/TAX EXEMPT STATUS**

CREECS is a non-profit corporation with tax-exempt status. CREECS is exempt from Federal Income Tax under Section 501 (c) (3) of the Internal Revenue Code. Effective date of exemption April 8, 2011.

## **DONOR DESIGNATED RESTRICTIONS**

Donor designated restrictions on contributions will be honored whenever possible. It is the goal that significant donations are broad based to benefit CREECS as a whole, and gifts that fall outside of this parameter are subject to review by the Board.

## **ACKNOWLEDGMENT OF DONATIONS**

Acknowledgements of donations for tax purposes will be issued to the donor within the giving year. If the donor received anything in exchange for their donation, such as a dinner or event admissions, the tax receipt shall clearly state what portion of the donation is beyond what was received.

## **DONOR PRIVACY POLICY**

Any information supplied to CREECS by donors will be used solely to fulfill their donation and shall not be shared for any reason unless permission is granted by the donor to share this information. All requests to remain anonymous shall be honored. Donors who

supply CREECS with their address/phone/email information may be contacted periodically for solicitation purposes and/or with information regarding upcoming events. Requests will be honored to remove one's name from the contact list.

# STANDARD OF CONDUCT

## DRESS CODE (UNIFORM POLICY)

How a student dresses directly impacts attitude and performance and upon the attitude and performance of others. To maintain a respectful, positive, and productive educational environment, CREECS has adopted and will enforce the following dress code.

A Dress Code violation may result in a Minor Referral.

### Tops: Shirts, Sweaters, and Sweatshirts

1. All students must wear an official CREECS t-shirt.
2. Students may wear a blouse or polo shirt underneath jumpers.
3. Shirts may not exceed one size larger or smaller than necessary, as determined by the school principal.
4. Tucked-in shirts are preferred.
5. Long-sleeved shirts are allowed under short-sleeved CREECS shirts.
6. Only CREECS sweatshirts are allowed over uniform shirts.

### Bottoms: Pants, Skirts, Shorts, Jumpers, Capri Length Pants and Shorts

1. Pants, skirts, shorts, leggings, and jumpers must be **solid** khaki, navy, black or gray. Activewear is accepted.
2. **Jeans are not permitted**
3. Bottoms must be free of graphics and embroidery.
4. Students in 5<sup>th</sup> – 8<sup>th</sup> grade shall not wear clothing that reveals bare skin between the upper chest and mid-thigh. Clothing or attire, such as, but not limited to, leggings or yoga pants, should not be worn without a shirt or top that reaches fingertip length.
5. Clothing may not exceed one size larger than necessary as determined by the school principal. Baggy or sagging pants or shorts are not permitted. “Low-rise” clothing is not allowed. Pants, shorts, and skirts must be worn at the natural waistline.

**The school Principal or designee will evaluate all questionable attire. For students deemed to be wearing inappropriate attire, a school official will contact parents/guardians to bring appropriate clothing to school. If the school isn't able to reach parents/guardians or if parents/guardians cannot bring appropriate clothing to school, the school will provide appropriate clothing for the student to wear.**

### Outerwear: Coats and Jackets

1. Outerwear **may not be worn inside the school building during the school day.**
2. Outerwear may be worn during a class change if the student exits the building.
3. Outerwear may be worn to school and stored in the classroom.
4. The principal or the school principal's designee may make an exception if the building/classroom is unusually cold.

### Footwear: Shoes, Sneakers, and Boots

1. Footwear must be worn at all times, and, as needed, shoes shall conform to special requirements, e.g., P.E. classes, science lab, field trips, etc.
2. Shoes are required to have back straps and closed toes. They should be appropriate and safe for all school activities. Athletic shoes are preferred.
3. Laces on shoes or sneakers must be tied.
4. Heels are not permitted.
5. **NO CROCS are permitted.**

## Accessories

1. Students may not wear pendants or medallions.
2. Any adornment that could be perceived as, or used as, a weapon, such as chains, spikes, etc., is not permitted.
3. Gang-related clothing, accessories, symbols, or intimidating items of dress, as identified by local law enforcement agencies, are not permitted.
4. Hats or hoods are not allowed in the classroom or school buildings at any time.

## Other Uniform Requirements

1. Students are expected to be dressed according to uniform standards when school is in session.
2. The Principal or designee may make exceptions to the uniform policy for special events, such as Picture Day, and may allow a different standard for other school activities.

## School-Wide Uniform Exceptions

The LAST Friday of the month will be known as “Uniform-Free Friday.”

### Attire for “Uniform Free Friday”

1. Students may wear any color of jeans, gauchos, capris, shorts, skirts, or skorts. Students may not wear pendants or medallions.
2. Bottoms must be tasteful and follow all uniform code criteria (such as appropriate length, not frayed or torn, clean, correct size, free of chains, not baggy or sagging, etc.). “Low-rise” clothing is not permitted. Students must wear bottoms at the natural waistline.
3. Tops must have sleeves and cover the chest and back.
4. Tops must be devoid of advertising and may not be offensive (no profanity, religious symbols or writing, sexual innuendoes, or offensive pictures/symbols.)
5. Shoes and outerwear will follow the same criteria as the uniform policy.

The school Principal or designee will evaluate all questionable attire, and students deemed to be wearing inappropriate clothing must change to appropriate clothing before returning to class. The final judgment of acceptable dress and personal appearance is at the discretion of the Principal.

**School personnel will address dress code violations through the school’s progressive discipline plan.**

Reasonable consideration shall be made for those students who, because of a sincerely held religious belief or medical reason, request a waiver of a particular guideline for dress or appearance. The waiver request shall be written by the Parent or Guardian and approved by the Principal or the Principal’s designee annually. In considering a waiver request, the Principal or the Principal’s designee has the right to request additional documentation from a medical official or religious leader.

# Modeling:

leadership and making good choices

# Awareness:

in our school and in our community

# Responsibility:

for ourselves and the environment

# Stewardship:

by taking action and showing respect

# Honesty:

honest with yourself and to others

## EXPECTATIONS FOR BEHAVIOR, POSITIVE BEHAVIOR SYSTEM AND DISCIPLINE:

The purpose of CREECs's Positive Behavior System is to create and maintain a positive learning environment for all students by integrating our core values daily: **M-A-R-S-H**, page 26

### Positive Behavior System

CREECs has developed a system to promote appropriate behaviors in the educational setting through a positive behavior model. Students will be rewarded for meeting and exceeding expectations for positive behavior as determined by the teacher. Teachers will implement a behavior management plan in their classroom and will notify students, parents and administration of their plan. In cases where teacher's classroom behavior management system does not succeed in modifying the student's behavior, discipline referrals will be submitted to the school administrator as per the progressive discipline plan.

Students will be given a "fresh start" at the beginning of each nine weeks.

### CREECs Progressive Discipline Plan

Occurrence	1 <sup>st</sup> Minor	2 <sup>nd</sup> Minor	3 <sup>rd</sup> Minor	4 <sup>th</sup> Minor	Repeated Offense
Tier One Offense	Parent Contact/Warning/ No consequence	Parent Contact/ 1 Day Lunch Detention or Work Detail	Parent Contact/2 Days Lunch Detention or Work Detail	Parent Contact/ 3 Days Lunch Detention or Work Detail/Major Referral/Restricted to Campus for remainder of the quarter	Parent Contact/Consequence to be determined by Administrator

#### Tier One Offenses

The following are examples (not limited to) of tier one offenses according to CREECs School-wide expectations.

- o Dress Code Violation
- o Talking back- Negative or non-compliant statement or gesture after being instructed by an adult
- o Refusal to obey- Refusing to follow a request or specific instruction of an adult
- o Horse Play- Disruptive, unsafe contact with another student
- o Out of Area- Student is in unauthorized location without a written pass
- o Dishonesty- Lying to any staff members
- o Disruption- Verbal outbursts that is inappropriate and disrupts instruction
- o Failure to turn in phone upon arrival to school.

#### Tier Two Offenses

The following are examples (not limited to) of Tier 2 that may result in in-school suspension, out-of-school suspension, restitution, or expulsion:

- o Property Misuse- Abusing school or property belonging to others for any reason other than intended use
- o Leaving class- Leaving class without written permission of teacher/supervisor
- o Cheating- Cheating on any class assignment/ assessment/ project
- o Obscene, profane, or vulgar language or gesture to another student, faculty, or staff member;
- o Fighting or physical abuse of a student;
- o Blackmailing, threatening, harassing, or intimidating other students;
- o Using or possessing tobacco or tobacco paraphernalia on school property or when under the sponsorship of the school;
- o Willful destruction of school or other persons property on school premises;
- o Indecent exposure;
- o Inappropriate walkout/or leaving from a classroom or school;

- o Unlawful assembly;
- o Disrupting lawful assembly;
- o Insolence directed to any person in authority;
- o Gambling;
- o Trespassing;
- o Any other act, determined by the Board or School Principal.

### **Tier Three Offenses**

The following are examples (not limited to) of Tier 3 that may result in out-of-school suspension or expulsion:

- o Assault and battery;
- o Extortion;
- o Bomb threats;
- o Possessing, using, or threatening to use any instrument considered a weapon;
- o Illegally occupying or blocking in any way school property with the intent to deprive others of its use;
- o Physically abusing a member of the school staff;
- o Sexual offenses;
- o Vandalism;
- o Theft;
- o Possession or sale of stolen property;
- o Possession or explosion of firecrackers or other explosive devices;
- o Intentionally setting off fire alarms falsely or discharging fire extinguisher;
- o Possession, use, distribution, or sale of alcoholic beverages or illegal drugs;
- o Starting fires on school grounds or in school buildings;
- o Unauthorized entrance in school building accompanied by theft of school or personal property on school premises;
- o Any other act determined by the Board or School Principal.

Under the direction of the Board, the school Principal will periodically review and revise procedures, if necessary, for disciplining students. Policies will comply with the appropriate state statutes, constitutional provisions, and adhere to the discipline procedures provided by IDEA-Part B, specifically regulating discipline for children with disabilities.

As students' progress through CREecs, it is assumed that an increase in age and maturity will require a greater responsibility for actions. Differences in age, maturity, and developmental level are considered in determining the type of disciplinary action and possible intervention needed. All efforts are made to allow faculty and staff to reinforce positive behaviors and to teach appropriate social skills essential for becoming a responsible adult.

"Students eligible for protections under IDEA and Section 504 are subject to the same disciplinary procedures as their non-disabled peers in accordance with the regulations specified according to IDEA and Section 504 of the Rehabilitation Act."

{Please refer to the Appendix for further information on the CREecs discipline policy regarding student conduct for students with special needs.}

## **STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES**

CREecs provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by CREecs personnel. These grievances may arise from allegations of violations of student legal rights or school policy. In addition, the Board recognizes that there may be conditions that CREecs could improve, and that students should have some means by which they can effectively express their concerns. CREecs will resolve student complaints and grievances through orderly processes and at the lowest possible level.

A teacher will provide any student or parent the opportunity to discuss a decision or situation that the student considers unjust or unfair. If the incident remains unresolved, the student, parent or teach may bring the matter to the reviewing authority designated by the school Principal for consideration and action. If the matter is still unresolved, the complaining party may bring it in writing to the School Principal for review.

Title IX complaints: Students who believe that they have been discriminated against based on their gender have the right to appeal to the school Principal. If the student is not satisfied with the decision of the school Principal, he/she may appeal to the Board. The school Principal will schedule appeals to the Board.

Section 504 complaints: Students who believe that they have been discriminated against based on their disabling condition have the right to appeal to the school Principal. If the student is not satisfied with the decision of the school Principal, he/she may appeal to the Board. The school Principal will schedule appeals to the Board.

## **USE OF ELECTRONIC COMMUNICATION DEVICES IN SCHOOL**

For purposes of this policy, electronic communication devices include cell phones and other such devices that emit an audible signal, vibrate, display a message, or otherwise summon or deliver communication to the possessor, including the camera portion of the device.

Students may use electronic communication devices such as cellular devices such as cellular phones, electronic pagers, iPods, or any other communications device before and after school, during times designated by the Principal and as deemed appropriate by the teacher and approved by the Principal for education and/or instructional purposes only. Any other use of wireless communications is considered misuse and violations may result in disciplinary action.

Students may not use electronic communication devices to access and/or view Internet websites that are inappropriate or otherwise blocked to students at school while on school property or at a school-sponsored activity.

Students are prohibited from using electronic communication devices to capture, record, or transmit the words (i.e., audio) and/or images (i.e., pictures, video) of any student, school staff member or other person in the school or while attending a school-related activity without express prior notice and explicit consent of for the capture, recording, or transmission of such words, images, or videos. Using an electronic communication or other similar device to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted unless authorized by the Principal.

Students are prohibited from using electronic communication or other similar devices to take pictures or record video/audio in locker rooms, bathrooms, or on school buses or school vehicles. The use of electronic communication or other similar devices to take pictures or record video/audio and/or pictures/video is also prohibited in classrooms unless deemed appropriate and permitted by the teacher and used for educational/instructional purposes only.

A student using a cell phone or electronic communication or other similar device in violation of this policy will have the device confiscated and the student will be subject to disciplinary action. Cell phones and other electronic devices confiscated will only be returned to the student after the first offense. Cell phones will only be returned at the end of the school day. After the second offense, a parent/student conference will be required. After the third offense, cell phones will remain in the office till the end of the quarter. Repeat violations of this policy will result in future sanctions. Any phones not claimed by the beginning of the following school year will be disposed of.



## **TECHNOLOGY USE POLICY**

Our faculty, staff and students have access to a variety of technological resources that assist in providing an enriched educational and teaching experience. Access to the resources owned by the school imposes certain responsibilities and obligations on those who use these resources. Our Technology Use Policy provides guidelines that govern the efficient, ethical, and legal utilization of these resources. School disciplinary procedures and termination of access to any or all resources may occur if the user violated any of these provisions.

### **Hardware Usage**

All technological resources including, but not limited to, computers, iPads, peripherals, printers, scanners, cameras, laserdiscs, CD\_ROM drives, video and audio equipment calculators and photocopy machines are considered extensions of the school's physical environment. The user assumes the same responsibilities, obligations and privileges that are expected with use of school property.

Users:

- Will not engage in any activity that may cause damage to the school's equipment or networking system by tampering with preexisting settings or system configurations, or circumvent school security measures.
- Will not engage in any activity that may cause physical damage to the school's technological resources. Vandalism will result in the immediate termination of access privileges and possible school disciplinary action.
- Will not move, disconnect, or connect any equipment.
- Will not use the school's technological resources for personal financial gain and/or profit, commercial use, advertisement, or political lobbying
- Will keep food, drink and dirt away from all equipment
- Will respect an individual's workspace and not disrupt other activities in progress.

### **Software Usage**

Users:

- Will abide by the laws governing the use and distribution of copyrighted software
- Will not copy, move, alter, and delete applications, system software and data installed on any CREECS computer. Personal files, folders and email accounts may be exempt.
- Will not use personal copies of software on any CREECS computer or iPad
- Will not load unauthorized software on any CREECS computer, iPad or network or attempt to circumvent or subvert any school security measures.

### **Telecommunications Usage**

The school's computers and networks have been established for educational purposes: classroom activities projects and assignments, and professional development. The school's computers and network have not been established as a public access service or a public forum. Students are not permitted access to social networking sites in school. Gaming is also restricted in school. The school has the right to place reasonable restrictions on the material the user may access or post through the system. In addition, students are expected to behave respectfully and responsibly in all Internet postings that occur on-campus or off-campus, and failure to do so will result in disciplinary action.

#### **1. Student Access**

Students will have access to the telecommunications services provided by CREECS through the classroom and computer lab. Students will have Internet and email access only under a teacher's direct supervision.

#### **2. Internet Use**

Use of the Internet in school means that students abide by all school rules and policies set by the CREECS including respect for other students' work, adhering to appropriate sites and passwords set aside for student use and use of computers only at times when access is approved. We encourage parent-to-parent communications as well as parent-school contact should issues of cyber-bullying occur. We will respond to any offensive behavior that communicates demeaning, hurtful or

inappropriate messages about student or adult members of the school. Respect for the school name and the reputation of everyone is more than a courtesy; it is an expectation that we all share the same standards for public self-expression in a medium that is categorically public, not private.

### 3. Personal Security

Users will not:

- Post or reveal personal contact information about themselves or other people, including residential address, telephone number, school name and address, work address, etc.
- Allow others to use their id and password to access any telecommunications services provided by the CREECS network
- Use anyone else's id and password to access their personal email accounts, files, folders or the CREECS network; should expect only limited privacy for their email accounts and personal files residing on the CREECS network. (The school Principal has access to all email accounts, personal files residing on any CREECS computer, iPad or network.)

### 4. System Security

- Users will immediately notify a teacher or the Principal if they have identified a possible security problem.
- Users will not demonstrate the problem to the other students or attempt to fix any security problems
- Users will avoid the inadvertent spread of computer viruses by following the CREECS virus protection procedures.
- Users will not attempt to gain unauthorized access to the CREECS network or any other system through the CREECS network.

### 5. Inappropriate Communications

Users will not use or transmit obscene, profane, rude, inflammatory, or threatening language; will not engage in discriminatory or prejudicial attacks on others; will not send or knowingly receive profane or obscene material; will not harass or annoy another person through email; will stop sending messages to a person when asked to stop by that person.

### 6. Inappropriate Access to Material

Users will not use the CREECS network to access material that is profane, obscene controversial or that advocates violence or discrimination towards other people and will immediately inform a teacher or the Principal if they mistakenly access inappropriate material. Notifying a teacher will protect the user against a claim of intentional violation of the terms and conditions in this policy.

### 7. Liability

CREECS makes no guarantees for the service it is providing. The school will not be responsible for any damages a user may suffer. This includes, but is not limited to loss of data, misdeliveries, nondeliveries, or service interruptions. CREECS is not responsible for the accuracy or quality of the information obtained through or stored on the system. CREECS will not be responsible for any financial obligations arising through unauthorized use of the system

## **SOCIAL MEDIA POLICY FOR BLOGS, WIKIS, PODCASTS, DIGITAL IMAGES & VIDEO**

Definitions of underlined terms are included at the end of the policy

### **Student Responsibilities**

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. The guidelines below are intended to guide CREECs students in proper usage of social media.

### **Social Media Guidelines for Students**

1. Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you would not want friends, enemies, parents, teachers or a future employer to see.
2. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
3. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates and pictures. Do not share your password with anyone besides your teachers and parents.
4. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
5. Do your own work! Do not use other people's "intellectual property" without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. It is good practice to hyperlink to your sources.
6. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
7. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
8. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.
9. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or parent right away.
10. Students who do not abide by these terms and conditions will lose their opportunity to take part in online projects and/or future use of online tools and will be subject to disciplinary action.

### **Parent/Guardian Responsibilities**

Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. CREECs encourages parent to view and participate by adding comments to classroom projects when appropriate.

Parents should expect communication from teachers prior to their child's involvement in any project using online social media applications, i.e., blogs, wikis, podcast, etc.

1. Parents must sign a permission form allowing their child to participate when teachers set up social media activities for classroom use.
2. Parents will not attempt to destroy or harm any information online. If you find a posting of concern, please notify your child's teacher or the Principal immediately.
3. Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
4. Parents are highly encouraged to read and/or participate in social media projects.
5. Parents should not distribute any information that might be deemed personal about other students participating in the social media project, including but not limited to last names, parents names, addresses, emails, etc.
6. Parents should not upload or include any information that does not also meet the Student Guidelines.

### **Definitions:**

Source: <http://socialmedia.wikispaces.com/A-Z+of+social+media>

Avatars are graphical images representing people. They are what you are in virtual worlds. You can build a visual character with the body, clothes, behaviors, gender and name of your choice. This may or may not be an authentic representation of you.

Blogs are websites with dated items of content in reverse chronological order; self-published by bloggers. Items – sometimes called posts – may have keyword tags associates with them, are usually available as feeds, and often allow commenting.

Here is a longer explanation: Traditional websites have pages as their main building blocks, with an address link (URL) for each page, and menus to provide navigation between them. Blogs are websites where the items of contact – for example text, photos, video, audio – have URLs plus other ways of identifying them by keywords – known as tags. This means you can search for individuals items on the Net, and also pull items out of their sites and remix them through feeds and aggregation. Blogs are generally designed in journal format, with most recent items at the top of a page, and written in a conversational, personal style, giving the author an authentic voice online. Blogs can offer readers the opportunity to comment on, and link to items. Because blog items can be made available for the site in a stream on content – known as an RSS feed – you can subscribe to them and read them through a newsreader or aggregator. That means you do not have to visit a blog site to read it – you can pull the content to your desktop or a single website aggregator. Blogs are easy to set up, and update. The disadvantage is that items can be buried under the growing heap of new content unless the author provides some signposting.

Copyright sharing through social media is enhanced by attaching a Creative Commons license specifying, for example, that content may be re-used with attribution, provided that a similar license is then attached by the new author. This work is under that type of license – [Creative Commons Attribution Share-Alike 2.5 License](#)

At more length: In the spirit of openness and sharing generally prevalent among social networkers, you will often find content labeled with a copyright license that allows you to re-use the material provided you provide an attribution. The Creative Commons site offers different licenses. One frequently used is Attribution-Share-A-Like, whereby you can alter and re-use the content provided that you then add the same license. This may not appeal to people or organizations who like substantial control. Again, it is partly a cultural and personal issue, rather than a technical one.

Intellectual Property (IP)\* refers to creations of the mind: inventions, literary and artistic works and symbols, names, images and designs used in commerce.

IP is divided into two categories: Industrial property, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and Copyright, which includes literary and artistic works such as novels, poems and plays, films, musical works, artistic works such as drawings, paintings, photographs and sculptures, and architectural designs. Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recording, and those of broadcaster in their radio and television programs.

\*Source: <http://www.wipo.int/about-ip/en/Links> are the highlighted text or images that, when clicked, jump you from one web pages or time of content to another. Bloggers use links a lot when writing, to reference their own or other content. Linking is another aspect of sharing, by which you offer content that may be linked, and acknowledge the value of other's people's contributions by linking to them. It is a part of being open and generous. A podcast is audio or video content that can be downloaded automatically through a subscription to a website so you can view or listen offline.

Tags are keywords attached to a blog post, bookmark, photo or other item of content so you and others can find them easily through searches and aggregation. Tags can usually be freely chosen – and so form part of a folksonomy – while categories are predetermined and are part of taxonomy.

A wiki is a web page – or set of pages – that can be edited collaboratively. The best-known example is Wikipedia, an encyclopedia created by thousands of contributors across the world. Once people have appropriate permissions – set by the wiki owner – they can create pages and/or add to and alter existing pages. Wikis are a good way for people to write a document together, instead of emailing files back and forth. You do not have to use wikis for collaborative working – they can just be a quick and easy way of creating a web site. Although wikis are easy to use, that does not mean everyone in a group will commit to their use with similar enthusiasm. See commitment, readiness.

## **ACCIDENTAL DAMAGE OR LOSS OF COMPUTING EQUIPMENT**

*See Technology Use Agreement, page 48*

If a computing device suffers damage it is not an option for repairs not to be completed. All computing devices must be in a fully serviceable condition or appropriate repair action must be underway to bring the device and all accessories up to fully serviceable condition at all times. Students/employees shall use reasonable care to ensure that a computing device is not lost, stolen or damaged. In the event of damage or loss, report the problem immediately to the Principal.

- Care must be kept to keep the technology from being damaged or lost. Students and their families are responsible for replacing any damaged or lost chromebooks at a cost of \$250 per chromebook or \$30 for charging cord.

# Appendix

## Procedures for Disciplining Students with Disabilities

### Case by Case Determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

### General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below).

Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*.

### Additional Authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services.

### Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

A school district is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. South Carolina does not require the provision of services to nondisabled students during a short-term removal and therefore, is not required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year.

A child with a disability who is removed from the child's current placement for more than 10 school days must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days in that same school year, and if the current removal is for 10 school days in a row or less and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

### **Manifestation determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for 10 school days in a row or less and not a change of placement), the school district, the parent, and relevant members of the IEP Team (as determined by the parent and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

### **Determination that behavior was a manifestation of the child's disability**

If the school district, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading *Special circumstances*, the school district must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

### **Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; or
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

### **Definitions**

*Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c))

*Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

*Serious bodily injury* has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

*Weapon* has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

## **Notification**

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the school district must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

## **Change of Placement Because of Disciplinary Removal**

A removal of a child with a disability from the child's current educational placement is a change of placement if:

1. The removal is for more than 10 school days in a row; or
2. The child has been subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than 10 school days in a school year;
  - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals;
  - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

## **Determination of Setting**

The individualized education program (IEP) Team must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings *Additional authority* and *Special circumstances*, above.

## **Appeal**

### **General**

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; or
2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

### **Authority of hearing officer**



A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer* must conduct the due process hearing and make a decision. The hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading *Authority of School Personnel*, or that the child's behavior was a manifestation of the child's disability; or
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school district believes that returning the child to the original placement is substantially likely to result in injury to the child or to others

Whenever a parent or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings *Due Process Complaint Procedures, Hearings on Due Process Complaints, and Appeal of decisions; impartial review*, except as follows:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing.
2. Unless the parents and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see *Appeals*, above).

### **Placement During Appeals**

When, as described above, the parent or school district has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer; or until the expiration of the time period of removal as provided for and described under the heading *Authority of School Personnel*, whichever occurs first.

## **Protections for Children Not Yet Eligible for Special Education and Related Services**

### **General**

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

### **Basis of knowledge for disciplinary matters**

A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**

3. The child's teacher, or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school district's director of special education or to other supervisory personnel of the school district.

### **Exception**

A school district would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

### **Conditions that apply if there is no basis of knowledge**

If prior to taking disciplinary measures against the child, a school district does not have knowledge that a child is a child with a disability, as described above under the subheadings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by the parents, the school district must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

Dear Parent/Guardian:

This letter is to provide you with the required annual notification of your rights under the Protection of Pupil Rights Amendment (PPRA) and to offer you an opportunity to opt out your child's participation in surveys that ask questions from any of PPRA's protected areas.

### **Parental Inspection of Certain Materials**

Parents of CRECS students have the right to inspect all instructional materials including teacher's manuals, films, tapes or other supplementary material that will be used in connection with any survey, analysis or evaluation as part of any applicable program.

The school will make the materials available for inspection at appropriate locations.

The school will not require any student as part of any applicable program to submit to a survey, analysis or evaluation that reveals information concerning items prohibited by law cited in the reference below.

The school will give parents and students effective notice of their rights under the law.

### **Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student's parent;

2. Mental or psychological problems of the student or student's family;
3. Sex behavior of students;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers
7. Religious practices, affiliations or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility

**Receive Notice and Opportunity to Opt a Student Out Of -**

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student except for hearing, vision, or scoliosis screenings, or any physical exam or screening pertinent or required state law; and
3. Activities involving collection disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**Inspect, Upon Request and Before Administration or Use -**

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional materials used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State Law.

CREECS has adopted policies to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution purposes. CREECS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CREECS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. CREECS will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of activities or surveys at the times. For surveys and activities scheduled after the school year starts, parents will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5901

If you have any questions or concerns regarding this letter of notification, please do not hesitate to contact my office at your earliest possible convenience.

Sincerely,

Margaret Crouch

Principal

Dear Parent/Guardians:

This letter is to provide you with the required annual notification of your rights under the Family Education Rights and Privacy Act (FERPA).

### **General Provisions**

A student's "education records" are those records directly related to a student and maintained by the school or a party acting for the school. "Parent" refers to a parent, a legal guardian, a person acting as a parent, a surrogate appointed in accordance with laws regulation programs for disabled students or a student who is 18 years of age or over, or a student who is attending an institution of postsecondary education on a full-time basis.

Whenever a student is 18 or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student unless the school district has received notice that a court has awarded legal guardianship beyond the age of majority. The school will document such notice.

In maintaining student records, the schools will follow applicable state and federal regulations.

### **Location of the student records**

The school or the district office (if a student is no longer enrolled) will maintain a cumulative record folder that contains directory information, scholastic information, standardized test data, health records and other similar information. This cumulative record will include, but not be limited to, the following information:

- name (last, first and middle), also the preferred name (nickname)
- date of birth (verified) along with the sex and ethnic background, social security number
- address and telephone number
- names of parents and/or legal guardians
- health record, including surveys for vision, speech and hearing
- all standardized test scores
- attendance and scholarship record card
- special services documentation where appropriate
- appropriate correspondence with parents
- criminal record (if convicted of certain crimes)
- proof of residency
- legal document

Except as provided in paragraph 4 of this section, the school maintains copies of psychological reports and related records if the school has given psychological evaluations to the student as follows.

The appropriate personnel in the school office and/or the appropriate school will keep records concerning students who have had administrative hearings.

Once a student graduates, the district files the student's records in the high school. If a student drops out of school before graduation, the school will file his/her records.

### **Directory Information**

Schools will treat each student's education records as confidential and primarily for local school use. The exception to this rule is for directory information, which 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 information

The school will not release directory information to any person or agency for commercial use. The school expects its employees to use good judgment in releasing directory information so it serves the best interests of the student.

Within 15 days after the annual distribution of notification of privacy rights, the parent or legal guardian of the student or the eligible and currently enrolled student has the right to refuse to permit the designation of any or all of the categories of personally identifiable information as directory information. The parent/eligible student's notification must be in writing. The written notification will become part of the student's education record. The Principal of the school the student is attending is responsible for notifying appropriate personnel of the request and filing the request in the student's cumulative folder.

### **Release of school records**

The Family Education and Privacy Act of 1974 require the following procedures in the release of school records.

- The school cannot release school records to any person or agency (employer, government agency, etc.) without the written consent of a student's parent or legal guardian. If the student is 18 years of age, he/she may sign for the release of his/her records.
- The school will release school records, without prior written consent of parent of legal guardian or eligible student, to officials of other educational institutions in which the student seeks or intend to enroll. The school will notify the student's parent or legal guardian of the transfer only if he/she has requested this exception to the school policy.

### **Records made by an employee**

A school employee's personal records on a student are not part of the student's education record as long as that person keeps the notes solely for his/her own use and maintains them separately from the school files.

A substitute who performs the employee's duties on a temporary basis may use these personal records. However, the employee may not pass the records on to a successor.

## **Management of records**

The school will protect the confidentiality of personally identifiable data on children during collection, storage, disclosure and destruction.

School personnel, school psychologists under contract with the school and other eligible state and federal employees who need to the records to carry out their assigned duties and who have a legitimate educational interest will have access to or may receive information from the education records. The Principal will maintain a current list of such individuals. The school will also give access to parents or legal guardians and eligible students as provided below.

### **Students transferring to another school**

When a student transfers from CREECS to a school outside the district, the school will send a copy of the student's record to the receiving school.

### **Disclosure (except for directory information)**

The school has the right to disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is immediately necessary to protect the health or safety of the student or other individuals.

The school will require a written request or consent from a parent or legal guardian or eligible student for each act of release of information. Blanket authorization for resale of information is not permissible. Written request or consent will include the types of

information to be released, the purpose(s) for the disclosure, the parties or class of parties to whom the disclosure may be made, the date signed and the signature of the parent or legal guardian or eligible student.

The school will not require prior consent for disclosure when state and federal official request the information as authorized by statutes or regulations implementing statutes. The school will not require prior consent to disclose information to organizations conducting studies for, or on behalf of, the district for the purpose of developing, validating or administering predictive tests, administering student aid programs and improving instruction as long as students and/or their parents are not personally identified and the records are destroyed when no longer needed for the prescribed purpose.

The school will not require prior consent when disclosing information to accrediting organizations in order for them to carry out his/her accrediting functions.

The school will not require prior consent when disclosing information in order for the school to comply with a request from a judicial order, a lawfully issued subpoena, or a family court judge or his/her duly authorized representative acting in an official capacity.

Except as provided elsewhere in these regulations, the school district will keep a record of disclosures not authorized by the parent, eligible student or these regulations.

The student's cumulative folder will provide the following information:

- The name of the party receiving the information:
- The data released
- The legitimate purpose for which the data was requested

## **Annual Notification of Rights**

Each school will distribute annual notice of privacy rights to parent or legal guardians and eligible students in attendance at the time of notification.

### **Request for Inspection**

Anyone who wants to inspect the records must make the request for inspection (or an explanation or interpretation) of student's record to the Principal of the school in which the student is enrolled or where the record is housed.

The Principal or designated school administrators will set a time and place for the inspection of such records within a reasonable period of time, but in no case more than 45 days after the request has been made. If a hearing concerning the student is pending, the employee will honor the request for inspection for the student's record prior to the hearing.

At the inspection, the principal will have appropriate personnel available to interpret information on the records.

The school is responsible for the maintenance of each student's record. Therefore, school personnel are not to turn the original record or microfilmed copy of a record over to any person or organization unless they have a specific, written judicial order for such action.

If the parent or legal guardian or eligible student believes that the information in the education record is inaccurate, misleading or violated the privacy or other rights of the student, he/she can request an amendment to the record. The school official receiving the request will either amend the record, if appropriate, or notify the parent or eligible student within 15 working days in writing that the request is denied and that he/she has the right to request a hearing as provided below.

Each parent of a child has the right to inspect and review a child's record unless the school has written evidence that there is a legally binding instrument or a court order governing such matters as divorce, separation or custody which provides to the contrary. The same applies to parental requests for disclosure to other individuals and to organizations.

A parent of an eligible student has the right to give written authorization for a representative to inspect and review the education records of the student.

## **Hearing to challenge information in student's records**

Parents or eligible students will make requests for hearings to the Principal where the record is housed. The Principal or his/her designees may conduct the hearing.

The Principal will set a date, time, place for the hearing, and notify the requester in writing of the date, time and place. The Principal will establish the hearing date within five working days of receipt of the request. The Principal must mail written notice of the hearing to the parent or eligible student at least 10 days prior to the hearing.

A school official who does not have a direct interest in the outcome will conduct the hearing.

At the hearing, the Principal will try to have present the person who has entered the information in questions if the person is known and reasonably available. The parent or student who requested the hearing will have the right to questions that person if present and be able 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.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it will inform the parent or eligible student in writing that he/she has the right to place in the education record a statement commenting upon the information in the record and/or setting forth any reasons for disagreeing with the decision. Any such statement must remain with the record as long as the contested portion remains in the record. Disclosure of the contested portion must include the statement of the parent or eligible student.

The school will send its decision (including a summary of the evidence), the reason 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 school district will base its decision solely on evidence.

## **Destruction of Education Records**

The school district may destroy data, which are no longer needed for providing direct educational services as long as the following conditions apply:

- There is no outstanding request to inspect and review the education record.
- The school keeps the record of disclosures as long as it maintains the education record to which it relates.
- The data do not concern the referral, evaluation, staffing and placement of a handicapped student or a student suspected at one time of having a handicap. Such data will be sent to the office of programs for the handicapped when no longer needed for providing direct educational services to a student.

No one may remove the following items from a student's cumulative record at any time:

- Name (last, first and middle), also the preferred name (nickname)
- date of birth (verified) along with the sex and ethnic background, social security number
- address and telephone number
- names of parents and/or legal guardians
- health record, including surveys for vision, speech and hearing
- all standardized test scores
- attendance and scholarship record card
- special services documentation where appropriate
- appropriate correspondence with parents
- criminal record (if convicted of certain crimes)
- proof of residency
- legal document

## **Special Services Documentation**

Special services documentation is to remain in a student's cumulative record until graduation, even if the student is not enrolled in a special program. Correspondence with parents should be reevaluated and thrown away after five years. Any material relating to a child's preschool and kindergarten experiences should be sent home after second grade.

## **The Family Educational Rights and Privacy Act Office**

Parents and eligible students have the right to file written complaints concerning alleged violations of the Family Educational Rights and Privacy Act. Written complaints should be sent to the following address.

The Family Educational Rights and Privacy Act Office  
Department of Education  
330 Independence Avenue, S.W.  
Washington, DC 20201

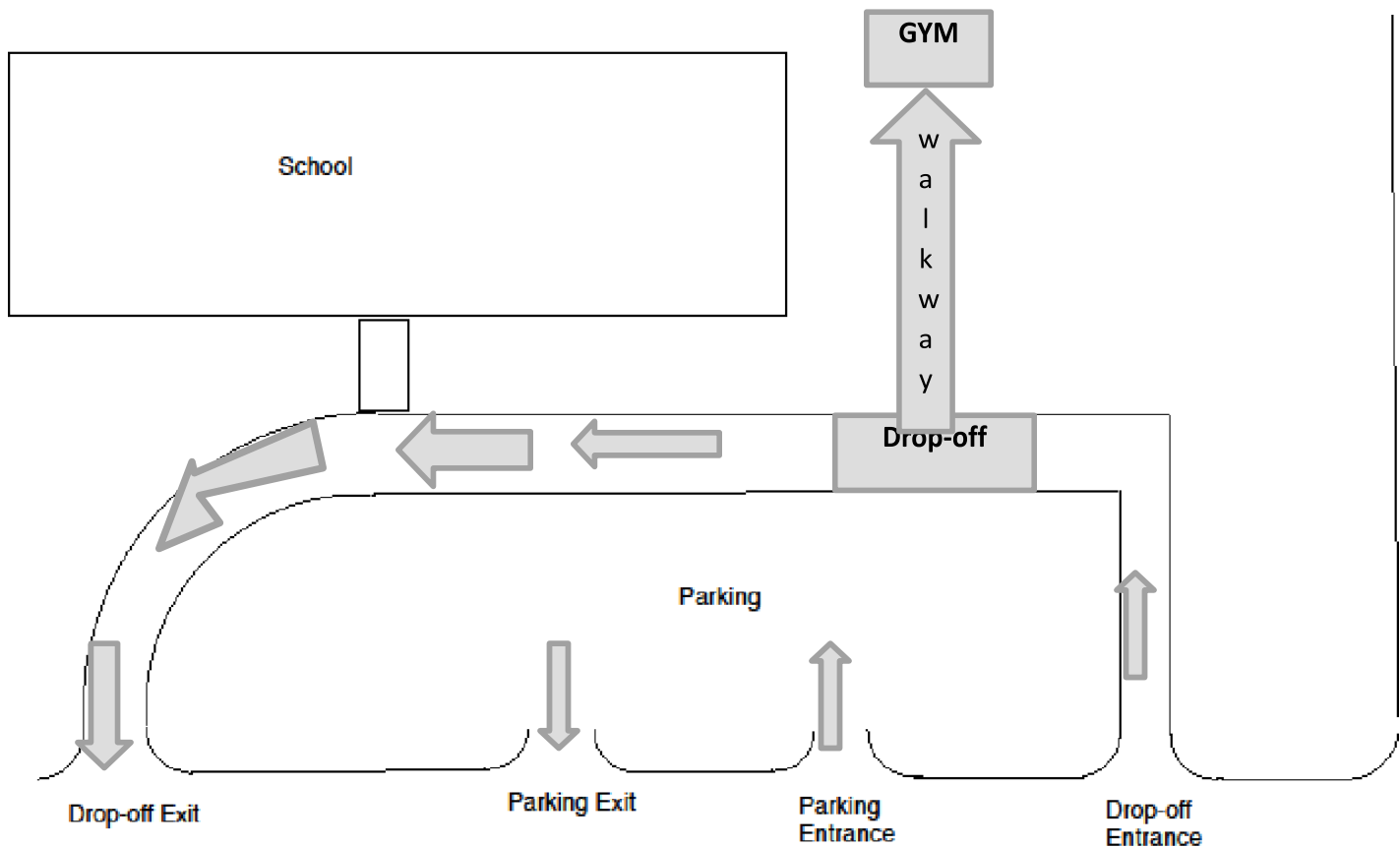
This office has the responsibility for investigating, processing and reviewing alleged violations. This office will refer appropriate cases to a review board for adjudication. If you have any questions or concerns regarding this notification, please do not hesitate to contact my office at your earliest convenience.

Sincerely,

Margaret Crouch  
Principal



## CREECS PARKING LOT DIAGRAM



- Please follow the diagram in the appendix of this handbook.
- **Students may be dropped off between 7:15 a.m. and 7:30 a.m. After 7:35 parents must park in the parking area and check their child into the office to receive a tardy pass.**
- Students may be picked up at 3:00 p.m. through 3:15 p.m. We encourage all parents to come through the car line.
- Children may only exit or enter their vehicle in the marked drop-off/pick up zone. A school employee will open the car door and help children out of/into their vehicle.
- **Parents may not exit their vehicles in the drop-off/pick up lane.**
- Any driver coming into the building must park in the parking area.
- **There is No parking on Cemetery Road during drop off and pick up times.**
- **ALL visitors must get a visitor sticker from the office. If you are on campus after 7:35, you are considered a visitor and must have a visitor sticker.**

**REMINDER: We are a tobacco-free campus.**

## CREECS TECHNOLOGY AGREEMENT

CREECS is pleased to offer a 1:1 technology Program for students in grades 3<sup>rd</sup>-8<sup>th</sup>. These devices enable students to access educational “Apps” as well as the Internet to enhance the school curriculum. Student technology use will be monitored by adults during school hours.

**Please read the following User Agreement and sign and return it to your child's teacher or the Front Office.**

### Technology Use Guidelines

- The technology is an instructional tool and must be treated as such.
- Students may not use the technology for non-academic purposes during school hours;
- Student may not sync the technology to any computer other than the authorized CREECS computer;
- The Chromebooks are the property of CREECS and are subject to unannounced random content checks by CREECS faculty and staff;
- The CREECS Technology Use Policy, including but not limited to policies for Hardware Usage, Software Usage, and Telecommunications Usage, Personal Security, System Security, Inappropriate Communications, Inappropriate Access to Materials, Liability, as well as Social Media Policy for Blogs, Wikis, Podcasts, Digital Images and Video, Accidental Damage or Loss of Computing Equipment and Responsibility for Negligence applies to the Chromebooks (see Student/Parent Handbook for these related policies);
- Students may not use the technology to send/receive personal emails;
- Students may not download any content to the technology using a personal technology account;
- All personalization changes to the technology (background/wallpaper, etc.) must be school appropriate;
- Students will set a password to unlock their technology. Students are responsible for remembering this password and teachers cannot reset passwords;
- Logging into another student's technology is prohibited;
- Video streaming on the technology during school is only permitted with a teacher's permission and supervision
- Students will not use the Internet to download music, pictures or any other files without permission from the classroom Teacher or Principal;
- Students may not alter the configuration on any technology owned by CREECS;
- The use of the camera function of the technology is prohibited during school hours, unless permitted by the teacher for direct instructional use.
- **Technology may only be removed from school grounds with expressed permission of the teacher.**

### Care and Use of Technology

- **The technology issued to individual students become the responsibility of that student – do not loan your Chromebook to others**
- Technology must be kept away from liquids and food – do not eat or drink while using the Chromebook;
- **Care must be kept to keep the technology from being damaged or lost. Students and their families are responsible for replacing any damaged or lost chromebooks at a cost of \$250 per chromebook, \$30 per charging cord.** The technology may only be cleaned with CREECS approved cleaning cloths and solutions;
- Technology may not be taken to lunch or recess;
- Do not remove the serial number or any other identifiers placed on the device by CREECS;
- When transporting technology between home and school, proper care must be given to ensure the technology is well protected;
- Keep the technology out of sight while walking home.

### Consequences for Violations of technology User Agreement

- The first offense will result in a temporary suspension of technology privileges.;
- The second offense will result in a suspension of technology privileges and lunch detention.

- The third offense results in permanent suspension of technology privileges and a one day in school suspension;

CREECS provides a high level of internet content filtering on our wireless network on campus however; content filtering is not always 100% effective. Student use of the Internet during school hours is monitored by adults. Please be aware that the technology is Wi-Fi capable and once off of school grounds students will be able to access the Internet through unprotected wireless networks. CREECS is not responsible for content viewed on other wireless networks during non-school hours.

I have read CREECS technology User Agreement as well as the school's Technology Use Policy, including but not limited to policies for Hardware Usage, Software Usage, and Telecommunications Usage, Personal Security, System Security, Inappropriate Communications, Inappropriate Access to Materials, Liability, as well as Social Media Policy for Blogs, Wikis, Podcasts, Digital Images and Video, Accidental Damage or Loss of Computing Equipment and Responsibility for Negligence and understand that failure to abide by all of the applicable rules will result in disciplinary measures including suspension.

## **CREECS Internet Release**

A vast amount of educational information can be acquired using the Internet. CREECS provides your child with the tools to access the school's digital information network and through that network, the Internet. Internet access provides many advantages for your child such as obtaining information from other schools, colleges, companies, and organizations around the world. As your child shares information with other people, learns concepts, and researches subjects, he or she is acquiring skills necessary to work and to live in the 21<sup>st</sup> century.

With this educational opportunity comes responsibility. It is important that both you and your child read and discuss CREECS *Acceptable Use Policy* detailing his or her rights and responsibilities when using school technology tools. When your child is given a network account and password to use, it is important that the child follow the school's rules. Inappropriate use can result in the suspension of access to these educational tools. If appropriate, other disciplinary action may also be taken.

Please help your child understand the importance of using only his or her account and passwords should remain private. Your child is responsible for all of the activity that occurs using his or her account.

CREECS uses OpenDNS content filtering to help maintain a safe and secure digital information environment. Additionally, the school can monitor student use of the Internet. However, content filtering cannot block 100% of inappropriate or controversial material. Students will be under teacher supervision at all times when accessing the Internet.

Please indicate below if your child has access to the Internet while at CREECS. In order for a student to access the internet, a Parent/Guardian and the student, if in grade three or higher, must sign and return this consent form.

# **Cape Romain Environmental Education Charter School Tobacco -Free Policy**

## **Purpose**

To establish a tobacco-free school

The board of Cape Romain Environmental Education Charter School believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human being, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided with in a 100 percent tobacco-free environment.

## **Policy**

The use and/or possession of all tobacco products, alternative nicotine products or paraphernalia including, but not limited to, cigarettes, e-cigarettes, cigars, pipes, smokeless tobacco and snuff by all students, staff and visitors is prohibited.

## **Enforcement**

The school will enforce this policy by determining appropriate disciplinary actions for violators (students, faculty, visitors) such as the following.

### *Students*

- parent/legal guardian/administrator conferences
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

### *Staff*

- verbal reprimands
- written notification placed in personnel file

### *Visitors*

- verbal requests to leave school property
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

# 2023/2024 Signature Page

## Acknowledgement of Receipt of Student/Parent Handbook

\_\_\_\_\_ I have received and reviewed the Student/Parent Handbook 2022-2023.

\_\_\_\_\_ I have read and understand the *dress code, tardy policy, and attendance policy* of CREECS

\_\_\_\_\_ My child (ren) and my family will comply with Cape Romain Environmental Education Charter School rules, procedures and policies.

## Technology User Agreement

\_\_\_\_\_ I have received and reviewed the *CREECS Technology User Agreement* and my child (ren) and my family will comply with this agreement.

## Tobacco-Free Policy

\_\_\_\_\_ I have received and reviewed the *CREECS Tobacco-Free Policy* and my child (ren) and my family will comply with this agreement.

## Internet Release & Media Release Form

\_\_\_\_\_ I give my permission for my child to access the Internet or online services and my child agrees to the usage guidelines listed in the Student/ Parent Handbook.

\_\_\_\_\_ I give my permission for my child to be photographed, interviewed and videotaped. I also give permission for my child's work & image to be put on display and to be placed on the school's related websites.

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\_\_\_\_\_ I do not give my permission for my child to access the Internet or online services while at CREECS.

\_\_\_\_\_ I do not give my permission for my child to participate in any media activities.

\_\_\_\_\_ Student(s) Name and  
Grade Level

\_\_\_\_\_ Student(s) Name and  
Grade Level

\_\_\_\_\_ Parent/Guardian Name  
Printed Date