

BAPTIST HILL MIDDLE HIGH SCHOOL



PRIDE

2021-2022
Staff Handbook

WELCOME

Dear Baptist Hill Middle High School Faculty and Staff:

As the new principal of Baptist Hill Middle High School, I am both excited and honored to become a member of this great school community. My passion for education and supporting the success of all students has been shaped over my career as a middle and high school Mathematics teacher, Title I Facilitator, Instructional Coach, Assistant Principal in Berkeley County School District.

I believe that our purpose as educators is to address gaps in students' learning, support them through challenges that are beyond their control, and to motivate them to aspire to a level of greatness beyond measure. It is my number one priority as the principal of Baptist Hill Middle High School to ensure the success of all students. We will accomplish this by providing the best instructional and extracurricular opportunities and supports possible with a focus on inspiring students to be a great example for our school and community, educating students to ensure that they are college and career ready, and excelling in the academics, arts, and athletics.

In this school year, we will continue to review and refine our educational program so that we raise the bar for our students to ensure the curriculum is both academically challenging and engaging. I am inspired by the strong collaboration and commitment to student learning that each of you exhibit each day. I look forward to a great year! Please do not hesitate to reach out to me if you have any questions, concerns, or ideas that you would like to discuss.

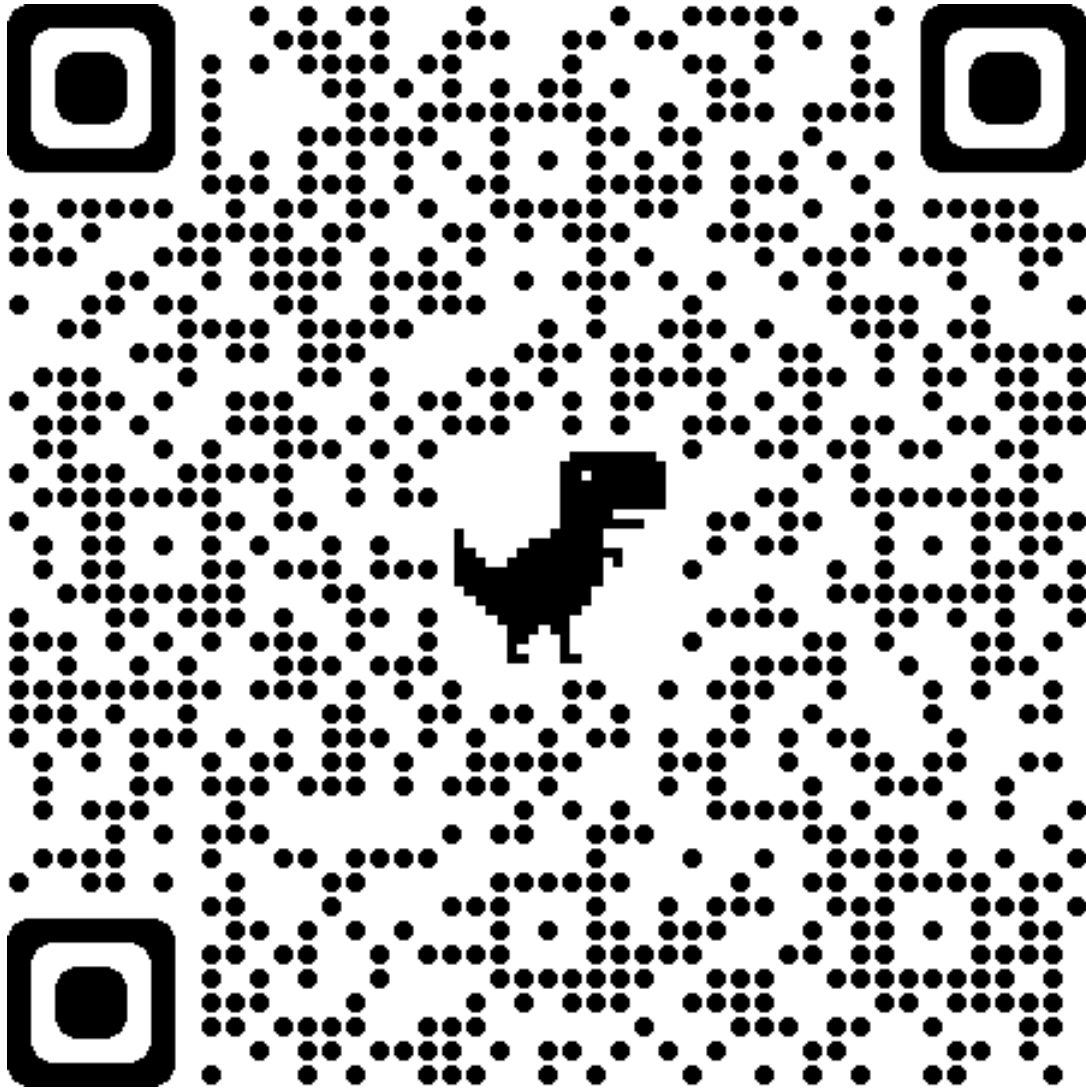
Have a great rest of the summer!

Kindest regards,

A handwritten signature in black ink, appearing to read 'B. Glaze', with a long horizontal flourish extending to the right.

Brendan T. Glaze
Principal

URL Link for this handbook: <https://bit.ly/BHMHSHandbook>



[TEACHER ACKNOWLEDGEMENT](#): required by Aug 18, 2021

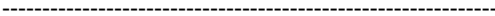
Every effort was made to ensure accuracy in preparing this document. However, due to our publishing deadlines, Baptist Hill Middle High School reserves the right to modify, add, or delete rules and regulations in this document at the discretion of the school administration.

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Personal Notes



PRIDE

VISION STATEMENT

Baptist Hill Middle High School is a comprehensive, high performing, community school that nurtures students, supports educators, and serves the community.

MISSION STATEMENT

Inspire. Educate. Excel.

SCHOOL WIDE INITIATIVES

Visible Learning

Personalized Learning

AVID (Advancement Via Individual Determination)

PBIS (Positive Behavioral Interventions and Supports)

ALMA MATER

**THE MAROON AND GRAY WILL WAVE ON HIGH
AS LONG AS THERE'S A BLUISH SKY
OUR SCHOOL STANDARDS WILL NEVER DIE
BECAUSE WE SET OUR STANDARDS HIGH**

CHORUS:

**DEAR BAPTIST HILL, DEAR BAPTIST HILL
WE HONOR THEE AND ALWAYS WILL
THERE'S NEVER A TIME WE'LL EVER SHIRK
OUR DUTIES AND WE'LL ALWAYS WORK**

**WE CHERISH THEE MAROON AND GRAY
IT WILL STAND BY FROM DAY TO DAY
IT WILL MAKE A CLOUDY DAY COME CLEAR
THEN ALL OUR HOPES ARE VERY DEAR**

CHORUS:

**DEAR BAPTIST HILL, DEAR BAPTIST HILL
WE HONOR THEE AND ALWAYS WILL
THERE'S NEVER A TIME WE'LL EVER SHIRK
OUR DUTIES AND WE'LL ALWAYS WORK**

BAPTIST HILL MIDDLE HIGH SCHOOL FACULTY

ADMINISTRATION

Brendan Glaze, Principal 843-371-8005
Danielle Dates, Assistant Principal, Middle School 843-609-5335
Michael De Jong, Assistant Principal, High School 843-830-4263
Lauren Smalls, Guidance Director
DeWitt LaMar, Assistant Administrator

Middle School Departments	
Name	Position
Danielle Dates	Assistant Principal
DeWitt LaMar	Assistant Administrator
Guidance	
Allie Tronoski	Guidance
6th Grade	
Lauren Kinard	English
Joy Lynch	Math
DeAnna Bachelor	Science
Linda Burke	Social Studies
7th Grade	
Caroline Cashion	English
Sonja Green	Math
Adebola Odunlami	Science
William Dooley	Social Studies
8th Grade	
Anna Kovach	English
Theresa Gilmore	Math
Veioletta Williams	Science

Jermol Proctor-Floyd	Social Studies
VIP	
	Resource
Tavi Mendieta	Resource
High School Departments	
Name	Position
Michael De Jong	Assistant Principal (9 – 12)
Guidance	
Lauren Smalls	Guidance Director
Cerise Seery	Guidance Counselor
English	
Matthew Nuccio	English
Lorilyn Harper	English
Ebony Trapp	English
Brian DeLesline	English
Math	
Collin Miller	Math
Janet Hadley	Math
Shanique Allen	Math
Sunya Coleman	Math
Science	
Dr. Anita Hsouna	Science
Morgan Gott	Science
Elizabeth Mullen	Science
Social Studies	
Valerie Chamorro	Social Studies

Justin Fields	Social Studies
Paige Kelty	Social Studies
Other Areas	
Carletta Mustafaa	AVID
LaDonna Burgess	World Languages/Spanish
Marion Brown	PE/Health
	PE/Health
Melissa Murdock	Dance
Dorsey Montgomery	Career and Technology
David Stinson	Career and Technology
Sarah Hogle	Career and Technology
Darrin Moore	Career and Technology
Stephanie Morton	PLTW (Biomedical Science)
Paul Fazio	PLTW (Engineering)
Stephanie Edwards	Media Specialist
SFC Tinthy Harper	JROTC
LTC John McLeod	JROTC
Latasha Hollins	Art
Katheryn Elswick	Band
Kim Elliott	Multilingual (ML)/ESOL
Mary L Cordray	Early Childhood
Rashun Garris	Barbering
VIP	
Charles Wilson	Self Contained
Veron Gray-Lindsay	Resource
Tavi Mendieta (Norris)	Resource

	Self Contained
Beverly Newsome	Resource
Shaunte Heyward	EC Lead Teacher
Instructional Team	
Shannon Bailey	Literacy Coach
Dr. Erik Stubblefield	Instructional Coach
Leadership Team	
Career and Technology	Sarah Hogle
EC	Charles Wilson
Social Studies	Justin Fields
Athletic Director	Marion Brown
Math	Janet Hadley
Science	Elizabeth Mullen
Fine Arts/World Languages	Melissa Murdock
JROTC	LTC John McLeod
English	Ebony Trapp
Media Specialist	Stephanie Sistrunk-Edwards
6th	DeAnna Bachelor
7th	William Dooley
8th	Jermol Proctor-Floyd
Instructional	Shannon Bailey
Support Staff	
Media Specialist	Stephanie Sistrunk-Edwards
Nurse	Tammy Lambright

Nurse	Kathryn Radutsky
School Resource Officer	Deputy Othlethial Faison
Data Clerk	Richardine Chaplin
Secretary/Clerk	Cathy Rings
School Psychologist	Kim LaBoard
Clerk/Receptionist	Shanta Chambliss
Student Concern Specialist MS	Jordan Moultrie
Student Concern Specialist HS	Kryston Miller
Reading Intervention	Ashley Jackson
Math Intervention	Karen Green
Mental Health Counselor	Renard Johnson
Psychologist	Kimberly LaBoard
Student Discipline/Distance Learning	Darryl Lee
Parent Advocate	Tei Summerville
Bookkeeper	Ethel Anderson

Who to see:

AP/SAT/ACT: Smalls
 Calendar: Stubblefield
 Instruction: Bailey/Stubblefield
 Keys: De Jong
 Repairs/Building: De Jong

Supplies: Rings
 Technology/Printing: Edwards
 Textbooks: De Jong
 Testing: Stubblefield

Baptist Hill Middle High School

Teacher Expectations

2021-2022



The list on this page is a summary held by administrators of Baptist Hill Middle High School for all teachers and faculty members. These expectations serve as a guide and a reminder of the behaviors and responsibilities that we, as professionals, are responsible for. This list in no way is in place of the faculty handbook. Instead, it is meant to serve as a reminder that we are role models for young adults. We expect certain levels of responsibility from our students and we must model what we expect from them.

- The list on this page is a summary held by administrators of Baptist Hill Middle High School for all teachers and faculty members. These expectations serve as a guide and a reminder of the behaviors and responsibilities that we, as professionals, are responsible for. This list in no way is in place of the faculty handbook. Instead, it is meant to serve as a reminder that we are role models for young adults. We expect certain levels of responsibility from our students and we must model what we expect from them.
- Arrive on time daily and ready to work by 6:45 AM
- Remain in the building until the designated time to leave ○ Monday - Friday 2:45 PM ○ At times, teachers may be required to come earlier or stay later for meetings
- Inform your grade-level administrator if you need to leave during the day. All employees are required to enter their time into Employee Self Service prior to leaving.
 - High School - Mr. De Jong
 - Middle School - Mrs. Dates
 - Clerical/Faculty - Mr. Glaze
- Be on time for scheduled or announced meetings (Including Parent Conferences, 504s and IEPs).
- Attend all weekly and monthly meetings.
- Stand at your door between all class changes and actively supervise students during transition.

- Be on time and present at your duty stations for all scheduled duties. If you are unable to be on duty, it is your responsibility to find a replacement and inform your administrator as to why you are unable to fulfill your duty responsibility for the day.
- Keep windows and doors free of decorations or materials that block the view into and out from the room. Only school issued window hangings (blinds and shades) should be in the windows.
- Please refrain from being on your cell phone during instructional time.
- Check your email minimally twice per day (once in the morning and once in the afternoon). Please read all emails sent to you and respond professionally if required.
- Students must be supervised at all times. Remain in your classroom at all times when students are present.
- When students are given permission to leave class, issue them a pass with your name, the student's name, the time, and the student's specific destination.
- If you leave your classroom during the day, please lock all doors. Do not leave students in the room while you leave the room for any reason.
- Professional dress is required
- Regularly assess students with a minimum of the following grades per Nine Weeks:
 - 4 Test or Projects
 - 8 Quizzes
 - 8-10 Classworks Assignments
 - 10 Homework Assignments
- Take attendance for each period daily within the first 10 minutes of each class.
- Update PowerTeacher gradebooks every week.
- Enforce all rules outlined in the Student Handbook.
- Post a copy of your schedule next to your door. Include the times you are available for tutoring (Please share tutoring times with Department Heads so a master list may be created and shared with Guidance/Admin)
- Post lesson plans by Monday morning at 7:00 AM to the Share Drive. Also post a copy of your lesson plans by the door for observers - in a folder or binder.
- Regular participation in MTSS Meetings and Subject/Grade Level PLCs is expected.
- Any minor child who comes onto campus must have administrative approval in advance.
- Any visitor you have on campus must go through the sign-in process in the Main Office.
- Absolutely no animals are to be on campus without prior approval from an administrator.
- Follow all other policies and procedures as set forth in the Faculty & Staff Handbook and Charleston County School District.

2021-2022 CCSD Academic Calendar

July 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July						
Su	M	Tu	W	Th	F	Sa

August 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
Su	M	Tu	W	Th	F	Sa
	11-13	Teacher Workday/Professional Development				
	16-17	Teacher Workday/Professional Development				
	18	First Day of School for Students				
	23	First Day of School for Early Learning Students (Early Head Start/Head Start/CD)				

September 2021						
Su	M	Tu	W	Th	F	Sa

September						
Su	M	Tu	W	Th	F	Sa
	6	Labor Day (Schools and Offices Closed)				
	20	Progress Reports Distributed This Week				
	24	Early Release (Teacher Workday)				

October 2021						
Su	M	Tu	W	Th	F	Sa

October						
Su	M	Tu	W	Th	F	Sa

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November						
Su	M	Tu	W	Th	F	Sa
	2	Teacher Workday (No Students)				
	22-23*	Family Data Conference Day				
	24-26*	Weather make-up Days (Schools Closed, Offices Open)				
	29	Fall Break (Schools Closed)				
	29	Progress Reports Distributed This Week				

December 2021						
Su	M	Tu	W	Th	F	Sa

December						
Su	M	Tu	W	Th	F	Sa

January 2022						
Su	M	Tu	W	Th	F	Sa
	2	3	4	5	6	7
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January						
Su	M	Tu	W	Th	F	Sa
	3	Teacher Workday (No School for Students)				
	4	School Resumes for Students				
	14	End of Second Quarter/First Semester				
	17	Martin Luther King, Jr. Day (Schools and Offices Closed)				
	18	Teacher Workday (No School for Students)				

February 2022						
Su	M	Tu	W	Th	F	Sa

February						
Su	M	Tu	W	Th	F	Sa

March 2022						
Su	M	Tu	W	Th	F	Sa

March						
Su	M	Tu	W	Th	F	Sa

April 2022						
Su	M	Tu	W	Th	F	Sa

April						
Su	M	Tu	W	Th	F	Sa

May 2022						
Su	M	Tu	W	Th	F	Sa

May						
Su	M	Tu	W	Th	F	Sa

June 2022						
Su	M	Tu	W	Th	F	Sa

June						
Su	M	Tu	W	Th	F	Sa

Half Day	Holiday Break
Teacher Workday/PD (Early Release)	Report Cards Progress Reports
Teacher Workday/PD (no students)	Major Milestone
Weather Make-up Days	eLearning Day

- ACADEMIC CALENDAR NOTES:**
1. **Weather Make-up Days:** November 22, November 23, June 3
 2. **Employees, refer to and follow your attendance calendar for actual workdays and non-workdays.**

CCSD 2021-2022 Academic Calendar

August 11-13	Wednesday – Friday	Teacher Workday/Professional Development
August 16-17	Monday – Tuesday	Teacher Workday/Professional Development
August 18	Wednesday	First Day of School for Students
August 23	Monday	First Day for Early Learning (Early Head Start/Head Start/CD)
September 6	Monday	Holiday – Labor Day (Schools and Offices Closed)
September 20	Monday	Progress Reports Distributed This Week
September 24	Friday	Early Release (Teacher Workday)
October 22	Friday	End of First Quarter
October 22	Friday	eLearning Day (all students learning at home)
November 2	Tuesday	Teacher Workday (No School for Students)
November 22-23	Monday – Tuesday	Fall Break (Schools Closed) <i>No School for Students unless used as eLearning weather make-up days</i>
November 24-26	Wednesday – Friday	Fall Break (Schools Closed)
November 29	Monday	Progress Reports Distributed This Week
December 17	Friday	Half Day for Students (Teacher Workday)
December 20-31	Monday – Friday	Winter Break (Schools Closed)
January 3	Monday	Teacher Workday (No School for Students)
January 14	Friday	End of Second Quarter/First Semester
January 17	Monday	Holiday – Martin Luther King, Jr. Day (Schools and Offices Closed)
January 18	Tuesday	Teacher Workday (No School for Students)
February 18	Friday	Early Release Day (Teacher Workday)
February 21	Monday	eLearning Day (all students learning at home)
February 21	Monday	Progress Report Distributed This Week
March 22	Tuesday	End of Third Quarter
March 23	Wednesday	Teacher Workday (No School for Students)
April 11-15	Monday – Friday	Spring Break (Schools and Offices Closed)
May 2	Monday	Progress Reports Distributed This Week
May 30	Monday	Holiday – Memorial Day (Schools Closed)
June 1	Wednesday	Half Day for Students (Last Day for Head Start and CD)
June 2	Thursday	Half Day and Last Day for Students (Includes Early Head Start)
June 3	Friday	eLearning Day No School for Students unless used a eLearning weather make-up day
June 6	Monday	Teacher Workday

ACADEMIC CALENDAR NOTES:

Employees, refer to and follow your attendance calendar for actual workdays and non-workdays.

PROCEDURES AND EMERGENCY PLANS

LOCKDOWN PROCEDURES

Lockdowns are serious procedures used to secure the school building and campus and ensure the safety of students and adults in an emergency situation in which evacuation is not warranted. Lock down drills will be conducted regularly and should be taken very seriously by adults and students. Faculty will be trained by the school resource officer in addition to the procedures set forth here. All teachers should be familiar with and should teach these procedures to students. Teachers should have a **Red Emergency Folder** that contains the following: red placards with the room number on, emergency procedures and current semester class rosters. This folder should be placed in a prominent location where it is accessible to substitutes and it should be taken with you during each drill and when there is an actual emergency

EVACUATION STAGING AREAS

In the event of an extended critical incident, there may be a time when measures for evacuation will need to be initiated to safely assist all personnel and ensure a safe, organized and methodical means of moving students to an alternate site for re-unification.

In order to accommodate all parties involved in the reporting, updating and information gathering, there will need to be areas established for staging various entities and participants.

The following areas have been assigned as staging areas in the event of a critical incident once the Incident Command System has been activated: These sites are subject to change with the uniqueness of the situation or at the discretion of the incident commander.

INCIDENT COMMAND POST

The Command Post will be established at St. Paul's Fire Department 6488 Hwy. 162. All command persons as well as school officials shall report to this location for briefing

MEDIA STAGING AREA

Media shall be staged at the corner of Hwy. 165 @ Hwy. 162 in the open field across from the Road Runner Convenience Store. Liaison from the Charleston County Schools shall be assigned to assist them at this location.

BUS TRANSPORTATION

Transportation will be staged at 6709 Hwy. 162--Anavesta Baptist Church. Students that are evacuated will walk to this location via Baptist Hill Rd. towards Hwy 162 utilizing the sidewalk. Once there, students will be debriefed by officials. They will then board buses and be transported to a parent/family unification point at the old R. D. Schroder Gymnasium.

PARENT/FAMILY UNIFICATION POINT

The parent unification point will be located at the former R. D. Schroder gymnasium. The address is 7224 Hwy 162, Hollywood SC. This is where all parents/guardians will be directed to go to pick up their children.

LAW ENFORCEMENT and EMERGENCY RESPONDERS STAGING AREA

Law Enforcement and Emergency responders shall report to 5962 Hwy. 165 Station 2. From this location they will receive information as to further actions to be taken from Command Post.

TRAFFIC PERIMETERS FOR ROAD ACCESS

Perimeters shall be established by local law enforcement and traffic details should not permit non-emergency services personnel beyond those perimeters.

Baptist Hill Rd. @ Hwy 162. Baptist Hill Rd. @ Anavesta Rd

BHMHS EMERGENCY PLAN

The following emergency plan is intended to ensure the safety of all students and staff members. All staff members should be familiar with the guidelines listed in this plan.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

ALARM SIGNALS

All students and personnel will be familiar with the alarm signals used for specific reasons.

Drills and practices will be used to teach each of these alarms and the appropriate response to each alarm. The following alarms will be used for the stated emergency:

- 1. Fire:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.
- 2. Bomb or bomb threat:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.
- 3. Tornado or Inclement Weather:** Announcement will be made in the event of tornado or inclement weather, procedures are to be followed.
- 4. Earthquake:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.

Upon notification of a drill or actual alarm, teachers should have students leave the classroom or area immediately in a quiet and orderly fashion. Lights should be turned off and doors should be left open. Teachers should take the Red **Emergency Folder** and keys with them to the evacuation area. Once there, teachers should call roll to ensure that all students are present.

Notify the administration immediately if anyone is missing.

FIRE, BOMB, AND EARTHQUAKE ALARMS ARE THE SAME SINCE THEY WILL ALL NECESSITATE EVACUATION.

NOTE: WHILE IT IS UNDERSTOOD THAT FALSE ALARMS MAY BE INADVERTENTLY OR PURPOSELY SOUNDED, ALL ALARMS SHOULD BE TREATED AS ACTUAL EMERGENCIES UNTIL ANNOUNCED OTHERWISE.

SAFETY

1. All students must have a Baptist Hill student ID. This ID should be worn around the neck and visible at all times. All staff must have a Baptist Hill student ID. This ID should be visible at all times.
2. Students are not allowed to leave campus for any reason without written documentation from the Attendance Office or with a staff member on an approved field trip.

PASSES

The official pass is the school issued Pink Pass. The pass must have a student name, date, time and teacher signature. Students are not allowed anywhere in the building other than with their teacher during class time. **Students should not be out of class during instructional time.** If a student should need to leave your room for any reason at any time, the front office should be contacted and an escort will be called.

VISITORS

All visitors must report immediately to the main office to request permission to be on campus and to secure a visitor's badge. Visitors will be limited, in most instances, to the front entrance/office area.

Safety Procedures:

- Everyone entering a CCSD site will be required to wear a face mask for the entire time on campus. Individuals who have special healthcare needs, as documented by a physician, may not have to wear face coverings, yet supporting documentation must be provided upon check-in.
 - A *face covering* is a piece of fabric, cloth, or other material that covers the wearer's nose, mouth, and chin simultaneously and is secured to the wearer's face by elastic, ties, or other means. Acceptable face coverings may be homemade, and they may be reusable or disposable. Neck scarves, bandanas, gaiters and masks with exhalation valves or vents are not acceptable face coverings and shall not be used.
- Face shields do not suffice as face coverings, as suggested by the CDC.
- All visitors must sanitize hands upon entering buildings at designated stations.
- Parents will not be permitted to walk children to their classrooms.

Meetings on Campus

In order to maintain social distancing, it is important to limit the number of visitors in buildings at any given time. When planning to visit a school campus, please adhere to the following guidelines:

1. Contact the school to make an appointment a minimum of 24 hours in advance;
2. If you need to visit the school on the same day, please call an hour in advance; and
3. If you have an emergency, please call while en route to the school.

Please refrain from going onto any CCSD site if you are sick or if you have been in close contact with anyone who has tested positive for COVID-19 in the past 14 days.

PROPERTY

The following items are not allowed on the Baptist Hill campus. These items will be confiscated and the appropriate consequence assigned.

Weapons	Toy Weapons
Tobacco products	Lasers
Matches or lighters	Playing Cards
Drugs and alcohol	Drug paraphernalia
Pornography	
Any clothing, jewelry or other personal items depicting drugs, alcohol, tobacco, weapons, gang activity or neighborhood rivalries	

DAILY SCHEDULES

Middle School REGULAR BELL SCHEDULE

Teacher Arrival @ 6:45

Teacher Dismissal @ 2:45

Middle School	start	stop	time span	8th	7th	6th
1 Period*	7:25:00 AM	8:25:00 AM	1:00:00		1	1
Elective 1	7:25:00 AM	8:20:00 AM	0:55:00	Elect/PE		
2 Period*	8:25:00 AM	9:25:00 AM	1:00:00	1		2
Elective 2	8:25:00 AM	9:20:00 AM	0:55:00		Elect/PE	
3 Period*	9:25:00 AM	10:25:00 AM	1:00:00	2	2	
Elective 3	9:25:00 AM	10:20:00 AM	0:55:00			Elect/PE
Lunch A/ Flex	10:25:00 AM	10:55:00 AM	0:30:00	Flex	Fx/Lunch	Lunch
Lunch B/ Flex	10:55:00 AM	11:25:00 AM	0:30:00	Lunch	Lunch/Fx	Flex
4 Academic Lab	11:25:00 AM	12:25:00 PM	1:00:00	AL	AL	AL
5 Period	12:25:00 PM	1:25:00 PM	1:00:00	3	3	3
6 Period	1:25:00 PM	2:25:00 PM	1:00:00	4	4	4
* - Denotes time built in for transitions (Core-Elective)						

Middle School EARLY RELEASE – 12:25 p.m. BELL SCHEDULE

Teacher Arrival @ 6:45

Teacher Dismissal @ 2:45

Early Release	9/24/2021	2/18/2021	
Middle School	Start	Stop	Duration
1 Period	7:25:00 AM	8:15:00 AM	0:50:00
2 Period	8:15:00 AM	9:05:00 AM	0:50:00
3 Period	9:05:00 AM	9:55:00 AM	0:50:00
5 Period	9:55:00 AM	10:45:00 AM	0:50:00
Lunch A/ Flex	10:45:00 AM	11:10:00 AM	0:25:00
Lunch B/ Flex	11:10:00 AM	11:35:00 AM	0:25:00
6 Period	11:35:00 AM	12:25:00 PM	0:50:00

Middle School
HALF DAY – 10:40 a.m.
BELL SCHEDULE
Teacher Arrival @ 6:45
Teacher Dismissal @ 2:45

Half-day	12/17/2021	6/1/2022	6/2/2022
Middle School	Start	Stop	Duration
	12/17/2021	6/1/2022	6/2/2022
1 Period*	7:25:00 AM	8:05:00 AM	0:40:00
2 Period*	8:05:00 AM	8:45:00 AM	0:40:00
3 Period*	8:45:00 AM	9:25:00 AM	0:40:00
5 Period	9:25:00 AM	10:05:00 AM	0:40:00
6 Period	10:05:00 AM	10:40:00 AM	0:35:00
*No electives, replace with PE/Elective with Academic Lab			

High School
REGULAR
BELL SCHEDULE
Teacher Arrival @ 6:45
Teacher Dismissal @ 2:45

High School	start	stop	time span
1 Block	7:25:00 AM	8:50:00 AM	1:25:00
2 Block	8:55:00 AM	10:20:00 AM	1:25:00
Academic Lab	10:25:00 AM	10:55:00 AM	0:30:00
3 Block	11:00:00 AM	12:50:00 PM	1:50:00
Lunch C	11:25:00 AM	11:50:00 AM	0:25:00
Lunch D	11:55:00 AM	12:20:00 PM	0:25:00
4 Block	12:55:00 PM	2:25:00 PM	1:30:00

C Lunch	11:25-11:50		D Lunch	11:55-12:20
200 Bldg.	Band	600 Bldg.	PE	100 Bldg.

High School
EARLY RELEASE – 12:25 p.m.
BELL SCHEDULE

Teacher Arrival @ 6:45
Teacher Dismissal @ 2:45

Early Release	9/24/2021	2/18/2021	
High School	Start	Stop	Duration
1 Block	7:25:00 AM	8:15:00 AM	0:50:00
2 Block	8:20:00 AM	9:10:00 AM	0:50:00
3 Block	9:15:00 AM	10:45:00 AM	1:30:00
Lunch C	9:50:00 AM	10:15:00 AM	0:25:00
Lunch D	10:20:00 AM	10:45:00 AM	0:25:00
4 Block	10:55:00 AM	11:45:00 AM	0:50:00
Academic Lab	11:50:00 AM	12:25:00 PM	0:35:00

High School
HALF DAY – 10:40 a.m.
BELL SCHEDULE

Teacher Arrival @ 6:45
Teacher Dismissal @ 2:45

Half-day	12/17/2021	6/1/2022	6/2/2022
High School	Start	Stop	Duration
	12/17/2021	6/1/2022	
1 Block	7:25:00 AM	8:50:00 AM	1:25:00
2 Block	8:55:00 AM	10:20:00 AM	1:25:00
Academic Lab	10:25:00 AM	10:40:00 AM	0:15:00
	6/2/2022		
3 Block	7:25:00 AM	8:50:00 AM	1:25:00
4 Block	8:55:00 AM	10:20:00 AM	1:25:00
Academic Lab	10:25:00 AM	10:40:00 AM	0:15:00

BAPTIST HILL MIDDLE HIGH SCHOOL
Teaching and Learning Model

Please see members of the Instructional Team for any questions or concerns about the Teaching & Learning Model at BHMHS.

LESSON PLAN TEMPLATE

**Instructional
NON-NEGOTIABLES***

Every teacher in every class in every lesson must adhere to these non-negotiables:

1-Objective/EQ (Essential Question/Focus

2-Agenda

3-Activating Strategy

4- Real World Perspective/Connection

5-Formative Assessments

1- Objective/Focus/EQ- what the student **MUST** be able to know at the end of the lesson/class- the Objective Standards must be posted and referenced throughout the lesson.

2- Agenda- a schedule for class activities should be on display and referenced.

3-Activating Strategy- What are you going to do to make students want to learn about what you are teaching them? What's your hook? Connect to student interest.

4- Lessons should have "real world" connections and perspectives. Lessons should be interactive and use graphic organizers to assist students in taking notes. Limited Lecture- engage students in activity after limiting direct instruction: research guidelines for "lecture time" = age + 2-3 minutes.

5- Formative Assessments should be used throughout the lesson. Assessments should vary- exit tickets, quizzes, classwork, etc...

***Weekly: The Standard(s), Essential Question(s), and Agenda from each teacher's Lesson Plans should be printed and easily accessible in the classroom to visitors.**

Baptist Hill Instructional Responsibilities

In addition to the expectation that best practices and most effective instructional strategies are used in classroom instruction, the following are Baptist Hill Middle/High School High School classroom non-negotiables:

1. The SC State Content Standards, Essential Question(s), that day's agenda must be current and posted. Follow all BHMHS Instructional non-negotiables.
2. Students must be in attendance in the classroom both the 1st and last 10 minutes of the block.
3. Attendance must be taken during the first 10 minutes of every period every day. If the student arrives within the first 45 minutes with a tardy slip, the student's absence must be changed from an absence to an unexcused tardy in attendance.
4. **Scores across grading categories must be entered weekly consistently throughout the grading period.** Do not wait until the end of the grading period to post grades.
5. Grade books and Canvas for classes should be set up within the first week of school.
6. Teachers should utilize a variety of different instructional strategies during the instructional period. Students must be actively engaged in the learning process. Being "busy" is not the same as being actively engaged.
7. It is expected that the teacher is actively engaged in teaching by moving around the room, monitoring and assisting students. This includes the time students are taking a test, as teacher movement about the class helps reduce academic misconduct.
8. Students must have the opportunity to move several times within the block/period and the expectation is that students will be physically and mentally active throughout the class.
9. The teacher must have clearly established procedures and routines to support instruction.
10. Lesson plans should be posted to the Baptist Hill Google Team Drive Monday of each week by 7:00 a.m.
11. Emergency Lesson Plans (10 days) will be created by all teachers. Plans should be shared electronically via BHMHS Google Shared Drive. Emergency Lesson Plans should include activities and/or videos that will not hinder the instructional process for all students.
12. A Red folder should be on every teacher's desk and must contain current semester rosters, emergency drill procedures, red placards. See the school secretary for folders
13. Teachers must arrive prior to 6:45am; the end of the work day prior to 2:45pm
14. Weekly tutorial sessions are expected to be provided to students (may be in-person or virtual)
15. Attendance at Professional Development activities, Professional Learning Communities, Staff meetings, and Committee meetings are required.

AVID (Advancement Via Individual Determination)

Advancement Via Individual Determination AVID provides scaffold support that educators and students need to encourage college and career readiness and success. Baptist Hill will utilize the AVID Elective course in order to provide students additional academic, social, and emotional support that will help them succeed in their most rigorous courses. Teachers will engage in AVID professional learning in order to transform conceptual understandings into usable strategies that

are intentional, purposeful, repeatable, and lead to student success. AVID professional learning is targeted and specific to what educators do every day. Teachers learn how to use the strategies they experience and practice during training to engage their students in daily instruction. They are able to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap

Personalized Learning

The school will continue to implement Personalized Learning school-wide. During the 2017-2018 school year, a cohort of teachers and administrators was formed to attend district professional developments on the Personalized Learning model to lead the staff in the implementation process. Through training provided by EdElements, the team developed a plan for the effective integration of technology across the curriculum. The 3 Station Rotation was chosen as the instructional model to be used school-wide to ensure all teachers were effective with the use of technology. The 3 Station Rotation differentiates the instruction using small group instruction, digital instruction, and independent exploration. During the 2019-20 school year, the Personalized Learning cohort continued to lead professional development with a focus on data analysis and new innovative strategies such as the Learning Playlist or Menu. We believe Personalized Learning will empower teachers to provide personalized and mastery-based instruction and increase student engagement and overall achievement. It is expected that teachers continue to utilize this model for teaching.

Lesson Plans

All teachers are required to complete lesson plans for all classes. The [lesson plan template](#) and department folder for lesson plans are located in the Baptist Hill Google Team Drive. Lesson plans should be posted to the Baptist Hill Google Team Drive Monday of each week by 7:00 a.m. Lesson plans are typically reviewed by department chairs, instructional coaches and/or administration weekly to provide feedback and coaching to teachers in order to improve teaching and learning.

2021-2022 Course Syllabus Requirements

Each syllabus will have the following components:

Course Description: A clear, three- or four-sentence description that describes the aim of the course, its place within the program of study, major topics covered, the length of the course, and any prerequisites.

Instructional Philosophy: A description of how the teacher organizes the classroom for student learning, what the teacher expects of students in terms of participation, and the major instructional strategies the teacher will use.

Power Standards and Course Goals: A list of standards that are considered most essential: those which endure, those which have leverage, and those which represent pre-requisite skills/standards essential for the next level.

Major Assessments and Grading Practices: An explanation of the types of major assessments that will be used to determine whether or not students have mastered the content and the skills being taught; **this section also contains a clear explanation of how grades will be derived. Also include the grading scale.**

Major Course Assignments and Projects: A listing of any major course assignments and projects in which students will demonstrate what they are learning, which will require a significant amount of time to complete, and will require students to exhibit strong time management and organizational skills OR those assignments/projects that are an integral part of the everyday expectations of the course, such as the expectation that students keep a reflection log each day.

Recommended and Required Readings: A listing of the teacher's expectation for specific books or other materials students will be required to read and a listing of recommended readings which support the content of the course; this component allows the teacher to communicate the value of reading within the content areas.

Extra Help Opportunities: A listing of specified times (i.e. Thursday's from 2:30 p.m. - 3:30 p.m.) and opportunities that the teacher and others will be available to offer additional support; this section is for any student who may need additional assistance or instruction at any point in order to be successful in the course.

SCTS 4.0

The [South Carolina Teaching Standards \(SCTS\) 4.0](#) was integrated into the Expanded ADEPT Support and Evaluation System in Charleston County School District beginning 2020–21 for all classroom-based teachers.

All Expanded ADEPT formal evaluation systems must include multiple sources of evidence that reflect a teacher's typical performance relative to each of the SCTS Indicators. Evidence must be collected from the following sources at a minimum: Lesson plans, classroom observations, reflections on instruction and student learning, the professional review, and the SLO and professional growth and development plan. Evaluation teams may also request student work from observed lessons to support SCTS Indicator ratings. Lesson plans and student work will come in a variety of formats, depending on the local context.

To support implementation, the SCDE provides the forms for classroom observation summaries, teacher reflection, the professional review, and the SLO and professional growth and development plan. To access these forms, tools and rubric, click the links below.

- [Post-Conference Observation Summary](#) - This form is appropriate for both the documentation of the post-conference meeting and a teacher's post-observation reflection.
- [Post-Conference Observation Teacher Reflection](#) - This form is appropriate for the teacher's post-observation reflection for districts that prefer separate forms.
- [Professional Review](#) - During the evaluation period, the building principal (or designated school- or district-level administrator) must complete the Professional Review. The purpose is to generate evaluation ratings for Indicators in the Professionalism Domain of the SCTS rubric.
- [Professional Self-Review](#) - During the evaluation period, the teacher must complete the Professional Self-Review. The purpose is for the teacher to reflect on their professional performance.

SUBSTITUTE FOLDER INFORMATION

Every teacher is required to create a Substitute Folder that contains 10 days of emergency plans and information for your substitute. When a teacher anticipates being out of the building, he or she should provide a **lesson plan that is relevant to the scope and sequence of the current unit.**

The following items must be included in your folder.

1. Schedule
2. Duty station/time
3. Seating charts
4. Procedures for class
5. Ten (10) days emergency lesson plans
 - a. Do not expect the substitute to copy papers or use technology.
 - b. Do not leave quizzes and tests for them to monitor
 - c. Do not leave lessons on new material.
 - d. Do not provide lesson plans that require use of a calculator.
 - e. Lesson plans should:
 - i. Cover material you are confident the students know how to do
 - ii. Provide complete instructions for the substitute
 - iii. Tell substitute where to find worksheet copies for the lesson in your room or where to find the workbooks needed for the lesson
 - iv. Keep students engaged with meaningful work for a full period
 - v. Provide for work that you can grade (otherwise, students will not take the work seriously and cause problems for the substitute)
6. The name of a colleague who can answer any questions the substitute might have.
7. Once an emergency lesson plan has been used, you must submit another lesson plan within 5 days of returning to work.

Substitute Folders are due by Friday, September 3, 2021.

GUIDANCE SERVICES

GENERAL INFORMATION - The philosophy of the Baptist Hill Middle High School Guidance Department is based on the belief that every student matters, that every student is unique and important, and that we as a staff have the opportunity to make a difference in the life of every student. The work of the Guidance Department reflects this philosophy and is used to guide School Counselors in their roles as student advocates.

The primary role of the guidance staff is to implement a comprehensive guidance program that will help all students acquire skills in the educational, personal and occupational areas needed for living in the multicultural society. One of the major functions of a successful guidance program is counseling and education related to students choosing appropriate schools of study and career majors. This relates directly to transition services and options for a variety of post-secondary areas including college and/or career preparation and the military. More information about the schools of study, career majors and course offerings can be found in the Baptist Hill Middle High School Program of Studies. This is available through the guidance office or the front office.

As student advocates, School Counselors at Baptist Hill work closely with other educators, parents and community members to provide opportunities for students to develop self-understanding, self-evaluation, and self-direction.

The Guidance Department provides a variety of activities and intervention services which assist students in achieving their maximum personal development, both as individuals and as learners. These services include individual and group counseling, group guidance sessions, and major Guidance Department Programs. School Counselors meet regularly with parents, teachers, administrators, postsecondary representatives and other key resource representatives to assist students in their educational endeavors.

The School Counseling staff is also responsible for processing and disseminating a wide range of information to students, parents, teachers, administrators, and the community at large. Some of the tasks which School Counselors perform include:

- Organizing, coordinating and counseling students in the course selection process;
- Advising students and designing individual academic programs;
- Scheduling new students and making transcript updates;
- Providing information to 8th graders related to course selection and planning;
- Monitoring student credits and reviewing requirements;
- Interpreting cognitive, aptitude, and achievement tests;
- Reviewing and interpreting report cards;
- Facilitating conferences among students, teachers, parents, and others;
- Providing information on military options, ROTC, etc.
- Reviewing and assisting with college applications;
- Disseminating financial aid information;

- Disseminating scholarship information and assisting students in preparing scholarship materials;
- Interpreting test results with students and parents;
- Advising students and parents on summer school and make-up policies;
- Assisting students in understanding the results of career assessments and inventories

Guidance Services

Ms. Lauren Smalls – Guidance Director –Counsels Seniors and Juniors

Ms. Cerise Seery – School Counselor –Counsels Sophomore and Freshman

Mrs. Allie Tronoski – School Counselor – Counsels All Middle School Students

GRADING PROCEDURES

A. General Guidelines

The purpose of providing grades is to communicate meaningful feedback on student achievement to students, parents, teachers, administrators and the school system. Grades should provide an accurate reflection of a student's achievement over time based on the student's performance on a variety of measures.

B. Beliefs About Grading

1. All students should be consistently held to high expectations.
2. Grades must be updated weekly in PowerSchool.
3. There must be at least 3 categorical scores entered each week by Thursday at 5 p.m. (i.e. tests/projects, quizzes, classwork, homework).
4. Grading scales must be precise, clear, and fair and must be communicated to students and parents.
5. Grading practices must be fair, manageable, and support effective teaching and learning.
6. Behavior, notes from home, parent forms should never be graded.
7. Teachers must exercise professional judgment, within the parameters of required procedures, in their grading practices.
8. Procedures for grading will be supported, monitored, and supervised.
9. **Gradebook weights: 40% Tests/Projects, 30% Quizzes, 20% Classwork, 10% Homework**

Teachers are required to keep and maintain accurate records of student grades. Grade books in PowerSchool should reflect current grades for all students as a record of student progress. **For each column in which a grade appears, the date of the assessment and what the assessment measured must be clearly recorded.** Percentages (weights) for grade calculation must also be included. Grade book data is periodically collected and may be reviewed by the administration.

Interim grades (progress reports), nine-week grades, semester grades, and final grades will be entered into PowerSchool at the designated time for each grading period. Please refer to the **Grade Entry Instructions** for important dates. Failure to do so may result in the delay of releasing interim reports and report cards. All teachers will use numerical grades, which will be reflected on the student's report card. General guidelines can be found in CCSD Policy #6155 (R).

- Once a grade is recorded on a student's record, it becomes a legal record of the student's performance and may be changed only by completing a CCSD Permanent Record Grade Change Form in the Guidance Department, signed by the teacher and the principal. Falsification or modification of a student's grade without proper authorization is fraud.
- When monitoring indicates the need for adjustment of a grade due to a clerical or mechanical mistake, fraud, bad faith or incompetence, the principal shall ask the teacher to change the grade. If the teacher refuses to change the grade, the principal will have the

right to appeal to an appeals committee within the constituent school district. The decision of the committee shall be final.

- Extra credit assignments should be used sparingly. These assignments must reflect the content and skills required through the established S.C. Curriculum Standards and must be graded according to the same standards applied to other work in the course. Students may not purchase items (scissors, canned goods, etc.) or be tasked with favors to be used for extra points or scores.

C. Grading Scale

The South Carolina Uniform Grading Scale is:

A = 100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 - 0

Teachers will record grades for individual tasks/assessments with the highest degree of precision. When calculating marking period and final examination grades, teachers will round up when a percentage yields a decimal of five tenths or more.

D. Grade Calculation

It is expected that teachers use a variety of sources to determine a student's grade, including daily assignments, homework, projects, laboratories, portfolios, standard assessments, etc. A student's grade should not be based on only one or two of the above categories. Teachers are free to use any means to correctly calculate student grades but are required to also enter grades into PowerTeacher, the grading component of PowerSchool.

CCSD Policy #6155 (R) states that:

- **The midcourse grade and averaged grade for the second half of the course will contribute 40% each to the final grade. The final exam will contribute 20% to the final grade.** End of Course (EOC) exams will count as the final exam in applicable courses.
- In courses with End of Course tests, there will be an assessment on the portion of the work completed after the EOC test. That grade will be included in the final quarter grade.
- In Advanced Placement (AP) courses, students will have a cumulative exam which counts 20% of the fall term grade. In the spring term, the AP practice exam may serve as the final exam for that term and weigh 20% of the term grade. After the AP exam, students are expected to continue to attend and expand their content knowledge. AP courses which meet A/B yearlong may also use the AP practice test as the final exam grade.
- A teacher may NOT give a grade of “Incomplete.” If, in the teacher’s professional judgment and with the approval of the principal, an extension of the time to complete course expectations is appropriate due to extenuating circumstances, such as a

documented long-term illness or a death in the immediate family, the teacher, student, and parent will develop and sign a contract for completion of the course, which will not extend beyond the end of the next semester or the conclusion of the school year. If the work is completed within the agreed upon time, the grade may be changed upon approval of the principal according to district policy.

- If a student withdraws on or before the 10th day of a 180-day course, the 5th day of a 90-day course, or the 3rd day of a 45-day course, the course name and number will be removed from the student’s record and no grade will be posted. If a student withdraws from a course after the timelines established above, a grade of W (withdrawn) will be recorded, and the grade will be interpreted with a value of 61, which will be included in the student’s grade point ratio.

E. Examinations and Exemptions

Charleston County School Board policy states that:

All 9-11th grade students must be administered a semester and a final examination in every course in which they are enrolled for high school credit. “The superintendent may exempt from final examinations only seniors enrolled in courses earning a full Carnegie unit both first and second semesters for high school diploma credit who have an average of 90 or above for the second semester course. All underclassmen students will take final examinations. The superintendent may not exempt students from final advanced placement examinations, state end of course examinations, or one-semester one-half Carnegie unit course examinations.”

- Students may not be exempt from final exams in quarter courses.
- A maximum of two examinations will be administered on a given day.
- The regular semester work will count 80% and the final examination 20% of each semester grade. End-of-course exams are considered the final exam for Algebra I, Biology 1, Applied Biology 2, English I, and United States History and Constitution.

The mid-term exam will be composed of material taught during the first half of the course. The final exam will be composed of material taught during the entire length of the course.

F. GRADE ENTRY INSTRUCTIONS

Teachers will enter all grades into PowerTeacher as a part of the PowerSchool system.

Grades should be entered every Thursday a minimum, in order to keep students, parents, and administration adequately informed about a students’ progress.

It is mandatory for each teacher to enter a minimum of 3 grades per week in at least 3 different grade book categories by 5:00 p.m. Thursday of each week.

Date	Report	Grades must be entered by 3pm on this date (unless otherwise stated)
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September 20, 2021	Q1 Progress Report Distributed	September 16, 2021
October 22, 2021	END Q1- Midterm	October 25, 2021
November 29, 2021	Q2 Progress Report Distributed	November 19, 2021
January 14, 2022	END Q2, END S1- Final	January 18, 2022
February 21, 2022	Q3 Progress Report Distributed	February 18, 2022
March 22, 2022	END Q3- Midterm	March 23, 2022
May 2, 2022	Q4 Progress Report Distributed	April 29, 2022
June 2, 2022	END Q4, END S2- Final	June 3, 2022

** Teacher attendance is mandatory at all Progress Report distributions. Days TBD

Grade and comments must be verified and approved by guidance prior to reports being printed. Guidance will provide dates and times for teacher grade book verification.

G Progress (Interim) Reports

Progress Reports will be issued to students at the mid-point of each quarter. Teachers must have all grades entered in their PowerTeacher grade book by 3:00p.m. on the date listed above in order to be reflected on the Progress Report. Teachers do not need to complete and submit Verification Sheets for Progress Reports. Progress Reports will be printed using the current average in the Power Teacher grade book.

H. Parent Portal

Students and Parents are able to access their grades using the Parent Portal feature on PowerSchool. It is very important that the information they view is accurate and current. Teachers must update their grade books in PowerSchool weekly at a minimum. For large projects or essays, the teachers must post a note with a tentative date that the assignment will be graded and posted. Parent Portal gives parents the ability to send an email to their child's teacher. **All emails from parents must be responded to within 24 hours.**

PARENT COMMUNICATION

COMMUNICATING WITH PARENTS - While the focus of the school is on teaching a rigorous curriculum in ways that engage students and increase student achievement, unless parents and guardians, our efforts will not be maximized. For that reason, it is an expectation that teachers communicate regularly and meaningfully with parents. Teachers should make weekly parental contact with a minimum of 6 (positive or corrective) phone calls weekly. Enter all family contacts of any type into PowerSchool Log Entries. **Attempting to reach a parent does not constitute a contact. The parent must have been sent a postcard, note, letter or email; a conference must have been held; or a phone conversation must have occurred for the contact to be documented.**

Special Education Services

Roles and Responsibilities for BHMHS EC Staff 2021-22

Individual Education Plans

Students with delayed skills or other disabilities might be eligible for special services that provide individualized education programs (IEPs) in public schools, free of charge to families.

An IEP (Individualized Education Program) is a written plan for students with identified disabilities which sets the conditions for the specific accommodations, materials, and instructional approaches needed in order for the students to learn effectively. A federal law called IDEA (the Individuals with Educational Disabilities Act) mandates that all students with identified disabilities have an IEP. The IEP is a team-driven process that prioritizes services and supports for the student in order to best meet his or her educational needs.

The Individuals with Disabilities Education Act (IDEA 2004) makes teachers of students with special needs responsible for planning, implementing, and monitoring educational plans to help the students succeed in school. The IEP describes the goals set for the students for the school year, and any special support the students need to help them reach those goals. The IDEA requires states to provide public education for students with disabilities ages 3 to 21, no matter how severe the disabilities.

The least restrictive setting for students with IEPs is a regular education classroom. Students with IEPs usually join regular education classes for special subject areas such as science, social studies, art, music, library, gym, and health. It is critical for regular classroom teachers to read students' IEPs and be familiar with the services and monitoring that are required in the plan.

The next least restrictive setting is a resource or learning support classroom. In this setting, groups of students with similar needs are brought together for small-group instruction. A certified special education teacher is the instructor and other school personnel (aides or support teachers) assist with teaching.

Students who need intense intervention, may be taught in a self-contained classroom. These classrooms have fewer students per teacher, allowing for more individualized attention. Teachers in the self-contained have specific training in helping students with specific special educational needs.

The IEP should be reviewed annually to update the goals and ensure the levels of service meet the student's needs. During the school year, progress monitoring will be done often to make sure

the student is achieving goals set in the IEP. IEPs can be changed at any time on an as-needed basis.

Classroom teachers are responsible for providing the accommodations of the IEP in order to help the student reach the academic, social, emotional and transition goals of the IEP. This should be reflected in the teacher's weekly lesson plans as well as documentation of any time the student refuses to access provided accommodations.

504 GENERAL INFORMATION

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education.

Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall solely by the reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."

It requires school districts to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. This includes any appropriate educational service that would be necessary to meet the needs of the 504 student to the same extent as a student without a disability.

The definition of "handicapped" under SECTION 504...

- is any person who has a physical or mental impairment which
- substantially limits one or more of such person's major life activities, OR
- is a person who has a record of such impairment, OR
- is a person regarded (perceived) as having such an impairment.

Under Section 504, Charleston County School District is required to conduct an evaluation when any student—because of his/her handicap—needs or is believed to need regular education accommodations beyond what has been tried. There are no rules as to who conducts an evaluation; however, a school must draw upon information from a variety of sources, such as aptitude, achievement, attendance, behavior, health, social, and emotional.

Schools may not refuse to evaluate a child thought to be handicapped under 504. If a parent informs the school of the suspected disability, the school must do some initial checking, such as discussing the matter with teachers and reviewing records. If the preliminary review determines no evidence of a handicap, a full evaluation is not recommended. Parents must be provided with notice of the decision and their right to appeal the decision through a hearing. It is important for

parents, physicians, and school staff to understand that a medical diagnosis does not guarantee eligibility under Section 504. There must be an adverse impact on learning to the degree that the evaluation team determines the child's condition causes a substantial limitation to his receiving a free appropriate public education based on the child's handicapping condition.

Section 504 does not require a school district to obtain medication for students who are found to be handicapped under the law. The administration of medication provided by the parent is a reasonable accommodation and must be provided as a part of FAPE. Administration of medication includes monitoring to assure that the student actually takes the medication at prescribed times during the school day.

The intent of Section 504 is to "accommodate" for differences within the regular education program. As individual students are identified, the classroom teacher must be aware of and make accommodations necessary to provide the student equal opportunities to a free appropriate public education (FAPE). The meaning of "appropriate" in this context is an education comparable to the education provided to non-handicapped students. There are specific regulations under Section 504 that require reasonable accommodations be made regarding building and program accessibility.

504 PROCEDURES (IN BRIEF)

Coverage:

- Persons who have, have a record of having, or are regarded as having a physical or mental impairment that is substantially limiting to one or more major life activities (includes learning)

Entitlement:

- Accommodations and modifications to regular education
- Support services
- Supplementary aids and services

Students covered under Section 504 but not covered under IDEA:

- Do not qualify as having one of the 13 disabilities under IDEA (Special Education)
- Not eligible for special education but need support services or accommodations to benefit from an education.

Funding:

- No federal funds are available for Section 504.
- All agencies (school districts) receiving any Federal funds must comply with Section 504.

Procedural requirements under 504:

- Identification
- Free appropriate public education
- Evaluation
- Least restrictive environment
- Procedural safeguards

Some equal educational opportunity issues pertinent to Section 504

- Access to magnet schools, before/after school programs
- Program accessibility
- Access to parents/community members and to school activities (i.e., parent conferences, board meetings, sports events)

504 PROCESS

1. Someone (teacher, other staff members, parents/guardian, outside professional) requests assistance for a student.
2. School gathers data, receives diagnosis, and reviews records.
3. The parent is notified in writing that the child is being considered. Parents also must receive notice of 504 rights.
4. A 504 staffing is scheduled.
5. If the team determines the student is eligible for Section 504 Services, then a 504 Accommodation Plan is developed and implemented.
6. Teachers and parents receive a copy of the Accommodation Plan.
7. Accommodations are implemented by teachers and modified as needed by convening another 504 staffing. The Accommodation Plan is filed in the student's permanent record file. The student is identified as having a 504 plan on PowerSchool.
8. Accommodations must be revised annually through 504 staffing.

TEACHER ATTENDANCE

Teachers are required to report to school by 6:45 a.m. daily unless otherwise directed by administration. Teacher dismissal is at 2:45 p.m. each day unless required meetings are scheduled. **Wednesdays from 2:30 until 3:30 are official school meeting times. Additionally, one day each week, teachers are required to have scheduled office hours or provide in-person or online tutoring for their students.**

FACULTY SCHOOL DAY - All teachers are expected to arrive at school **no later than 6:45 a.m.** Should a staff member need to leave the campus for a brief period during the school day, he or she must have the permission of his/her designated administrator. Staff members should not schedule meetings or business appointments during the school day. **Teachers are asked to not schedule any meetings or conferences on Wednesday afternoons** or on other afternoons for which they have meeting responsibilities. All teachers should plan to remain after school to participate in school based committees. It is expected that all personal appointments are scheduled after the school day whenever possible. In addition to regularly scheduled meetings, teachers may occasionally be required to attend a parent conference or other school related meeting after **teacher dismissal at 2:45 p.m.**

ATTENDANCE – CLASSIFIED EMPLOYEES - Classified employees are to adhere to the guidelines outlined in Charleston County School District Policy GDBC -Classified Staff Supplementary Pay/Overtime in order to comply with the Fair Labor Standards Act. Each employee is responsible for signing in and out of their work day through the use of the KRONOS located in the front office teacher work room. Classified employees are prohibited from accumulating more than 40 hours per week without the expressed consent of the principal. In order for a classified employee to be paid overtime for a different assigned job responsibility, that employee must have worked 40 hours prior to being paid overtime (time and one-half) and **must have administrative approval prior to working**. For instance, if a student concern specialist also works as an after school tutor, in order to be paid overtime wages as an after school tutor, 40 hours must first be completed. If 40 work hours has not been secured first, overtime rate does not apply and the regular rate will be applied.

ATTENDANCE PROCEDURES-FACULTY FOR STUDENTS

Reporting attendance is one of the most important responsibilities of the classroom teacher because it impacts student safety, school revenue, and the attendance rate. As attendance records serve as official school documents, teachers are expected to follow procedures for maintaining accurate attendance records for their homerooms and/or classes. Teachers who fail to take attendance properly may receive written reprimands and it may be noted in the formal teacher evaluation process.

ADDITIONAL ATTENDANCE PROCEDURES

1. The attendance personnel will continue to make the judgment as to **lawful or unlawful absences**. Should attendance personnel have questions regarding the legality of absences, they will refer such questions to the administration.

2. Prior to departure of a field trip, the sponsoring teacher must submit a list of all students attending to the attendance clerk. The attendance clerk will email all faculty and staff a list of the attendees. Teachers should mark students not present in their classroom as absent. After receiving a verification of attendance for each field trip from the sponsoring teacher, the *Attendance Office* will check to see that all students have been coded correctly and record the appropriate attendance code for students attending the field trip in PowerSchool.

3. **All out-of-school suspended students must first report to the Main Office when they return to school and then be readmitted by an administrator during a scheduled parent conference.**

4. If a note is not brought by the third day following a student's absence, the absence becomes **unlawful**. The absence should remain unverified until a note is received.

5. **MANDATORY** – All students who were absent must present a readmit form from the attendance clerk. The readmit form will indicate if the absence was excused or unexcused. Students have 3 days after an absence to submit documentation to verify their absence. Teachers should not provide access to assignments unless an absence is excused

TEACHER ABSENCES

SHORT TERM ABSENCES (3 days or less) - When it is necessary for a teacher to be absent from school for three days or less, a three step process is required.

(1) The teacher must enter a request for the absence in the Employee Self Service (ESS).

(2) The employee must submit a request for a substitute through Kelly Services.

(3) Email AND call or text Michael De Jong at 843-830-4263 and 843.889.0716..

Teachers must give *24-hour* notice to allow adequate time for planning and provide an appropriate lesson plan for class coverage. When Kelly Services are unable to provide Substitutes to cover teacher absences, *certified teaching staff will cover for colleagues*. Any absences beyond 3 days requires official documentation and may require FMLA paperwork.

EMERGENCY ABSENCES (*after 12 a.m. on the day of the absence*) On rare occasions emergencies arise that require teachers to be absent from school.

1. Call or text Michael De Jong at 843.830.4263 AND 843.889.0716 and Mrs. Rings (via email) to notify that you will be absent.
2. Enter absence using CCSD's Employee Self Service (ESS).
3. Submit a request for a substitute through Kelly Services.

LONG TERM ABSENCES - Teachers must follow CCSD Protocol when requesting long-term absences and only principals can approve. The District will cover the cost of long term substitutes for protected leave (verifiable FMLA absences and workman's comp). The District will cover substitute costs for documented teacher vacancies and teacher assistant vacancies.

TEMPORARY (PERSONAL BUSINESS) LEAVE - When an employee needs to take a personal business day, he/she must make a request in ESS at least 48 hours in advance. Leave will NOT be granted for personal business unless this timeline is followed. Understanding that emergency situations may occur, the principal has the discretion to approve or disapprove requests if notice is less than 48 hours and/or if faculty requests for the same period exceed 10 percent of the faculty or if 10 or more faculty members have requested leave, whichever is the lesser amount. In accordance with CCSD Policy GCCAF - Professional Staff Temporary Leave, temporary leave shall not be granted during the following periods: first five days of school; last five days of school; to extend a school holidays; periods of standardized testing where the employee is involved in the testing program; last teacher workday; and periods, as designated by the principal or director, which may cause a detrimental effect on the educational mission of the school or department. Any request to deviate from the policy must be approved by the superintendent or her designee. Failure to receive approval for absences on any of these days shall result in loss of pay. See CCSD Policy GCCAF for further clarification.

PROFESSIONAL (SCHOOL BUSINESS) LEAVE - Professional leave experiences are typically anticipated weeks in advance of participation. When a teacher has been asked to represent Baptist Hill Middle High School in a professional development workshop, conference, or meeting, a request must be submitted in ESS at least two weeks in advance. This type of leave requires special documentation and must be approved by the Associate Superintendent of the High School Learning Community. Should you be asked to participate in any professional development offering, see the school secretary as soon as possible and not later than two weeks before the beginning of the event to complete all paperwork. If you need clarification on how to complete the forms, the school secretary or bookkeeper will be happy to assist you. It is the responsibility of the absentee to file a copy of the Absence Report with the school secretary in

the Main Office on the day of return from an absence. Failure to do so could result in a payroll deduction for the absence.

**BAPTIST HILL
MEETING MATRIX**

1st Wednesday	Leadership Team
2nd Wednesday	HS Department/Vertical Meeting
3rd Wednesday	Faculty Meeting
4th Wednesday	As Needed
Weekly	Office Hours/After School Tutoring
<u>During Planning</u> Every Tuesday Every 2nd Tuesday Every 1st & 3rd Thursdays	Professional Learning Community MTSS/SEL/PBIS Middle School Grade Level

ADDITIONAL MEETING REQUIREMENTS

Other meetings may be scheduled for select groups of teachers before, during or after school. These will be denoted on the meeting matrix. Professional Learning (PLC) sessions will be scheduled during planning times on Tuesdays. PLC attendance is required. Teachers should not schedule conferences with parents or other meetings on these days without the express written consent of their designated administrator. MTSS meetings will occur during PC times every 2nd Tuesday of the month.

DOCUMENTATION OF MEETINGS

Agendas, sign-in sheets, and minutes are required for all meetings in order to meet requirements for SACS, SIG, and other state documentation. All sign-in sheets should be given to the school secretary following the meeting. Agendas will serve as documentation and filed in the main office.

DRESS CODE – FACULTY AND STAFF

Baptist Hill Middle High School is committed to being a high performance organization focused on outstanding student performance, achievement, and preparation for a lifetime of success. The administration believes that student performance, achievement, and preparation for lifetime success *are positively affected by the professional appearance of the school's staff*. The professional appearance (which includes dress, accessories, other body adornments, and grooming) of staff members not only reinforces the shared vision of the school and the staff's identity as highly motivated professionals working toward a common mission, but also strengthens their morale, sense of professionalism, dignity and self-worth; the community's attitude toward the school and the teaching profession in general; and, directly and indirectly, the conduct, morale, and performance of the students.

All employees are expected to exercise good judgment in their choice of professional appearance for work and work-related activities by always appearing in a way that is appropriate to the situation and that will:

- invoke a positive impression from the community,
- provide appropriate role modeling for students,
- promote a working and learning environment that is free from unnecessary disruption, and
- be conducive to high student and staff performance.

During days when students are on campus and anytime employees attend work-related functions or activities when parents, community or students may be present (excluding sporting events, but including events such as workdays, PTSA meetings, meetings or conferences with parents or students after school, school plays or concerts, and student competitions), staff will appear in a professionally appropriate manner that enables them to serve as role models for students.

Examples of professional attire include but are not limited to:

Females	Males
Pantsuits, Suits	Dress or casual pants
Slacks with a shirt or blouse	Collared shirt (tucked into pants)
Slacks with a sweater, coat or jacket	Shirt and tie or Polo shirt
Dresses	Sweater
Skirts (at or below knee) with a blouse or sweater, coat or jacket	Professional Shoes
Professional shoes	

For all employees the following guidelines must be complied with:

- Clothing and shoes should fit appropriately and be in good repair.

- Hair should be clean, trimmed, and neatly styled and within reasonable limits that are not distracting in a professional environment.
- The rule of “nothing in excess” should guide the choices within the prescribed guidelines.
- All staff members are expected to be well-groomed and to model good hygiene at all times.

On special occasions when students are present (which will be announced well in advance), staff may be permitted to wear jeans and BHMHS shirt. Special passes may be distributed by administration or designee for special events or services.

The following is considered *inappropriate attire* for days when students are present or when the events such as those mentioned above that involve students, parents or the community are being conducted:

- jeans, jean skirts, jean jackets, jean blouses, jeans wear (**any color denim**)
- unprofessional tight-fitting or body-contouring clothing
- see-through blouses, skirts, shirts, shorts
- shorts of any type or any pants cropped above calf
- bare midriffs
- plunging necklines or any blouse that causes exposure when bending
- backless tops – shoulder bearing blouses
- cropped tops
- tank tops
- revealing skirts
- casual sweatshirts, sweat pants, sweat suits
- hats (unless worn for religious purposes or as a part of professional attire, such as health care professionals)
- sleepwear
- flip flops
- sunglasses

TOBACCO-FREE CAMPUS

Baptist Hill Middle High School is a tobacco-free campus, and smoking (including vaping) is prohibited anywhere on campus at any time by adults or students.

FINANCIAL PROCEDURES

TEACHERS, SPONSORS, AND OTHER SCHOOL PERSONNEL

Teachers, sponsors, secretaries, student representatives, community education employees, and other school personnel with duties affecting pupil activity funds and the collection with fees will become familiar with and assure compliance with the sections of this manual which are pertinent to their duties. Those persons responsible for activities for which a pupil activity account is

maintained will review the financial operations and position of the account monthly. Major activities involving large amounts with considerable activity will be reviewed weekly. All school pupil activity fund activities will be supervised and guided by a fund sponsor appointed to that position by the school principal. An activity fund's balanced annual budget plan must be completed and submitted to the principal. The bookkeeper must be provided with copies of documents which are applicable to obligations of the fund account. In compliance with CCSD policy, no teacher may sign a contract obligating the school or district without principal and central office authorization.

Responsibilities also include:

A. INCOME – RECEIPTS

1. Receive a pre-numbered receipt book from the bookkeeper at the beginning of the year.
2. All money collected from students must be **receipted** by 1:00 p.m. daily.
3. The following information must be recorded legibly on the receipt in the assigned receipt book. A sample of how to record this information is provided in the appendix.
 - a. Date
 - b. Student's name (or name of person paying)
 - c. Total amount of money collected in word form and numeric form
 - d. Name(s) of the account to which that money will be receipted
4. Submit a Money Receipt Form to the bookkeeper along with the funds you receipted.
5. Complete the Money Receipt Form by providing the following information:
 - a. Staff name
 - b. Money collected by category, then totaled (*Cash or Money Orders Only*)
 - c. All used receipt numbers
 - d. Date
 - e. Cash collected, then totaled
6. All money should be turned into the bookkeeper on the day you receipt it in your receipt book. Under no circumstances may the money be left in the basket outside the door. **Money must be turned in prior to 1:00 p.m. each day and must be submitted in an envelope. If the bookkeeper is not in her office, please turn money into the school secretary.**
7. When money is turned in to the bookkeeper to be receipted, both parties (the person submitting the money and the bookkeeper) must verify the amount receipted. The receipt must agree with the actual money on hand and the amount on the breakdown sheet.
8. The bookkeeper will receipt the money on the SFM program and provide an office receipt to you in the envelope in which you submitted the money. **The office receipt must be attached to the receipt book for auditing purposes.**
9. **You will be personally responsible for any money that is receipted by you but not turned in to the bookkeeper.** Money should not be kept in classrooms overnight. Your receipt book should be kept in a locked drawer. Failure to submit collected funds to the bookkeeper within 24 hours will result in a formal reprimand and progressive discipline.

10. When voiding a teacher receipt in your book, the white copy must always be retained in the teacher receipt book. If the word “VOID” is written on the yellow copy (carbon copy) and the white copy (original copy) is not attached, the receipt is not considered “VOIDED.”
11. The teacher receipt book may not be destroyed or thrown away, as these books are required for annual audit. Anyone receiving a receipt book must receive training and sign noting that this training was performed and sign for the receipt book at the beginning of the school year.

B. DISBURSEMENTS – PAYMENT REQUESTS

A Payment Request Form must be completed by you and approved (signed) by the principal before incurring a debt or making a purchase. Part 1 of the Payment Request Form is to be completed by the originator and must include the following information:

- Date
- Originator’s signature
- Payable to
- Estimated amount of purchase
- Brief explanation
- Account name
- Principal’s signature
- Additional approval, if necessary
- Invoice or receipt attached

If the principal approves the Payment Request, it should be given to the bookkeeper to hold until the check is needed. You can then place an order or make a purchase for which you can be reimbursed. When you are ready for the check to be written, an invoice or receipt **must** be attached to the approved Payment Request Form. Sign your name on the invoice or receipt to document that the merchandise was received. Payments from “monthly” vendor statements are not permissible. If the check is to be written for a lesser amount than the Payment Request was originally approved, draw a line through the amount on the Payment Request and write in the lesser amount. If the check is to be written for a larger amount than the Payment Request was originally approved, it must go back to the principal for approval of the larger amount. The principal should draw a line through the amount on the payment request, write in the higher amount, and sign beside the new approved amount. Once the bookkeeper writes the check and the principal signs it, the check will be given to you to deliver to the vendor or person being reimbursed.

C. TRANSFERS

Transfers are neither income nor expenses, but rather transfers of funds between accounts. These transfers will not be reflected on the school’s bank statement nor the Statement of School Accounts Report, except for transfers to and from savings and/or investment programs.

Normally the transfer of amounts from one account to another involves an account such as “pictures” or “miscellaneous,” which is sponsored by the school as a whole and for which the profit can be used as needed. Student Fee accounts, workbook accounts, and many others are restricted from having money transferred.

An Authorization of Transfer Form must be completed and signed by the principal before a transfer can be made by the bookkeeper.

The Authorization of Transfer Form must be completed by the teacher/employee whose account will be debited and must include the information below:

- Date
- Amount to be transferred
- From which account
- To which account
- Explanation/reason for transfer
- Originator’s signature
- Principal’s signature

D. FUNDRAISERS

You must complete a Request for Fundraising Project Form and submit it to the principal approval before committing to a fundraiser project.

The Fundraiser Request Form must be completed by the teacher/sponsor/employee that will be in charge of the fundraiser and must include the information listed below:

- Name of amount (enter once bookkeeper sets up account)
- Sponsor
- Date
- Project
- Vendor
- Date of project. (from -to)
- Selling price per item/Purchase cost per item/quantity
- Estimated profits
- Profits to be used for
- Sponsor’s signature
- Principal’s signature
- Date principal approval
- A copy of the approved Fundraiser Request must be given to the bookkeeper. The bookkeeper will set up a separate account for the fundraiser and will inform the sponsor of the account name to be used to deposit money and write checks.

Fundraising sponsors must complete the Summary of Fund Raising Form at the completion of the fundraiser and must include the information listed below:

- Account
- Date of activity (from – to)
- Monies collected (receipted #/date/amount)
- Total amount collected
- Payments to vendors (check #/date/amount)
- Total amount paid to vendor
- Total profits (amount collected minus amount paid to vendor)
- List of unsold items (# of items and description)
- Disposition plan for unsold items
- Signature of sponsor and date signed
- Signature of principal and date signed

A copy of the summary must be given to the bookkeeper.

Fund sponsors are initially responsible for the solvency of the fund account and the propriety of the school activity. Final responsibility and accountability lie with the principal.

E. TICKET SALES

One must use a pre-numbered ticket for any activity for which you charge for admission (athletic events, concerts, contests, plays, dances, etc.). These ticket numbers must be recorded on a Ticket Control Log by the bookkeeper. This log must be kept on file by the bookkeeper for audit purposes. Fundraiser forms must also be completed and on file with the bookkeeper.

F. SPONSORS

All teacher/employee sponsors who sponsor student groups or activities, such as cheerleading, band, chorus, senior class, etc., must manage and maintain proper record keeping for their activities. They must read and be in compliance with all CCSD Policies and Procedures pertaining to their activities.

FIELD TRIP PROCEDURES

All necessary forms for field trips are located on the Baptist Hill Google Drive. All required forms for local field trips must be submitted to the school secretary at least 20 days prior to the trip date and approved within 14 days prior to the trip. If a field trip is out of state it must be submitted to the school secretary 45 days prior to the trip and submitted to the district superintendent a minimum of 30 days prior to departure.

CLINIC

Except in an emergency, students must report to the classroom and be escorted to the nurse. In an emergency, never allow a seriously ill or injured student to go to the clinic alone.

ACCIDENTS

All accidents must be reported to the nurse and administration. An accident report must be completed any time a student or employee is injured. The school nurse will complete necessary

documents and make medical recommendations. Administrators must contact risk management to report an accident if a nurse is unavailable.

ACTIVITIES

The official school calendar is maintained through Google Calendar. **All staff are required to subscribe and utilize to the school calendar. See Dr. Stubblefield for any questions about the calendar.** Events such as assemblies, field trips, concerts, variety shows, etc. do not become official until the sponsor submits the request to the principal for approval. The event will be posted on the school calendar by administration. Use of the gymnasium must also be cleared with the athletic director by the sponsor of the activity. Any activity planned for after school hours must also be approved by the principal and placed on the school calendar. Energy Services must also be contacted for afterschool activities to schedule needed HVAC systems.

ACTIVE SUPERVISION/DUTY ROSTER

Active Supervision is a systematic method for monitoring student behavior, particularly in the school-wide setting. All school personnel are responsible for providing supervision of students at all times.

ASSEMBLIES

From time to time, assemblies will be held in the gymnasium or the cafeteria. **Teachers must accompany their classes to the assembly area and sit with them in their assigned areas. Teachers should NOT be seated together; they must be seated among their students.** Teachers without a class must attend the assembly to provide additional supervision. Each teacher is responsible for the behavior of students in his or her class during the assembly. To make this task easier, attendance should be taken prior to going to the assembly and checked again when the class returns from the assembly. If students know the teacher is still in control in the larger setting, they will be less likely to behave inappropriately. Students should also be told that appropriate action will be taken if they misbehave in the assembly. When informal assemblies, such as pep rallies, are held, students will be called from classes and will be directed where to sit with their grade level.

Student Technology Policy

Electronic Devices: Cellular Phones, iPads/Tablets, CD/MP3 Players, iPods, etc.

Students may use a cell phone or portable communication devices during designated times and in designated areas. Designated times would include before entering the building in the morning, during their scheduled lunch period, and after the dismissal bell. Designated areas are defined as in the cafeteria or courtyards. Personal devices may be used in the classroom setting only with explicit teacher permission with learning activities. Although allowed for high school students, no electronic devices of any type are allowed in the hallways by middle school students.

Electronic devices must be turned off when not in use (not on vibrate mode) and stored out of sight in pockets, book bags, backpacks, etc. Using a cell phone or telecommunication device may include but not be limited to text messaging, taking pictures, receiving and/or sending calls.

Students using or having cell phones or telecommunication devices visible at non-authorized times or in non-authorized areas will be referred to an administrator. Student infractions will be documented under the Progressive Discipline Plan and will start with the first offense.

School personnel and/or administrators are not responsible for the loss, theft or damage of any cell phone or telecommunication device brought onto school property.

Headphones, Headsets, Earbuds or other Audio Listening Devices Policy

Headphones, Headsets, Earbuds or other Audio Listening Devices should be stored out of sight in pockets, lockers, book bags, backpacks, etc. The use of these personal devices will only be permissible in classrooms with explicit teacher permission with learning activities.

School personnel and/or administrators are not responsible for the loss, theft or damage of any Headphones, Headsets, Earbuds or other Audio Listening Device brought onto or confiscated on school property.

Any exceptions to this policy must be approved in advance in writing by the principal.

STUDENT ATTENDANCE POLICY

ABSENCES AND EXCUSES

Students are expected to attend school regularly and shall present a written excuse, signed by the parent/guardian, in all cases of absence. All students returning after an absence are required to obtain a readmit form from the attendance office. The readmit form indicates if the absences are excused or unexcused. Students should only have access to missed work if the absence is excused. Further explanation about the information to be included in excuses is provided in the section 'Notes for Absence.' All excuses shall be strictly confidential. Excuses that misrepresent absences and excuses signed by someone other than the parent or guardian of a child shall be referred to the school administration for appropriate action. Any student who fails to bring a valid excuse to school within three school days automatically receives an unverified absence. Absences in excess of ten days per year will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation.

All absences shall be classified as either lawful (excused, unexcused) or unlawful. The terms "lawful" and "unlawful" are defined in the policy regulations. An excused lawful absence, including excused tardiness, shall permit a student to make up work missed during the absence. *A student must be enrolled (not just registered) in order to be counted absent.*

LAWFUL ABSENCES	UNLAWFUL ABSENCES
<ul style="list-style-type: none"> ● Illness of the student ● Medical or dental appointment ● Court appearance ● Death in the immediate family ● Observance of a religious holiday ● Activities approved by the administrative team ● Extenuating circumstances as determined by the principal 	<p>Absences from school, including absences for a portion of the day, shall be considered unlawful under the following conditions:</p> <ul style="list-style-type: none"> ● Willful absence from school without the knowledge of the parents ● Absent from school without acceptable cause with the knowledge of the parents ● Homebound or home-based students who are not available for planned sessions.

STUDENT TARDY POLICY

An appropriate amount of time is allocated during class change and returning from breakfast and lunch. A warning bell is sounded 1 minute before the tardy bell to ensure that students need to expedite their return to class. When the tardy bell rings and the student is not inside of the classroom, the student is tardy. At this time the student must report to the Student Concern Specialist to obtain a blue tardy pass in order to be admitted into your classroom. The student concern specialist is required to log each tardy and enter a referral for the student after 3 infractions.

RESTROOM POLICY

An appropriate amount of time is allocated during class changes, breakfast and lunch for restroom use by students. In the event a student has an emergency situation during a class period and needs to be excused to the restroom, the teacher will issue a pass to the student to go to the nearest restroom. Teachers should note the time a student exits the classroom and returns. Students with medical problems, temporary or chronic, should provide documentation to the office to receive permission to use the restroom. Short-term permission will be given on the presentation of a parental note; long-term permission will require documentation from a physician. **Teachers should never deny a student access to the restroom.**

CCSD STUDENT DRESS CODE POLICY 2021-2022

Students are responsible for dressing in an appropriate manner at all times while on a school campus or while involved in a school or district-sponsored event/activity. Wearing appropriate attire promotes a positive influence on the school climate. In addition to clothing, and shoes, student attire includes any jewelry, emblem, badge, symbol, sign, comment, or other items worn or displayed by an individual.

Guidelines for Attire

- Clothing is to be worn appropriately and in the manner for which it was designed.
- Pants shall be worn at waist level.
- Undergarments shall not be exposed at any time.
- Clothing shall not reveal bare skin between upper chest and mid-thigh.
- Shorts, skirts, and dresses shall be of adequate length to assure modesty.
- **Hats, hoodies or head coverings** shall not be worn in the school buildings (unless approved for health or religious reasons).
- Shoes shall be worn at all times.

Prohibited Attire

- Clothing or other attire with words or images depicting or relating to tobacco, drugs, or alcohol
- Clothing or other attire displaying inflammatory, suggestive, racial, or other inappropriate writing, advertisement, or artwork
- Clothing or other attire displaying profanity, obscenity, violence, weapons, symbols of hate, or offensive content
- Clothing, jewelry, accessories, and/or manner of grooming which indicates or implies gang membership or affiliation
- ***Clothing or attire that is body contouring such as, but not limited to, leggings, jeggings, tights, or yoga pants worn without shirt or top that reaches fingertip length***
- Loungewear, pajamas, and bedroom slippers
- Shirts, tops, or dresses that are backless, strapless, halter-style, cut-out, bare-shouldered, or spaghetti straps
- Extreme clothing or other attire that would interfere with the learning process, cause a disruption of the educational environment, or be a health or safety hazard.

Students found to be in violation of the dress code will be subject to corrective action.

Students will be required to adhere to the dress code policy. Students who are in violation of the school dress code will choose one of the three following options.

1. Use a loaner uniform from the school.
2. Contact parent to bring them appropriate attire.
3. Contact parent to pick them up from school.

SCHOOL CULTURE

Capturing Kids Hearts

Baptist Hill Middle High School has implemented Capturing Kids Hearts as our school-wide culture plan. The primary focus of Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract. By decreasing delinquent behaviors such as disruptive outbursts, violent acts, and drug use. All teachers participate in a two-day training provided by the Flippen Group utilizing the EXCEL teaching model and reinforcing the role of emotional intelligence in teaching. Teachers learn to build classroom rapport and teamwork to create a safe, trusting learning environment. Learners develop a sense of student empathy for diverse cultures/backgrounds which assist in increasing classroom attendance by building students' motivation and helping them take responsibility for their actions and performance.

PBIS (Positive Behavioral Interventions and Supports)

PBIS is an evidenced approach to school-wide discipline that has been recognized by the US Department of Education and SC Dept. of Education as the preferred model for Multi-Tiered Systems of Support (MTSS). Through the implementation of PBIS proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments on a continuum of positive behavior support for all students. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. A PBIS matrix outlining goals and behavior expectations was developed and middle grade students were taught expectations during their Character Education class. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. Throughout Baptist Hill there has been a significant drop in administrative discipline referrals, expulsions, and number of students being referred to CCSD's Department of Alternative Placement.

STUDENT BEHAVIOR CODE AND CONSEQUENCES

Students at Baptist Hill Middle High School are required to conduct themselves at all times and places in a manner that will be in the best interest of the school. Conduct that contributes to any disturbance or invasion of the rights of others is a basis for student suspension or expulsion. The rules, regulations and due process are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules are effective during the following times and places: on the school grounds during and immediately before or immediately after school hours; on the school grounds at any other time when the school is generally being used; off the school grounds at a school activity, function, or event; and en route to and from school on a school bus or other school vehicle. In order to maintain an atmosphere conducive to learning, certain standards of behavior are necessary. Each student is under the direct control of all staff members and their substitutes. Standard procedures for disciplinary infractions will be enforced through the use of the Charleston County School District Progressive Discipline Plan. Additional guidelines may be obtained from the 2020-2021 Charleston County Student Code of Conduct.

Progressive Discipline Plan (PDP)

The CCSD Progressive Discipline Plan (PDP) is a guide for all administrators to use when processing office discipline referrals. Administrators may elect to provide additional interventions or assign a lesser consequence based on extenuating circumstances. In addition, administrators may assign a more exclusionary practice with approval from a level director. The PDP is used to ensure consistency and fairness when assigning interventions, support, and disciplinary consequences to students.

The PDP was created with the assistance of elementary, middle and high school administrators, elementary, middle and high school, teachers and district staff. Monthly meetings were held throughout the school year to gather input and review data and feedback. To ensure all stakeholders' input was included, as applicable, a representative from the Department of Alternative Programs and Services attended principal meetings, teacher of the year round table meetings, and conducted district-wide surveys. The final draft was submitted to the Charleston County Board of Trustees for review and feedback.

The infraction title and codes listed in the PDP are assigned by the state. The majority of the behavior levels are directed by the state, however behaviors considered more egregious towards adults, may have been placed in a higher level (for example, profanity is a Level 1 offense based on the state's code, but profanity towards an adult is considered a Level 2 infraction for CCSD). Changes such as the example given, were approved by the planning committee and are outlined in the PDP with the proper interventions and consequences.

"Banding" is a new term for the 18-19 school year. Banding addresses the accumulation of multiple "like" referrals by a student, so that school leaders are able to provide timely and responsive interventions and supports to students who are experiencing challenges. Infractions "banded" together, will follow the same progression of consequences AND interventions.

TERMS TO KNOW:

- **PDP** - Progressive Discipline Plan
- **Teacher Managed Referrals** - Behaviors that will be assigned consequences/interventions by the classroom teacher
- **Office Managed Referrals** - Behaviors that be assigned consequences/interventions by the administrator
- **Levels** - Refers to the severity of the behaviors (ranges from Level 1 (less severe) to Level 3 (most severe))
- **Referral to DAP** - A discipline hearing will be conducted by a DAP staff member in the DAP office.
- **Referral for Expulsion** - A discipline hearing will be conducted by the constituent board in the zone in which the school is located.

CCSD High School Progressive Discipline Plan -Teacher Managed

Classroom Managed/Teacher Managed: Behaviors which adversely affect a student's educational progress. Classroom/Teacher Managed infractions should be handled by the classroom teacher and are not processed through a formal referral for disciplinary actions from administration. However, these infractions are documented by the teacher. Cases of multiple or chronic offenses may require administrative/guidance action (assistance) and referral for interventions.

Infraction	Definition
Dishonesty	Failure to knowingly tell the truth; also includes obtaining petty objects without permission like food and school supplies (not technology)
Disrupting Class	Behavior that interferes with instruction, learning, and a safe and orderly environment which includes, but not limited to, chronic talking, throwing objects, horseplay, teasing, being out of the seat/not sitting in the assigned seat, rude noises, selling items on campus, etc
Dress Code Violation	Noncompliance with the District and/or school dress code
Electronic Device	Failure to adhere to the authorized time of use outlined in the school's electronic device policy in the classroom
Failure to Complete Work	The act of not completing assigned written, oral, or physical work
Hall Pass Violation	To be in a hallway without written permission; to alter or change a hall pass from its original intent
Horseplay	Rough or boisterous play or pranks that could harm another or disrupt the learning environment
Identification Violation	Failure to comply with school identification rules
Inappropriate Affection	Unsuitable or improper physical contact, action or gestures, or display of public affection which creates an uncomfortable/ stressful environment for the recipient person
Inappropriate Behavior	Actions or gestures of conducting oneself in a disruptive or disrespectful manner to include tone, attitude, and body language that is negative or abrasive towards another student or adult
Inappropriate Language	Inappropriate or irreverent language that is not demeaning or not directed to another student or adult
Inappropriate Materials	Related to the possession or viewing of items considered to be unsuitable for school or school related activities
Littering	Placing trash improperly so as to be a nuisance or health concern
Running	Running in the hallway, classroom, cafeteria, or any other unauthorized area in the school that could pose a safety issue
Tardy	Arriving late to school or class. Refer to the school's tardy plan. Multiple referrals will result in level 1 referral
Throwing Objects	To propel or cast in any way anything that is visible or tangible without proper authorization

Each school should establish MTSS/PBIS systems to provide a protocol for teachers to address classroom managed referrals.

Possible Interventions:

- Behavior Contract
- Clarify Expectations
- Reteach Expectations
- Explicit Instruction
- Modify activity
- Alternate Assignment
- Peer Buddy
- Peer tutor
- Problem solving sheet
- Proximity control
- Quiet correction
- Positive Reinforcement of appropriate behavior
- Restorative conversation
- Seat change
- Teacher/student conference

Possible Actions:

- Confiscate items
- Detention
- In class exclusion
- Verbal or written Apology
- Loss of Privilege
- Parent / Teacher conference
- Parent / teacher contact (phone, email, text, letter)
- Temporary removal from class
- Verbal Warning
- Written or verbal reflection
- Written warning
- Mediation

STUDENT ACADEMIC MISCONDUCT

It is the responsibility of the subject teacher to actively supervise students during a testing. Under no circumstances should a teacher accuse a student of cheating unless he or she has proof. Should a questionable situation arise, let the student know he is putting himself in a dubious position. It is the teacher's responsibility to use preventative methods to discourage cheating. To that end, teachers must not grade papers, read, work at the computer, email, or leave the classroom while a test is being given. Teachers should be up from their desks, circulating within the classroom during testing. When evidence of cheating exists, teachers should refer student(s) to their administrator. Any evidence pertaining to the academic misconduct should be secured by the teacher until requested by the administrator. Administrators will follow the CCSD Progressive Discipline Plan to determine appropriate consequences.

IN SCHOOL SUSPENSION (ISS)

The goal of having a student assigned to in-school suspension is to provide an opportunity for the student to regain control of his/ her behavior. **Only administrators may assign students to ISS.** Student Concern Specialists will work closely with the ISS Proctor to ensure that the experience in ISS provides more time for reflection than actual punishment. The goal is to have the student recognize how his or her actions contributed to the consequence of in-school suspension. It is the intent of the administration to keep as many students in school as possible versus having them in out-of-school suspension. When students are not in school, there is no opportunity for faculty and staff to positively influence them. Severe issues that warrant out-of-school suspension will certainly be dealt with appropriately.

BHMHS ACADEMIC HONESTY/RESPONSIBILITIES

Statement of Principle and Policy regarding academic honesty and integrity:

Academic honesty and integrity are essential to excellence in education. Since assignments, exams and other schoolwork are measures of student performance, honesty is required to ensure accurate measurement of student learning. Each student, parent and staff member has a responsibility to promote an academic culture that respects and fosters individual achievement.

Honor Code:

On all coursework (assignments, exams, projects) undertaken by the students of Baptist Hill Middle High School, the following commitment is expected:

On my honor, as a Baptist Hill Middle High School student, I will neither cheat nor plagiarize on any coursework. This statement means that the student understands and has complied with the expectations of academic integrity and honesty set forth by Baptist Hill Middle High School.

Shared Responsibilities:

Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

Student responsibility:

To not participate, either directly or indirectly, in cheating or plagiarism; to actively discourage cheating or plagiarism by others.

Parent responsibility:

To actively support the Baptist Hill Middle High School honor code; to support his/her child in the understanding and upholding the Baptist Hill Middle High School honor code.

Staff responsibility:

To promote the Baptist Hill Middle High School honor code; to establish expectations regarding academic integrity and honesty; and to be prepared to address violations of the honor code when it occurs.

Definition of Cheating:

Cheating is misleading an instructor in some way so as to receive or attempt to receive credit for work not originated by the student or work performed with unauthorized assistance. Cheating includes, but is not limited to:

- Copying from another student’s examination, assignment, or other coursework with or without his/her permission;
- Unauthorized collaboration that violates the teacher’s established expectations;
- Allowing another student to copy his/her work;
- Having another person take an examination, write a paper, or complete an assignment;
- Giving or receiving copies of examinations with or without an exchange of money or other forms of reimbursement;
- Revealing/receiving examination content, questions, answers, or tips from another student or removing such information from the classroom after an examination through the use of notes, scratch paper, technology, verbal communication, etc.;
- Using technology inappropriately to complete coursework or examinations;
- Resubmitting substantially the same work that was produced for another assignment or course without authorization.

Definition of Plagiarism:

Plagiarism is the use of passages, materials, words or ideas that come from someone or something else, without properly naming the source.

Examples include, but are not limited to:

- copying someone’s assignment;
- copying text or other materials from the Internet or other source without citing them;
- paraphrasing items from a book or article without citing them;
- using translation software to translate sentences or passages; or
- using the same sentence structure or thesis as another source without citing it.

Basically, if someone or something else has done the work (or a portion of it) for you, and you

do not acknowledge it, you are being academically dishonest. *If there is evidence of violation of the honor code by a student or students, an investigation will be conducted in a dignified, confidential and respectful manner.*

The continuum of problem-solving strategies and/or consequences:

All violations of the honor code should have consequences appropriate to the circumstances. Similar violations will merit similar consequences. Consequences may include, but are not limited to:

- Redo the assignment/exam;
- Reduced grade for the assignment/exam;
- Reduced grade for the assignment/exam;
- Zero for the assignment/exam;
- Letter of apology
- Student explains offense to parent
- Teacher contacts parent
- Referral to administration and student system documentation
- Removal from course with an F
- Loss of Baptist Hill Middle High School co-curricular, leadership or scholarship opportunities
- Loss of National Honor Society (or other academic societies) membership
- Revocation or refusal of teacher college recommendation letter
- Any appropriate combination of the consequences listed above

How do I, as a Baptist Hill Middle High School student, avoid cheating?

It is simple:

1. ALWAYS, ALWAYS, ALWAYS do YOUR OWN work!
2. NEVER let someone copy any of your work from a test or an assignment.
3. NEVER share information about a test after taking it.
4. Do not collaborate or “work together” on an assignment, project, or exam unless the teacher has given permission for collaboration.
5. If confronted by a peer to cheat or if tempted on your own to cheat, just remember your responsibility as a Baptist Hill Middle High School student to uphold the Baptist Hill Middle High School Code of Honor.
6. Use the power of technology responsibly.
7. Listen to your “gut instinct.” If it doesn’t feel right, it probably isn’t.

And finally, if you observe some of your peers cheating or you feel undue pressure from your peers to cheat, feel free to share this information individually with your teacher.

Helpful Telephone Contacts

Contact	Telephone	EMAIL
POWERSCHOOL		ps_help@charelston.k12.sc.us
TECHNOLOGY HELP DESK	843-308-8181	it_help@charleston.k12.sc.us
HUMAN RESOURCES	843-937-6300	
Brendan Glaze	843-371-8005	brendan_glaze@charleston.k12.sc.us
Danielle Dates	843-609-5335	danielle_dates@charleston.k12.sc.us
Michael De Jong	843-830-4263	Michael_DeJong@charleston.k12.sc.us

Baptist Hill Middle High School

Employee Handbook Employee Receipt and Acceptance

[TEACHER ACKNOWLEDGEMENT](#): required by August 27, 2021