



BUTLER ACADEMY

**Scholar & Family  
Handbook**

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## SECTION 1: SCHOOL IDENTITY

### 1.01. Mission

Our mission at Butler Academy is to create an enthusiastic culture of learning in which every scholar is expected and positioned to succeed academically. We realize this mission by emphasizing the social and emotional well-being of our scholars, families and staff.

### 1.02. Vision

Our vision is to become the cornerstone of a community that seeks to unite school, community and family in the provision of a high-quality K-12 whole child education.

### 1.03. Model

Butler Academy is a Compassionate School. This means we are focused on helping our teachers and support staff understand fundamental brain development and function, learn pedagogy, recognize the importance of self-care, interpret behaviors correctly, and manage negative behaviors successfully with compassion.

Our faculty, staff and parent volunteers are trained to recognize and respond to behaviors from a place of empathy; and to remember that: “a child whose behavior is creating issues is not trying to cause a problem. They’re trying to solve a problem” (American Journal of Pediatrics, 1956). By training all adults to be trauma-informed and funnel all situations through a social and emotional development lens, we equip all staff and volunteers to have the proper perspective when interacting with scholars. In order to effectively create an enthusiastic culture of learning and position all children for success, families, staff, and scholars must commit to working together towards our common mission and vision.

### 1.04. Core Values

At Butler Academy, scholars are expected to demonstrate the BRAVE Scholars core values: Belonging, Respect, Accountability, Vision, and Excellence. We use these core values to teach specific behaviors that can be improved over time and rewarded. All within the BA family (scholars, staff, and families) are expected to display these values and hold each other accountable for embodying them in and outside of the classroom.

#### **BRAVE Scholar Core Values (abbreviated)**

##### **BELONGING (focus on community)**

1. We remember that we are part of a community.
2. We seek opportunities to make others feel included and appreciated.
3. We encourage others to do their personal best.

#### RESPECT (focus on one-on-one relationships)

1. We treat everyone with kindness.
2. We value what others say, think, and feel.
3. We honor ourselves by taking care of our body and mind.

#### ACCOUNTABILITY

1. We honor our commitments to ourselves and to each other.
2. We take responsibility for our actions.
3. We admit our mistakes, and fix them when we can.

#### VISION

1. We stay curious and focused on growth.
2. We set ambitious goals and work toward them.
3. We never give up.

#### EXCELLENCE

1. We strive to achieve our best in all that we do.
2. We show commitment and pride when completing tasks.
3. We embrace challenge, seek help, and learn from our failures.

The unabridged version of our core values can be found in the Butler Academy Culture Handbook.

## 1.05. Leadership Team

President: Jerome Reyes

Vice President of Operations: Venesa Reyes

Director of Operations: Jamesa Campbell

Dean of Academics, grades K - 5, Rachel Johnston

Dean of Academics, grades 6 - 8, Chenethia Brown

Dean of Academics, grades 9 - 12, Lauren Hasty

Dean of Students, grades K-12, Candace McCray

[reyes@butleracademy.us](mailto:reyes@butleracademy.us)

[vreyes@buteracademy.us](mailto:vreyes@buteracademy.us)

[campbell@butleracademy.us](mailto:campbell@butleracademy.us)

[johnston@butleracademy.us](mailto:johnston@butleracademy.us)

[brown@butleracademy.us](mailto:brown@butleracademy.us)

[hasty@butleracademy.us](mailto:hasty@butleracademy.us)

[mccray@butleracademy.us](mailto:mccray@butleracademy.us)

The Dean of Academics role at BA is similar to the principal position at other public schools. **If you have a concern, please reach out to your scholar's teacher first.** If you need additional support, please contact the appropriate dean for your scholar based on their grade level. See list above.

## 1.06. Contact Information

Phone: (843) 287-2399

Fax: (844) 917-2780

Address: 710 S. 5th Street, Hartsville, SC 29550

Website: <http://www.butleracademy.us>

Facebook Page: <https://www.facebook.com/hartsvillecharter>

Instagram: @hartsvillecharter

## SECTION 2: ATTENDANCE

### 2.01. Schedule & Calendar

Electronic copies of our academic year calendar are available on the school website, and hard copies are available in the office. Our regular school day schedule is as follows:

	Kindergarten	Grades 1 - 4	Secondary (5 - 12)
<b>Breakfast</b>	7:30 - 7:55 a.m.	7:30 - 7:55 a.m.	7:30 - 7:45 a.m.
<b>School Day Begins</b>	8:00 a.m.	8:00 a.m.	7:50 a.m.
<b>Dismissal (M T Th F)</b>	3:10 p.m.	3:30 p.m.	3:30 p.m.
<b>Dismissal (Wednesday)</b>	2:00 p.m.	2:20 p.m.	2:20 p.m.
<b>Half Days</b>	12:00 p.m.	12:20 p.m.	12:20 p.m.

Our Extended Day Program (discussed in Section 5) runs from 4:00 - 5:00 pm.

The typical daily schedule for Lower School grades includes: Breakfast, Morning Meeting, Read Aloud, Vocabulary, Writing, Phonics, Guided Reading, Math and Problem Solving, Lunch, Afternoon Snack, Physical Education, Mandarin, Science, Social Studies, and Free Play.

All middle school scholars will have 80 minutes of math and 80 minutes of English daily, for every semester. Science and Social Studies are also yearlong courses. These four course courses will be supplemented with semester-long electives; such as art, Mandarin Chinese, physical education, and health.

### 2.02. Punctuality

Getting to school on time is key to your child's success – at school and in life. Our doors open at 7:30 a.m. each morning. Scholars arriving before 7:30 a.m. must wait with a guardian until the doors open, as the children will be unsupervised until this time. Lower School scholars should arrive between 7:30 a.m. and 7:55 a.m. Middle School scholars should be in their homerooms by 7:50 a.m. Kindergarten through 4th grade scholars arriving after 7:55 am must be signed in by a guardian at the reception desk. Middle School scholars arriving after 7:55 am may sign themselves in.

### 2.03. Absences

Regular attendance is essential to our scholars' success. Families are expected to ensure their scholar is in school each day, except in cases of illness or other emergencies. Excessive absences will be

considered a violation of the school commitment and scholars who miss an excessive number of school days may not be promoted to the next grade (please reference the Promotion Policy).

### **Lawful absences (Excused)**

- illness of a student;
- doctor's appointments;
- death or serious illness of a student's immediate family member;
- observance of a religious holiday of the student's faith;
- court appearance or court-ordered activity;
- activities approved by the president in advance (i.e. sports/band trips, educational travel, etc.);
- extenuating circumstances as approved by the president.

### **Unlawful absences (Unexcused)**

- absence from school for any portion of the day without the knowledge of their parents/guardians;
- absence from school for any portion of the day without acceptable cause with the knowledge of their parents/guardians (i.e. activities requiring pre-approval that were not pre-approved, etc.);
- absences without documentation submitted within 3 school days of returning to school;
- Absences with non-medical, non-legal documentation after the 10th absence.

### **President-Approved Activities**

At BA we encourage and celebrate scholars' unique interests, talents and abilities. In the event that a scholar would like to participate in an off-site event during school hours, the following must be true:

- The activity must take place with an official organization;
- The scholar/scholar's family must submit a written request at least 3 days in advance to the president from a leader in the organization detailing the event time, location and purpose;
- The scholar must be meeting or exceeding grade level expectations in all core subject areas.

## **2.04. Documentation of Absences**

When a child is absent, the parent or guardian must notify the school. Notification can be in the form of a medical/judicial note, a written parent note, or verbal notification by phone to the attendance coordinator (843-639-8455). Written notes can either be emailed ([attendance@butleracademy.us](mailto:attendance@butleracademy.us)) or physically delivered to the main office and must include the student's name, parent/guardian's name, date(s) of absence(s), and the reason for absence.

**The school will accept up to 10 parent excuses (verbal or written).** If a scholar misses school without notice to the office, the school will contact the scholar's parent or guardian by telephone, in writing, or in

person to ensure the safety and well-being of that scholar. Absences in excess of 10 days per school year or 5 in a semester course, **will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation.**

Families are asked to schedule medical appointments outside of school time as much as possible. The best times are Wednesday afternoons after 2:30 pm or days when school is not in session.

If you suspect or know that your child will be absent due to the outbreak of some communicable disease (such as chicken pox, lice etc.), you are required by South Carolina law to call the school on the day of the outbreak or suspected outbreak, and let the school personnel know this information.

## 2.05. Consequences for Chronic Absenteeism

Regarding excessive lawful and unlawful absences, South Carolina State Law requires a minimum class attendance of 170 days during the academic year for a student to receive credit in a year-long course and 85 days in a semester course. Any absences (lawful or unlawful) that exceed these thresholds may result in not being promoted to the next grade level or not receiving credit for the course. The School President reserves the right to retain any scholar who misses more than ten days of school.

## 2.06. Truancy

According to South Carolina state law, a student between ages 6-17 is considered truant when he/she has accumulated unexcused absences on three consecutive days **OR** has accumulated a total of five or more unexcused non-consecutive absences during the academic year. Butler Academy is required by the SC Department of Education to report trancies through PowerSchool. In either of these circumstances, the parent or guardian will meet with a school official to discuss the circumstances and develop an attendance plan for improvement.

## 2.07. Consequences for Tardiness

If a scholar is late five times in a semester or eight times in a year, it is considered a serious issue. At this point, the parent or guardian will meet with a school official. The circumstances will be discussed and a plan for on-time attendance will be developed.

## 2.08. Early Sign-Outs

Parents/guardians should ensure that their scholars are in school for the full day every day. Signing scholars out of school early on an ongoing basis establishes a pattern of non-attendance that negatively impacts academic performance. If a scholar is signed out five times in a semester or eight times in a year, it is considered a serious issue. At this point, the parent or guardian will meet with a school official. The circumstances will be discussed and a plan for consistently completing all school days will be developed.

## 2.09. Suspensions & Expulsion

If scholars are absent from school due to suspension, these days will be treated the same as absences. Upon a scholar's third suspension within a given school year, an expulsion hearing may be held to determine whether enrollment will be revoked. If an expulsion decision is upheld, the decision will be upheld for no less than 12 months, with the scholar becoming eligible for re-enrollment for fall semester subsequent to this 12-month period. If a scholar withdraws from Butler Academy pending an expulsion hearing or expulsion decision, the same timeline shall be imposed.

## 2.10. Attendance Meetings

Attendance meetings are required for truancy and will be held in cases of excessive absences, tardies and early sign-outs according to the guidelines above. These meetings are an opportunity for the school and family to develop a plan for improvement. Families that miss scheduled meetings will not receive quarterly report cards until the attendance meeting is rescheduled.

## SECTION 3: ARRIVAL

### 3.01. Arrival Guidelines

The school officially opens to scholars at 7:30 am each day. In order to ensure the safety of everyone, all cars should enter campus using the Poole Street entrance and exit via 6th street. Upon arrival, members of the school team will greet each scholar as he/she arrives. The scholars' uniforms will be checked upon arrival, and any violations will be communicated to the parent or guardian as appropriate.

### 3.02. Car Line Route

A map of our car line flow can be found on [our website](#). The car line begins on Poole Street. Please line up in a manner that would allow you to make a right turn into our Poole Street entrance. Families will not be allowed to exit onto the Poole Street entrance during Arrival or Dismissal, as traffic flow is in one direction only. If you have multiple scholars to pick up, please use the carline that corresponds to the grade level of your **youngest** scholar.

### 3.03. Morning Drop-off

For morning carline, please remember the following items to help car line run smoothly and keep our scholars safe:

- Families dropping off kindergarten scholars should also enter on Poole Street, but will follow the signs around the perimeter of the parking lot in order to drop off on the (south) side of the building, in the bus loop. Siblings of kindergarten scholars can also be dropped off at the bus loop.
- All other grades will use the front carline to enter through the main entrance (vestibule), and either head to the dining hall for breakfast, or proceed directly to their classroom if they have already eaten.
- **The Middle School (Back) Carline will be closed in the mornings.**
- Please drive forward to the next available staff member at the orange cone to drop off your children.
- Please do not use your cell phone when driving in the car line.
- Please have your children put down any toys or devices as soon as you drive onto Poole Street prior to drop-off so that they are ready to get out of the vehicle once you pull up to the school.
- Please wait for a BA staff member to open your car door before your scholar(s) exit the vehicle.
- For everyone's safety, if you would like to park and escort your scholar into the building, please wait until 7:55, when BA staff members will close the carlines. At that time, all families should follow the signs for "Park & Escort," then park and escort their scholars into the building to sign them in. Middle School Scholars can sign themselves in once dropped off.
- Animals are not allowed on campus. Please refrain from bringing animals whenever dropping off or picking up your child(ren).

## SECTION 4: DISMISSAL

### 4.01. Tags and Parking

For afternoon car line, please remember the following items to help car line run smoothly and keep our scholars safe:

- Please do not come into the lobby to pick up your child during the car line. Instead, please enter the building after the carline ends, when all remaining scholars will be called to the lobby. This typically occurs around 3:50 pm on all days except early release Wednesdays, when it occurs around 2:40 pm.
- Please do not park in or block the car line.
- Please do not pull up or pull over into any travel lanes in the parking lot in order to retrieve your scholar.
- If you arrive early, please remain in your vehicle while you wait for dismissal to begin. For safety reasons, you may never leave your vehicle unattended.
- If you have multiple scholars, please pick up your scholars in the car line that corresponds to the grade level of your youngest scholar.

### 4.02. Dismissal Guidelines

**With the exception of emergencies and 24-hour prior notice, please note that the Front Office is not open for early pick ups during the last 30 minutes of the school day.** If you need to pick up your child within the restricted time period, please alert our attendance clerk at least 24 hours in advance. What follows are additional guidelines for dismissal.

#### [Everyday except Wednesday](#)

The school day officially ends at 3:10 pm for kindergarten. For all other grades, the school day ends at 3:30 pm. While pick up begins at 3:10 pm, kindergarten scholars may stay and will be supervised until 3:30. Scholars who are not staying for the Extended Day Program must be picked up by 3:55 pm in order to avoid a \$25 fee. This fee will be used to compensate our dismissal staff for additional time worked.

#### [Wednesdays](#)

On Wednesdays, the school day ends at 2:00pm for kindergarten and 2:20 pm for all other grades. Scholars should be picked up no later than 2:40 pm on Wednesday.

#### [Animals on campus](#)

Animals are not allowed on campus. Please refrain from bringing animals whenever dropping off or picking up your child(ren).

#### [Lower School Dismissal Requirements](#)

The safety of our scholars is of utmost concern. Therefore, no scholar in grades K - 4 will be allowed to leave the school without an adult escort and no scholar will be allowed to leave the

school with an adult who is not his or her legal guardian unless that guardian has indicated on the school release form that the adult is authorized to pick up their child(ren). The only exception to this rule is siblings of scholars who are on the pick-up list and possess a valid state ID.

## SECTION 5: EXTENDED DAY PROGRAM (XDP)

### 5.01. Program Definition

Butler Academy offers an Extended Day program from 4 - 5pm. The program starts during the third full week of school, and is generally offered whenever we have a full school day. Exceptions to this will be denoted on our academic calendar. The fee schedule for this program is available on our website. Scholars who have a suspension in the current semester are not eligible to participate in the Extended Day Program.

The Extended Day Program schedule is as follows on **Monday - Thursdays ONLY**:

4:00 – 4:25 recess (snack provided)

4:30 – 4:55 QUEST (silent study)

5:00 – Dismissal

**Late Pick Up Policy:** The second occurrence of your child/children being picked up after 5:15 pm will result in your child/children not being able to attend Extended Day the following school day. If this occurs 3 times in a quarter, your child/children will not be able to attend Extended Day until the following quarter.

**Behavior Expectations:** To offer our scholars a consistent and safe Extended Day Program, our staff will continue to follow the behavior policies of the school day. If your scholar is not adhering to the school behavior policies after school, the following protocols will take place:

- **First Offense:** Verbal warning to the scholar, the family will be notified by one of our XDP coordinators.
- **Second Offense:** Written referral to a leadership team member, family will be notified by a Leadership Team member.
- **Third Offense:** Dismissal from the XDP for the remainder of the semester.
- **Additional Note about Behavior:** While the above expectations are in place for the XDP Program after school, please note that the Scholar & Family Handbook also addresses behavior expectations for the school day as follows:
  - “Scholars who have a suspension in the current semester are not eligible to participate in the Extended Day Program.”

### 5.02. QUEST

Before heading to their Passion Projects, BA Scholars participate in QUEST—which stands for Quality, Uninterrupted, Enforced Study Time. During QUEST, the entire school is devoted to silent study, with the exception of the dining hall where scholars may study in groups. This is also an ideal time for scholars to

complete their homework or receive tutoring from our Extended Day staff. QUEST is also part of our Day program for middle school scholars.

### 5.03. Pickup for XDP

The Extended Day Program begins at 4 pm, Monday through Friday. Families who are not participating in our Extended Day Program are responsible for picking up their scholars by 3:55 pm. Scholars who participate in Extended Day can be picked up during one of two windows:

- Before 5:00 pm, or
- Between 5:00 - 5:15 pm

To honor our staff schedules, we will be implementing the following **Late Pick Up Policy**: The second occurrence of your child/children being picked up after 5:15 pm will result in your child/children not being able to attend Extended Day the following school day. If this occurs 3 times in a quarter, your child/children will not be able to attend Extended Day until the following quarter. If there's anything we can do to support you with this policy, please contact our main office.

We also offer a late pick up option until 5:30 pm for an additional fee. Please call to inquire.

### 5.04. Behavior During Extended Day

To offer our scholars a consistent and safe Extended Day program, our staff will continue to follow the behavior policies of the school day. If your scholar is not adhering to the school behavior policies, the following protocols will take place:

- First Offense: Verbal warning to the scholar, family will be notified.
- Second Offense: Written referral to a leadership team member, family will be notified.
- Third Offense: Dismissal from the XDP for the remainder of the semester.

## SECTION 6: UNIFORMS

French Toast is the company that provides uniform needs. To be sure you are purchasing school approved items, please use the link on our [official uniforms page on our website](#). Uniforms improve our learning environment by:

- Helping scholars concentrate on their school work
- Setting a tone for serious study
- Removing distractions created by socioeconomic differences and trendy fashion
- Instilling discipline and self-respect

Uniforms unite our school community and demonstrate our sense of pride in education. When you see a group of scholars in the Butler Academy uniform, it is a powerful visual statement about our community and our commitment to education. When they put on their uniforms each morning, Butler Academy scholars commit to live up to high expectations for themselves.

Additionally, uniforms create a safe learning environment by helping school officials recognize intruders. Scholars and parents are expected to honor the uniform code so that valuable learning time is not spent examining scholar attire to determine appropriateness. Financial assistance to help with the purchase of uniforms may be available annually. Thanks to the generosity of our BA families, there are also gently used uniforms available at the front office. There are no eligibility requirements to receive used uniforms.

If a scholar arrives at school with an incorrect or missing uniform item, the family will be called and asked to bring in the appropriate item, or the child will receive a loaner to change out of the inappropriate item. In that case, the family will be notified and asked to return the borrowed item within a week.

Uniforms must be worn during school hours and Extended Day programming, as well as during field trips and special school activities. Scholars are not permitted to change out of their uniforms during or after school unless participating in college or career readiness activities, or an Extended Day activity that **requires** non-uniform clothing.

The entire [Uniform Policy](#) can be found on our website as well as below.

### **Pants / Shorts/ Skirts**

Skirts, skorts, capris, shorts and pants must be khaki in color, modest in style, worn at the waist, and not overly tight. The hemlines of skirts, skorts, and shorts must be no shorter than 2 inches above the knee when seated. Girls are required to wear shorts under skirts. Long (to the ankle) navy, white, or black leggings may be worn under skirts, shorts or skorts. Wearing long dresses is discouraged because it may limit a scholar's ability to fully participate in physical education. **Jumpers are not permitted** because they cover the uniform polo top.

### **Shirts**

Long or short sleeve polo shirts with the school logo are the required uniform top. **Other than plain white, navy, gray, or black undershirts worn under uniform shirts; underclothing should not be visible.** Girls and boys in grades 5-12 are required to keep their shirts tucked in at all times. Belts are optional, but if worn, must be solid black, brown or navy.

**Shoes**

Shoes should be safe to wear and minimize distractions. They should be **solid** white, black, or navy in color and closed-toe, closed-heel, tied, or fastened. Heels or soles should not be higher than 1 inch. Slippers, Croc-like shoes, thin-soled shoes, flip-flops, or open-toed shoes are not permitted. Solid navy, white, or black socks or leggings are considered part of the uniform, but must come down to the ankle and be a solid material without holes.

**Accessories & Outerwear**

Students may wear makeup, jewelry and hair accessories as long as it is consistent with uniting our school and demonstrating our sense of pride in education. No hats of any kind, including baseball caps, may be worn inside the school building. Head coverings of a religious nature are permitted. Outerwear such as sweaters or sweatshirts with an official Butler Academy logo are considered a uniform item and acceptable at all times. Non-uniform outerwear that is worn for warmth to and from school and during outside recess is not considered a uniform item.

**Free Dress Guidelines**

Uniforms are not required during interim programs. Nonetheless, clothing should be modest and fit appropriately; nothing overly tight or baggy. Shirts must cover shoulders and midriffs. Shorts, skorts, and skirts should follow the BA hemline guidelines.

**Physical Education (P.E.)**

There is a gym uniform for Middle School only, starting at Grade 6. Lower School scholars may not change clothes for P.E.

**Avoiding Distractions from Education**

Students may wear makeup, jewelry and hair accessories as long as it is consistent with uniting our school and demonstrating our sense of pride in education. No hats of any kind, including baseball caps, may be worn inside the school building. Head coverings of a religious nature are permitted. Outerwear such as sweaters or sweatshirts with an official Butler Academy logo are considered a uniform item and acceptable at all times. Non-uniform outerwear that is worn for warmth to and from school and during outside recess is not considered a uniform item.

[Thank you for reflecting our Core Values of Respect and Excellence as you honor the BA uniform code.](#)

## SECTION 7: [ACADEMICS](#)

### 7.01. Homework

Homework is an essential component of the Butler Academy educational program. It is designed for scholars to practice skills taught in the classroom and develop good study habits. Families can help their scholars by establishing routines at home for scholars to follow each day and by providing a quiet, organized place to work. Homework must be completed in full and in accordance with Butler Academy high standards for professional presentation.

### 7.02. Assessments

Butler Academy employs multiple assessments to monitor scholar progress, inform instruction, and ensure that all scholars are on the path to college. Teachers and administrators work to create a positive environment for assessments, making them opportunities to show off all that scholars have learned. The assessments are administered throughout the year. Beginning in 3rd grade, scholars will participate in state testing. Teachers analyze the results to inform their instruction and identify scholars ready for the next level of challenge and/or in need of extra help. Results are shared with families through notes home, phone calls, conferences, and report cards.

### 7.03. Literacy At Home

All scholars are encouraged to read a minimum of 20 minutes every night (including weekends and holidays). Practicing now will help scholars build stamina and a love of reading. Teachers will help scholars document and keep up with their reading progress (how many books, increased levels of text, and reading stamina). The scholars who read the most at home are consistently the best readers. **Supporting your child's reading at home is the best way to help them improve their reading fluency, accuracy, vocabulary, and comprehension.** It is especially helpful when you ask your child to read out loud and pause occasionally to allow him/her to tell you what he or she has just read.

### 7.04. Academic Progress Conferences

In the middle of the first and second quarters, parents come to the school for Family-Teacher Conferences to meet with their children's teachers. Please see [our calendar](#) for dates for these conferences. If a family or a teacher has to miss a scheduled conference due to an emergency, the teacher will contact the family to reschedule the conference within two weeks of the initial date.

### 7.05. Promotion Policy

Butler Academy considers a holistic approach to retention and promotion. In order to be promoted to the next grade level, scholars must meet the following criteria

#### **Grades K - 4**

- A minimum 90% attendance rate for the year and a minimum 80% on-time rate for the year (including tardies and early dismissals)
- Passing grade in Language Arts and Mathematics
- Above the 25th percentile OR one year's worth of progress on the MAP Assessment

#### **Grades 5 - 8**

- A minimum 90% attendance rate for the year and a minimum 80% on-time rate for the year (including tardies and early dismissals)
- Passing grade in Language Arts and Mathematics
- Above the 25th percentile OR one year's worth of progress on the MAP Assessment

Butler Academy is committed to making individual decisions on grade level promotion based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest academic, social, and emotional potential. Several factors are considered when making decisions on whether or not a scholar is promoted to the next grade. Grade-level mastery, attendance, evidence of academic growth on school and district diagnostics, and social-emotional readiness are some of the things the team will discuss when determining each individual's trajectory. The team, composed of teachers, guardians and other members of leadership, will discuss the following: *What will benefit the scholar most? How will the scholar thrive if retained? Academically? Emotionally? What will support look like for this scholar and how will that vary from one grade to another?*

Scholars who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP in alignment with the school's promotion policy. The BA Leadership Team and staff will communicate this policy proactively to scholars and families and will uphold and implement the policy fairly and consistently.

## SECTION 8: SCHOOL CULTURE

### 8.01. Class and Homeroom Assignments

At BA, we strive to make class and homeroom assignments that are purposefully diverse and representative of varying learning abilities and skills. We also take into consideration how scholar needs overlap with the support resources we provide, such as IEP services and reading intervention. Our class assignments are otherwise randomized. As part of our commitment to equity, because we cannot accommodate all assignment requests, we do not accept or accommodate any requests for a specific teacher or for certain students to be placed together or apart.

Our School President does reserve the right to reassign a scholar to another classroom during the course of the school year at his or her discretion, but these occasions are rare. Two other exceptions to our placement guidelines are as follows:

- We solicit input from families of twins in grades K and 1 regarding whether to place the siblings together or apart.
- We solicit input from homeroom teachers with children enrolled in their assigned grade level regarding whether their scholar would thrive socially and emotionally if assigned to their homeroom

With scholars who can potentially be together for 13 years (grades K - 12), conflicts are almost inevitable. However, we don't view avoidance as the solution. Instead these conflicts are reminders of our commitment to teach our scholars key life skills like effective communication, healthy relationship building, and conflict resolution. Similarly, we view teacher concerns as a reminder of our commitment to continually support and position every BA educator for success.

### 8.02. Classroom Names

At BA, our expectation is that every scholar will be prepared to attend a high-quality college or university. From Day 1, this is a real possibility, and everything we do is in service to that goal. To promote this mindset, classrooms for grades K through 8 are named after colleges and universities. The names have been chosen to represent schools that are relatively close to home, have ACT composite scores of 23 or higher, a proven track record of graduating female and minority students, and/or a specific partnership or direct connection with Butler Academy. During homeroom, scholars will learn about their college's location, academic programs, and traditions. Through cheers and fight songs, each class will also represent their college's mascot and culture at school-wide events throughout the year.

### 8.03. Restroom Procedures

It is expected that all BA scholars will be fully potty-trained. This means that scholars must be able to button/unbutton/zip/unzip pants, shorts, skirts, or skorts, fully wipe themselves after using the restroom, and be able to change their own clothing in the event of an accident. Children can go to the restroom at

the teacher's discretion whenever necessary throughout the day. We ask parents to notify the school if their child has unique needs regarding use of the restroom.

## 8.04. Friday Celebrations

Friday Celebration takes place on the last Friday of each month. This is an all-school gathering that showcases the grit, integrity, and academic achievement of our scholars. It also gives us the chance to publicly demonstrate the gratitude we have for each other as one team and one family. Family members are invited and encouraged to attend this event **starting on the last Friday in August**.

## 8.05. Classroom Parties, Birthdays, and Other Events

To maintain the structure and consistency of the school day, Butler Academy does not host classroom parties (birthday or otherwise). However, we recognize the importance of birthdays in a scholar's life and will ensure that all children are recognized on their birthday.

In alignment with our core value of belonging and to honor our commitment to creating an inclusive learning community, if a parent wishes to distribute home birthday party invitations at school, the invitations must be distributed to all scholars in the class. The only exception is for gender-specific parties; in these cases, invitations must be distributed to all of the boys in the class for boy-only parties, and to all of the girls in the class for girl-only parties. Parents may not distribute invitations at school to a select group of scholars. Out of respect for other families' traditions, dietary choices, and values, please do not send edible party items or toy party items to classrooms. Items such as pencils, erasers, stickers, etc. can be sent, but you must send enough to distribute to the entire class.

**Exception:** If there is an edible component to a cultural celebration, research project or other educational purpose occurring in the classroom, **the teacher** will request approval from the appropriate dean. The food item(s) must not violate our policy on what foods are allowable on campus (See Section 11.03). If approved, the teacher must reach out to the parents of their scholars in that class in advance with details of the edible items to be shared and ensure there are no allergies or diet restrictions that would prohibit all scholars from participating. In accordance with our Local Wellness Policy, food will not be used as a reward for behavior.

## SECTION 9: CODE OF CONDUCT

### 9.01. Expectations & Restorative Practices

We hold our scholars to high standards of honesty, integrity, and respect both on and off campus. We expect scholars not to engage in conduct that harms or creates a threat of harm to themselves or others, their or others' physical or intellectual property, or to Butler Academy and its community.

We all make mistakes. Sometimes, even with the best intentions, the impact of our words and actions can be negative. We ask all of our community members to practice mindful speech and action and to acknowledge when they have made a mistake and attempt to make amends. As an educational institution, we understand the value of "failing forward." Sometimes, however, harm has been caused that requires a school response.

We believe that certain conduct or behaviors can harm our community and interfere with the educational mission of the school. The purpose of discipline is to either change inappropriate behaviors, or to remove the scholar so that there is a positive school environment conducive to learning and teaching.

Butler Academy uses a restorative practices model. A restorative approach fosters problem solving when problematic behavior occurs to help scholars learn to resolve disagreements, take ownership of behavior in ways that restore relationship and community as well as engage in acts of empathy and forgiveness. The goal of a restorative approach is to provide scholars and adults a framework for navigating personal, social or cultural conflicts that emphasizes the importance of resolving these conflicts through acts of social healing, guided restoration and community development.

### 9.02. Enrollment Review

The essential measure of assessing scholar progress at Butler Academy is a scholar's growth. If a scholar or their family is failing to demonstrate movement and growth academically, socially, or behaviorally, that scholar's placement at Butler Academy will be reviewed. Upon review, the BA Leadership Team may recommend to the Board of Trustees that a scholar and/or family not be eligible for re-enrollment for the upcoming school year. Upon receiving that recommendation, the Board will make a final decision. **What follows are the reasons for which we will review the placement of a scholar at Butler Academy**, followed in italics by the question we will use as the premise of the subsequent conversation between the school, family, and scholar.

- **Academics:** Failing courses two years in a row.  
*Is this the best school for your scholar if they are not earning credit?*
- **Attendance:** Repeated violation of the Butler Academy' Attendance Policy.  
*Is this the best school for your scholar if they are not attending regularly and consistently on time?*
- **Community Membership:** Scholar repeatedly demonstrates an inability to be a positive member of the Butler Academy community.  
*Is this the best placement, if the scholar is not progressively making choices that lead to a positive community?*
- **Alcohol and Drug Violations**  
*What interventions need to be put in place to help the scholar?*
- **Harassment, Bullying or Physical Fighting.** Physically fighting and/or personal harm is a violation of the community's anti-harassment policy. Any scholars involved in initiating and/or participating in a fight may be removed from Butler Academy due to the impact of their actions on the community.  
*Are the scholar's actions and choices making the Butler Academy community unsafe?*
- **Lack of Family Partnership:** Butler Academy is founded on a two-generation family engagement model.  
*If a scholar's family is unwilling to partner with the school in a respectful, collaborative way, is this the best placement for the scholar and their family?*

### 9.03. Classroom-Level Discipline

At Butler Academy, we work to ensure that every child is safe and has the chance to learn without disruption. We have high expectations for scholar behavior and we “sweat the small stuff” to create and preserve a focused learning environment. Discipline is thought of as part of the learning process. When there is an issue, supports are provided to scholars on an individual basis. In every instance, BA staff are expected to be firm and consistent, but calm and loving. If problems arise between or among the children, staff may stop the problem using one of the following:

- a. Remind students of the expectations
- b. Redirect toward expected behavior
- c. Adjust learning environment (i.e. relocate desk or teacher proximity)
- d. Facilitate a problem-solving conversation
- e. Ask scholar to take a "break" (allow time and space to reset in specified location)
- f. Remove a scholar's privilege
- g. Contact the scholar's parent or guardian for support

Our teachers will also use a variety of strategies to promote positive behavior and use positive reinforcement to create a healthy classroom community. We recognize and celebrate scholar successes

at every opportunity. We also use logical consequences to address inappropriate behavior and to teach appropriate behavior. Scholars may lose school privileges (free play, field trips, etc.) when they violate the rules of their classroom and school communities. Butler Academy staff members are committed to enforcing consequences consistently and fairly for scholar behavior. Possible classroom-level consequences for individual scholar misbehavior include the following:

- Non-verbal warning
- Verbal warning
- Reflecting on behavior orally and/or in writing
- Verbal or written apology
- Teacher-initiated break within the classroom
- Scholar-to-scholar mediation
- Scholar-teacher conference
- Scholar-Support Staff conference
- Sitting in his/her seat during breaks
- Modified lunch setting
- Modified (but not revoked) recess for elementary scholars
- Seating arrangement changed
- Note home to parents to be signed and brought back to school
- Call home to parents
- Request meeting with parents
- Confiscation of property (if related to infraction)
- Performing extra service for the school, such as cleaning (if related to infraction)
- Paying for or replacing damaged or missing property
- Missing school events, trips, or activities
- Exclusion and/or removal from a particular class or event
- Individual written agreement

Student behavior that persists or otherwise causes distraction(s) to the learning environment may also result in Leadership Team intervention. Behaviors that are intentionally physical (kicking, hitting, pushing), or otherwise aggressive will result in a call or letter to parents, conference, other behavioral intervention, suspension, or expulsion. In the next section, we will define the various levels of possible violations of our code of conduct, as well as possible consequences.

## 9.04. Violations of Community Standards

While restorative practices and character education are built into the culture of Butler Academy in order to create a safe, joyous and enthusiastic culture of learning, we recognize that there may be times where consequences for inappropriate actions may occur. These consequences are not limited to, but may include the following depending on the infraction:

### **Level 1: Minor Infractions**

Level 1 infractions are primarily teacher managed, but parent/guardian collaboration is encouraged. Actions that are categorized as a Level 1 are the least serious infractions that interfere with the orderly operation of the classroom, a school function, extracurricular/ co-curricular program or approved transportation. Examples of Level 1 infractions are:

- Engaging in minor disruptive or disrespectful behavior
- Failing to follow directions
- Arriving late to school/class or violating the school's attendance policy
- Violating the Dress Code
- Littering on school grounds or causing minor damage to school property
- Going to an area within the school building (e.g., other classrooms, the Main Office, hallways, etc.) without permission or at undesignated times
- Horseplay / play fighting
- Inappropriate noise levels in lunchroom, gym, or during arrival or dismissal
- Verbal or nonverbal messages that may include swearing, name calling, gossiping, spreading or starting rumors, or purposely embarrassing or humiliating another staff or scholar.

### **Possible School Responses to Level 1 Infractions**

The staff member facilitating the response to the infraction should create a log entry in PowerSchool if (a) parent contact is made, and/or (b) if the teacher identifies the incident as part of a pattern of behavior or as behavior that is likely to lead to an infraction beyond Level 1. Appropriate interventions and consequences may include:

- Verbal or non-verbal warning by school staff
- Reminders of appropriate behavior and task at hand (redirection)
- Written Assignment – analyzing the impacts of these behaviors on our community
- Recommended counseling
- Community service assignment
- Restorative practice circle
- Loss of privileges
- Other in-school disciplinary action
- Verbal or written reflection
- Conversation with a Teacher's Assistant (TA) or Grade Level Assistant (GLA)

## **Level 2 Infractions**

Level 2 infractions are managed by the teacher, support staff or a Leadership Team member, depending on frequency and/or intensity. School communication with the scholar's parent/guardian is required. These actions can be chronic examples of the infractions in Level 1, or more intense in nature. Level 2 acts are directed against or toward people or property that do not seriously endanger the health or safety of others. Examples of Level 2 infractions are:

- Repeatedly committing Level 1 Infractions
- Using school equipment (e.g., computers, tablets, phones) without permission, improperly, or in an unsafe manner
- Unauthorized use of a cell phone
- Verbally or physically disrespecting a fellow scholar, whether in person or through the use of the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in similar behavior inside or outside of school grounds and regardless of the device used in such a way that materially and substantially disrupts the work and discipline of the school
- Retaliating by hitting a person back. This is not self-defense and will be considered as actively participating in the physical altercation.
- The delivery of direct or technology-based messages that involve intimidation, exclusion, threats, or name calling - repeated, unfair and one-sided.
- Repeated or deliberate physical contact (bumping, shouldering, pushing, shoving, etc.) between scholars that is harmful or disruptive, but is quickly de-escalated and does not result in injury
- Consistently arriving late to school or class, or violating the school's attendance policy
- Disrupting class or educational process repeatedly (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.)
- Leaving class, school-related activity, or school premises without the school's authorization
- Posting, viewing, or distributing inappropriate or offensive materials on a school or personal device during school hours
- Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects in a way that compromises the safety of others or disrupts the learning environment

## **Possible School Responses to Level 2 Infractions**

The staff member facilitating the response to the infraction should create an incident summary, detailing the incident. They should also notify their team lead about the infraction via email within 24 hours, with the subject line of "Incident Summary (First Initial, Last Name)." Depending on the determined consequences, the Team Lead may convert the summary into an Incident Report, which will be entered into PowerSchool by our Operations Team. In addition to the aforementioned Level 1 responses, additional interventions and consequences included for Level 2 infractions may include:

### **(includes Level 1 responses and/or the following)**

- Conversation with a Dean of Academics or Dean of Students
- Meeting between BA staff, scholar, and a parent/guardian
- A verbal or written apology to the community
- Community service assignment
- Counseling support

- Restorative circle
- Verbal or written reflection
- Sent home for a reset if incident occurred in the morning
- Suspension, typically 1 or 2 days
- In-School Support (see section 905)

### **Level 3 Infractions**

Level 3 infractions are managed by a Leadership Team member and a meeting with the scholar's parent/guardian is required. Level 3 infractions are chronic examples of the infractions in Level 2, or more intense in nature. Examples of Level 3 infractions may include:

- Committing repeat Level 2 Infractions
- Delivering disrespectful messages with the intent to hurt in any format (including attire) related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
- Physical Altercation/Fighting: Physical contact between two individuals which is harmful, has the potential to cause injury, and is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than "minor physical altercation" as a larger response is required to diffuse the situation.
- Inappropriate contact with an adult, including hitting, pushing, bumping, or actions that are sexual in nature
- Exhibiting blatant and repeated disrespect for school policies, community, or culture
- Violating Technology, Internet Safety, and Technology Acceptable Use Policy
- Forgery, lying or providing false or misleading information to school personnel
- Engaging in academic dishonesty (which includes, but is not limited to, cheating, plagiarizing, copying another's work, or colluding or engaging in fraudulent collaboration)
- Tampering with school records, documents, or materials
- Falsely activating a fire alarm or other disaster alarm
- Making threats of any kind, whether in person or through the use of the Internet, social media, or any other technology while on school grounds and during school hours
- Vandalizing or misusing school property or property belonging to any member of BA (which includes, but is not limited to, writing on desks, writing on school books, damaging property)
- Stealing or knowingly possessing property belonging to another person without proper authorization
- Repeatedly failing to attend class, school, or any school activity or event or repeatedly violating the school's attendance policy, including missing mandatory academic intervention

### **Possible School Responses to Level 3 Infractions:**

- A conversation with a Dean, Provost, or President
- Meeting between BA staff, scholar, and a parent/guardian
- A verbal or written apology to the community
- Community service assignment
- Restorative circle
- Counseling support and/or an individual intervention plan
- Verbal or Written Reflection
- Suspension, typically 3 to 5 days

- Removal of privileges for 9 weeks

#### **Level 4 Infractions**

Level 4 infractions are managed by a Dean in collaboration with the Provost or President. A meeting with the scholar's parent/guardian is required. These actions are chronic examples of the infractions in Level 3, or more intense in nature. Level 4 acts of misconduct are the most serious. Level 4 acts may result in a suspension with consideration for a recommendation for expulsion. Examples of Level 4 infractions include:

- Committing repeat Level 3 Infractions
- Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs)
- The willful or malicious destruction of school system property or the property of others, including theft
- Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including, but not limited to, sexual harassment, sexual misconduct, and
- Physical or sexual assault
- Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of Butler Academy
- Using social media, technology, or any web-based tool to impersonate, create false profiles/personalities, accessing systems without authorization (hack), or engaging in similar deceitful behavior on any platform or school-issued or personal device.
- Possession of a blade less than or equal to 2 inches on school grounds.
- Possession of a weapon at school. A "weapon" is defined as a firearm, knife with a blade-length of over two inches, dirk, razor, metal knuckles, slingshot, bludgeon, or any other deadly instrument used for the infliction of bodily harm or death.
- Threatening violence or harm (including claiming to possess a weapon).
- A violent act motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.
- Possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, E-cigarettes, and vaping), drug paraphernalia, or illegal or controlled substances. See Section 908 for more details.

#### **Possible School Responses to Level 4 Infractions**

Possible responses include all options listed for Levels 1, 2, 3; and/or the following:

- Mandatory Meeting with BA staff, scholar, and a parent/guardian
- Nonparticipation in a school activity (which may include, but is not limited to, communal lunch, enrichment or extracurricular activities, school events, or trips)
- Restorative Circle
- Counseling Services
- Suspension, typically 5 days and/or pending an expulsion hearing
- Expulsion
- Police Involvement

## 9.05. Physical Affection at School

Butler Academy is committed to maintaining a school climate that is safe, inclusive, culturally warm, and focused on learning. We recognize that positive connections and healthy relationships are an important part of adolescent development. At the same time, physical affection must remain appropriate to an academically focused school setting so that every scholar feels safe, respected, and able to concentrate. This policy provides clear guidance on what physical interactions are appropriate at school.

### **Appropriate Physical Contact**

The following are permitted:

- High-fives, fist bumps, and handshakes
- Quick, natural hugs for greeting, celebration, or brief comfort
- Supportive pats on the shoulder or upper back

### **Inappropriate Physical Contact**

The following behaviors are not permitted at school, on transportation, or at any school-sponsored event:

- Kissing of any kind
- Prolonged or lingering hugs, including full-body pressing, swaying, or cuddling
- Hand-holding as a romantic gesture
- Sitting on laps
- Leaning on one another in a romantic or intimate manner
- Sitting or standing without visible space between scholars
- Any physical contact of a sexual, suggestive, or intimate nature
- Encouraging or inviting another person to engage in any of the above behaviors
- Sharing bathrooms stalls with another person of any gender

### **Restorative Response**

These expectations apply equally to all scholars, regardless of gender, sexual orientation, or relationship status. First instances will typically be addressed through private redirection and restorative conversation. Repeated concerns will involve family communication, counseling support, and/or behavioral interventions. Violations of these guidelines may also escalate directly to the consequences outlined for Level 3 or Level 4 Infractions as outlined in Sections 9.01–9.05, depending on severity.

## 9.06. In-School Support

A scholar who violates the Scholar Code of Conduct may be given In-School Support (ISS) for one or more days at the Leadership Team’s discretion. ISS may be served the day it is issued, or scheduled for a subsequent day (or days). Failure to serve ISS in whole or in part, may result in a suspension. During ISS, scholars will complete academic work and also have dedicated time with guidance to consider their choices and how their choices impacted the community around them. The scholar may also participate in the process of deciding upon the appropriate steps for remediation.

## 9.07. Academic Dishonesty

At Butler Academy, a pledge of academic honesty and integrity is the essential commitment that each person makes to themselves and to the community at large. As members of a learning community, teachers and scholars thoroughly discuss academic honesty with regard to each class and subject area. Below are some examples and working definitions of academic honesty violations:

- **Excess assistance with assigned work, including homework.**  
While scholars are encouraged to seek appropriate guidance from teachers, classmates, and tutors, it is a violation to copy another's work, provide work to be copied or to receive excessive assistance. Scholars should be clear about the teacher's expectations regarding collaboration, which may be assignment-specific. Scholars are expected to acknowledge the assistance they have received on submitted work.
- **Plagiarism**  
Plagiarism is literary theft, defined as intentionally or unintentionally using another person's or source's ideas or language without clear attribution and credit. Plagiarism includes having someone else do your writing, copying someone else's work, or presenting someone else's language or ideas as if they were your own.
- **Cheating**  
Cheating includes copying someone else's work or answers, presenting someone else's work as one's own, or knowingly providing work for someone else to copy or use for credit. Cheating on homework or assessments, using resources inappropriately, and copying other people's work is not only unfair, it also means that a scholar is not actually learning the material. If scholars are unsure about an assignment, a test question, or a testing procedure, they should go to their teacher and ask for directions.

Based on the scholar's grade level, the corresponding Dean of Academics will determine appropriate consequences, but cheating, plagiarism, and copying others' work may result in loss of academic credit, in-school suspension, out-of-school suspension, and/or other consequences.

## 9.08. Gun Free Schools Act Policy

Any scholar who possesses, uses, or transfers a firearm on school grounds or at a school-sponsored activity will be recommended for expulsion for one calendar year. A firearm is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. The term firearm also includes any explosive, incendiary, poison gas, bomb, or grenade. On a case-by-case basis, the SCPCSD Superintendent with the recommendation of the school President may modify the one calendar year expulsion recommendation.

## 9.09. Tobacco Policy

No person is permitted to possess or use tobacco or a tobacco substitute in any way at any time, including non-school hours, on school property, or at any school-sponsored event or activity off campus. Tobacco substitutes prohibited by this policy shall include any substance delivered via e-cigarettes or vaporizers, as well as smokeless tobacco.

A student who uses, possesses, or distributes drugs, alcohol, or tobacco on campus, or while attending a school-sponsored activity, will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel.

## Section 10: FAMILY INVOLVEMENT

### 10.01. Volunteerism

Butler Academy families are partners in the education of their children. The important task of educating a child calls for the school, the scholar, and the family to work together to ensure success. Our School-Family-Scholar Commitment reflects this shared responsibility and outlines our roles and obligations. To keep families connected with our school and their child's education experience, we ask that family members

- Volunteer at BA for at least ten (10) hours per school year; 5 hours before Winter Break and 5 hours prior to May 15
- Attend celebrations and exhibitions of student academic and artistic accomplishments
- Attend scheduled Family-Teacher conferences, scheduled home visits, and essential meetings

### 10.02. Teacher-Family Communication

Throughout the year, you will receive phone calls from your child's teacher. This is an opportunity for you and the teacher to share updates about your child's academic and social progress and address any questions you may have. If you have an urgent question or concern, you can always contact your child's teacher or the school office via phone or email and expect a response within 24 hours when school is in session.

### 10.03. Take-Home Folders & School Announcements

Every day or at the end of each week (depending on your scholar's grade), he/she may bring home a take-home folder. The folder may contain:

- Assigned homework
- Reading Log
- School/class announcements
- Scholar work and assessments
- Behavior chart
- Class or Grade Level Newsletter

Teachers may use take-home folders, or other methods of daily/weekly communication between teacher and family. Communication sheets or newsletters may include a note about what your child is learning each day, noteworthy triumphs, and any specific requests or concerns. School-level announcements will be sent via a monthly newsletter, and will alert you to any updates to the schedule/calendar, upcoming events, field trip information, and other reminders. It is very important that you take the time to read information completely and respond when requested.

## 10.04. Family-Teacher Conferences

Research shows that the more parents and teachers share relevant information with each other about a scholar, the better equipped both will be to help that scholar achieve academically. Family-Teacher conferences are held quarterly for this reason. Please check the academic calendar for the exact dates of these conferences so that you may plan accordingly.

## 10.05. Volunteer Projects

Our support staff will occasionally send out requests for volunteers who can assist at the school with ongoing needs, such as arrival, dismissal, meal delivery, art class or specific projects. We are always grateful for any help you can offer.

## 10.06. Emergency Procedures

At the beginning of the school year, each teacher will review emergency procedures. Students will be taught how to respond during various emergencies through whole school drills. Monthly fire drills will be conducted throughout the year. Other Emergency Safety drills that may be conducted during the school year include severe weather and active threat drills, which are conducted once each semester. Procedures and evacuation routes are posted in each classroom. All staff are trained on all evacuation and safety procedures for the various types of emergencies. The school administration will keep record of these drills.

## SECTION 11: SCHOLAR CARE AND NUTRITION

### 11.01. Nursing Services & Medication

Butler Academy will notify the parent or guardian immediately if a scholar is injured or too ill to be at school. In the case of a minor illness or if a child requires medication during school hours, we can assist by administering medication. However, medication may not be given without the completion of a release form by a parent (if over-the-counter) or healthcare provider (for prescription medications). These health release forms can be found on [our website](#). All scholar medications are kept in a locked cabinet.

### 11.02. Emergency Situations

If there is an emergency at school, the parents or guardian will be called immediately. If the parent or guardian cannot be reached, the emergency contacts (per the Health Info page of the Enrollment packet) will be called. The Butler Academy nurse will handle any emergency situation along with the school's first response team. If a parent cannot be reached and it becomes apparent that the child requires medical attention, EMS will be called. The child will be taken to Carolina Pines Hospital for treatment. The school would supply any emergency medical records or health information to the EMS so that those records would accompany the child and the medical personnel. If a parent is not able to get to school in time to accompany the child, the school's designated person will accompany the scholar to the hospital until a parent/guardian arrives.

### 11.03. School Meals

Breakfast, lunch, and snacks will be available each day at Butler Academy through our food service vendor. These meals are free to all scholars. Families may send breakfast or lunch to school; however, *scholars will not have access to a refrigerator or microwave*. Fast food options (including beverages) for breakfast or lunch are not allowed. If you are sending meals to school with your child, we ask that you send nutritious foods in one bag or container that has the scholar's name on it. **Candy, gum, caffeinated drinks, energy drinks and sugary drinks (e.g. soda) may not be brought to school.** Any food items that are not allowed will be sent back home. [This is a visual](#) to help organize these guidelines.

Scholars will be allowed water breaks during the day and will be provided water and milk at lunch. Scholars are permitted to have water bottles that are accessible throughout the day.

#### **Food Allergies and Other Special Dietary Needs**

If scholars have a food allergy or other special dietary needs, parents/guardians must submit written documentation completed by a physician. This form should be submitted to our school nurse, Alvani Dolford (dolford@butleracademy.us) and must include the following information:

- an identification of the allergy, medical or other special dietary condition which restricts the child's diet
- the food or foods to be omitted from the child's diet
- the food or choice of foods to be substituted

## SECTION 12: OTHER INFORMATION AND POLICIES

### 12.01. School-issued Devices

Each K–12 scholar is issued a Chromebook at the start of the school year.

- **Grades 7–12:** May take Chromebooks home daily and return them at year's end. A separate agreement is required.
- **Grades K–6:** Chromebooks remain on campus for daily use only.

All scholars must use devices responsibly and will be charged for negligence as follows:

- **Repair:** Family pays repair cost or \$50, whichever is less.
- **Lost/Irreparable:** Family pays \$200 toward replacement.
- **Charger Damage/Loss:** Family pays \$10 toward replacement.

### 12.02 Cell Phones / Electronics

Scholars are not allowed to use wireless electronic communication devices or other personal electronic devices (games, iPods, etc.) in school during any part of the regular day or extended day program, nor on school field trips. All cell phones and personal electronic devices must remain powered off and kept inside book bags during the school day; they may not be carried on a scholar's person. If a cell phone or personal electronic device is seen at school, it will be confiscated from the scholar and returned when a parent or guardian comes to the school to pick it up.

'Wireless electronic communication device' means an electronic device such as a telephone, personal digital assistant, paging device, text-messaging device, smartwatch, or other device similar in function that can be used to wirelessly communicate with another person.

### 12.03. Messages / Phone Use / Voicemail

Scholars may not receive incoming phone calls or messages during the school day unless there is an emergency that requires immediate attention.

### 12.04. Scholar Belongings

Items including, but not limited to, toys, game cards, trading cards, silly bands, markers, stickers, and other non-school items are not allowed at school. Butler Academy provides scholars with all of the learning tools they need as well as items to be used during recess/recreation. Scholars who violate this rule will have their item(s) confiscated until picked up by a parent.

## 12.05. Lost and Found

The school keeps a small lost and found box in the main office. We encourage scholars to check this box when they have misplaced an item. At the end of every quarter, items left in the box will be donated to a local charity.

## 12.06. Inclement Weather

When inclement weather affects our region, BA will make school closure decisions based on weather forecasts and information we receive from the Darlington County Emergency Management Department. Our goal will always be to keep scholars, their families and our staff safe while on campus and during their commute to and from campus. BA reserves the right to close school in the event of a school-based emergency or facility issue. Whether due to inclement weather or facility emergency, we will notify all parents via phone and email.

## 12.07. School Visitor Policy

Families of Butler Academy scholars are encouraged to visit the school during designated event and meeting times and are always welcome to schedule individual meetings with teachers and administrators. Unless prior written approval from a Leadership Team member has been granted, families should not visit classrooms during instructional hours in order to limit disruption to our scholars and teachers.

All visitors in the building, including family members, vendors, and volunteers, are required to check in at the front office. A State issued driver's license or identification card must be presented and scanned into Raptor Technologies Visitor Management system. All visitors must wear a visitor's badge, including volunteers. The only door to obtain entrance into BA is our front buzzer/security door. Visitors who do not follow our building security/visitor's policy and will be asked to leave immediately. If any visitor displays behavior that is endangering scholars, using inappropriate language, threatening others in the building, etc., Butler Academy reserves the right to remove them.

## 12.08. Mandated Reporting

According to DSS regulations, any person paid to care for or work with a child, including any teacher, educational administrator, guidance or family counselor, who in the professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him or her, which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition shall immediately report such condition to the Department of Social Services as a mandated reporter or to such person designated by the school leader who shall file such report.

## 12.09. Non-Discrimination Policy

Butler Academy shall comply with all federal and state laws and regulations prohibiting discrimination. Specifically, it is the policy of Butler Academy that no person, on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability, or learning disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any education program or activity.

*Title IX Coordinator*

*Jamesa Campbell*

[campbell@butleracademy.us](mailto:campbell@butleracademy.us)

843-287-2399

## 12.10. Scholar Records

The school administration is in charge of scholar records. All scholars' records are kept in a locked cabinet, inside a locked records closet. This includes, but is not limited to: academic, medical, discipline, and attendance records. If a parent or guardian would like to examine a child's record, they should submit a request in writing to the Registrar. Within five business days of receipt of a written request, the school, depending on the requested information, will respond by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

There are two different types of scholar records:

**Directory Information:** Directory Information is basic information such as name, address, and telephone number. We will not share family information without permission from that family. Other information may be obtained, such as contact information for an employee of the school.

**Confidential Records:** Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent / guardian.

## 12.11. List of 3rd Party Apps

In the interest of transparency and in order to comply with federal law, we are disclosing all [3rd party services](#) with which we are potentially sharing any student data. The two scenarios when this is applicable are:

1. Teachers/Staff using these 3rd party services for instructional purposes or to support students' instructional needs.
2. Students are logging into a service provider's site in order to access educational content.

## Family Partnership Agreement

We believe that by working together as partners our school staff and families can create a safe, joyful, and challenging school environment that opens the doors of possibility for all of our scholars at BA. We commit to this partnership.

As a learning community, Butler Academy teachers and support staff commit to:

- Providing an education that supports a child's social, emotional and academic skills
- Maintaining an emotionally and physically safe learning environment where all scholars have the ability to learn and grow
- Planning and executing rigorous lessons every school day to prepare our scholars for success in their college and employment careers
- Assigning meaningful, developmentally appropriate homework
- Communicating with and making consistent efforts to inform families of scholars' strengths and challenges
- Communicating quickly and clearly with families when behavior concerns arise
- Making ourselves available to the questions, concerns, and suggestions of our families

In return, we ask that our scholars and families commit to:

- Making sure children arrive in the building no later than 7:55 am (Lower School) / 7:45 am (Middle School) everyday
- Picking up children from school at our designated dismissal time each day
- Preparing children for learning by sending them to school well-rested, with their necessary supplies, and dressed according to BA's uniform dress code
- Reviewing homework daily and signing Learning Logs, as required
- Carefully reading emails and signing papers BA sends home
- Working together with BA teachers and staff to teach children to be good citizens by reinforcing the BA core values and school rules
- Volunteering at BA for at least ten (10) hours per school year; 5 hours before Winter Break and 5 hours prior to May 15.

I have received the Butler Academy Scholar and Family Handbook. I understand that this handbook captures the policies and procedures of our school, but that policies and procedures will need to change from time to time. I understand that the school will update this handbook periodically and will notify me of any changes.