Charleston County School District

Elementary School

PARENT RESOURCE MANUAL

AND

STUDENT CODE OF CONDUCT

2016–2017

75 Calhoun Street | Charleston, SC 29401
(843) 937-6300

www.ccsdschools.com

Charleston County SCHOOL DISTRICT excellence is our standard

Charleston County School District

75 Calhoun Street | Charleston, SC 29401

Dr. Gerrita Postlewait, Superintendent of Schools
Dr. Valerie Harrison, Interim Chief Academic Officer

CCSD Board of Trustees

Mrs. Cindy Bohn Coats, *Chair*
Mr. Chris Staubes, *Vice Chair*
Rev. Chris Collins
Mrs. Kate Darby
Mr. Tom Ducker
Mr. Todd Garrett
Rev. Dr. Eric Mack
Mr. Michael Miller
Mr. Tripp Wiles

Associate Superintendents

Ms. Terri Nichols, *Associate Superintendent of Schools*
Ms. Mary Runyon, *Associate Superintendent of Learning Services*

Important Numbers

Alternative Programs	843-745-7150
Academic and Instructional Support	843-937-6465
Adult Education	843-746-6500
Department of Exceptional Children Services	843-937-6500
Districts 1 & 2 – McClellanville & East Cooper	843-849-2878
District 3 – James Island	843-937-6425
Districts 4 & 23 –North Charleston & Hollywood, Edisto, & Ravenel	843-937-6378
Districts 9 & 20 – John's Island & Downtown Charleston	843-937-6513
District 10 – West Ashley	843-937-6406
Durham Bus Services	843-725-3160
Elementary Learning Community	843-937-6401
Early Learning Community	843-937-6425
ESOL (English Speakers of Other Languages)	843-574-7914
Middle Learning Community	843-937-6513
Office of Expanded Learning (Kaleidoscope)	843-402-7806
Office of General Counsel	843-937-6515
Office of Nursing Services	843-745-2184
Office of Strategy and Communications	843-937-6303
Public Affairs and Volunteers	843-214-6067
School Choice Office	843-937-6406
Secondary Learning Community	843-937-6513
Title I Office	843-937-6372

Contents

DISTRICT INFORMATION

Mission, Vision, Core Values, and Goals. 4
Framework for Positive School Climate 5

PARENT RESOURCES

School Achievement Begins With Regular Attendance 6
South Carolina Compulsory Attendance Law 7
Truancy: Three Levels 7
Attendance Requirement for Promotion and/or Credit 8
Bus Transportation 9
Differentiate Between Bullying and Teasing 10
Assistance for Bullying 11
Cyberbullying 11
Services Available for Students with Special Health Care Needs 12
Health Services: Medication and Medical Procedures 13
Student Records (FERPA) 14
Alternative Programs 15

STUDENT CODE OF CONDUCT

Board of Trustees Code of Conduct Policies 17
Code of South Carolina 18
School Resource Officers (SROs) 18
SC Code of Law Section 59-24-60 Contact Law Enforcement 18
Level of Offense Descriptions, Interventions, and Consequences. 19
Student Dress Code 25
Electronic and Wireless Device Policy 26

PROCEDURE AND POLICY REFERENCE

Policies At A Glance 27
Suspension of Students – Policy JKD 27
Intervention, Discipline, and Expulsion Referrals 28
Expulsion of Students – Policy JKE 30
Additional Expulsion/Appeal Information 31
Disciplinary Procedures for Students with Disabilities 32
Crisis Intervention & Restraint/Physical Force 34
CCSD Code of Conduct Acknowledgement of Review 2016-2017 Form 35

DISTRICT INFORMATION

CHARLESTON COUNTY SCHOOL DISTRICT

Mission

The mission of the Charleston County School District, a dynamic system of challenging educational choices, is to increase student achievement overall and close achievement gaps in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

Vision

Every child will graduate from CCSD with the critical skills and knowledge necessary to succeed in college and the 21st Century global workforce.

Belief

CCSD believes every student deserves a safe, supportive, and engaging learning environment that encourages appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We believe a positive school climate encourages students to practice and succeed in making responsible and effective choices in order to reach their academic potential.

Core Values

Results – We will prioritize student achievement outcomes in everything we do and align every strategy and action with a measurable goal.

Access – All students - held to the highest expectations imaginable - will be provided with excellent instruction, enrichment opportunities, and challenging courses. Parents will be empowered with a full portfolio of great school choices.

Partnerships – Student success relies on partnerships between schools, families, and communities. We will encourage transparency, collaboration and feedback, and strengthen partnerships with every person, agency, and organization invested in our students.

Diversity – We see diversity as a strength and an asset. Fostering an environment of dignity and respect, our students will be prepared for a competitive world and our employees will represent the community that we serve.

Goals

- Close the achievement gap
- Elevate achievement overall
- Raise the graduation rate

Framework for Positive School Climate

Charleston County School District firmly believes positive school climates and consistent discipline policies and practices are critical to raising academic achievement and establishing safe learning environments. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure that the school environment encourages a climate conducive to learning. The CCSD Student Code of Conduct endorses the following guiding principles to assist school leaders and stakeholders:

1. Create positive climates and focus on prevention, through the use of multi-tiered systems of support (MTSS)
2. Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
3. Ensure fairness, equity, and continuous improvement.

Source: U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, Washington, D.C., 2014.

These guiding principles lay the foundation for creating safe, supportive, and engaging learning environments which ensure the highest level of academic, social, and emotional outcomes for all students. Effective evidenced-based practices include providing multiple tiers of academic/behavior/social-emotional instruction, interventions, and supports with positive and restorative approaches to student behavior. CCSD's district framework includes establishing multi-tiered systems of support (MTSS) for academics and behavior. Each school should incorporate MTSS and Positive Behavior Interventions and Support (PBIS) to provide universal expectations and systems.

1. Tier One/Universal (School-wide): High quality academic and behavioral instruction designed to meet the needs of all students across all settings.
2. Tier Two/Secondary (Strategic): Targeted interventions and supports for groups of students who are not making adequate progress with Tier One/Universal supports alone.
3. Tier Three (Intensive): Intensive interventions and supports for individual students who are demonstrating considerable academic and/or behavioral needs.

Tiered instruction, intervention, and supports should take place school-wide, in classrooms, in small groups, and with individual students and families with collective ownership and continuous communication and collaboration. Strategic planning occurs at each individual school based on the needs of their students and should result in a positive school climate with a restorative philosophy.

PARENT RESOURCES

School Achievement Begins With Regular Attendance

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

Students have the responsibility to be on time and attend all classes.

Lawful Absences (Excused)

- Illness of the student
- Medical or dental appointment
- Court appearance or court ordered activity
- Death in the immediate family
- Observance of a religious holiday
- Activities approved by the administrative team
- Extenuating circumstances as determined by the principal

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
- Absence from planned home-bound or home-based sessions

Note: Students are not considered absent when attending approved school field trips, arriving late due to bus problems, or assigned to an in-school suspension program.

Documentation of Absences
All absences require a written explanation from the parent/guardian within three (3) school days of return from the absence. Written explanation of absences must include the student's name, parent/guardian's full name, address and telephone number(s), dates of absence(s), and documentation of the reason for 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.

Tardiness
It is very important that students be on time at the beginning of the school day. Students are required to follow their school's tardy policy. Schools are required to admit students regardless of their arrival time. Students who arrive late are required to report to the appropriate administrative office before being admitted to any classroom or other school area to assure that the student is recorded as present.

Early Sign-Outs
Parents/guardians are strongly encouraged to ensure that children in their care are in school for the full day every day. Signing out of school early on an ongoing basis establishes a pattern of non-attendance and negatively impacts academic performance. Students with excessive early sign-outs will be addressed on a case-by-case basis by school administration.

All unlawful absences, tardies, and sign-outs will result in school-based and district level interventions.

South Carolina Compulsory Attendance Law

South Carolina Code of Laws Section 59-65-10 (as amended) reads:
All parents or guardians shall cause their children or wards to attend regularly a public or private school ~ of this State ~ from the school year in which the child or ward is five years of age before September 1st until the child or ward attains his seventeenth birthday or graduates from high school. All children are required to attend a public or private kindergarten beginning at age five. If parents choose not to send their children to kindergarten, they must sign a waiver, which may be obtained at the local school.

South Carolina Code of Laws of Section 59-65-20
Any parent or guardian who neglects to enroll his child or ward or refuses to make such child or ward attend school shall, upon conviction, be fined not more than fifty dollars or be imprisoned not more than thirty days; each day's absence shall constitute a separate offense; provided, the court may in its discretion suspend the sentence of anyone convicted of the provisions of this article.

South Carolina Code of Laws of Section 59-65-70
If the court determines that the reported absence occurred without the knowledge, consent, or connivance of the responsible parent or guardian or that a bona fide attempt has been made to control and keep the child in school, the court may declare such a child to be delinquent and subject the provisions of the law in such cases.

South Carolina Code of Laws of Section 16-17-510
It is unlawful for a person to encourage, entice, or conspire to encourage or entice a child enrolled in any public or private elementary or secondary school of this State from attendance in the school or school program or transport or provide transportation in aid to encourage or entice a child from attendance in any public or private elementary or secondary school or school program. A person who violates the provisions of this section is guilty of a misdemeanor and, upon conviction, must be fined not more than one thousand dollars or imprisoned not more than two years, or both.

Truancy: Three Levels

Truant: A child, at least 6 but not yet 17 years old, who has accumulated three consecutive unlawful absences or a total of five unlawful absences

Habitual Truant: A child, at least 12 but not yet 17 years old, who (1) fails to comply with the intervention plan developed by the school, the child, and the parents or guardians, and (2) accumulates two or more additional unlawful absences

Chronic Truant: A child, at least 12 but not yet 17 years old, who (1) has been through the school intervention process; (2) has reached the level of a habitual truant and has been referred to family court and placed under an order to attend school; and (3) continues to accumulate unlawful absences

Truancy Intervention Procedures

1. The School Level Truancy Intervention Team must communicate positive attendance challenges to the parent/guardian beginning with the first unlawful absence. The school will notify the parent by telephone or mail.
2. When a student accumulates three (3) consecutive or a total of five (5) unlawful absences the principal or designee will complete a truancy investigation.

3. A conference is required with student and parent or guardian to develop a truancy intervention plan designed to improve student attendance and eliminate unlawful absences.
4. A written truancy intervention and attendance contract should be signed by all participants with a copy provided to the parent and student.
5. When a student accumulates seven (7) unlawful absences the school will update the truancy intervention plan, indicate why the plan was unsuccessful, and make amendments as needed.
6. If the student accumulates the 10th unlawful absence and after exhaustive interventions, the School Truancy Intervention Team will file a report with the CCSD Truancy Office/Family Court Liaison for higher level interventions and investigations.
7. In the event that unlawful absences continue following the district level conference, the case will be reviewed for additional interventions and/or further action. The case may be referred to the Department of Social Services, the Ninth Judicial Circuit Solicitor's Office for participation in Family Court, or other interventions.

Note: Suspensions are not counted as unlawful for truancy purposes. A deadline will be imposed for the work to be made-up and the responsibility for getting and completing assignments will be on the student.

Attendance Requirement for Promotion and/or Credit

All students previously enrolled in the District and those residing in the state who are entering for the first time shall be counted unlawfully absent for each day missed due to late enrollment.

All absences are defined as lawful or unlawful. Students having a lawful absence shall be permitted to make up work missed during the absence. Absences determined as unlawful will not entitle a student to make up work missed during the time of the absence. Principals may use discretion in permitting students to make up work.

Appeal Process for Denial of Credit
Consistent with state regulations, parents/guardians have the right to appeal attendance violation decisions and/or to question the school records regarding attendance. The appeal should be made in writing to the school principal. The decision of the principal may be appealed to the Associate Superintendent. The decision of the Associate Superintendent may be appealed to the Constituent Board by written request for appeal within ten (10) days of receipt of the decision of the Associate Superintendent. The decision of the Constituent Board may be appealed to the CCSD Board of Trustees in writing within ten (10) days following the date of notification.

Bus Transportation

CCSD students are afforded the privilege of bus transportation to and from their home schools daily. Appropriate behavior by students is essential to maintaining safe transportation.

SC Code of Laws: Section 59-67-415. Parental responsibility for safe and timely arrival of children to and from bus stop.
Parents or guardians are responsible for the safety, conduct, and the timely arrival of their children to and from school and or the designated school bus stop before the arrival of the school bus for pickup and transport to school and the timely departure of the children after the school bus leaves the designated school bus stop after transporting the children from school. For purposes of this section, the phrase "arrival of the school bus"includes the time that the school bus assigned to the school bus stop activates the required pedestrian safety devices, stops, and loads or unloads students until the school bus deactivates all pedestrian safety devices.

Students are expected to arrive at the bus stop 15 minutes prior to the assigned stop time to allow for traffic variances.
Students are expected to comply with behavior expectations outlined in the CCSD Student Code of Conduct while on all CCSD buses, at the bus stop, and after exiting the bus for regularly scheduled and school-sponsored events.

These include, but are not limited to:

- Wait at the assigned bus stop in a safe and orderly manner, respectful and aware of traffic.
- Board the bus in a single file line, once the bus has completely stopped, proceeding directly to an available or assigned seat.
- Follow the directions of all bus personnel, maintain an appropriate voice level, and be respectful of all people and property.
- Keep all hands, feet, and objects to yourself and out of windows.
- Remain seated until the bus has come to a complete stop.
- Exit only at the assigned bus stop. Any changes to this must be presented in writing by the parent or guardian in advance to school principal or designee for approval.

Consequences for Code of Conduct violations on the school bus will be addressed by the school principal or designee, following the CCSD Progressive Discipline Plan. These include, but are not limited to, parent contact, student conference, assigned seat, and/or bus suspension. Serious or continuous Code of Conduct violations on the bus may result in bus suspension for the remainder of the year.

Child Development and Kindergarten Students
Child Development and Kindergarten students must be accompanied by an adult at all times. They should never be left alone at the bus stop. Parents/guardians, or their designee, are responsible for the child, at the bus stop, until the bus arrives and after the bus drops off the student.

If no adult is present at the bus stop to receive the (CD and K) students, they will be returned to the school for parent pick up.

How to Differentiate Between Bullying and Other Peer Conflicts and Teasing

What is Bullying? Bullying is defined as a deliberate, repeated act with intention to hurt, insult or threaten another person in school, on school grounds, in school vehicles, or at school events. Bullying consists of an imbalance of power.

Friendly Teasing	Hurtful Teasing	Peer Conflicts	Bullying
Equal power Neutral	Unequal power Sensitive topic	Equal power Occurs occasionally	Imbalance of power Occurs repeatedly
Purpose is to be playful	Purpose is to upset	Accidental	Intentional and serious
Joins relationships	Excludes	Negotiations and options	Seeks to gain power
Funny to both parties	Sarcastic	Withdrawing and options	Victim is vulnerable
		Relationship is valued	No remorse
		Effort to resolve	No effort to resolve
Friendly Teasing: One student comments to another student that he should turn his/her jersey inside out because his favorite team lost last night.	**Hurtful Teasing:** One girl comments to another girl that she looks chubby in the outfit she is wearing.	**Peer Conflicts:** Two students have a disagreement on the playground about which one will be the pitcher in kickball.	**Bullying:** One student repeatedly threatens another student that if he walks down a specific hallway he will get "beat up". Another example is one student repeatedly calling another student a name regarding his sexual orientation.

Three questions guide CCSD school officials to determine when a behavior constitutes bullying.

1. Was the alleged bullying behaviors repeated and deliberate?
2. Did the alleged bullying behaviors inflict harm or suffering?
3. Is there an imbalance of real or perceived power between the alleged victim and alleged author of the behavior?

Assistance for Bullying

If you are being bullied, harassed, or intimidated:

- Tell someone you trust – a parent/guardian, a teacher, or a counselor.
- Try not to show anger or fear.
- Calmly tell the student to stop or say nothing and walk away.
- Try to avoid situations where bullying is likely to happen.

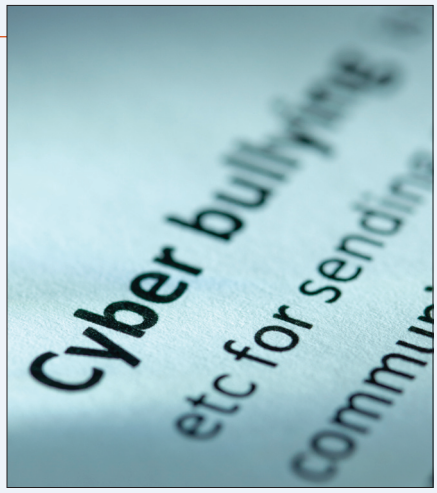
If you know someone who is being bullied, harassed, or intimidated:

- Tell someone you trust – a parent/guardian, a teacher, or a counselor.
- Don't encourage the bully by laughing or joining in.
- If you feel safe, tell the bully to stop!
- Encourage the bullied student to talk to someone he/she trust about what happened.

If you are being bullied, know someone who is being bullied, or know of a person or group who is bullying others, please call the CCSD Bullying Prevention tip-line at 1-877-250-2790, 24 hours a day, 7 days a week or contact the Bullying Compliance Manager at your school. Complaints can be made through the CCSD Anti-bullying Information and Resources link on the district's website.

CCSD BULLYING PREVENTION TIP-LINE: 1-877-250-2790

Cyberbullying



CCSD prohibits acts of cyberbullying. Cyberbullying is willful harassment, threat and/or intimidation of a person through the use of digital technologies, including but not limited to, email, blogs, texting, social media, chat rooms, sexting, instant messaging, or video voyeurism. Students will be subject to disciplinary action for a cyberbullying offense committed off-campus that can be directly related to a safety and security risk at the school.

Cyberbullying may include:

- sending offensive, rude, and insulting messages including all forms of 'hate speech,' which includes language meant to demean, incite, threaten, bully or isolate an individual on the basis of their sex, race, color, religion, sexual orientation or gender identity
- distributing information about another that is derogatory
- breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others
- sharing someone's secrets or embarrassing information, and/or tricking someone into revealing secrets or embarrassing information and forwarding it to others
- engaging in online activities which threaten another or cause him or her to be afraid for his or her safety
- impersonating, excluding, tricking, outing, and cyberstalking are also examples of cyberbullying

Engaging in these behaviors or any online activities intended to harm (physically or emotionally) another person will result in disciplinary action. In some cases, cyberbullying may be considered a crime.

Services Available for Students with Special Health Care Needs

Parent Notice Required By S.C. Code Ann. Section 59-63-90 (Supp. 2005)

Many health care services can be provided for students to keep them at school where they can learn and participate with other students. Our goal is to provide information to parents and legal guardians about some of the services and programs available for addressing the health care needs of students during the school day to help students succeed in school. It is important that the necessary health care information is shared with the appropriate people to ensure that the students' needs are met throughout the school day.

Individual Health Care Plans or Individual Health Plans (IHPs)
Individual health care plans are also called individual health plans or IHPs. School nurses who are registered nurses write IHPs to guide how a student's health care needs will be met while at school. The nurse works with the student, the student's parents or legal guardians, the student's health care provider, and other school staff to write the plan. IHPs are written for students who have special health care needs that must be met by school staff during the school day. IHPs are also written for students who have been approved by the school district to self-medicate or self-monitor. To learn more about IHPs, talk with your child's school nurse or CCSD Office of Nursing Services at 843-745-2184.

Section 504 of the Rehabilitation Act of 1973 (Section 504)
Section 504 is a federal law that requires public schools to make adjustments so that students with certain disabilities can learn and participate in settings like other students who do not have disabilities. To be eligible for services under Section 504, a student must have a condition that substantially limits one or more major life activities. A team decides if a student is eligible. The team should include the student's parent or legal guardian, the student (if able), and others who know the student or know about the student's disability, such as a teacher, a guidance counselor, a school nurse, and other school staff. If the student is eligible, the team develops an individual accommodation plan. The individual accommodation plan explains how the student's needs will be met while at school and may include health services for the student during the school day if needed. To learn more about Section 504, contact your child's school or the CCSD 504 Coordinator at 843-937-6500.

Individuals with Disabilities Education Act (IDEA)
Students, ages 3 through 21 years, may receive services under the IDEA if the student needs special education and related services to benefit from his or her educational program. A team decides if a student qualifies for services under the IDEA. The team includes the student's parent or legal guardian, teachers, and other school staff. The team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free appropriate public education and meet goals set by the team. The IEP may include health services for the student during the school day if needed. Contact the Department of Exceptional Children Services at 843-937-6500 to learn more about IDEA.

Medical Homebound Instruction
South Carolina's mandates regarding medical homebound instruction appear in the State Board of Education Regulation 43-241. Regulation 43-241 says that students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home or hospital. This service is appropriate for short term intervention and should not be viewed as a long-term replacement for regular school attendance. Homebound instruction is designed so the student does not fall significantly behind during the period of confinement. The district's attendance policy does apply to homebound students.

The district superintendent or his/her designee must approve any student participating in a program for medical homebound instruction or hospitalized instruction. A completed and signed Medical Homebound Instruction in the homebound program. A district representative may contact the parent to discuss strategies to maintain the student in the school environment and to request additional information.

Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services may be approved for a period of time. If it is necessary for homebound instruction to continue beyond the approved period of time, a new Medical Homebound Instruction Form will be required. The school may ask for additional information regarding the student's treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting in order to justify the need for extended services.

Health Services: Medication and Medical Procedures

No student shall carry medicine in school except for students given permission to do so by the Individualized Healthcare Plan (IHP) to guard against a life threatening condition. All medications must be brought to the school by a responsible adult and delivered to the school nurse, or in the absence of the nurse, to the school employee designated by the principal. The responsible adult delivering the medication may be required to count the medication with the nurse or school employee. Medication may not be transported to or from school by students. CCSD has established a policy (JLCD) identifying procedures for the safe administration of medications and/or medical procedures performed during school hours.

Medications

1. When possible, medications should be given by parents/guardians before or after school hours.
2. Any prescription medication to be given at school or school related activities must be accompanied by written orders from a health care practitioner who is recognized by SC's Dept of Labor, Licensing, and Regulation as authorized to prescribe medications and accompanied by a completed CCSD Medication/ Procedure Doctor's Order form.
3. CCSD and its employees reserve the right to refuse to honor medication requests that are not consistent with professional standards and/or deemed unsafe for the school setting. If this occurs, alternatives for meeting the students' needs will be discussed.
4. Requests from parent/guardians for administration of herbal/alternative medicinal products, "off-label", or investigational medications will be evaluated on a case-by-case basis.

Procedures

1. Medical Procedures require receipt of the completed CCSD Medication/ Procedure Doctor's Orders form and necessary equipment for the procedure.
2. The school nurse, in consultation with the parents/guardians, physician and student, will develop an IHP for the medical procedure.

Parent/Guardian Responsibility

1. Deliver the completed CCSD Medication/ Procedure Doctor's Orders form along with medication in the original labeled prescription container and/or proper equipment for medical procedure to the school
2. Inform the school of any changes in the student's health condition, medical procedure, or medication
3. Update CCSD forms annually or when there is any change in the medication or medical procedure
4. Pick up any unused medication or medical supplies within one week of discontinuation or last day for students, whichever comes first, after which medications will be disposed
5. Provide no more than a thirty (30) day supply of medication to the school
6. Be responsible for medication/equipment until it is received by principal or his/her designee

Self-Medicating and/or Self Monitoring

Certain students with special health care needs may self-administer and/or self-monitor provided that certain conditions are met. (See IHP on page 35)

For additional information regarding medications and medical procedures, please contact your child's school nurse or Nursing Services at 843-745-2184.

Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.

   Parents or eligible students should submit to the school principal or District designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the District to amend a record should write the school principal or District designee and clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

ONE EXCEPTION, which, under the law, permits disclosure without consent, is disclosure to school employees, to include school officials with legitimate educational interests. School officials are persons with a legitimate educational interest in the student such as: instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and contractors, or other parties to whom the school has outsourced institutional services or functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials whom the school has determined to have legitimate educational interests.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll,
- Specified officials for audit or evaluation purposes,
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- State and local authorities within a juvenile justice system, pursuant to other state law
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency,
- Information the school has designated as "directory information"

CCSD Alternative Educational Programs

Liberty Hill Academy (K-8th)
Liberty Hill Academy provides academic and behavioral supports for students in grades Kindergarten - 8th grade in an alternative setting. Students are assigned to Liberty Hill when his/her behaviors interfere with learning in a traditional setting. Liberty Hill Academy provides intensive social - emotional and behavioral supports and systems for students which enables them to be successful. Students are on a point and level system that reinforces positive behavior and builds confidence before returning to a traditional school setting.

Liberty Hill Academy also provides educational services to students in grades K-12 on the campus of Windwood Farm in Awendaw. They also serve as the Interim Alternative Educational Setting (IAES) for elementary and middle school students in CCSD.

STUDENT CODE OF CONDUCT

Board of Trustees Code of Conduct Policies

Policy JIC Student Conduct
The board expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. This requirement refers to their actions toward other students and all school district employees, their language, their dress and their manners. The board believes self-discipline is an interpersonal goal of public education.

Students have a responsibility to know and respect the policies, rules, and regulations, as defined in the CCSD Student Code of Conduct and the schools they attend.

Violations of such policies, rules, and regulations shall result in disciplinary actions. The Board directs the administration to establish a student code of conduct and schoolwide progressive discipline plan to create and preserve conditions essential to orderly operation of the schools. The board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

Policy JICDA Code of Conduct
The superintendent shall implement the board's code of conduct and discipline to achieve and maintain order in the schools. In the CCSD Student Code of Conduct, the board and the administration offer a list of offenses along with the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

Disciplinary actions shall include appropriate hearings and review. The removal of a student from the learning environment shall occur only for just cause and in accordance with due process of law. The administration shall consider extenuating circumstances when taking disciplinary action.

The Student Code of Conduct is effective under the following circumstances:

- **On school grounds during and immediately before or immediately after school hours**
- **On the school grounds at any other time when the school is being used by a school group**
- **Off the school grounds at a school activity, function or event**
- **En route to and from school on a school bus or other school vehicle**

Code of South Carolina

Notice of Regulations: Upon admission to school, each student shall be given a copy of these rules and a form of acknowledgment to be signed by the parents/guardians and returned to school.

Legal Authority
The Board of Trustees of the Charleston County School District is required by the State Statute (see Sections 59-15-40, 59-19-90 et. seq. and 59-63-210 et. seq. Code of Laws of South Carolina, 1976, and Act No. 340 of the Acts of 1967) to make and adopt rules setting forth standards of scholastic achievement and standards of conduct and behavior that must be met by all students as a condition to the right of such students to attend schools in this District. The rules shall take into account the necessity of proper conduct on the part of all students and the necessity for scholastic progress in order that the welfare of the greatest number of students shall be promoted, even though such rules may result in the ineligibility of students who fail to observe the required standards and may require the suspension or permanent dismissal of such students.

Application of Code Jurisdiction
The Code of Conduct and its provisions are in effect during regularly scheduled school hours as well as at such other times and places, including, but not necessarily limited to: school-sponsored events, field trips and athletic functions where appropriate public school administrators have authority over students or the behavior has a direct effect on the order and general welfare of the school.

Provisions of this Code of Conduct regarding Vandalism and/or Destruction of School Property and Theft of School Property are applicable whether or not school is open or in session at the time the offense is committed.

School Resource Officers (SRO)

School Resource Officers (SRO) are provided by the Charleston County Sheriff's Office, Charleston Police Department, Mount Pleasant Police Department, and North Charleston Police Department in many of our schools. SROs assist students, parents/guardians, teachers, and administrators as well as other staff with sustaining a safe school environment. SROs also serve as active law enforcement officials on campus and at school sponsored events to assist with emergencies or crises which require police action. School Resource Officers do not work for CCSD. School personnel do not have jurisdiction over law enforcement decisions or actions.

SC Code of Law Section 59-24-60 Contact Law Enforcement When Criminal Conduct Occurs

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy

Level of Offense Descriptions, Interventions, and Consequences

Classroom Managed/Teacher Managed

Behavior which adversely affects 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
Cheating	Providing, receiving, or viewing answers to assignments, quizzes, or tests; accessing academic materials without permission (with or without the use of elctronic devices)
Computer Violation – Non-criminal	Unauthorized or inappropriate use of computers or use of computer resources without permission; unauthorized modifications of school system computers that do not permanently damage the system resources
Dishonesty	Failure to knowingly tell the truth; also includes taking other's property
Dress Code Violation	Noncompliance with the District and/or school dress code
Excessive Noise	Any loud sound that is unnecessary or interferes with the learning environment or activity; senseless shouting or outcry
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 play or pranks that could harm another or disrupt the learning enviornment
Inappropriate Affection	Unsuitable or improper physical contact, action or gestures, display of public affection; an extreme feeling or emotion towards another 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	Words that are not demeaning or not directed to another student or adult
Inappropriate Materials	Related to the suspension or viewing of items considered to be unsuitable for school or school related activities
Littering	Purposely leaving trash to cause a nuisance or health concern
No Returned Form	Failure to return required form or document
Running	Deliberately fleeing an assigned area in an effort to get away from school staff, someone, or something
Tardy	Arriving late to school or class (multiple tardies will result in actions based on The CCSD Progressive Discipline Plan)
Throwing Objects	To propel or cast in any way anything that is visible or tangible
Violation of Class Rules	Intentional behavior that interferes with the standard operating procedures of the classroom and school enivronment

Interventions	Consequences
Teacher/Student Conference	Verbal Warning
Seat change	Written Warning
Problem solving worksheet	Written or Verbal Reflection
Teach/Re-teach expectations	Parent/Teacher contact (phone, email, text, letter)
Reinforcement of appropriate behaviors	Parent / Teacher conference
Behavior contract	Confiscation of items
Clarification of expectations	Letter of Apology
Peer buddy	Loss of Privilege
Peer tutor	Temporary removal from class
Alternate assignment	In class exclusion
Modify activity	
Proximity control	
Restorative conversation	

LEVEL 1 – DISORDERLY CONDUCT

Disorderly Conduct is any behavior which adversely affects a student's educational progress.

Code	Infraction	Definition
1	Aiding Others	A person who assists in or supports the commission of an offense and who usually has knowledge before or after the fact
3	Bite/Pinch/Spit	To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth
220	Computer Violation – Non-criminal	Unauthorized or inappropriate use of computers or use of computer resources without permission; unauthorized modifications of school system computers that do not permanently damage the system resources
4	Contraband	Related to the possession or viewing of items considered to be unsuitable for school or school related activities (magazines, materials to promote discriminatory practices/speech, chemicals, dice, etc.)
170	Cutting Activity	Failure to attend or complete an assigned school activity or event
160	Cutting Class	Failure to attend or complete scheduled class
5	Detention Violation	Failure to serve a period of time during recess, lunch, before or after the school day as a consequence for a behavior infraction
420	Disrespect	Demeaning or discriminatory language and/or insult towards an adult, guest, or staff member including but not limited to any verbal, written, or electronic communication
400	Excessive Noise	Any loud sound that is unnecessary or interferes with one's hearing; senseless shouting or outcry
271	Failure to Comply with Disciplinary Action	The act of not completing a consequence or sanction assigned by a teacher or with Disciplinary Action administrator as a result of an offense committed
14	Hit/Kick/Push	To deal a blow to, come into contact with, or strike; to strike with foot or feet; to apply pressure against for the purpose of moving
22	Inappropriate Physical Contact	Touching or immediate proximity of another person exceeding personal boundaries unsuitable or improper for the location or setting
320	Leaving Class	Departing from class without permission before the class period is complete
240	Loitering	Wandering on school premises in an area that is off limits to students or when there is no particular reason to be there
290	Obscene Gesture	A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion, and emotion
200	Off Limits	To be present in an unauthorized location
330	Phone (Electronic Device) Violation	Failure to adhere to the authorized time of use outlined in the school's electronic device policy in the classroom and/or hallway
23	Property Misuse	Minor damage or defacement of property belonging to the school or others
151	Truant	A student, ages 6 to 17 years old, who has three consecutive days of unlawful absences or a total of five unlawful absences during the current school year

Interventions	Consequences
All intervention from TM Level	All consequences from TM Level
Mentor	Admin/Parent contact
Attendance contract	Admin/Parent conference
Guidance referral	Confiscation of items
Community Service	Administrative Detention
Problem solving meeting w/Admin	Admin/student conference
Peer Mediation	Removal from class
Conflict Resolution	ISS (1 day)
Schedule Change	Cafeteria/yard/school work detail
Social Skills/Behavior Group	Loss of extracurricular activities
Referral for Social Worker	Restitution
Truancy Intervention Referral	Saturday School

LEVEL 2 – DISRUPTIVE CONDUCT

Disruptive Conduct is any behavior which significantly disturbs the positive learning environment and/or endangers the health or safety of oneself or others.

Code	Infraction	Definition
680	Alcohol/Liquor Law Violation	Violation of laws prohibiting sale, purchase, barter, transportation, possession, distribution, consumption, or being under the influence of alcoholic beverages
530	Bribery	Offering, giving, receiving, or soliciting of money or other items of value to sway the judgment or action of a person
407	Confrontation/ Altercation	An exchange of words between students resulting in conflict; a heated or angry dispute; a noisy argument or controversy
430	Contract Violation	Non-compliance with a written agreement
150	Cutting School	Failure to attend or complete a school day
7	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, refusal to remain in seat, rude noises, selling items on campus, etc
575	Drug Usage	The use of any chemical compound or material which is categorically not permitted on school grounds or at school related activities such as prescription or non-prescription medication; being under the influence of unauthorized legal or any illegal substances
271	Failure to Comply with Disciplinary Action	The act of not completing a consequence or sanction assigned as a result of an offense committed
9	Fighting	An incident involving two or more students with mutual physical contact, such as hitting, kicking, and/or punching where there is no major injury or disruption
350	Fire Alarm	In the absence of an emergency, to activate or set off a fire signal indicating the presence of a fire emergency
10	Fireworks	Possession and/or detonation of an explosive pyrotechnic device that makes a display of light or noise on school property but does not cause harm to others
11	Forgery/Counterfeit	Purposely signing another person's name or altering, copying, or imitation of something, without authority or right, with the intent to deceive or defraud by passing the copy or thing altered or imitated as that which is original or genuine; or the selling, buying, or possession of an altered, copied, or imitated thing with the intent to deceive or defraud
620	Fraud	Deceiving another in order to damage him/her; usually, to obtain property or services from him or her unjustly
630	Gambling	Betting on a game of chance or an activity where money is exchanged
12	Harassment	Any threatening, insulting, or dehumanizing action which negatively impacts another person's emotional or mental well-being
19	Indecent Exposure	The deliberate exposure in public of one's genitalia or private area(s) of one's body
310	Leaving School	Departing from campus without permission before the school day is complete
20	Major Disruption	Behavior that interrupts the learning environment for a specific period of time in a confined area
290	Obscene Gesture	A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion, and emotion
710	Pornography	Possession, manufacturing, or distribution of sexually explicit/obscene material
380	Probation Violation	Infraction(s) resulting in the student breaking a written school level probation contract
210	Profanity	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward another
270	Refusal to Obey/ Defiant	Refusing to follow a request or a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance
690	Sexual Offense– Non Forced	Unlawful, unforced sexual acts or indecent exposure that is overtly sexual in nature, or other sexually inappropriate behavior
25	Sexual Violation	The act of touching, groping, slapping, or any other physical contact of a sexual nature made with another person, whether unwanted or wanted

LEVEL 2 – DISRUPTIVE CONDUCT – *continued*

Code	Infraction	Definition
740	Stolen Property	Having in possession goods obtained by larceny, by stealing, by robbing, by theft; something unlawfully taken from its rightful owner
670	Theft/Larceny	To steal or possess property without the permission of the owner
27	Threat	Making statements or gestures of intent to do physical harm to a staff member or student
230	Tobacco	Possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless products, electronic cigarettes, and vaporizers
750	Trespassing	Being on school property or at a school sponsored event without permission, including while on suspension or after expulsion; entry of a structure without intent to commit a serious crime or theft
153	Truant – Chronic	A student, ages 12-17 years old, who has been through the school intervention process, has reached the level of a "habitual" truant, has been referred to Family Court and placed on an order to attend school, AND continues to accumulate unlawful absences
152	Truant – Habitual	A student ages 12-17 years old, who fails to comply with the intervention plan developed by the school, the child, and the parent(s) or guardian(s) and who accumulates two or more additional unlawful absences
390	Unauthorized Device	Failure to adhere to the authorized time of use outlined in the school's electronic device policy. This includes possession of an item at unauthorized times; including, but not limited to, laser pointer, camera, cell phone, tablets, drones, etc
29	Urination	Willfully urinating on school property or another student's property (shoes, floor, walls, bus, etc.)
760	Vandalism	Willfully or maliciously destroying, damaging, or defacing real or personal property
789	Misc weapons	Weapons such as: toy guns, toy cap guns, toy pellet guns, bullet, and other devices that do not inflict injury

Interventions	Consequences
All intervention from TM and Level 1	All consequences from TM and Level 1
Referral to outside agency	Shared Responsibility
Referral to Truancy interventionist	Conditional Suspension
Referral to Social Worker	OSS (1 - 5 days)
MTSS consultation	School Probation Contract
Individual Problem solving	Abbreviated Day (must be approved by Executive Director)
Sexual Harassment Intervention	Restricted Activities/Schedule
Bullying Intervention	Loss of participation in School Events (graduation/field trip/ceremony/dance/etc)
Threat Assessment	Referral for alternative school placement
Home visit	Referral to Law Enforcement
Referral to CIS/Mental Health	
Intervention referral to Office of Alternative Programs	
Behavior Team Referral	
Alcohol/Drug intervention	

LEVEL 3 – CRIMINAL CONDUCT

Criminal Conduct is any behavior which significantly disrupts the learning environment or poses a direct and serious threat to the safety of oneself or others.

Code	Infraction	Definition
500	Arson	To intentionally damage or attempt to damage any real or personal property by fire
510	Assault, Aggravated	An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. This category includes attempted murder. A weapon can be a commonly known weapon, such as a gun or knife, or any other item, which, although not usually thought of as a weapon, becomes one when used in a manner that could cause severe bodily injury (e.g., baseball bat, metal chain, large stick). A "severe laceration" is one that should receive medical attention. A "loss of consciousness" must be the direct result of force inflicted on the victim by the offender.
520	Assault, Simple	An unprovoked physical attack by one person upon another where the offender neither uses nor displays a weapon and the victim does not suffer obvious severe or aggravated bodily injury
260	Bomb Threat	Indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity
651	Bullying	A **deliberate, repeated** act with intention to hurt, insult, or threaten another person in school, on school grounds, in school vehicles, or at school events. A gesture, an electronic communication, or a written, verbal, physical, or sexual act that takes place on school property, at any school-sponsored function where the school is responsible for the child or on a school bus or other school-related vehicle, at an official school bus stop and that: a) a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student, physically or emotionally, or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or b) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school. (Due to Race of Victim, Disability of Victim, Gender of Victim, Religion of Victim, Due to National Origin of Victim, Due to Sexual Orientation of Victim or Other/Unknown
540	Burglary	Unlawful entry or attempt to unlawfully enter a building or other structure with the intent to commit a felony or theft
700	Computer Violation–Criminal	Using school computers to commit a criminal act such as hacking into servers, piracy, altering school data, etc.; purposely damaging school system computer resources
652	Cyber Bullying	Willful harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting, social media, chat rooms, sexting, instant messaging, or video voyeurism
560	Disturbing School	To willfully or unnecessarily interfere with or disturb the students or teachers of any school. This includes disorderly conduct or behavior that disturbs the learning environment for a significant number of students for an extended period of time or school sponsored events and requires the intervention of a number of staff members
570	Drug Distribution	It is unlawful for any person (1) to manufacture, distribute, dispense, deliver, or purchase; or to aid, abet, attempt, or conspire to manufacture, distribute, dispense, deliver, or purchase; or to possess with intent to manufacture, distribute, dispense, deliver, or purchase a controlled substance and (2) to create, distribute, dispense, deliver, or purchase; or to aid, abet, attempt, or conspire to create, distribute, dispense, deliver, or purchase; or to possess with intent to distribute, dispense, deliver, or purchase a counterfeit substance
580	Drug Possession	Possession of an illegal substance represented as drugs, and/or a mood-altering substance (prescription or nonprescription medication)
250	Gang Activity	Any group of individuals or organization, whether formal or informal, which advocate or promote activities threatening the safety or well being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The existence of such group of individuals associated may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics

LEVEL 3 – CRIMINAL CONDUCT – *continued*

Code	Infraction	Definition
640	Homicide	The killing of one human by another, not including manslaughter or attempted murder
650	Intimidation	To unlawfully place another person in reasonable fear of bodily harm through the use of menacing words or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack; Intimidating behaviors can be made in person, over the telephone, electronically, via social media networks, or in writing
660	Kidnap/Abduction	The unlawful seizure, transportation, and/or detention of a person against his or her will or of a minor without the consent of his or her custodial parent(s) or legal guardian. This category includes hostage taking
700	Other Offenses–Criminal	Other acts of criminal conduct as set forth in State and Federal Law not covered in the existing list of codes; includes offense(s) committed off-campus that is deemed serious enough by the principal that the presence of the student is detrimental to the best interest of the school
730	Robbery	The taking or attempting to take anything of value under confrontational circumstances from the control, custody, or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm
13	Sexual Harassment	Sexual harassment includes any unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written, electronic or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment
610	Sexual Offense–Forced	Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent. This definition includes forcible rape, forcible sodomy, sexual assault with an object (to use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity), and/or forcible fondling (child molesting)
781	Weapons: Handguns	A handgun with or without ammunition
786	Weapons: Knife Blade Less than 2"	A knife with a blade of less than 2 inches
785	Weapons: Knife Blade More than 2.5"	A knife with a blade of more than 2.5 inches
784	Weapons: Knife Blade More than 2"	A knife with a blade of more than 2 inches and less than 2.5 inches
782	Weapons: Rifles/Shotguns	A rifle or shotgun with or without ammunition
789	Weapons Offense	Weapons: Firearms, handguns, rifles, shotguns or bombs (including look-a-like); pellet gun, paintball gun, stun gun, BB gun, flare gun, nail gun, or air soft gun or any other type of weapon, devices or object which may be used to inflict bodily harm or death shall not be allowed on any school district property (including vehicles) or at any schoolsponsored event. This shall also include, but not limited to, knives, tasers, dirks, slingshots, bludgeons, blackjacks, Chinese star, razors (including straight or retractable razor), ice pick, metal knuckles, box cutters, nunchucks, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray

Interventions	Consequences
All intervention from TM, Level 1, and Level 2	All consequences from TM, Level 1 and Level 2
Abbreviated Day (must be approved by Executive Director)	OSS 5 days (Additional 5 can be approved by Executive Director)
Alternative Schedule	Referral to Law Enforcement
Drug/Alcohol Intervention	Expulsion Referral

Student Dress Code

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 shall not be worn in school (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 finger tip 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.

Electronic and Wireless Device Policy

Policy JICJ: To set the parameters for student possession and use of mobile communication, computer and other wireless devices.

The Board recognizes that, depending on how they are used, mobile communication, computer and other wireless devices can be either valuable learning tools or a source of disruption in the learning environment. In order to maintain a secure and orderly learning environment, student use and possession of mobile communication, computer and other wireless devices, shall be subject to the limitations as set forth in this policy.

- "Wireless electronic device" means a handheld electronic device having the ability to receive and/or transmit voice, text, or data messages without a cable connection, such may include, but is not limited to, mobile telephones, smart phones, tablets and computer and communications devices currently in existence. This also includes any current or emerging wireless technologies or portable information technology systems developed for similar purposes.
- This policy applies to all CCSD property, school grounds, school buildings, personal vehicles on school property, buses, CCSD vehicles at any time (during or outside of school hours), or at any school or district sponsored events.
- The "Instructional school day" is from the arrival bell until the final dismissal bell. The "instructional school day" includes, but is not limited to, study halls, lunch break, class changes and any other structured or unstructured activities.
- Students may possess mobile telephones, smart phones or other such devices as described above as long as the students adhere to the restrictions provided herein. Any unauthorized use of mobile telephones, smart phones or other such wireless devices during the instructional school day is prohibited as it can disrupt the instructional program and/or distracts from the educational environment.
- Earbuds and/or headphones may be worn in the classroom for instructional purposes and while in the cafeteria. Earbuds / Headphones may not be worn at any other time during the instructional school day.

Elementary School Students (PK - 5th grade) may possess cellular phones and other wireless communication devices provided such devices are not visible, used, or activated, and are kept in the "off" position throughout the instructional school day. Students must keep their cellular phones and other wireless communication devices stored in a purse, locker, backpack, or other non-visible secure location during the instructional school day.

Times of Authorized Use for Elementary School

– Before the beginning of the instructional school day
– After the dismissal bell at the end of the instructional school day
– During classroom instruction when directed by the teacher

Middle School Students (6th - 8th grade) may possess mobile telephones, smart phones or other such devices as described above on school property and school-sponsored transportation, provided they are not visible, used or activated, and are kept in a silent or "airplane" mode, blocking all alerts throughout the instructional school day and while on school-sponsored transportation. Middle school students must keep their mobile telephones, smart phones or other such devices as described above stored in a vehicle, locker, pocket, purse, backpack, or other non-visible secure location.

Times of Authorized Use for Middle School

– Before the beginning of the instructional school day
– After the dismissal bell at the end of the instructional school day
– During classroom instruction when directed by the teacher
– During lunch while in the cafeteria

PROCEDURES & POLICY REFERENCE

Policies At A Glance *(All CCSD Policies can be found at www.ccsdschools.com under the Board of Trustees heading)*

Student Conduct on Buses – Policy EEAEC
Student Possession/Use of Mobile Communication, Computer, and other Wireless Devices – Policy JICJ
Harassment, Intimidation, or Bullying – Policy JICFAA
Sexual Harassment – Policy JIA
Gangs/Secret Societies – Policy JICF
Drug and Alcohol Use by Students – Policy JICH
Weapons in School – Policy JICI
Tobacco-Free Schools – Policy JICG
Technology Acceptable Use – Policy GBEBD
Video Cameras in Classrooms, Hallways, School Buses and Other District Property – Policy ECAA
Student Interrogations, Searches and Arrests – Policy JIH

Suspension of Students – Policy JKD

The superintendent must provide due process of law to students, parents/legal guardians and school personnel through procedures defined in the student code of conduct for the suspension of students which comply with federal and state law.

Under state law, a principal or designated administrator may suspend a student for committing a crime, gross immorality, gross misbehavior, persistent disobedience, violating written rules and regulations or when the presence of the student is detrimental to the best interest of the school or disruptive to the educational process.

Suspension is the exclusion of a student from school and school activities for a period of time not to exceed five (5) school days for any one offense as determined by the principal or assistant principal. The suspension may be extended up to an additional five (5) days by the Associate Superintendent. State law prohibits students from being suspended for more than thirty (30) days in any one school year.

A student may not be suspended without the approval of the Associate Superintendent during standardized testing periods or during the last ten (10) days of school if the suspension will make the student ineligible to receive credit for the school year unless the presence of the student constitutes an actual threat to a class or a school.

Whenever a student who is classified as disabled commits a suspendable offense, the principal or his/her designee will confer with special education personnel before initiating suspension procedures.

Parent/Guardian Conference
If a conference cannot be arranged or a satisfactory way cannot be found to deal with the student's infractions of school rules within three days, either the student or parent or guardian may appeal or the principal may request that the case be referred to the Executive Director.

Suspension Appeal Process
When a student is suspended from a class or a school, the administrator shall notify, in writing, the parents or legal guardian of the student, giving the reason for such suspension. A parent may appeal a suspension, by requesting a conference with the Principal if the student was suspended by the Assistant Principal. If the suspension was assigned by the Principal or the Principal upholds a suspension, then contact the Executive Director to appeal. The final appeal is made to the Associate Superintendent.

Intervention, Discipline, and Expulsion Referrals

A. Referral for Intervention: A referral for intervention to the Office of Alternative Programs may be completed by a principal for varying reasons.

EXAMPLES:

- Directed by the Progressive Discipline Plan (PDP) to seek outside intervention
- School level behavioral interventions have been exhausted and student is in need of additional support
- A student is in need of support outside of the school for a situational issue
- Student is in need of drug and/or alcohol counseling
- Truancy issues have not improved with school level interventions

INTERVENTION REFERRAL PROCESS:

- School official notifies (via phone, email, or in writing) the parent/guardian that an intervention referral is being initiated.
- Compiles necessary documentation and submits referral to Office of Alternative Programs
- Referral is reviewed by personnel in the Office of Alternative Programs and is accepted or returned for further documentation/intervention
- Staff assigned to develop an intervention plan
- Notify the school and the parent/guardian of the intervention plan
- Provide monthly feedback on student progress

B. Referral for Discipline: A referral for a disciplinary issue can be made to the Office of Alternative Programs by a principal.

EXAMPLES:

- Student transferring into CCSD from an alternative program in another school district
- Student entering into CCSD with a pending expulsion in another school district
- Directed by the Progressive Discipline Plan
- Multiple Level 2 offenses (Consistent Offender)
  - Evidence of Multi-tiered Systems of Supports (MTSS), to include an Individual Problem Solving (IPS) Plan

DISCIPLINE REFERRAL PROCESS:

- School official notifies (via phone and in writing) the parent / guardian:
  - Infraction that occurred and school discipline
  - discipline referral is being submitted to the Office of Alternative Programs
- School compiles necessary documentation and submits disciplinary referral.
- Referral is reviewed by personnel in the Office of Alternative Programs and is accepted or returned for further documentation/intervention
- If accepted, a disciplinary review hearing will be scheduled. The parent will be notified of the date, time, and location.
- Disciplinary hearing is held with the parent, student, school official and the Hearing and Placement Coordinator. (If the hearing is not held within the dates of a suspension, the student can return to school on a probationary status. If there is cause to believe the student's presence in school would constitute a threat to the safety of others, the Executive Director can approve additional suspension days.)

  Possible decisions:
  - Enrollment in and successful completion of approved Drug and Alcohol Program (CCSD will not incur the cost)
  - Recommendation for counseling services (CCSD will not incur the cost)

- Community Service approved by the Office of Alternative Programs
- Assignment to an Alternative Program
- Restrictions from extra-curricular or school activities
- Recommendation for other interventions or community-based programs (CCSD will not incur cost)

C. Referral for Expulsion: A principal must make a referral for expulsion in the following situations:

- Majority of Level 3 infractions
- Other infractions as directed by the Progressive Discipline Plan
- Student attempting to enroll who is currently expelled from another school district

EXPULSION REFERRAL PROCESS:

- School official notifies (via phone and in writing) the parent/guardian:
  - Infraction that occurred and school discipline
  - Expulsion referral is being submitted to the Office of Alternative Programs
- School compiles necessary documentation and submits an expulsion packet.
- The packet is reviewed to ensure all components are present.
- If complete, the packet will be given to the Constituent Board for an Expulsion Hearing to be scheduled.
- The parent will be notified by the constituent board secretary of the hearing date, time, and location. If the hearing is scheduled on short notice (less than four days), the administrative assistant will confirm the date and time with the parent and guardian via phone. (If the hearing is not held within 10 days of the notice, the student can return to school on a probationary status. If there is cause to believe the student's presence in school would constitute a threat to the safety of others, the Executive Director can approve additional suspension days.)
- The hearing is conducted by a Constituent Board in their designated area and must be heard in the presence of all parties: student, parent/guardian, school administration, and representative from the Office of Alternative Programs.
- The Constituent Board can make the following decisions:
  - District Probation
  - Additional suspension
  - Assignment to an Alternative Program
  - Movement to Adult Education Program
  - Alcohol and Drug Counseling Program (CCSD does not incur cost)
  - Expulsion or Long Term Removal

Due Process Rights:

1. The student/parent has the right to be represented by lay or legal counsel. (CCSD will not incur the cost of legal counsel.)
2. The student/parent must be must be notified (in writing) of the charges, as well as the time, date, and location of the hearing and be provided reasonable opportunity to attend. The notice must be in the language best understood by the parent.
3. The student/parent has the right to a neutral decision maker.
4. The student/parent has the right to examine the evidence, present witnesses, and challenge the evidence against them.
5. The student has the right to appeal the decision made by the hearing and placement coordinator or constituent board within 10 days.

Expulsion of Students – Policy JKE (See pages 31-32 for Disciplinary Proceedings for Students with Disabilities)

Purpose: To provide for the expulsion of students.

All hearings shall be conducted in accordance with state law and the district's code of student conduct.

Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by the constituent or, on appeal, the county board for a specified period of time as designated by the Constituent or the County Board. The Constituent Boards, subject to appeal to the County Board, may authorize or order the expulsion, suspension or transfer of any student for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and promulgated regulations established by the County Board or the State Board of Education or when the presence of the student is detrimental to the best interest of the school.

A Constituent Board may delegate its authority to initially hear a student's appeal to a hearing panel or a hearing officer. If the hearing is held by any authority other than the constituent board, either party has the right to appeal the decision to the constituent board. After the constituent board has rendered its written decision concerning the recommendation of expulsion, either party may appeal that decision to the county board. The decision of the county board may be appealed to the circuit court.

Note: Expulsion does not exclude students from enrollment in a CCSD Adult Education program with approval of the Constituent Board.

Notification of Disciplinary Action

The district administration shall provide written notice of the recommendation for expulsion to the student or parent/legal guardian and shall set forth the reasons for the recommendation. Once procedures for expulsion have been initiated, the administration shall notify the parents/legal guardians of the student in writing of the time and the place of a hearing either before the board or a person or committee designated by the board.

Summer Program Discipline Code Violations

In the event which the administrator recommends a summer program student for expulsion, the same procedure as for the regular school year shall be followed. The school hosting the summer program shall make the recommendation to the Office of Student Placement. In the case of a Constituent Board hearing, the host district would conduct the expulsion hearing. The decision of the host board, the record of the alleged violation(s), and the ultimate decision on the student shall be forwarded to the student's home Constituent Board which shall decide whether or not to admit the student to his/her regular school for the regular term, and if admitted, under what conditions.

Additional Expulsion/Appeal Information

Restrictions for Expelled Students

- Students expelled from any CCSD Constituent District shall be ineligible to attend school in any other CCSD Constituent District.
- Students expelled from school are prohibited from coming onto CCSD property (unless prearranged by school/district officials), attending school functions, or riding a school bus.
- Students who withdraw from CCSD once the expulsion process is initiated must appear before the Office of Alternative Programs for appropriate action before being re-admitted into CCSD.

Re-Admission Prerequisites (following completion of the expulsion period)
Every expelled student is required to petition the Constituent Board for readmission to school upon completion of the expulsion period unless permanently expelled. Any student expelled for a second time may be permanently expelled.

Appeals
The parent/guardian of the student, principal, or Executive Director may submit a written request for appeal of the Constituent Board's decision to the Charleston County Board of Trustees within ten days upon receipt of the disposition.

Any student, parent or guardian aggrieved by the order of the CCSD Board of Trustees has the statutory right to appeal to the Circuit Court within ten days of receipt of the decision.

If the student is reinstated by the Superintendent, Constituent Board, or County Board, he/she will be restored all privileges and allowed to make up all work while absent as a result of the procedures.

Note: A victim(s) will have the option to provide a written statement or appear in person to provide testimony.

Extraordinary Proceedings
When a majority of the Charleston County School Board shall agree that the action of a Constituent Board in readmitting a student to school or maintaining a student in school constitutes a reasonable chance of danger to persons or property, or that the student's admittance or maintenance so clearly undermines the goals of quality education that the integrity of the system is jeopardized, the CCSD Board of Trustees may then on its own motion require the matter to be brought before it for hearing de novo without regard to any decision formerly reached by a Constituent Board. To overturn an action of a Constituent Board under this Extraordinary Proceeding de novo hearing, a vote of six members of the County Board shall be required.

Disciplinary Procedures for a Student with Disabilities

Disciplinary Procedures for a Student with a 504 Plan 34 CFR Sec.104

Section 504 disabled students are subject to the same disciplinary action as a non-disabled student, provided that the student's behavior is not a manifestation of his or her qualifying disability. A 504 Team must conduct a manifestation determination whenever a disabled student is subject to out-of-school suspension for 10 consecutive school days or more. A series of suspensions that total more than 10 days may also trigger the manifestation determination requirement of Section 504. If the 504 Team concludes that the violation is a manifestation of the student's qualifying disability, the discipline process must end and the 504 Team should review the 504 Plan to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any non-disabled student would receive for the same violation.

Students shall be referred for expulsion if the behavior was found not to be a manifestation of the disability.

If you have questions or concerns regarding 504 plans, please contact 843-937-6500.

Disciplinary Procedures for a Student with an Individual Education Plan (IEP) 34 CFR Sec.300.530

Suspension and/or Removal from Placement in Excess of Ten Days

In the event that a student with a disability is removed from his/her current placement in excess of ten school days during the course of the school year, the District shall ensure that services are provided to allow the student to participate in the general curriculum and progress toward meeting the goals of his/her Individual Education Plan (IEP). Removal of a student with disabilities outside of the school personnel's authority, for more than ten consecutive days, and/or for long-term removals which constitute a Change of Placement will be addressed by the IEP Team.

If the behavior is a manifestation of the disability, the student may not be suspended or expelled, but the IEP team may consider placement options.

45 Day Removal

School administration may remove a student to an Interim Alternative Educational Setting (IAES) for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

Students shall be referred to the Office of Student Placement (OSP) in addition to the 45 day removal for the above mentioned behaviors if the behavior was found not to be a manifestation of the disability.

Recommendation for Long-Term Removal

When a student with disabilities is recommended for long-term removal, the IEP Team (including the Special Education Coordinator) must convene a Manifestation Determination Review meeting within ten days of the action, at which time the Local Education Authority (LEA) Representative:

- Will review each statement on the Manifestation Determination Review form
- Will develop or review the implementation of the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) if appropriate

If the IEP Team determines that the behavior IS related to the disability:

- The IEP team must determine appropriate placement and services to be provided.
- Develop or review the implementation of the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).
- Document any IEP amendments according to the Department of Exceptional Children Services Procedures Manual (DECS Manual).

If the IEP Team determines that the behavior IS NOT a manifestation of the disability:

- The student may be subjected to regular disciplinary procedures and regular removals, as in the case of a similarly-situated, non-disabled student.
- If the student is subjected to long-term removal, services must be provided to ensure progress on the IEP as determined by the IEP team.

If you have questions or concerns regarding IEPs, please contact 843-937-6500.

Crisis Intervention

At times, students may indicate either verbally, in writing, or through drawings, a threat to harm themselves or others. In order to ensure the safety of all of our students, the district takes these threats very seriously. As a result, a team of trained professionals, such as Counselors and School Psychologists, may be called upon to conduct a thorough assessment of the student and the threat in order to determine if it is serious in nature and in order to develop a plan of action.

If a suicide or threat assessment is conducted with your student, you will be notified and you may be asked to provide additional information. If those conducting the assessment determine that your student is at a moderate to high risk of causing harm to self or others, you will be asked to take your student for further clinical assessment. In addition, you will be asked for documentation that the assessment had been conducted and that your student is safe to return to school, prior to be readmitted

Restraint/Physical Force

Policy JKA: Corporal Punishment/Physical Force explains when the use of restraint/physical force is appropriate. The complete policy can be accessed at www.ccsdschools.com.

- To quell a disturbance which threatens physical injury to persons, including those students involved, or which threatens serious damage to property
- To obtain possession of weapons or other dangerous objects upon the person or within the control of a student
- For any person to defend him/herself from physical force
- To remove a student from a classroom, school trip or activity, school bus, school or other school property when the student's continued presence poses a threat of danger to other persons or property
- To remove a student when the student fails or refuses to obey a directive made by a teacher/administrator indicating that the student is to cease offensive/disruptive behaviors

In accordance with the South Carolina State Department of Education Guidelines, if a restraint occurs, the school administration should do the following:

- Documentation must be kept in the student's file
- Documentation must be sent home to the student's parent by the end of the school day
- An administrator must contact the student's parent by the preferred method of communication on the day of the incident
- If the administrator is unable to reach the parent, documentation of efforts to reach them must be kept

If a parent/guardian has a concern about an issue of physical force or restraint, they should contact the building Principal for a conference.

Charleston County School District Code of Conduct

Acknowledgement of Review 2016-2017

Each student has the right to learn in a safe and secure environment. It is essential that the school and home work together to assure that all students meet the high expectations for behavior established in the CCSD Student Code of Conduct.

The CCSD Student Code of Conduct is a vital part of daily student life, supporting a safe and secure learning environment. Inappropriate behavior which adversely affects the learning environment will not be tolerated. The Student Code of Conduct is in effect under the following circumstances:

- on the school grounds during and immediately before or immediately after school hours
- on the school grounds at any other time when the school is being used by a school group
- off the school grounds at a school activity, function or event
- en route to and from school on a school bus or other school vehicle

Please review and discuss the CCSD Student Code of Conduct with your child. Should you have any questions when reviewing the Code of Student Conduct, please contact your child's school. You may access an electronic copy of the CCSD Student Code of Conduct on the CCSD website: www.ccsdschools.com.

Providing your signature below does not indicate that you agree or disagree with the rules, but rather that you have received a copy. Please sign and return this sheet to your child's school.

_____

Student's Name (Please Print)

STUDENT: To help keep my school safe, I pledge to show good character, work to the best of my ability, and adhere to the guidelines established within the *CCSD Code of Student Conduct*.

_____ _____

Student's Signature Date

PARENT/GUARDIAN: I have reviewed and discussed the CCSD Student Code of Conduct with my child.

_____ _____

Parent's/Guardian's Signature Date

Please detach and return this form to your child's teacher.

Failure to return acknowledgement of the *CCSD Student Code of Conduct* will not relieve a student or parent/guardian of responsibility for knowing or complying with the rules contained within the *CCSD Student Code of Conduct*.

Please see the Acknowledgement of Technology on next page ➔

Acknowledgement of Technology Acceptable Use Policy

TEACHER/STAFF/STUDENT

STUDENT USER AGREEMENT:

I have reviewed and understand that compliance with policy GBEBD is required. I agree to comply with Policy GBEBD and further understand that any violation of it is unethical and may constitute a criminal offense. Should I commit any violation of Policy GBEBD, the consequence may result in my access privileges to technology being revoked for the remainder of the year and school disciplinary and/or appropriate legal action may be taken.

_____	_____	_____
Student's Signature	Printed name	Date

SPONSORING TEACHER AGREEMENT:

I have read the District's Acceptable Use Policy GBEBD and understand that compliance with it is required of all CCSD employees and students. I have presented Policy GBEBD to the student named above. As the sponsoring teacher, I have instructed the student on acceptable use of technology and will enforce Policy GBEBD compliance.

_____	_____	_____
Teacher's Signature	Printed name	Date

PARENT/GUARDIAN PERMISSION:

As the parent or guardian of the student, I understand that compliance with Policy GBEBD is required of my CCSD student. I recognize it is impossible for CCSD to restrict access to all controversial materials, and I will not hold CCSD responsible for materials acquired on the network.

I understand that Policy GBEBD is available at www.ccsdschools.com for review. If I have questions regarding topics my child is researching or how my child is using technology and the Internet, I will contact his or her teacher. I understand the consequences if my child violates Policy GBEBD.

____ Yes, my child has permission to access the CCSD Network and Internet.

____ No, my child DOES NOT have permission to access the CCSD Network and Internet.

_____	_____	_____
Parent's Signature	Printed name	Date