

Charleston County School District



PARENT RESOURCE MANUAL — AND — STUDENT CODE OF CONDUCT

2020–2021



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www.ccsdschools.com

Charleston County School District

75 Calhoun Street | Charleston, SC 29401

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Important Numbers

| | |
|--|--------------|
| Academic and Instructional Support | 843-937-6465 |
| Adult Education | 843-746-6500 |
| Department of Alternative Programs and Services (DAP) | 843-745-7150 |
| Department of Exceptional Children Services | 843-937-6500 |
| Districts 1 & 2 – McClellanville & East Cooper | 843-937-6378 |
| District 4 – North Charleston | 843-566-1975 |
| Districts 3, 9, 10 & 23 – James Island, Johns Island, West Ashley, Hollywood, Edisto, & Ravenel | 843-937-6425 |
| District 20 – Downtown Charleston | 843-937-6303 |
| Durham Bus Services | 843-725-3160 |
| Elementary Learning Community | 843-937-6401 |
| Early Learning Community | 843-937-7914 |
| ESOL (English Speakers of Other Languages) | 843-574-2199 |
| Middle Learning Community | 843-937-6513 |
| Office of Expanded Learning (Kaleidoscope) | 843-402-7817 |
| Office of General Counsel | 843-937-6515 |
| Office of Nursing Services | 843-745-2184 |
| Office of Strategy and Communications | 843-937-6303 |
| School Choice Office | 843-937-6582 |
| Secondary Learning Community | 843-937-6513 |
| Title I Office | 843-937-6372 |

Contents

| | |
|---|----|
| INTRODUCTION | 4 |
| DISTRICT INFORMATION | 8 |
| Framework for Positive School Climate | 8 |
| PARENT RESOURCES | 9 |
| Social and Emotional Learning (SEL) | 9 |
| Consequences of Missing School | 10 |
| School Achievement Begins With Regular Attendance | 11 |
| South Carolina Compulsory Attendance Law | 13 |
| Truancy: Three Levels | 13 |
| Attendance Requirement for Promotion and/or Credit | 14 |
| Bus Transportation | 15 |
| Harassment, Intimidation, Bullying, and Cyberbullying | 16 |
| Assistance for Bullying | 16 |
| Is it Bullying? | 17 |
| Services Available for Students | 18 |
| Health Services: Medication and Medical Procedures | 19 |
| Family Educational Rights and Privacy Act (FERPA) 2019-2020 | 20 |
| 2019-2020 Notice And Right To Opt Out Under The Family Educational Rights And Privacy Act (FERPA) | 21 |
| Alternative Educational Programs | 23 |
| STUDENT CODE OF CONDUCT | 25 |
| Code Of Conduct - Refer To Policy JICDA | 25 |
| Code of South Carolina | 25 |
| Progressive Discipline Plan (PDP) | 26 |
| Elementary School | |
| Level of Offense Descriptions, Interventions, and Consequences | 27 |
| Middle and High School | |
| Level of Offense Descriptions, Interventions, and Consequences | 34 |
| Student Dress Code | 43 |
| Electronic and Wireless Device Policy | 44 |
| PROCEDURE AND POLICY REFERENCE | 46 |
| Policies At A Glance | 46 |
| Suspension of Students – Refer to Policy JKD | 46 |
| Intervention, Discipline, and Expulsion Referrals | 47 |
| Expulsion of Students – Refer to Policy JKE and JFAA | 49 |
| Additional Expulsion/Appeal Information | 50 |
| Disciplinary Procedures for a Student with Disabilities | 51 |
| Risk Assessment and Intervention | 53 |
| Crisis Intervention | 53 |
| Restraint/Physical Force | 53 |
| Alcohol and Other Alternative Programs for Teens (ADAPT) | 54 |
| School Resource Officers (SRO) | 54 |
| SC Code of Law Section 59-24-60 | 54 |
| Tobacco Free School District – Refer to Policy JICG Issued MODEL/19 | 55 |
| Tobacco Use By Students – Refer to Policy JICG Issued MODEL/19 | 55 |
| INSTRUCTIONS FOR FORMS | 57 |
| Children's Online Privacy Protection Act (COPPA) Consent Form | |
| Charleston County School District Code of Conduct Acknowledgement of Review 2019-2020 | |

INTRODUCTION

Charleston County School District (CCSD) embraces strong core values of equity, justice, and human dignity. In our system, racism, hatred, violence, and prejudice are evils that cannot be tolerated. Our Board's recent actions to conduct the equity and inclusion analysis, mission-critical decisions, cultural competence initiative, and restorative justice practices demonstrate the district's determination to address long-standing inequities. CCSD does not discriminate on the basis of color, ethnicity, gender, sexual orientation, gender identity, religion, national origin, disability, ancestry, age, marital status, or veteran status. We reaffirm:

OUR MISSION: To educate and support every child in achieving college, career, and citizenship readiness

OUR VISION: CCSD is a premier school system in which

- every child is supported in and out of school,
- every child succeeds academically,
- every child graduates from high school prepared for employment in the modern workforce or credential completion or postsecondary degree, and
- every student, teacher, principal, and staff member is valued and respected with the opportunity to learn every day.

OUR VALUES:

- Service - We are selfless in support of our students and each other.
- Integrity - We honor truthfulness, fairness, consistency, and transparency.
- Inclusiveness - We treat each other with dignity and mutual respect.
- Equity - We target resources, support, and attention where the need is greatest.
- Collaboration - We are stronger when we work together on behalf of every child.
- Excellence - We make decisions that are student-centered, data-informed, and evidence-based.

CCSD continues to adjust our operations and practices based on the crises facing our country and our community. The global pandemic coupled with the racial injustices have deeply affected our students, staff, and families. As we reopen school for the 2020-2021 school year, it is crucial that we redefine our beliefs and expectations for student participation in learning activities and reaffirm our expectations for interactions with staff, students, and activities/behavior that impact the school community. Examples include but are not limited to: social media, applications, and virtual platforms (Zoom, CANVAS, WebEX, and Google Suite).

Based on the COVID-19 pandemic, CCSD is offering a variety of instructional experiences for students and families. These opportunities include the following:

- Brick-and-Mortar Education (In-Person Instruction)
- Distance Education: Hybrid (both in-person instruction and at-home instruction) or CCSD Virtual Academy

Whichever instructional experience your family has selected, our safety and behavior expectations remain the same. We want to operate to ensure we protect each other, e.g., I wear a mask to protect you and you wear a mask to protect me. Some of our enhanced safety expectations for students include: social distancing, handwashing, and wearing masks. All students should adhere to the safety guidelines provided. Failure to do so may result in disciplinary actions as outlined in the Progressive Discipline Plan (PDP). CCSD safety expectations for students:

- Masks must be worn in common areas: hallways, exiting vehicles / bus, playground, cafeteria, etc. While seated in their desks, students do not need to wear masks. If students move around the classroom, masks must be worn.
- Physical / Social distancing (recommended at least 6 feet apart). Students who do not follow social distance requirements may not be able to continue with face-to-face instruction.
- Handwashing / sanitizing will be expected upon entry to school, before meals, and throughout the day.

Student Attendance:

Students are expected to participate fully in their chosen educational model. Attendance will be taken each day of instruction no matter the mode of instruction (in-person, remote, hybrid, virtual). All state truancy guidelines will be followed to include: parent letter, truancy meetings (virtual or in person), and truancy hearings. Further guidelines will be provided to parents once received from the State Department of Education.

Student Conduct:

Classroom teaching methods and expectations for behavior in other shared spaces such as restrooms, hallways, cafeterias, and buses will be altered during the COVID-19 pandemic in order to ensure the safety and well being of students and staff. Students will be given reasonable opportunities to correct minor infractions, but behavior that puts others at risk or creates ongoing disrupting of other students' opportunity to learn is not acceptable. Students who do not follow requirements may not be able to continue face-to-face instruction.

Digital Citizenship:

Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. The digital citizenship guidelines are intended to clarify those expectations as they apply to computer and network usage and are consistent with CCSD Board Policy: JICJ - Electronic and Wireless Device.

A student who knowingly violates any portion of the digital citizenship expectations will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the PDP.

Students will practice safe and appropriate online behavior including using professional etiquette while communicating online.

Improper use of district technology resources is prohibited including, but not limited to:

- using racist, profane, pornographic, sexually oriented, or obscene language or materials
- attempting to send or sending anonymous messages of any kind
- using the network to access inappropriate and/or harmful materials
- bypassing the district's security measures to access sites that are filtered on the district network
- encrypting communications so as to avoid security review or monitoring by the system administrator
- using the network to provide addresses or other personal information that others may use inappropriately
- purposely engaging in activity that may harass, threaten, defame, slander, libel, malign, or abuse another (individual or group)
- forgery or attempted forgery of electronic messages; attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail
- using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines

Students will use the technology resources in a positive and responsible manner that promotes creativity, innovation, collaboration, communication, critical thinking, and problem solving. Improper use of the district's technology resources is prohibited including, but not limited to:

- using the network for political activity, financial gain, or commercial activity
- attempting to harm or harming equipment, materials, or data
- changing any computer configurations and/or settings
- installing software, including freeware and file sharing services, without permission from the director of technology or his/her designee
- streaming media, such as radio, games, video, etc., for non-educational purposes
- proxy sites - bypassing or attempting to bypass the filtering device by using sites such as, but not limited to, proxy sites on the district's electronic communications system
- running security programs or utilities that reveal or exploit weaknesses in the security of a system such as password cracking programs, packet sniffers, or port scanners or any other non-approved programs on district technology resources
- otherwise engaging in acts against the aims and purposes of the district as specified in its governing documents or in rules, regulations, and procedures adopted from time to time

Students will understand the negative impact of inappropriate technology use including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of materials such as software, music, video, and other media.

Students will log in to the district network using their own login credentials. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private. Passwords should not be written down and left in a location others may find it. The individual in whose name a system account is issued will be responsible at all times for its proper use. Students will use technology resources cautiously to prevent damage.

Academic Integrity Code:

All students enrolled in CCSD schools, including CCSD Online Programs, or working remotely are held to the same standard as when learning in a traditional school setting. Any dishonesty such as plagiarism, cheating, and/or providing false information is grounds for disciplinary action by the teacher or school administrator.

The following acts are considered dishonest and a violation of the Academic Integrity Code:

- Plagiarism – using other people’s work, ideas, or information without giving credit to the source.
- Work submission through another student’s password – any assignments or projects posed while using another student’s username and password is considered cheating.
- Cheating – using unauthorized material including outside materials or study aides for work completion. Copying another person’s work and using it as your own is considered cheating.
- Performing work or taking a test for another student.
- False information or made up data – submission is considered misleading and dishonest.

DISTRICT INFORMATION

Framework for Positive School Climate

The 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 through the use of Multi-Tiered System of Supports (MTSS).

1. Create positive climates and focus on prevention, through the use of Multi-Tiered System of Supports (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.

CCSD's district framework includes establishing MTSS for academics, behavior, and social emotional learning. Each school should incorporate Positive Behavior Interventions and Supports (PBIS) into their MTSS framework to provide universal expectations and a continuum of student supports.

1. Tier One/Universal (School-wide): High quality academic and behavioral instruction designed to meet the needs of all students across all settings, including differentiated instruction for all students and inclusive practices for students with disabilities.
2. Tier Two/Secondary (Strategic): Additional targeted academic and/or behavioral interventions and supports for groups of students who are not making adequate progress with Tier One/Universal supports alone.
3. Tier Three/Tertiary (Intensive): Intensive academic and/or behavioral interventions and supports for individual students based on response to interventions/supports at Tier 1 and Tier 2 levels.

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

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2012).



In CCSD we incorporate various SEL curricula and climate initiatives within the MTSS framework, to support the development of positive school culture and to actively develop social and emotional competencies in all students and adults. The SEL curricula and climate initiatives may include:

- Positive Behavioral Interventions and Supports (PBIS), CD-12, pbis.org
- Second Step, CD-8, Committee for Children
- Restorative Practices, K-12, International Institute for Restorative Practices (IIRP)
- Overcoming Obstacles, K-12, overcomingobstacles.org
- Capturing Kids Hearts, K-12, Flippen Group
- Avid, 6-12, avid.org

CHARLESTON COUNTY SCHOOL DISTRICT

Education Thrives When You Keep it Under Five



Days of Absences

Consequences of Missing School

- Drop-out—Students who are chronically absent typically fall behind in grade level and drop out of school.
- Negative Behaviors—Students who are chronically absent are at-risk for other behaviors, such as alcohol and drug abuse, teenage pregnancy, and violence.
- Low Academic Performance—Students who are chronically absent usually receive lower grades and perform poorly on standardized tests.

Did You Know? The Department of Alternative Programs and Services (DAP) can help you achieve your educational goals if you choose to remain in school? For more information, contact: DAP @ 843.745.7150 or dap@charleston.k12.sc.us

Links for Additional resources:

<http://www.truancyprevention.org/>

<https://www.education.com/reference/article/truancy-fact-sheet/>

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. Students are expected to attend school 180 days.

Lawful Absences (excused) shall include but are not limited to:

- absences caused by a student's own illness and whose attendance in school would endanger his or her health and the health of others
- absences due to an illness or death in the student's immediate family; the principal shall require a physician's certificate from the parent/legal guardian of a student reported continuously absent for illness.
- absences due to a recognized religious holiday of the student's faith
- absences due to activities that are approved in advance by the principal
 - Approved activities include the following:
 - state and national competitions
 - ceremonies honoring outstanding students
- work approved or sponsored by the school, the school district or the state department of education, accepted by the associate superintendent or school principal or designee as reason for excusing the student
 - out of school suspension
 - in school suspension
 - field trips approved by the principal or designee
- absences for students whose parent/legal guardian (a) is an active duty member of the uniformed services, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, upon presentation of appropriate military orders - student will be granted up to five days of excused absences to visit with his/her parents/legal guardians upon principal approval

Absences Due to Illness (Fever, Diarrhea, and Vomiting)

- According to the SC Department of Health and Environment Control (DHEC) Exclusion Laws, if a student has a fever, that student must be fever free for 24 hours before returning to school (this means without the use of fever reducing medications). Fever is defined as a temperature of 100.0 or greater.
- If a student has diarrhea, that student must be diarrhea free for 24 hours before returning to school (this means without the use of diarrhea suppressing medication). Diarrhea is defined as 3 or more episodes of loose stools in a 24 hour period.
- A student must not come to school if vomiting 2 or more times in a 24 hour period.
- Therefore, attendance that was excused because the nurse sent a student home with one of the above reasons should be for the day of dismissal and the next day. However, after 24 hours, if symptoms of diarrhea, fever, or vomiting are still occurring, the student should see a physician. Only the day of dismissal and the next day are excused; days after that would require a physician or parent note.

Please refer to the following links from DHEC for additional information:

<https://www.scdhec.gov/sites/default/files/Library/CR-010752.pdf>
<https://www.scdhec.gov/sites/default/files/Library/CR-011634.pdf>

Unlawful Absences include but are not limited to:

- absences of a student without the knowledge of his or her parents
- absences of a student without acceptable cause with the knowledge of his or her parents
- absences due to out of town trips/vacations

Chronic Absenteeism

As defined by the Office of Civil Rights (OCR), chronically absent students are those absent 10 percent or more school days during the school year. According to the OCR, an absent student is one who misses 50 percent of the instructional day for any reason and regardless of whether the absence is excused or unexcused. In other words, students who are absent for any reason - including suspension, illness, and death in the family - AND miss 10 percent or more of the school year will be considered chronically absent.

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, parent/guardian's signature, date(s) of absence(s), and documentation of the reason for absence(s). **Text messages and emails are not acceptable documentation for student absences.** All documentation required by the school is subject to review and must be approved by the principal. 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

A student who is tardy is defined as one who arrives after the start time of the instructional day or class period as based on the CCSD bell schedule. Schools must follow the school's tardy policy.

Parents of students ages 3-17 must come into the school to sign their children in if they are late to school.

LAWFUL TARDIES: In order for a tardy to be excused, written documentation must be provided.

1. Doctor or dentist appointment
2. Late bus arrival
3. Teacher, guidance or administrator conference
4. Observance of a religious holiday
5. Court appearance or court ordered activity

UNLAWFUL TARDIES:

1. Illness on part of the student without a written excuse
2. Oversleeping
3. Traffic / Car trouble
4. Personal reasons
5. Missed bus / Carpool trouble

Early Sign-Outs

When students are signed out early on an ongoing basis, their academic performance may be negatively impacted. The school system strongly encourages parents to ensure their student is in school for the full school day every day.

Students shall not be released within the final 30 minutes of the school day unless the principal or designee determines that it is an emergency, or the student has a medical, dental, or court appointment that cannot be reasonably scheduled at another time.

Late Pick-Ups

Students are required to leave campus at dismissal unless they have permission to stay for an official school activity.

Continued late pick ups will result in school-based and district level interventions and/or consequences.

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

Tuancy Intervention Procedures

1. The School Level Tuancy 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 2 or more additional 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 continues to accumulate unlawful absences and after exhaustive interventions, a referral will be made to the Department of Alternative Programs and Services.
7. The referral will be reviewed to determine if further interventions are needed or it will be forwarded to the district's truancy hearing panel. If the referral is forwarded to a truancy hearing, parent and student will be required to attend the hearing to remedy the attendance problem. If the unlawful absences continue following the meeting with the truancy hearing panel, 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 actions.

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.

High school students will be counted absent for a full period if they miss more than half of the class period. The principal may determine the lawful or unlawful nature of the absences. Students in grades nine through twelve must attend:

- Quarter Course 42 out of 45 Days
- Semester or 4 x 4 Course 85 out of 90 Days
- Year Long Course 170 out of 180 Days

Appeal Process for Denial of Credit

Consistent with state regulations, parents/legal guardians have the right to appeal attendance violation decisions and/or question the school records regarding attendance. The appeal should be made in writing to the school principal or designee. The decision of the principal or designee may be appealed to the associate superintendent or designee. The decision of the associate superintendent or designee may be appealed to the superintendent or designee by written request for appeal within 10 days of receipt of the decision of the associate superintendent or designee. The decision of the superintendent or designee is final.

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. Students are expected to behave in a manner, similar to that of a classroom environment. Inappropriate conduct on the school bus may result in a bus conduct referral. Said referral will be reviewed by school administrators for discipline based upon the CCSD Progressive Discipline Plan.

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.

Harassment, Intimidation, Bullying, and Cyberbullying

Harassment, intimidation or bullying is inclusive of any gesture, electronic communication, or a written, verbal, physical, emotional or sexual act reasonably perceived to have the effect of any of the following:

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage.
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.
- demonstrates motivation by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristics.

| Harassment | Intimidation | Bullying | Cyber bullying |
|--|--|--|--|
| Any insulting, abusive or dehumanizing statement or action which negatively impacts another person's (student or staff) emotional or mental well being. This could be in person or with technology (email, blogs, texting, social media, chat rooms, sexting, instant messaging, video voyeurism, etc) | Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapons and without subjecting the victim to actual physical attack. (This category only includes verbal incidents that cause fear. It does not include insubordination, lack of respect, defiance of authority, etc.) | Bullying is defined as an unwanted, aggressive, deliberate and 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 when the person(s) doing the bullying has more physical, emotional, or social power than the target. | Cyberbullying is bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, or false, content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. |
| Multiple incidents of harassment and/or intimidation can be considered bullying. | | If bullying and/or cyberbullying that occurs outside of school disrupts the educational environment, the district has the authority to intervene to provide intervention and/or consequences. | |


Assistance for Bullying

If you are being bullied, harassed, or intimidated:


- Tell someone you trust – a parent/guardian, a teacher, counselor, or administrator or use the anonymous reporting app (STOPit).
- 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, counselor, or administrator or use the anonymous reporting app (STOPit).
- Don't encourage the bully by laughing or joining in.
- Encourage the bullied student to talk to someone he/she trusts about what happened. 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.



Download STOPit Today!
An Anonymous Reporting Solution



Available on the  **App Store**  **Google play**

Retrieve the access code from your school!

You may also submit an anonymous tip via telephone by calling 877-250-2790.

Charleston excellence is our standard
County SCHOOL DISTRICT

IS IT BULLYING?

NOT NICE

When someone says or does something
unintentionally hurtful and they only do
it once.....
.....That is **Not Nice**

MEAN

When someone says or does something
intentionally hurtful and they do it once...
.....That is **Mean**

BULLYING

When someone says or does something
intentionally hurtful and they keep
doing it, over a period of time, even
when you tell them to stop or show
them that you are upset...

.....That is **Bullying**

*If you see something,
say something.*

*You can report bullying to a teacher,
counselor, principal or trusted adult.*



Services Available for Students

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 Plan 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 states 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, nurse practitioner, and physician assistant are medical providers who may sign the homebound form recommending medical homebound instruction; **homebound services are approved for a maximum of 45 instructional days at a time. If it is necessary for homebound instruction to continue beyond the approved period of time, a new homebound packet will be required.** A school or district representative may contact the parent and doctor to request additional information and discuss strategies to maintain the student in the school environment. **The school or district representative may ask for additional information regarding the student's individual health/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.**

The parent has the right to appeal the homebound decision made by the superintendent or designee and school team. The appeal must be made in writing to the Department of Alternative Programs and Services within 10 days of receipt of the homebound denial letter from the school.

Homebound **services** are appropriate for short term intervention and should not be viewed as a long term placement 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 (and truancy) policy does apply to homebound students. If a student misses 3 consecutive or 5 cumulative homebound sessions, the school is expected to follow the CCSD truancy protocol. Students receiving homebound instruction should return to school-based instruction as soon as physically possible.

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.

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

Family Educational Rights and Privacy Act (FERPA) 2019-2020

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

- (800) 877-8339 TTY / ASCII (American Standard Code For Information Interchange)
- (877) 877-6280 VCO (Voice Carry Over)
- (877) 877-8982 Speech-to-Speech
- (800) 845-6136 Spanish
- (866) 377-8642 Voice
- 866) 893-8340 TeleBraille
- (800) 877-0996 Customer Service (Voice/TTY, ASCII and Spanish)

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Notice And Right To Opt Out Under The Family Educational Rights And Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Charleston County School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Charleston County School District may disclose appropriately designated "directory information" without written consent, unless you have advised the **Charleston County School District** to the contrary in accordance with Charleston County School District procedures. The primary purpose of directory information is to allow the Charleston County School District to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish

yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Charleston County School District to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the Charleston County School District. Please notify your school principal of your opt out request, in writing, by **September 13, 2019**. Please be advised, any requests for directory information received prior to the deadline will be honored. Charleston County School District has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Alternative Educational Programs

Adult Education

Charleston County School District's Office of Adult Education offers students who are officially withdrawn from the K-12 program the opportunity to complete their high school education. Students who are 17 years of age must have local school board (constituent) approval prior to enrolling.

State Board Regulation 43-259: Graduation Requirements: A student has two courses of study to earn their high school credential. Students must meet the current graduation requirements to receive a State of South Carolina High School Diploma or study to prepare for the State GED test and receive a State of South Carolina High School Equivalency Diploma.

Daniel Jenkins Academy (8th-12th)

Daniel Jenkins Academy serves overage eighth graders and high school students in an alternative setting that provides individualized opportunities for students in lieu of expulsion or as a behavioral or truancy intervention. Each student develops academic and social skills to reach his or her fullest potential with a comprehensive support system of committed and highly qualified educators. Students attend Daniel Jenkins when their social-emotional, behavioral needs, or attendance, interfere with the education of themselves or others in a traditional school. Students receive intensive social-emotional and behavior support while working through a level system to return to his/her home school.

Daniel Jenkins also provides educational services to students in The Charleston County Juvenile Detention Center and is the Interim Alternative Educational Setting (IAES) for high school students in CCSD.

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.

Septima P. Clark Academy (8th-12th)

Septima P. Clark Academy is an academic alternative program for students in grades 8 through 12. Students may apply to attend Septima P. Clark Academy for a variety of academic and social-emotional reasons that have prevented them from being successful in a traditional school setting. The small class sizes and acceleration opportunities allow students who have fallen behind to get back on the path to graduation. The typical class size is 15 students or less. Overage 8th graders are allowed to apply based

on their middle school principal's recommendations. Eighth graders may only enroll in January of each school year. Septima P. Clark Academy is not a discipline school or discipline alternative. High school students are allowed to participate in their home school activities and sports. Admission to Septima P. Clark Academy is by application and interview only.

FOCUS (Focus On Choices and Understanding Self)

FOCUS (Focus On Choices and Understanding Self) is a program to reduce out of school suspensions (OSS) in CCSD. Some middle and high schools will have FOCUS programs as an alternative to suspension. Students may be assigned to FOCUS for 3-10 days. While in FOCUS, students will receive academic and social skills instruction.

Turning Point Academy (TPA)

Advanced Studies Magnet-West Ashley, Northwoods Middle, Morningside Middle and Wando High School. Students are offered applications to TPA during a due process hearing or upon re-entry to CCSD from a long term placement. TPA also serves Middle School Focus on Choices and Understanding Self (FOCUS) students. Each academy is housed in a portable or a detached classroom at the four sites. TPA students are with the TPA staff at all times. The length of placement is a maximum of 45 days for high school students, a maximum of 30 days for middle school students, and 5-10 days for middle school FOCUS students. Each student will have an orientation upon acceptance to TPA, and their exit criteria will be established for him/her, based on individual needs (academic and behavioral). The school day at each site is 7:45 am - 1:45 pm, with transportation provided by parents/guardians.

Alternative Charter Schools

Charleston Acceleration Academy (9th-12th)

Greg Mathis Charter High School (9th-12th)

STUDENT CODE OF CONDUCT

CODE OF CONDUCT - Refer to Policy JICDA

Purpose: To establish the basic structure and vision for a code of conduct and discipline for students.

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.

The superintendent shall implement the district's code of conduct and discipline to achieve and maintain order in the schools. In the 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.

Students have a responsibility to know and respect the policies, rules and regulations, as defined in the student code of conduct of Charleston County School District. 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 progressive discipline plans 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 (see policies JKD and JKE).

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 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

Code of South Carolina

Notice of Regulations: Upon admission to school, each student shall have access to the code of conduct and a form of acknowledgement to be signed by the student and parent/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.

Progressive Discipline Plan (PDP)

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

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

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

TERMS TO KNOW:

- **Banding** - Banding addresses the accumulation of multiple "like" referrals by a student, so that school leaders are able to provide timely and responsive interventions and supports to students who are experiencing challenges. Infractions "banded" together, will follow the same progression of consequences AND interventions.
- **PDP** - Progressive Discipline Plan
- **Teacher Managed Referrals** - Behaviors that will be assigned consequences/interventions by the classroom teacher
- **Office Managed Referrals** - Behaviors that be assigned consequences/interventions by the administrator
- **Levels** - Refers to the severity of the behaviors (ranges from Level 1 (less severe) to Level 3 (most severe))
- **Referral to DAP** - A discipline hearing will be conducted by a DAP staff member in the DAP office.
- **Referral for Expulsion** - A discipline hearing will be conducted by the constituent board in the zone in which the school is located.

Elementary School

LEVEL OF OFFENSE DESCRIPTIONS, INTERVENTIONS, AND CONSEQUENCES

ELEMENTARY SCHOOL CODES

Level of Offense Descriptions, Interventions, and Consequences

Classroom Managed/Teacher Managed

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

| Infraction | Definition |
|--------------------------|--|
| Cheating | Providing, receiving, or viewing answers to assignments, quizzes, or tests; accessing academic materials without permission (with or without the use of electronic devices) |
| Dishonesty | Failure to knowingly tell the truth; also includes obtaining petty objects without permission like food and school supplies (not technology) |
| 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 disrupts the learning environment |
| Inappropriate Affection | 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 - this also includes not following classroom rules and expectations |
| 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 possession 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 |
| Running | Running in the classroom, hallway, cafeteria, or any other area inside the school (not including gym or PE) |
| Tardy | Arriving late to school or class (multiple tardies will result in Level 1 referral) |
| 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 environment wherever the class is located |

| 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 |
| Alternate Work Location | 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 | |

ELEMENTARY SCHOOL CODES

LEVEL 1 – BEHAVIORAL MISCONDUCT

Behavioral misconduct is defined as those activities engaged in by student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles and during school-sponsored activities.

| Code | Infraction | Definition |
|------|---|--|
| 3 | Bite/Pinch/Spit (Pre-K - 2nd Grade) | To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth |
| 220 | Computer Violation – Non-criminal (Pre-K - 2nd Grade) | Willfully damaging or defacing school district technology tools (iPad, Chromebooks, Smart Boards, etc.) |
| 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, lighters, etc.) |
| 170 | Cutting Activity | Failure to attend or complete an assigned school activity or event |
| 160 | Cutting Class (3rd - 5th Grade) | 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 another person including but not limited to any verbal, written, or electronic communication |
| 7 | Disrupting Class | Behavior that interferes with instruction, learning, and a safe and orderly environment which includes, but not limited to, chronic talking, teasing, being out of the seat/not sitting in the assigned seat, rude noises, selling items on campus, etc |
| 271 | Failure to Comply with Disciplinary Actions | The act of not completing a consequence or sanction assigned by a teacher or multiple teacher managed offenses. This code is to be used by teachers and staff only |
| 320 | Leaving Class | Departing from class without permission before the class period is complete |
| 290 | Obscene Gesture | An offensive expression of an idea, opinion, or emotion through gesture, comments, or writing. 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 | Wandering on school premises in an area that is off limits to students or when there is no particular reason to be there |
| 2 | Other Offense (Stealing) | To steal or possess property without the permission of the owner under \$100 |
| 210 | Profanity (toward student/peer) | Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward another peer |
| 23 | Property Misuse | Minor damage or defacement of property belonging to the school or others |
| 151 | Truant | A student between the ages of 6 and 16 who has accumulated three consecutive days of unlawful absences or a total of five unlawful absences during the current school year |
| 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, smart watches, etc. |

| Interventions | Consequences |
|--|--|
| All interventions from TM Level Mentor | All consequences from TM Level Admin/Parent contact |
| Attendance contract | Admin/Parent conference (most likely assigned after the 3rd or 4th occurrence) |
| Guidance referral | Confiscation of items |
| Community Service | Administrative Detention |
| Problem solving meeting w/Admin | Admin/student conference |
| Peer Mediation | Removal from class |
| Conflict Resolution | Cafeteria/yard/school work detail |
| Schedule Change | Loss of extracurricular activities |
| Social Skills/Behavior Group | Restitution |
| Referral for Social Worker | |
| Truancy Intervention Referral | |



ELEMENTARY SCHOOL CODES

LEVEL 2 – DISRUPTIVE CONDUCT

Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property, and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school transportation vehicles, and during other school-sponsored activities.

| 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. This includes, but is not limited to: inciting a fight, impeding school officials from reaching a fight, recording a fight, and posting videos of a fight on a social media site |
| 680 | Alcohol/Liquor Law Violation | Violation of laws prohibiting sale, purchase, barter, transportation, possession, distribution, consumption, or being under the influence of alcoholic beverages |
| 3 | Bite/Pinch/Spit (3rd - 5th grade) | To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth at another person |
| 530 | Bribery | Offering, giving, receiving, or soliciting of money or other items of value to sway the judgment or action of a person |
| 220 | Computer Violation – Non-criminal (3rd - 5th grade) | Willfully damaging or defacing school district technology tools (iPad, Chromebooks, Smart Boards, etc.) |
| 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 (3rd - 5th Grade) | Non-compliance with a written school agreement |
| 150 | Cutting School | Failure to attend or complete a school day |
| 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 |
| 9 | Fighting | Mutual participation in an incident involving physical violence where there is no major injury |
| 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 | 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 insulting, abusive or dehumanizing statement or action which negatively impacts another person's (student or staff) emotional or mental well being. This could be in person or with technology (email, blogs, texting, social media, chat rooms, sexting, instant messaging, video voyeurism, etc) |
| 14 | Hit / Kick / Push (toward adult) | To deal a blow to, come in to contact with, to trip, or strike; to strike with foot or feet; to push, apply pressure with the intent to cause harm toward an adult |
| 14 | Hit / Kick / Push (toward student/peer) | To deal a blow to, come in to contact with, to trip, or strike; to strike with foot or feet; to push, apply pressure with the intent to cause harm toward a student / peer |
| 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 (includes throwing furniture and destroying classroom) |
| 710 | Pornography | Possession, manufacturing, or distribution of sexually explicit/obscene material |
| 380 | Probation Violation (District Probation Only) | A direct violation of a District Probation contract administered through a hearing |

ELEMENTARY SCHOOL CODES

LEVEL 2 – DISRUPTIVE CONDUCT – *continued*

| Code | Infraction | Definition |
|------|--------------------------------|--|
| 210 | Profanity (toward adult) | Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward an adult |
| 22 | Inappropriate Physical Contact | Touching another person in an unsuitable or improper manner for the location, setting, or activity |
| 270 | Refusal to Obey/Defiant | Refusing to follow a request or a specific direction/instruction of an adult, posted sign/notice, or campus safety procedure (e.g. propping open doors or gates, not listening during a drill or emergency) through disobedience, defiance, unruliness, or noncompliance |
| 740 | Stolen Property | Having in possession goods obtained by larceny, by stealing, by robbing, by theft; something unlawfully taken from its rightful owner (Less than \$2000 in damages. Greater than \$2000 moves to Level 3 offense-larceny/theft) |
| 230 | Tobacco | Possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless tobacco 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 |
| 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. (Less than \$500 in damages is Level 2. Greater than \$500 moves to Level 3 offense.) |
| 789 | Misc weapons | Weapons that do not inflict injury such as: toy guns, toy cap guns, toy pellet guns, and bullets |

| Interventions | Consequences |
|--|--|
| All interventions from TM and Level 1 | All consequences from TM and Level 1 |
| Referral to outside agency | Parent/Guardian Shadowing |
| Referral to Truancy interventionist | Conditional Suspension (most likely assigned after the 3rd or 4th occurrence) |
| Referral to Social Worker | OSS (most likely assigned after the 3rd or 4th occurrence) |
| MTSS consultation | School Probation Contract |
| Individual Problem solving | Abbreviated Day (must be approved by level leader) |
| 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 (most likely assigned after the 4th or 5th occurrence) |
| Home visit | Referral to Law Enforcement |
| Referral to CIS/Mental Health | |
| Intervention referral to Department of Alternative Programs and Services | |
| Behavior Team Referral | |
| Substance Use Intervention | |

ELEMENTARY SCHOOL CODES

LEVEL 3 – CRIMINAL CONDUCT

Criminal conduct is defined as those activities engaged in by student(s) which result in violence to oneself or another's person or property or which pose a direct and serious threat to the safety of oneself or others in the school. When school officials have a reasonable belief that students have engaged in such activities, then these activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the School Resource Officer or other local law enforcement authorities, and/or action by the local school board. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school transportation vehicles, and during other school-sponsored activities.

| Code | Infraction | Definition |
|------|-----------------------------|---|
| 500 | Arson | Any willful and malicious burning of any part of a dwelling, structure, building, or conveyance |
| 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 | Bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, or false, content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation |
| 560 | Disturbing School | Behavior that disturbs the learning environment or school sponsored event for a significant number of students for an extended period of time 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) |
| 610 | Forced Sexual Offense | 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) |
| 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 |

ELEMENTARY SCHOOL CODES

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 | This code is to be used for incidents involving students only (i.e. student intimidates student). Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapon and without subjecting the victim to actual physical attack. (This category only includes verbal incidents that cause fear. It does not include insubordination, lack of respect, defiance of authority, etc.)-Federal definition-C030. See Threat Assessment Information and Proceed Accordingly. |
| 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 |
| 670 | Larceny/Theft | To steal or possess property without the permission of the owner (Greater than \$2000 in damages) |
| 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 | 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 |
| 25 | Sexual Violation | Acts that are overtly sexual in nature including masturbation, most consensual intercourse and oral sex |
| 690 | Non-Forcible Sex Offense | Unlawful, unforced sexual acts or indecent exposure that is overtly sexual in nature, or other sexually inappropriate behavior |
| 27 | Threat | Making statements or gestures of intent to do physical harm to a staff member or towards the school |
| 230 | Tobacco Distribution | Sell, dispense or distribution of any tobacco related product included but not limited to: cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless products, electronic cigarettes, and vaporizers |
| 760 | Vandalism | Willfully or maliciously destroying, damaging, or defacing real or personal property. (Less than \$500 in damages is Level 2. Greater than \$500 moves to Level 3 offense) |
| 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 | 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 |
| 783 | Weapons: Other Firearms | Devices designed to expel a projectile, grenade, explosive |
| 782 | Weapons: Rifles/Shotguns | A rifle or shotgun with or without ammunition |
| 787 | Weapons: Discharged Firearm | A discharged handgun |
| 788 | Weapons: Discharged Firearm | A discharged rifle or shotgun |
| 789 | Weapons Offense from the State Dept. | 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 school sponsored 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 interventions from TM, Level 1, and Level 2 | All consequences from TM, Level 1 and Level 2 |
| Abbreviated Day (must be approved by level leader) | OSS 5 days (Additional 5 can be approved by level leader) |
| Alternative Schedule | Referral to Law Enforcement |
| Substance Abuse Intervention | Expulsion Referral |

Middle and High School

LEVEL OF OFFENSE DESCRIPTIONS, INTERVENTIONS, AND CONSEQUENCES

SECONDARY SCHOOL CODES

Level of Offense Descriptions, Interventions, and Consequences

Classroom Managed/Teacher Managed

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

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

| 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 |
| Alternate Work Location | 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 | |

SECONDARY SCHOOL CODES

LEVEL 1 – BEHAVIORAL MISCONDUCT

Behavioral misconduct is defined as those activities engaged in by student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles and during school-sponsored activities.

| Code | Infraction | Definition |
|------|---|---|
| 190 | Cheating | Plagiarizing, providing, receiving, or viewing answers to assignments, quizzes, or tests; accessing academic materials without permission |
| 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, lighters, chemicals) |
| 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 (This refers to a teacher violation) |
| 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 without profanity |
| 305 | Driving Violation | Failure to abide by SC driving laws or failure to comply with driving rules set forth by the school |
| 400 | Excessive Noise | Any loud sound that is unnecessary or interferes with the learning environment or activity; senseless shouting or outcry |
| 271 | Failure to Comply with Disciplinary Actions | The act of not completing a consequence or sanction assigned by a teacher or multiple teacher managed offenses. This code is to be used by teachers and staff only |
| 320 | Leaving Class | Departing from class without permission before the class period is complete |
| 290 | Obscene Gesture | An offensive expression of an idea, opinion, or emotion through gesture, comments, or writing. 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 | Wandering on school premises in an area that is off limits to students or when there is no particular reason to be there |
| 200 | Off Limits-Parking Violation | Parking on campus or at a school sponsored event without authorization or in a manner that is not consistent with expectations of the property owner |
| 210 | Profanity (toward student/peer) | Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward a student |
| 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 |
| 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. This also includes recording students or staff without their permission |
| 034 | Violation of Medication Policy | Prescription or non-prescription drugs found on a student's person without proper documentation |

| Interventions | Consequences |
|---------------------------------|---|
| All interventions from TM Level | All consequences from TM Level |
| Mentor | Admin/Parent contact (most likely assigned after the 2nd or 3rd occurrence) |
| 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 (most likely assigned after the 3rd or 4th occurrence) |
| Schedule Change | Cafeteria/yard/school work detail |
| Social Skills/Behavior Group | Loss of extracurricular activities |
| | Saturday School (most likely assigned after the 3rd or 4th occurrence) |

SECONDARY SCHOOL CODES

LEVEL 2 – DISRUPTIVE CONDUCT

Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property, and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school transportation vehicles, and during other school-sponsored activities.

| 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. This includes, but is not limited to: inciting a fight, impeding school officials from reaching a fight, recording a fight, and posting videos of a fight on a social media site |
| 680 | Alcohol/Liquor Law Violation | Violation of laws prohibiting sale, purchase, barter, transportation, possession, distribution, consumption, or being under the influence of alcoholic beverages |
| 3 | Bite/Pinch/Spit | To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth onto another person or possession |
| 530 | Bribery | Offering, giving, receiving, or soliciting of money or other items of value to sway the judgment or action of a person |
| 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 (i.e. unauthorized websites, bypassing filters) |
| 407 | Confrontation/Altercation | An exchange of words between students resulting in conflict; a heated or angry dispute; a noisy argument or controversy |
| 150 | Cutting School | Failure to attend or complete a school day |
| 575 | Drug Usage | The use or being under the influence of an illegal substance; solicitation of any chemical compound or material which is categorically not permitted on school grounds or at school related activities such as prescription or nonprescription medication; being under the influence of unauthorized legal or any illegal substances |
| 9 | Fighting | Mutual participation in an incident involving physical violence where there is no major injury |
| 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 | 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. Purposely signing another person's name or altering, copying, or imitation of documents (to include but not limited to hall passes, medical notes, field trip forms, check in check out sheet, report cards) 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 insulting, abusive or dehumanizing statement or action which negatively impacts another person's (student or staff) emotional or mental well being. This could be in person or with technology (email, blogs, texting, social media, chat rooms, sexting, instant messaging, video voyeurism, etc) |
| 14 | Hit/Kick/Push | To deal a blow to, come in contact with, to trip, or strike; to strike with foot or feet; to push, apply pressure with the intent to cause harm |
| 22 | Inappropriate Physical Contact | Touching another person in an unsuitable or improper manner for the location, setting, or activity |
| 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 |
| 2 | Other Offense (Stealing) | To steal or possess property without the permission of the owner under \$100 |
| 710 | Pornography | Possession, manufacturing, or distribution of sexually explicit/obscene material |
| 380 | Probation Violation (District Probation Only) | A direct violation of a District Probation contract administered through a hearing |
| 210 | Profanity (toward adult) | Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward a staff member |
| 270 | Refusal to Obey/Defiant | Refusing to follow a request or a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance Refusing to follow a request or a specific direction/instruction of an adult, posted sign/notice, or campus safety procedure (e.g. propping open doors or gates, not listening during a drill or emergency) through disobedience, defiance, unruliness, or noncompliance |

SECONDARY SCHOOL CODES

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 (Less than \$2000 in damages. Greater than \$2000 moves to Level 3 offense-larceny/theft) |
| 230 | Tobacco | Possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless tobacco 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 |
| 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 (Less than \$500 in damages. Greater than \$500 moves to Level 3 offense) |
| 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 interventions from TM and Level 1 | All consequences from TM and Level 1 |
| Referral to outside agency | Parent/Guardian Shadowing |
| Referral to Truancy interventionist | Conditional Suspension (most likely assigned after the 1st or 2nd occurrence) |
| Referral to Social Worker | ISS (most likely assigned after the 2nd or 3rd occurrence) |
| MTSS consultation | OSS (most likely assigned after the 2nd or 3rd occurrence) |
| Individual Problem solving | School Probation Contract |
| Sexual Harassment Intervention | Restitution |
| Bullying Intervention | Referral to Law Enforcement |
| Threat Assessment | Abbreviated Day (must be approved by level leader) |
| Home visit | Restricted Activities / Schedule |
| Referral to CIS/Mental Health | Loss of participation in School Events (graduation/field trip/ceremony/dance/etc) |
| Intervention referral to Department of Alternative Programs and Services | Referral for alternative school placement (most likely assigned after the 3rd or 4th occurrence) |
| Substance Use Intervention | |

SECONDARY SCHOOL CODES

LEVEL 3 – CRIMINAL CONDUCT

Criminal conduct is defined as those activities engaged in by student(s) which result in violence to oneself or another's person or property or which pose a direct and serious threat to the safety of oneself or others in the school. When school officials have a reasonable belief that students have engaged in such activities, then these activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the School Resource Officer or other local law enforcement authorities, and/or action by the local school board. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school transportation vehicles, and during other school-sponsored activities.

| Code | Infraction | Definition |
|------|------------------------------|---|
| 500 | Arson | Any willful and malicious burning of any part of a dwelling, structure, building, or conveyance |
| 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 | Bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, or false, content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation |
| 560 | Disturbing School | 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 medication). Student under the influence of drugs who admitted to smoking / possessing drugs on campus / school / district sponsored event |
| 590 | Embezzlement | The unlawful misappropriation by the offender of money, property, or some other thing of value for personal use while entrusted to his/her care, custody, or control |
| 600 | Extortion | To unlawfully obtain money, property, or any other thing of value without that person's consent through the use or threat of force, misuse of authority, threat of destruction of reputation or social standing, or through other coercive means |
| 350 | Fire Alarm | In the absence of an emergency, to activate or set off a fire signal indicating the presence of a fire emergency |
| 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 |

SECONDARY SCHOOL CODES

LEVEL 3 – CRIMINAL CONDUCT – *continued*

| Code | Infraction | Definition |
|------|--------------------------------------|--|
| 610 | Forced Sexual Offense | 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) |
| 640 | Homicide | The killing of one human by another, not including manslaughter or attempted murder |
| 19 | Indecent Exposure | The deliberate exposure in public of one's genitalia or private area(s) of one's body |
| 650 | Intimidation | This code is to be used for incidents involving students only (i.e. student intimidates student). Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapon and without subjecting the victim to actual physical attack. (This category only includes verbal incident that causes fear. It does not include insubordination, lack of respect, defiance of authority, etc.)- Federal definition-C030. See Threat Assessment Information and Proceed Accordingly. |
| 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 |
| 670 | Larceny/Theft | To steal or possess property without the permission of the owner (Greater than \$2000 in damages) |
| 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 state regulations to be a danger to the school environment. (see complete list) |
| 720 | Prostitution | To engage in or promote sexual activities for profit |
| 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 | 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 |
| 690 | Non-Forcible Sexual Offense | Unlawful, unforced sexual acts or indecent exposure that is overtly sexual in nature, or other sexually inappropriate behavior |
| 25 | Sexual Violation | Acts that are overtly sexual in nature including masturbation, most consensual intercourse and oral sex |
| 27 | Threat | Making statements or gestures of intent to do physical harm to a staff member or towards the school |
| 230 | Tobacco Distribution | Sell, dispense or distribution of any tobacco related product included by not limited to: cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless products, electronic cigarettes, and vaporizers |
| 760 | Vandalism | Willfully or maliciously destroying, damaging, or defacing real or personal property (Greater than \$500 in damages. Less than \$500, then Level 2 offense) |
| 770 | Vehicle Theft | To steal from or possess a vehicle without permission of the owner |
| 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 |
| 783 | Weapons: Other Firearms | Devices designed to expel a projectile, grenade, explosive |
| 782 | Weapons: Rifles/Shotguns | A rifle or shotgun with or without ammunition |
| 787 | Weapons: Discharged Firearm | A discharged handgun |
| 788 | Weapons: Discharged Firearm | A discharged rifle or shotgun |
| 789 | Weapons Offense from the State Dept. | Weapons: Firearms, handguns, rifles, shotguns or bombs (including look-alike); pellet gun, paintball gun, stun gun, BB gun, flare gun, nail gun, or airsoft 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 school sponsored 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 interventions from TM, Level 1, and Level 2 | All consequences from TM, Level 1 and Level 2 |
| Abbreviated Day (must be approved by level leader) | OSS 5 days (Additional 5 can be approved by level leader) |
| Alternative Schedule | Referral to Law Enforcement |
| Substance Use Intervention | Expulsion Referral |

SECONDARY SCHOOL CODES

LEVEL 3 - CODE 700 - OTHER CRIMINAL OFFENSES (SERIOUS)

Other acts of criminal conduct as set forth in State and Federal Law not covered in the existing list of codes; includes offenses committed off-campus that are deemed serious enough by the State Regulations to be a danger to the school environment. Under South Carolina Law, section 16-1-60, those infractions that are considered violent crimes are listed below:

| |
|---|
| abuse or neglect of a vulnerable adult resulting in death (Section 43-35-85(F)) |
| abuse or neglect of a vulnerable adult resulting in great bodily injury (Section 43-35-85(E)) |
| accessory before the fact to commit any of the above offenses (Section 16-1-40) |
| aggravated voyeurism (Section 16-17-470(C)) |
| aiding and abetting homicide by child abuse (Section 16-3-85(A)(2)) |
| allowing great bodily injury to be inflicted upon a child (Section 16-3-95(B)) |
| armed robbery (Section 16-11-330(A)) |
| arson in the first degree (Section 16-11-110(A)) |
| arson in the second degree (Section 16-11-110(B)) |
| assault and battery by mob, first degree, resulting in death (Section 16-3-210(B)) |
| assault and battery of a high and aggravated nature (Section 16-3-600(B)) |
| assault and battery with intent to kill (Section 16-3-620) |
| assault with intent to commit criminal sexual conduct, first and second degree (Section 16-3-656) |
| attempt to commit any of the above offenses (Section 16-1-80) |
| attempted armed robbery (Section 16-11-330(B)) |
| attempted murder (Section 16-3-29) |
| boating under the influence resulting in death (Section 50-21-113(A)(2)) |
| burglary in the first degree (Section 16-11-311) |
| burglary in the second degree (Section 16-11-312(B)) |
| carjacking (Section 16-3-1075) |
| criminal domestic violence of a high and aggravated nature (Section 16-25-65) |
| criminal sexual conduct in the first and second degree (Sections 16-3-652 and 16-3-653) |
| criminal sexual conduct with minors, first, second, and third degree (Section 16-3-655) |
| damaging an airport facility or removing equipment resulting in death (Section 55-1-30(3)) |
| detonating a destructive device resulting in death with malice (Section 16-23-720(A)(1)) |
| detonating a destructive device resulting in death without malice (Section 16-23-720(A)(2)) |
| detonating a destructive device upon the capitol grounds resulting in death with malice (Section 10-11-325(B)(1)) |

SECONDARY SCHOOL CODES

Level 3 - Code 700 - Other Criminal Offenses (Serious) – *continued*

| |
|---|
| drug trafficking as defined in Section 44-53-370 (e) |
| engaging a child for a sexual performance (Section 16-3-810) |
| failure to stop when signaled by a law enforcement vehicle resulting in death (Section 56-5-750(C)(2)) |
| felony driving under the influence or felony driving with an unlawful alcohol concentration resulting in death (Section 56-5-2945(A)(2)) |
| hit and run resulting in death (Section 56-5-1210(A)(3)) |
| homicide by child abuse (Section 16-3-85(A)(1)) aiding and abetting homicide by child abuse (Section 16-3-85(A)(2)) |
| inflicting great bodily injury upon a child (Section 16-3-95(A)) |
| interference with traffic-control devices, railroad signs, or signals resulting in death (Section 56-5-1030(B)(3)) |
| kidnapping (Section 16-3-910) |
| manufacturing or trafficking methamphetamine (Section 44-53-375) |
| murder (Section 16-3-10) |
| participating in prostitution of a minor (Section 16-15-425) |
| producing, directing, or promoting sexual performance by a child (Section 16-3-820) |
| promoting prostitution of a minor (Section 16-15-415) |
| obstruction of a railroad resulting in death (Section 58-17-4090) |
| putting destructive or injurious materials on a highway resulting in death (Section 57-7-20(D)) |
| sexual exploitation of a minor first degree (Section 16-15-395) |
| sexual exploitation of a minor second degree (Section 16-15-405) |
| spousal sexual battery (Section 16-3-615) |
| taking of a hostage by an inmate (Section 24-13-450) |
| trafficking cocaine base (Section 44-53-375(c)) |
| trafficking in persons (Section 16-3-930) |
| unlawful carrying / possession of a firearm |
| vessel operator's failure to render assistance resulting in death (Section 50-21-130(A)(3)) |
| voluntary manslaughter (Section 16-3-50) |
| attempt to commit any of the above offenses (Section 16-1-80). Only those offenses specifically enumerated in this section are considered violent offenses. |

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, smart watches, 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

High School Students (9th - 12th grades) may possess mobile telephones, smart phones or other such devices as described above on school property and school-sponsored transportation, provided such devices 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. High 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. High school principals may modify the instructional school day to establish other authorized times of use.

Times of Authorized Use for High 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

High School Students (9th - 12th grades) –continued from page 40

- During lunch while in the cafeteria
- Other times authorized by the Principal*

**Communication to students and parents/legal guardians: If the principal modifies the instructional school day to permit high school students to use mobile telephones, smart phones, or other such devices as described above at times other than the authorized times, the principal shall include such information in the school's student/parent handbook and other communications to parents/legal guardians/students.*

- School Leadership Teams in conjunction with their School Improvement Council may modify cell phone use to meet the needs of their school. Any plan created by the school team should be communicated to parents/legal guardians **on the school website** and a copy shared with the school's supervisor.
- Any student who violates this policy is subject to the interventions/consequences of the Charleston County Progressive Discipline Plan. Students will be disciplined for their conduct rather than solely for the use of a device. Conduct infractions will be follow the guidelines per the Student Code of Conduct.
- A student's possession, display or use of a cellular phone and other wireless communication devices on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of the cellular phone or other wireless communication devices when such possession, display or use of such devices results in conduct which includes, but is not limited to:
 - Interference with or disruption of the instructional or educational environment.
 - a. Use which violates academic integrity, as the reproduction of images of tests, communication of test or examination contents or answers, to provide access to unauthorized school information, or assistance to students in any aspect of their instructional program in a manner that violates school board policy or the Student Code of Conduct.
 - b. The communication of the marks or grades assigned to students resulting from evaluation or the actual contents, or parts thereof, of any evaluation activity being completed by an individual(s).
 - c. Use to commit a crime, under federal or state law.
 - d. Violation of a student's or other person's reasonable expectation of privacy, by using such devices with photographic capabilities in student locker-rooms, restrooms, any other student changing areas, or the classroom, whether such use occurs during the instructional school day or on school property. Cellular phones and other wireless communication devices may not be utilized to take "photographs" or "videos" while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.
 - e. Use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying or harassing language, pictures or gestures. Cellular phones and other wireless communication devices which have the capability to take "photographs" or "moving pictures" shall not be used for such purposes while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.

Other Acceptable Uses

- Cellular phones and other wireless communication devices are permissible in the following circumstances:
 - a. *Instructional or Educational Purposes.* Cellular phones or wireless communication devices may be used during a class period or school activity when specifically approved by the principal in conjunction with educationally appropriate objectives.
 - b. *IEP, 504, or Health Care/Medical Plan.* Students may use cellular phones, wireless communication devices and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.
 - c. *Health, Safety or Emergency Reasons.* Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety and emergency reasons by the principal.
 - d. *School Trips or School Sponsored Activities.* The use, display or activation of cellular phones or other wireless communication devices during school trips or school sponsored activities shall be at the discretion of the principal or designee, but shall not be disruptive to the activity.
 - e. *Other Reasons.* Other reasons determined appropriate by the principal.

Responsibility/Liability

Any student who chooses to bring a cellular phone or other wireless communication device to school shall do so at his or her own risk and shall be personally responsible for the security of his or her cellular phone or wireless communication device. Neither the school personnel or Board will assume any responsibility or liability for loss, theft, damage or vandalism to a cellular phone or other wireless communication device brought onto school property, or for the unauthorized use of any such device.

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
 Compulsory Attendance - JE
 Student Absences and Expenses - JH

Suspension of Students – Refer to Policy JKD

Purpose: To establish the board's vision for the suspension of students.

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 may suspend a student for committing a crime, gross immorality, gross misbehavior, persistent disobedience, for 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 school days for any one offense as determined by the principal. The associate superintendent shall have the option to add days of suspension, not to exceed a total of 10 days, for any one offense.

A student may not be suspended without the approval of the associate superintendent during standardized testing periods or the last 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.

*The principal may delegate duties.

Refer to state codes 59-63-220 and 59-63-230

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 level leader.

Suspension Appeal Process

When a student is suspended from a class or a school, the principal or building level administrator shall notify, in writing, the parents or legal guardians of the student, giving the reason for such suspension. A parent may appeal a suspension in writing, within 10 days of written notification of the 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 an appeal is made to the level leader. The next level of appeal is made to the Deputy Superintendent. A final appeal may be made to the Constituent Board.

Intervention, Discipline, and Expulsion Referrals

A. Referral for Intervention: A referral for intervention to the Department of Alternative Programs and Services may be completed by an administrator 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 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
- School compiles the necessary documentation and submits referral to the Department of Alternative Programs and Services
- Referral is reviewed by personnel in the Department of Alternative Programs and Services and is accepted or returned for further documentation/intervention
- If approved, a staff member from DAP will be assigned to support the school in developing an intervention plan of support
- Work with the school and parent to complete an intervention plan
- The assigned DAP staff and the school team will provide monthly updates regarding the student's progress to all stakeholders

B. Referral for Discipline: A referral for a disciplinary issue can be made to the Department of Alternative Programs and Services by an administrator.

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 Department of Alternative Programs and Services
- School compiles necessary documentation and submits disciplinary referral.
- Referral is reviewed by personnel in the Department of Alternative Programs and Services 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 level leader 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 Department of Alternative Programs and Services
- 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 Department of Alternative Programs and Services
- 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 level leader 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 Department of Alternative Programs and Services.
- The Constituent Board can make the following decisions:
 - District probation
 - Additional suspension
 - Assignment to Alcohol and Other Drug Alternative Program for Teens (ADAPT) (CCSD does not incur cost)
 - Assignment to an Alternative Program (DJA, TPA)
 - Community Service
 - Counseling
 - Expulsion or Long Term Removal
 - Recommendation to Adult Education Program

Due Process Rights:

1. The student/parent has the right to be represented by legal counsel. (CCSD will not incur the cost of legal counsel.)
2. The student/parent 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/parent or school administration have the right to appeal the decision made by the hearing and placement coordinator or constituent board within 10 days.

Expulsion of Students - Refer to Policies JKE and JFAA

(See pages 35-36 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 district administration/designee shall notify the parents/legal guardians of the student in writing of the time and the place of the hearing either before the board or staff from the Department of Alternative Programs and Services. Hearings may be held "in absentia" of the parent/student.

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 Department of Alternative Programs and Services. 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 be referred to the Department of Alternative Programs and Services for appropriate action before being readmitted into CCSD.
- Per policy JFAA, students expelled from other schools (charter, private, online, etc) and school districts will not be considered for admission to a CCSD school until the student's expulsion period is served. After the expulsion period is served, the parent should contact the Department of Alternative Programs and Services for further guidance.

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 level leader 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 Review (MDR) 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 beyond the date of the meeting, but the IEP team may review the current IEP and make any revisions deemed necessary by the team with the parent's input.

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

*Section 1365 (h)(3) of title 18, United States Code: The term "serious bodily injury" means bodily injury which involves – (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty

Students shall be referred to DAP in addition to the 45 day removal for the above mentioned behavior if the behavior was found not to be a manifestation of the disability. After the hearing decision is made, the 45 day Interim Alternative Educational Setting (IAES) ends.

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.

Risk Assessment and 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, whenever a threat to self or others is discovered, a risk assessment will be completed by trained professionals to determine the level of response and support needed. School based counselors and psychologists, as well as designated district level staff, are trained to conduct risk assessments. Risk assessments should be conducted as soon as possible once the threat is identified to address the safety of all students and staff. Parent/guardian permission is not required to conduct a risk assessment; however, a parent or guardian will be informed when a risk assessment is conducted. The assessment will guide the development of a plan of action to support the safety of the student, other students and the school personnel. Risk assessment determinations (low, moderate, high, imminent risk) determine the level of intervention needed to support the student.

If a risk assessment is conducted with your student, you will be notified and you may be asked to provide additional information. If those conducting the assessment make a moderate risk determination, you may be asked to take your student for further clinical assessment. Students considered high risk will need to be seen immediately. need to be seen by a mental health professional. Revised August 28, 2020 If an imminent determination is made, appropriate emergency personnel will be contacted immediately. Revised August 28, 2020 In addition, you will be asked to provide documentation that your student has been assessed by a clinician, prior to being readmitted. A re-entry meeting will be conducted prior to the student's return to school and an Intervention and Supervision Plan will be developed with the parent/guardian. Revised August 28, 2020

If parents/guardians, community members or students know of threats a student has made to harm others or of threats a student has made to harm him or herself, that threat should be reported. You can call the school or the district's anonymous tip line at 1-877-250-2790 or utilize the StopIt app for your school. **If there is immediate danger of harm, law enforcement should be contacted immediately.**

Crisis Intervention

In the event that a school experiences a crisis (e.g., death of student or faculty member, natural disaster), CCSD supports schools through the use of the PREPaRE curriculum:

- **P—Prevent** and prepare for crises
- **R—Reaffirm** physical health & welfare, and perceptions of safety & security
- **E—Evaluate** psychological trauma risk
- **P—Provide** interventions
- **a—and**
- **R—Respond** to mental health needs
- **E—Examine** the effectiveness of crisis preparedness

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.

Alcohol and Other Drug Alternative Program for Teens (ADAPT)

ADAPT is a FREE service offered by CCSD to support students who receive an alcohol, tobacco or other drug infraction. Students will complete a short questionnaire and participate in at least two motivational interviewing sessions. During these sessions, the next level of intervention will be determined. Students may be required to complete a more intensive substance use assessment, attend an educational course or edu-therapy group on campus, or be referred for additional services.

Any student who receives a Level 1 or Level 2 alcohol, tobacco, or other drug infraction should be referred to the ADAPT program. Any student receiving a drug distribution or possession charge should be referred to the Department of Alternative Programs and Services.

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.

For certain infractions, additional law enforcement contact may be made to ensure student safety (i.e. leaving school, threat assessments).

Tobacco Free School District — Refer to Policy JICG Issued MODEL/19

Tobacco Use By Students — Refer to Policy JICG Issued MODEL/19

The board affirms that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board believes that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

For purposes of this policy: *Tobacco product* means a product that contains tobacco and is intended for human consumption, including but not limited to, cigarettes, cigars, chewing tobacco, and snuff.

Alternative nicotine product means any vaping product, whether or not it contains nicotine' including but not limited to, electronic smoking devices, that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and applies to all school-sponsored or school-related events on or off school grounds.
- prohibiting the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law
- prohibiting the possession of all tobacco products, alternative nicotine products, or associated paraphernalia
- utilizing a proven and effective science-based tobacco use prevention curriculum
- providing access to cessation counseling or referral services for all students and staff

Notice

This policy will be communicated through a variety of efforts to educate students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public. The policy will be posted on the school website and printed in staff and student handbooks on an annual basis.

Tobacco-free signs prohibiting the use of tobacco products and alternative nicotine products on district property will be posted in highly visible areas at facilities entrances and throughout school and district grounds, including athletic facilities.

Enforcement

Students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public are required to comply with this tobacco-free policy. The district will enforce this policy through appropriate disciplinary actions for violators, including but not limited to, the following:

Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education or cessation programs
- community service
- in-school suspension
- ^suspension from extracurricular activities
- out-of-school suspension

Staff

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco prevention education program
- voluntary enrollment in a cessation program

Contract or other workers

- verbal reprimand
- notification to contract employer
- removal from district property

Visitors, volunteers, or members of the public

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

All staff members are expected to enforce the policy under the direction of the principal or district administrator. Any violation of this policy should be reported to the school or district administration.

Education and Assistance

The district will utilize a proven and effective tobacco use prevention curricula to educate all students and will provide assistance and/or make appropriate cessation referrals. The district will collaborate with the Department of Health and Environmental Control, the Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement this policy.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco or alternative tobacco products, or tobacco or alternative tobacco product use, will not be allowed on district grounds or in the possession of students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public on district property or at district-sponsored events.

INSTRUCTIONS FOR FORMS

Please complete and return the forms on the following pages as indicated on each.

Children's Online Privacy Protection Act
(COPPA) Consent Form

Charleston County School District Code of Conduct
Acknowledgement of Review

Children's Online Privacy Protection Act (COPPA) Consent Form

Dear Parents of Charleston County School District (CCSD) Students,

As part of CCSD's increasing use of online technology, your child will receive a District-managed Google email account. This account will provide access to digital educational programs and services.

Teachers will be using various web-based programs with students, and some will require students to log in, usually with their name and email address. Under the federal law called the Children's Online Privacy Protection Act (COPPA), many of these web-based programs will require parental approval before gathering such information from students under the age of 13. For more information about COPPA, you can visit the following website: goo.gl/eiHRyn.

According to law, the school district can obtain approval from you, as parent or guardian, to provide consent to the websites on your behalf. This will mean that you will not need to provide consent for each and every web-based program that requires parental permission – the district will do that for you.

Unfortunately, if you do not provide this consent, your student will not be able to participate in these online programs.

Please complete the form below, sign, and return to your child's school.

Parent Consent - Access to CCSD Student Technologies

Student Name: _____

_____ I want my child to have access to the online programs.

_____ I do not want my child to participate in these online programs.

Parent/Guardian Name (PLEASE PRINT): _____

Parent/Guardian Signature: _____

Date: _____



Charleston County School District Code of Conduct Acknowledgement of Review

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*.



Notes

Notes

STUDENT CODE OF CONDUCT | 2020-2021
