



PARENT RESOURCE GUIDE AND STUDENT CODE OF CONDUCT 2023-2024

Colleton County School District

500 Forest Circle

Walterboro, SC 29488

(843) 782-4510

www.colleton.k12.sc.us

Mrs. Jessica Williams, Interim Superintendent of Schools

*IT'S ALL ABOUT THE KIDS!
THE TIME IS NOW!*



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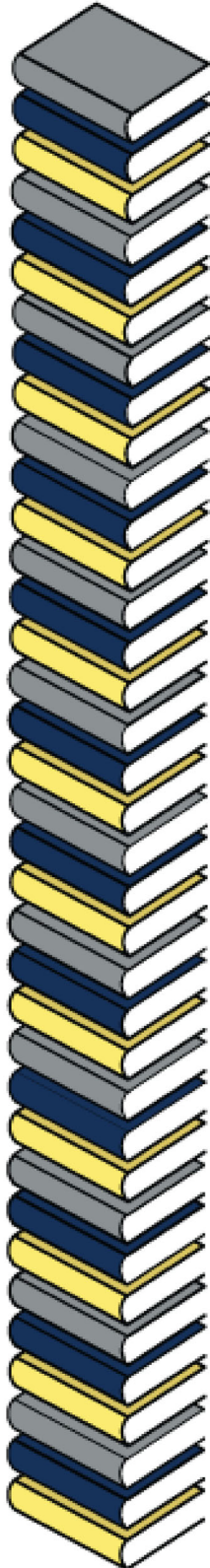


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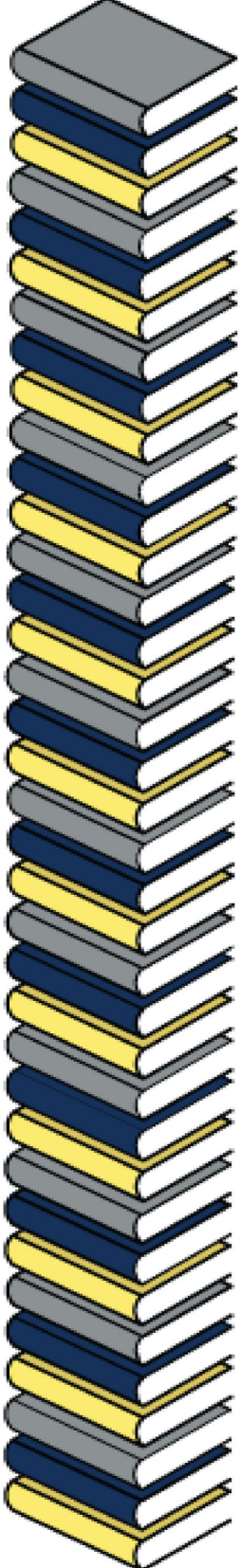
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Colleton County School District
500 Forest Circle, Walterboro, SC 29488

Mrs. Jessica Williams, Interim Superintendent of Schools
Dr. Sharon Baddick, Assistant Superintendent of Learning Support Services

CCSD School Board of Trustees

Mrs. Patricia Simmons, Chair
Mrs. Sharon Witkin, Vice Chairperson
Mr. Daryl Erwin
Mrs. Lynn Stroble

Mr. Craig Stivender
Mr. Charles Murdaugh
Mrs. Mary T. Jones

Important Numbers

Office of Superintendent (843)782-4510

Office of Human Resources (843)782-4527

Office of Curriculum and Instruction..... (843)782-4526

Office of Learning Support Services/Office of Exceptional Learning..... (843)782-0022

Office of Student Support Services..... (843)782-4524

Office of Operations and Student Nutrition..... (843)782-0039

Office of Federal Programs.....(843)782-4522

Office of Health Services (843)782-0022

Office of Building and Grounds (843)782-4523

Office of Safety and Security..... (843)782-0015 Extension 71330

Office of Transportation (843)782-0036

Office of Adult Education..... (843)782-0018

2023-2024 CCSD Principal Contact Information

Bells Elementary School
12088 Bells Highway, Ruffin, SC 29475
(843) 782-0012
Ms. Angel Parker, Principal

Hendersonville Elementary School
6089 Hendersonville Hwy, Walterboro, SC 29488
(843) 782-0027
Mr. Kyle Smalls, Principal

Black Street Early Childhood Center
250 Smith Street, Walterboro, SC 29488
(843) 782-4516
Mrs. Catherine Fanchette, Principal

Northside Elementary School
1929 Industrial Road, Walterboro, SC 29488
(843) 782-0015
Mrs. Lauren Behie, Principal

Colleton Academy for Success
500 Forest Circle, Walterboro, SC 29488
(843) 782-0050
Dr. Dandy Daniels & Dr. Ron Youmans, Coordinators

Thunderbolt Career & Technology Center
1069 Thunderbolt Road, Walterboro, SC 29488
(843) 782-4514
Mr. Andy Kubik, Director

Colleton County High School
150 Cougar Nation Drive, Walterboro, SC 29488
(843) 782-0031
Ms. Uirica Bodison, Principal

Colleton County Middle School
1379 Tuskegee Airmen Drive, Walterboro, SC 29488
(843) 782-0040
Mr. Eddie Peeples, Principal

Cottageville Elementary School
648 Peirce Road, Cottageville, SC 29435
(843) 782-4528
Ms. Tasheena Allen, Principal

Forest Hills Elementary School
633 Hiers Corner Road, Walterboro, SC 29488
(843) 782-4512
Mr. Joe Guarino, Principal

*IT'S ALL ABOUT THE KIDS!
THE TIME IS NOW!*



Mission: Colleton County School District will prepare every student to graduate with a 21st Century education to be globally competitive for their chosen college and/or career path.

Vision: Colleton County School District will be a world-class school system that ensures all students achieve at high levels.

Core Values

- Our core purpose is teaching and learning.
- Effective teaching is the most essential factor in student learning.
- Effective leadership supports learning and the optimal performance of all students.
- CCSD is committed to every student being successful in meeting the Profile of the SC Graduate when provided high expectations and sufficient, appropriate supports.
- A safe, secure, and positive environment will be conducive to teaching and learning.
- Trusting positive and productive relationships among all stakeholders are built through meaningful communication and engagement.
- Organizational development and professional growth opportunities for all employees are essential to becoming a world-class school system.
- CCSD is committed to ensuring every school has an equitable, effective digital learning environment.
- Every member of TEAM Colleton works for kids and makes important contributions toward becoming a world-class school system.

INTRODUCTION AND PHILOSOPHICAL BASIS

Instruction should occur in an environment that is conducive to learning. Safety and relationships are essential to effective instruction and the ability of students and school personnel to work cooperatively toward mutually recognized and accepted goals. The Code of Conduct is designed to ensure that the primary reason for the existence of school is achieved. Problem behavior is not allowed to disrupt instruction or jeopardize the safety of the school setting and will result in the appropriate consequence.

Colleton County School District is committed to maintaining a safe, secure, and respectful school environment that reflects the highest standards of our community. All persons, students, teachers, administrators, parents, and others on our campuses are expected to conduct themselves in a considerate and respectful manner and support a safe and respectful school environment conducive to learning and constructive, civil dialogue. Teachers, administrators, and staff must operate in a safe and secure environment and receive the respect their positions demand to perform their duties effectively. Offensive language, threats, assaults, or disrespectful or intimidating conduct directed toward a teacher or other school district employee will not be tolerated. Any such behavior by any student will result in the immediate removal of the student from the classroom or school environment and require parental engagement and school discipline.

Per State Board of Education (SBE) Regulation 43-279, and to assist students, parents, guardians, administrators, and school personnel in maintaining such an effective learning environment, the Code of Student Conduct will:

- Identify classifications of infractions and describe procedures for disciplinary actions
- Identify formal disciplinary actions and interventions designed to improve student behavior
- Standardize procedures for administering formal disciplinary actions and interventions
- Describe roles of the home, student, school, and school personnel
- Describe the rights and responsibilities of all students and parents/guardians
- Outline general code of appearance
- Describe the rights of students with disabilities when relating to discipline
- Inform parents/guardians and students of the district's technology acceptable use policy

<https://www.scstatehouse.gov/coderegs/Chapter%2043.pdf>

The student and parent/guardian must know the rules of the Student Code of Conduct and support the fair and impartial administering of the regulations. With age and maturity, students will be expected to assume greater responsibility for their actions. Students are responsible for accepting the consequences of actions that may violate the Code of Student Conduct.

It is the responsibility of the parent/guardian to ensure that their child behaves appropriately and demonstrates respect for all school staff, especially teachers, at all times. Repeated acts of disrespect and willful defiance will result in suspension from the regular learning environment. In turn, the district will do its part and assist students with learning from their mistakes to maintain a healthy culture and climate conducive to achieving positive learning outcomes.

It is the responsibility of school personnel to be aware of the specifics of the Student Code of Conduct and to apply them appropriately. It is the responsibility of the school to convey information regarding individual school policies and procedures to students and parents/guardians via a school planner or other appropriate means.

The School Board and personnel appointed at the district level are responsible for ensuring that the *Student Code of Conduct* and the consequences for the identified infractions are legal and fair. The Board is also responsible for conveying to the community and parents/guardians that once these conditions are met, the actions taken by the local school will be supported for the good of the school system and the community.

As in all learning environments, respect for the process is essential to its success. As such, students are expected to behave in a manner that does not disrupt their learning or that of their classmates. District leadership takes this responsibility very seriously and will ensure that student misbehavior is developed and managed appropriately through a partnership with parents. The progressive discipline structure of the Code allows for opportunities to intervene with students who struggle with maintaining desirable behaviors early in the process and hold students accountable for their actions should they become chronic or more aggressive.

FRAMEWORK FOR POSITIVE SCHOOL CLIMATE

Colleton County School District firmly believes that positive school climates and consistent, impartial discipline policies, procedures, and practices are instrumental in raising academic achievement and establishing safe and secure learning environments for all students. All Colleton County schools, administration, faculty, support staff, students, parents, stakeholders, and the greater community work together to ensure that our schools encourage a climate optimal for student learning and success. The CCSD Parent Resource Guide and Student Code of Conduct is designed to provide a standard and include the following guiding principles to assist school leaders and stakeholders:

1. Create a positive climate within the school and make every effort to utilize prevention. This will be accomplished through Multi-tiered Systems of Support (MTSS).
2. The development of appropriate, concise, equitable, and constant expectations and consequences that address disruptive student behaviors.
3. The practice of unbiased, equitable, fair, and continuous measures for improvement. ** *Source: U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, Washington, D.C. 2014.*

FRAMEWORK FOR POSITIVE SCHOOL CLIMATE

These guiding principles will create and maintain a safe, supportive, and conducive environment for optimal student learning. Doing so will ensure the highest level of success for our students academically, socially, and emotionally and prepare all students today for success and positive outcomes tomorrow.

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 its MTSS framework to provide universal expectations and a continuum of student support.

1. Tier One/Universal (School-wide): High-quality academic and behavioral instruction designed to meet all students' needs 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 behavioral interventions and supports for groups of students who are not making adequate progress with Tier One/Universal support alone.
3. Tier Three (Intensive): Intensive academic and 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 school based on the needs of their students and should result in a positive school climate with a restorative philosophy.

The board believes that all students have the right to attend school in a safe and orderly environment that is conducive to learning. For this reason, there will be a standard procedure for investigating and responding to individual(s) threat(s) to harm themselves and/or others. District and school administrators, along with school threat/suicide assessment teams, will be trained in these standard procedures. Additionally, all school staff will be aware of the processes and protocols.

FAMILY & COMMUNITY INVOLVEMENT: A KEY TO STUDENT SUCCESS

The evolution of parent involvement to parent engagement signifies moving parents from routinely attending school functions as invited participants to a more active role as partners in students' educational processes. Research suggests that when families are effectively engaged as partners in the learning process, their students have better attendance, higher grades, a higher probability of graduation, and reduced behavior problems.

Improving school discipline and student behavior requires a partnership between the school and the family. Involving families in creating school policies, more specifically, discipline policies, allows families to assume ownership and therefore reinforce expectations of students in the home. Collaboration between schools and families provides an opportunity to: (1) develop a list of strategies to manage student behavior, (2) build relationships of trust, and (3) open two-way communication channels. We need your involvement.

Benefits of Family Involvement

- Higher test scores
- Better grades
- Better attendance
- Higher levels of homework completion
- More positive student motivation
- Improved attitudes about school work

Darsch, Miao, & Shippen. (2004) A model for involving Parents of Children with learning and Behavior Problems in the Schools: Preventing School Failure 48(3), 24-35

Family Involvement has a positive effect on student behavior

- When families are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from home and school, they have more self-confidence, feel school is more important, and tend to do better in school.
- Student at-risk behaviors such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases. (Nation PTA, 10/28/2005)

Demonstrated Benefits to Teachers/Schools

- Greater job satisfaction
- Higher ratings of teaching skills from both parents and principals
- Higher ratings of school effectiveness
- Improved classroom behavior through increased knowledge of children's family, cultural, and community

Colleton County School District 2023-2024 Resource Guide

contexts (Adapted from Christenson, 1996)



2023-2024 School Calendar

Modified Calendar

2023	JULY	August	2024	JANUARY	FEBRUARY
	SEPTEMBER	OCTOBER		MARCH	APRIL
	NOVEMBER	DECEMBER		MAY	JUNE

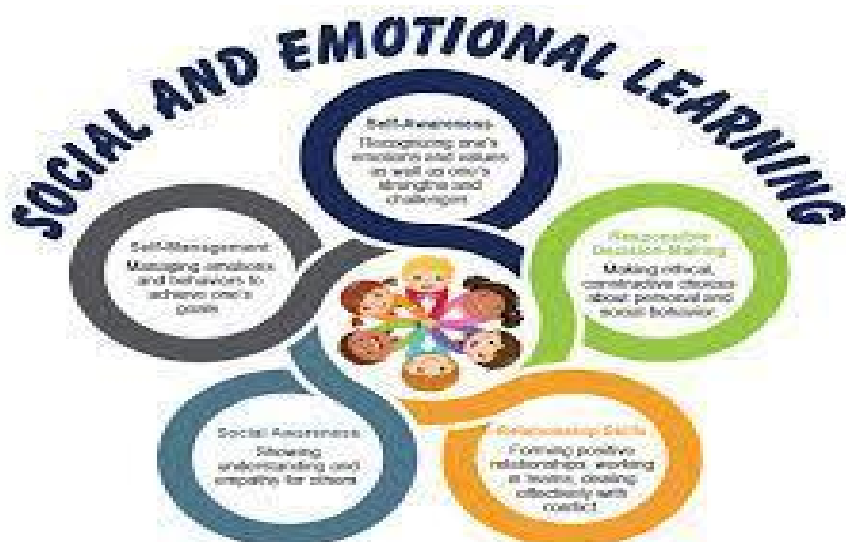
<ul style="list-style-type: none"> No Students/Staff Teacher Work Day (no students) Including Three required PD Days 7/31/23, 8/1/23, 1/8/24 First Day of Grading Period Last Days of Grading Periods and / Early Dismissal Days (Parent Conference days 10/9/23, and 3/14/24) <p>First Day of School..... August 7</p> <p>Last Day of School May 28</p> <p>High School Graduation..... June 1</p> <p>Inclment Weather Make-up Days (school closed is not needed)</p> <p>1st Day January 9</p> <p>2nd Day..... March 15</p> <p>3rd Day..... May 29</p> <p style="font-size: 0.8em;">Approved by the CCSD School Board on February 21, 2023</p>	<p>Grading Periods End Date</p> <p>1st Quarter October 9</p> <p>2nd Quarter December 20</p> <p>3rd Quarter..... March 14</p> <p>4th Quarter..... May 28</p> <p>Interim Reports</p> <p>1st Quarter September 7</p> <p>2nd Quarter November 15</p> <p>3rd Quarter..... February 12</p> <p>4th Quarter..... April 25</p> <p>Report Cards</p> <p>1st Quarter October 19</p> <p>2nd Quarter January 11</p> <p>3rd Quarter..... March 21</p> <p>4th Quarter..... May 31</p> <p>Exams</p> <p>1st Semester..... TBD</p> <p>2nd Semester..... TBD</p>
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Colleton County School District
 500 Forest Circle • Walterboro, SC 29488 • Phone 843-782-4510 • Fax 843-782-0021
colleton.k12.sc.us
During the year adjustments may be made to this calendar. For the most recent school calendar visit htcolleton.k12.sc.us

PARENT RESOURCES

Social and Emotional Learning (SEL)

Social and Emotional Learning is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. (CASEL, 2020)



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 for all students and adults. The SEL curricula and climate initiatives may include:

- Positive Behavioral Interventions and Supports (PBIS), 4K-12, <https://www.pbis.org/>
- Restorative Practices, 4K-12, International Institute for Restorative Practices (IIRP) <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>
- Overcoming Obstacles, 4K-12, <https://www.overcomingobstacles.org/>
- Capturing Kids Hearts, 4K-12, Flippen Group
- CASEL, <https://casel.org/fundamentals-of-sel/>
- ASCA SEL (School Counselors), <https://schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Social-Emotional-Developm>
- Quaver Ready SEL
- Elementary Schools, Quaver Ready <https://www.quaverred.com/ready/>
- Olweus Bullying Prevention Program

PARENT RESOURCES AND INFORMATION

Attendance Policy and Procedures

(See Policy JE, Policy JE-R, Policy JH, & Policy JH-R for Student Attendance and Student Absences & Excuses)

Colleton County School District is invested in our students' success and safety. We utilize various learning models, including face-to-face, blended, and virtual learning options. Our faculty and staff aim to design a rigorous and engaging course, provide quality instruction, and ensure that all students have the academic support they need to succeed. Student attendance is necessary for academic achievement in all of the learning models. Colleton County School District expects students to attend school regularly, engage in learning opportunities, and consistently complete assignments.

Parents/guardians are responsible for ensuring that all school-age children in their care are in school and on time daily. Students are responsible for being on time and attending all classes, and students are expected to attend school for 180 days.

Students have the responsibility to be on time and attend all classes. Students are expected to attend school for 180 days.

Lawful absences (excused) shall include but are not limited to

- Absences caused by a student's illness and whose attendance in school would endanger their 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 a reason for excusing the student
 - school suspension
 - in-school suspension
 - field trips approved by the principal or designee
- Absences for students whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty or is on leave from or has immediately returned from deployment to a combat zone or combat support posting upon presentation of appropriate military orders – the student will be granted up to five days of excused absences to visit with their 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 100.4 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 three or more episodes of loose stools in 24 hours.
- A student must not come to school if vomiting two or more times in 24 hours.
- 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

<http://scdhec.gov/sites/default/files/Library/CR-010752.pdf>

Unlawful absences include but are not limited to:

- absences of a student without the knowledge of their parents
- absences of a student without acceptable cause with the knowledge of their parents
- absences due to out-of-town trips/vacation

Chronic Absenteeism

As part of the implementation of the Every Student Succeeds Act, beginning in December 2017, the United States Department of Education's Office of Civil Rights (OCR) will require the South Carolina Department of Education (SCDE) to report "chronic absenteeism" for all districts. The report will be based on 2016–17 attendance data defined by the Office of Civil Rights (OCR); chronically absent students are those absent 10 percent or more of school days during the school year. According to the OCR, an absent student misses 50 percent of the instructional day for any reason, 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

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 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 for not more than two years, or both.

Truancy: Three Levels

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

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

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

Truancy Intervention Procedures

1. The School Level Truancy Intervention Team must communicate positive attendance challenges to the parent/guardian, beginning with the first unlawful absence. The school will notify the parent by telephone or mail.
2. The principal or designee will complete a truancy investigation when a student accumulates three (3) consecutive or five (5) unlawful absences.
3. A conference is required with the student and parent or guardian to develop a truancy intervention plan 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 two 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 accumulates unlawful absences after exhausting interventions, a referral will be made to the Colleton Academy for Success and/or Exceptional Learning Support Services.
7. If unlawful absences continue following the district-level conference, the case will be reviewed for additional interventions and/or further action. The case may be referred to the Department of Social Services, the Fourteenth Judicial Circuit Solicitor's Office for participation in Family Court or other interventions.

Note: Suspensions are not counted as unlawful 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.

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 the student 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 70 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 assistant superintendent or designee may be appealed to the superintendent or designee by written request for appeal within ten days of receipt of the decision of the associate superintendent or designee. The decision of the superintendent or designee is final.

Policy IKE, Promotion, Retention, and Acceleration of Students

Issued 9/22

Purpose: To establish the basic structure for the promotion, retention and acceleration of students.

The district will provide each student an opportunity to progress in a continuous growth pattern of academic achievement in harmony with normal chronological, intellectual, social and emotional development. The district affirms academic excellence for students in our expectations for their learning and that those expectations are defined by the curriculum standards adopted by the state board of education and the district in the core discipline areas of English/language arts, mathematics, science and social studies.

While retention of students is not a total solution to address below grade level performance, it is recognized that retention may allow some students the necessary additional instructional time at a grade level to achieve a minimal level of competency in skills that are essential for success at the next grade level.

Schools will observe all district policies regarding confidentiality of information.

Promotion Criteria

Kindergarten

Kindergarten students are expected to learn the pre-literacy and numeracy skills contained in the state and district kindergarten curriculum standards in reading, English/language arts and mathematics.

When formal and informal assessments indicate that a kindergarten student is not academically and/or developmentally ready for first grade, appropriate placement will be considered by a school-based committee that includes the teacher, the principal and other appropriate personnel. The parent/legal guardian may provide relevant information to be considered by the committee.

The following criteria will be used by the school-based committee in determining the appropriate placement of the child.

- mastery of kindergarten skills to include state standards
- ability to function independently
- compliance with attendance policy

Grades one and two

Students in grades one and two are expected to learn, at a minimum, the state English/language arts and mathematics curriculum standards as evidenced by the following criteria that must be met for promotion.

Criterion 1 for promotion:

- The student has earned passing grades as the final yearly average in English/Language Arts and mathematics. A final average of 60 or higher is considered to be passing.

Criterion 2 for promotion:

- The student has met the attendance requirements of the district according to policy, JE, JE-R, JH, and JH-R.

End of year considerations:

Promoted

The student has met all promotion criteria. Assessments indicate the student is performing consistently at or above grade level in English/language arts and mathematics.

Students in grades one and two may recover one failed core subject (English Language Arts or mathematics) if a summer school opportunity is offered and successfully completed. Promotion after the completion of summer school will be closely analyzed with the use of a district developed rubric to compare work completed during the year with work completed during the summer. A final determination will be made by the appropriate summer school staff/administration.

Retained

The student did not meet all of the promotion criteria.

Grades three through eight

Students in grades three through eight are expected to learn, at a minimum, the state English/language arts and mathematics curriculum standards, as well as district defined curricula in science or social studies, as evidenced by the following criteria that must be met for promotion.

Criterion 1 for promotion:

- The student has earned passing grades as the final yearly average in English/Language Arts and mathematics. A final average of 60 or higher is considered to be passing.

Criterion 2 for promotion:

- The student has earned a passing grade as the final yearly average in science or social studies. A final average of 60 or higher is considered to be passing.

Criterion 3 for promotion:

- The student has met the attendance requirements of the district according to policy JE, JE-R, JH, and JH-R.

End of Year Considerations:

Promoted

The student has met all promotion criteria. Assessments indicate the student is performing consistently at or above grade level in English/language arts and mathematics. In addition, the student is performing consistently at or above grade level in science or social studies.

Students in grades three through eight may recover no more than two failed core subjects if a summer school opportunity is offered and successfully completed. Promotion after the completion of summer school will be close analyzed with the use of a district developed rubric to compare work completed during the year with work completed during the summer. A final determination will be made by the appropriate summer school staff/administration.

Retained

The student did not meet all promotion criteria and has failed more than two core subject areas, this being ineligible for a summer school program for the purpose of being promoted to the next grade.

Read to Succeed State-Mandated Retention

Section 59-155-160 of Act 284, Read to Succeed states that a student must be retained in the third grade if the student does not demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

There are several good cause exemptions to the law's requirements that will allow a student to be promoted to the fourth grade. If a student does not qualify for one of the exemptions, the student can attend a summer reading camp provided by the district in an effort to meet the required reading proficiency level.

The good cause exemptions under Act 284 are as follows:

- Students who are classified as English learners and have less than two years of instruction in an English as a Second Language program
- Students with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency
- Students who demonstrate third-grade reading proficiency on an alternative assessment approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading
- Students who have received two years of reading intervention and were previously retained
- Students who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio
- Students who successfully participate in a summer reading camp at the conclusion of the third-grade year and demonstrate through either a reading portfolio or an alternative assessment that the student's mastery of the state standards is above the lowest level on the state reading assessment.

End of Year Review

Appropriate school personnel must review the student's progress at the end of the school year to determine if the student has met district criteria for promotion. Parents/Legal guardians will be notified of the decision by the principal or his/her designee.

End of Summer School Review

Upon completion of summer school or other approved programs, a school review panel will review the academic progress of the students who participated in a summer program. The panel may promote unconditionally or retain the student. Parents/Legal guardians will be notified of the decision by the principal or his/her designee.

Promotion of Disabled Students

All students with disabilities, as defined and identified by federal and state statutes and regulations, will be subject to the promotion criteria appropriate to the student's age and grade placement unless the student's Individual Education Plan (IEP), as developed by a duly assembled IEP committee, addresses and defines alternative learning goals and promotion standards.

Limit of Retention

A student should not be retained more than twice in kindergarten through grade eight.

Acceleration of Students in Grades One Through Eight

In rare cases, a student may warrant consideration by the principal and teacher for accelerated promotion due to demonstrated mastery of academic standards. Such consideration will be carefully evaluated in order to determine the educational program in the student's best interests. The criteria for such decisions will include achievement level, standardized tests data, cognitive ability, background experiences, emotional/social development and maturation and the rigor of the current and proposed curriculum.

A committee composed of the child's teacher, principal, guidance counselor, school psychologist, appropriate district office assistant superintendent and/or superintendent will examine the available information and make the appropriate recommendations. The parent/legal guardian may provide supporting information to be considered by the committee. Any accelerated promotional change in the educational program must be approved by the superintendent and the parents/legal guardians of the student. The decision of the committee will be final.

Administrative Assignments

First through eighth grade

Research has shown that retention is not always the most appropriate response for student underachievement. In special cases a principal may recommend that a student be considered for an administrative assignment to the next grade. The following criteria are to be used by a committee comprised of teachers and administrators, including a district office administrator, in making decisions regarding assignment of students to the next grade level. Decisions concerning administrative assignments to the next grade and retention must be made by utilizing academic performance during the year as well as the following:

- progress toward meeting the academic standards as required by the state
- student's grade average in the subject in question
- academic history/previous retentions
- age
- standardized and district test results
- attendance
- IEP considerations

- student effort interventions
- other considerations (such as family crisis situations)

Grade nine through 12

The district encourages students to get the full benefit of a high school course of student through a four-year program. Students will be awarded units of credit for courses that have been approved by the South Carolina Department of Education (SCDE). Students will meet the following criteria to be promoted to the next grade level:

- from grade nine to grade 10:
 - students must earn at least six credits
 - students must have the following credits:
 - 1 credit of English
 - 1 credit of Mathematics
 - 1 credit of Science
- From grade 10 to grade 11:
 - students must earn at least 12 credits
 - students have have the following credits:
 - 2 credits of English
 - 2 credits of Mathematicics
 - 2 credits of Science
 - 1 credit of Social Studies
- From grade 11 to grade 12:
 - students must earn at least 16 credits
 - students must have the following credits:
 - 3 credits of English
 - 3 credits of Mathematics
 - 2 credits of Science
 - 2 credits of Social Studies
- To earn a high school diploma:
 - students must earn 24 credits
 - students must have the following credits:
 - 4 credits of English
 - 4 credits of Mathematics
 - 3 credits of Science
 - 1 credit of U.S. History
 - 0.5 credits of Economics
 - 0.5 credits of U.S. Government
 - 1 credit of another Social Studies
 - 1 credit of Physical Education/JROTC
 - 1 credit of Computer Science
 - 1 credit of World Language/Career and Technical Education Elective*
 - 7 credits of electives*

*Additional requirements may apply in Science, World Language, and/or Fine Arts for students planning to attend four-year colleges or universities.

Grade level status is determined at the beginning of each academic year. A transfer student's grade assignment is contingent upon the presentation of an official school transcript from an accredited school.

Special education students who are classified as self-contained will be eligible for senior status if they have completed at least three years of high school and have declared their intention to exit at the end of the school year with a Local Document Certificate. Self-contained special education students also have the opportunity to earn the South Carolina Employability Credential.

Course Attendance

High school units of credit will only be awarded when the student meets the district attendance and proficiency requirements of Colleton County School District as indicated in Policy JE, JE-R, JH, and JH-R.

Parent/Legal Guardian Communication Procedures

A parent/teacher conference will be held at the end of each nine week grading period for students in jeopardy of possible retention. The teacher and/or principal or designee will notify the parent/legal guardian in writing via a letter and/or Critical Decision Form for the need of a parent conference to discuss the possible retention of a student failing one or more core academic subjects. This conference can be held face to face, virtually or via phone. The parent/legal guardian will be informed of the final promotion/retention status prior to the issuance of the last report card.

The parent/legal guardian may appeal a decision to retain a student within 10 calendar days of receipt of the final written decision. The appeal must specify the parent/legal guardian's reason(s) for disagreement in writing and should be addressed to Assistant Superintendent of Curriculum and Instruction, Colleton County School District, 500 Forest Circle, Walterboro, South Carolina 29488. A district panel will render a decision and mail notice of that decision within 10 working days of receipt of the appeal. A copy of the decision will be sent to the school principal.

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year.

Adopted 5/20/03; Revised 7/17/07, 3/19/13, 7/19/16, 9/20/22

Legal References:

S.C. Code of Laws, 1976, as amended:
Section 59-155-160 – South Carolina Read to Succeed Act; Mandatory retention.

S.C. State Board of Education Regulations:
R43-240 – Summer programs.

S.C. Department of Education:
Intervention Guidance Document, Kindergarten through Grade Five (2017).
Read to Succeed Third Grade Retention Guidance Document, Fall 2020 (2020).

GRADING AND ASSESSMENT PRACTICES

Colleton County believes that authentic grading and assessment practices support the learning process, encourage the success of all students, and result in student mastery of the material.

The district's grading and assessment practices support student learning, achievement, and mastery of standards by directly connecting descriptive, timely, ongoing, and consistent teacher feedback to standards. Students benefit from frequent opportunities to practice a standard without being penalized as they work toward mastery.

The district uses two types of assessments: formative and summative. Grades for assessments should be put

into PowerSchool.

Formative Assessments

Formative assessments are minor assessments, or daily practice, that do just what the term suggests – inform. Formative assessments can include a single standard or multiply standards.

Teachers can use observations, quizzes, initial drafts, homework, responses to teacher questions, minor labs, and other practice assignments to determine each student's level of mastery. These are used to meet each child's learning needs through instruction by providing specific and constructive feedback to students and teachers.

The expectations for the minimum number of total formative assessments per quarter are as follows:

- **High School 16 (1-2 per week)**
- **Middle School 12 (1-2 per week)**
- **Elementary School 10 (1 per week).**

Common Formative Assessments

Of the required number of formative assessments per quarter, in the formative category weighted at 60% in the PowerSchool Gradebook, common formative assessments have been identified for teachers to administer in ELA, Math, Science, and Social Studies. Teachers should engage in reflective practices utilizing digital dashboards and/or Mastery connect to determine students' strengths and weaknesses.

Summative Assessments

Summative assessments are multi-standard and are used to determine student mastery during or at the end of a unit of instruction. Assessments are aligned to course standards, and assessments are aligned to previously administered formative or minor assessments. Examples of summative assessments include tests, final drafts of writing assignments, projects, major labs, research papers, performance assessments, and presentations.

Common Summative Assessments

Common summative assessments are given during or at the end of each unit in all tested content areas. These assessments are created through a process of teacher teams collaborating to create the assessment, ensuring standards are matched, and appropriate levels of rigor exist. These assessments are based on the pre-identified essential standards for every nine weeks. Teachers should engage in reflective practices utilizing Mastery Connect to determine students' strengths and weaknesses.

Students must have at least two (2) common summative assessments each quarter, each weighted at 40% in the PowerSchool grade book. Teachers should be mindful of allowing time for retesting summative assessments near the end of the quarter.

Kindergarten students' progress and development will be shown through the use of the Kindergarten Report Card or other district-approved platforms.

Re-teach/Retest

With a focus on student learning and mastery, students not demonstrating mastery of content are entitled to receive re-teaching and have their progress documented by the teacher.

Students, regardless of their scores, may retake formative assessments one time.

Students are allowed one retake on summative tests, excluding district benchmarks, semester/final exams or district writing prompts. After doing a reasonable amount of work to relearn the material, a student will retest within a

week. Students with extenuating or special circumstances may retest later than one week at the teacher's discretion. Teachers should choose the higher grade of the two assessments rather than averaging the two grades.

Students are held to high-stakes state accountability tests (PASS/SC READY). Therefore, students must be held responsible for learning content related to the state standards.

Make-up Assignments

Students must be allowed to make up any assignments due to absences, including suspensions, within a week or later at the teacher's discretion, choosing the higher grade.

Explanation of Grades

Teachers must keep a record of the grades used to determine students' numeric grades in subject grading procedures, and guidelines must be communicated to parents at the beginning of the school year or when a new student arrives.

Elementary	Middle
No grade of less than 50 should be entered for each assignment in the grade book; supporting documentation of re-teaching and interventions should be maintained if a student scores less than 50. No zeros will be given to students.	An actual earned grade should be entered for each assignment with supporting documentation of re-teaching and interventions maintained if a student scores less than 40.
Examples of Procedures for Documenting Re-teaching/Interventions	
Documentation of re-teaching of material in addition to regular classroom instruction must be kept. Re-teaching can occur during extended learning opportunities before, during, or after school. Examples of systems may include: <ul style="list-style-type: none"> • A sign-in sheet would be an example of documentation. • Comments in PowerSchool assignment notes • Google Spreadsheets • Lesson Plans or Small Group Lesson Plans • Re-test • Follow-up contacts with the parent. (See letter provided) • Conduct parent/student conferences and provide a contract. (See contract provided) 	
Student Responsibilities	
<ul style="list-style-type: none"> • Attend extended learning opportunities. • Complete all required assignments. • Attend conference and sign contract. 	

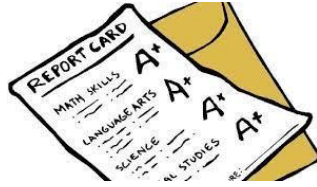
All students in grades 1-12 will be given numeric grades. Numeric grades correspond to the following equivalents:

A Superior	90-100
B Above Average	80-89
C Average	70-79
D Below Average	60-69
F Not Passing	59 or below
Related Arts Grades are as follows:	
E Excellent	90-100

S+ Good	80-89
S Satisfactory	70-79
N Needs Improvement	60-69
U Unsatisfactory	50-59

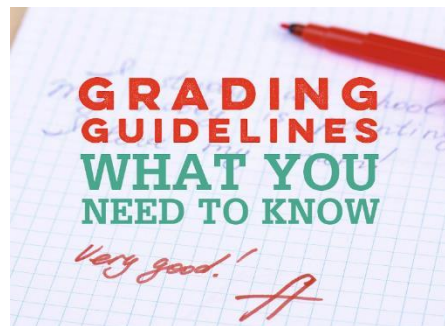
Numerical equivalents are a calculation of the student's work for each quarter. The teacher will inform students and their parents in writing of the procedures used to determine the grade.

At no time should a student's discipline be factored into grade calculations.



ELEMENTARY ASSESSMENT PROTOCOLS

	1 st Quarter		2 nd Quarter		3 rd Quarter		4 th Quarter	
	Reading	Math, Science, Social Studies	Reading	Math, Science, Social Studies	Reading	Math, Science, Social Studies	Reading	Math, Science, Social Studies
1st Grade	Assessments should be read to students.				Students should complete independently.	Assessments can be read to students at the discretion of the teacher.	Students should complete independently.	Assessments can be read to students at the discretion of the teacher.
2nd Grade	All assessments should be completed independently.	Assessments can be read to students at the discretion of the teacher.	All assessments should be completed independently.					



CORE SUBJECT WEIGHTING SCALE

	Elementary (10)		Middle (12)		High (16)	
	Summative (Major) 40%	Formative (Minor) 60%	Summative (Major) 40%	Formative (Minor) 60%	Summative (Major) 40%	Formative (Minor) 60%
<p>ELA: Reading & Writing Grade Sources, including but not limited to: Reading Summative: Unit tests, Projects, Reports, Research (Long Term and Multi-Standard), Performance Tasks Writing Summative: 2 Grade Level Pieces (Using District Approved Rubric and Grading Scale) Reading Formative: Cold Read, Skills Tests, Reading Strategy Testing, Teacher Made Assessments, Other (Short Term or Single Standards) Writing Formative: Free Writes using current district rubric, Word Work (phonics, word building, and vocabulary building) and grammar skills (editing and revision), Reading Responses, Teacher Made Assessments</p>	<p>-1 reading & 1 writing grade before interim each quarter</p> <p>-1 reading & 1 writing grade after interim each quarter</p>	<p>1st nine weeks:</p> <p>-2 grades before the interim</p> <p>- 6 grades after interim</p> <p>2nd - 4th nine weeks:</p> <p>-4 grades before the interim</p> <p>--4 grades after interim</p>	<p>Reading/ Writing grades are combined</p> <p>-2 grades before interim each quarter</p> <p>-2 reading/ writing grade after interim each quarter</p>	<p>1st nine weeks:</p> <p>- 2 grades before the interim</p> <p>-6 grades after interim</p> <p>2nd - 4th nine weeks:</p> <p>-4 grades before the interim</p> <p>-4 grades after interim</p>	<p>-2 reading/writing grades are combined</p> <p>-2 grades before interim each quarter</p> <p>-2 reading/writing grades after interim each quarter</p>	<p>1st - 4th nine weeks:</p> <p>-4 grades before the interim</p> <p>-8 grades after interim</p>
<p>Math, Science, Social Studies</p> <p>Grade Sources, including but not limited to Summative: Unit Tests, Projects, Reports, Research, Investigations, Performance Assessments (Long Term and Multi-Standard) Formative:</p>	<p>-1 grade before interim each quarter</p> <p>-1 grade after interim each quarter</p>	<p>1st nine weeks:</p> <p>- 2 grades before the interim</p> <p>- 6 grades after interim</p> <p>2nd – 4th nine weeks:</p> <p>-4 grades before the interim</p> <p>-4 grades after interim</p>	<p>-1 grade Before interim each quarter</p> <p>-2 grades after interim each quarter</p>	<p>1st nine weeks:</p> <p>- 3 grades before the interim</p> <p>- 6 grades after interim</p> <p>2nd - 4th nine weeks:</p> <p>-4 grades before Interim</p> <p>-5 grades after interim</p>	<p>-1 grade before interim each quarter</p> <p>-2 grades after interim each quarter</p>	<p>-5 grades before the interim</p> <p>-8 grades after interim</p>

Students with Disabilities

Students with disabilities will be instructed and graded on grade level in agreement with accommodations and/or modifications on the Individual Education Plan (IEP). Documentation must be maintained for all students in Colleton County School District.

Students with disabilities will be permitted accommodations and/or modifications according to their IEP. Accommodations should be given to regular education teachers within five (5) days of a special education student's arrival in the classroom.

English Speakers of Other Languages (ESOL)

English Speakers of Other Languages (ESOL) students will be permitted allowable accommodations and/or modifications according to their individual education plan (as needed).

End of Course Exams

All students enrolled in English II, Algebra 1, Biology, and U.S. History will take the End-of-Course Examination, which will count for 20% of the student's final grades. For identified students in English, I will take the End-of-Course Examination, which will count for 20% of the student's final grades.

Report Cards and Interim Reporting

An interim report is sent during each marking period to the parent/guardian of all 1-12 students (see district calendar). First grade will not receive first quarter interims as this is an adjustment period. A report card is sent at the end of each marking period to the parent/guardian of all K-12 students (see district calendar). Dates for issuing interim reports and report cards are listed on the district and school calendar, which must be adhered to.

A two-way communication system should be established at each school between the parent and the teacher. When there is an absence of acknowledgment by the parent of receipt of the report, the teacher or designee will follow up with a telephone call to the parent and document the call.

Parents must be notified if a child is in danger of dropping two (2) letter grades between the interim report and the report card.

Teacher Comments

Comments must be given in all subject areas each marking period.

Students not making progress at the end of a marking period must have a teacher-provided statement on the progress report. This statement informs parents of a potential consideration to require supplemental education and/or retention should the student's work not improve. A written comment regarding the student's status for the next year will be included on the 4th Quarter report card for elementary and middle school.

Academic Awards for Grades 1-8

Superintendent's List: A student must receive all A's in content areas (ELA, Math, Science, and Social Studies). No grades lower than 90.

Honor Roll: A student must receive a combination of A's and B's in all content areas (ELA, Math, Science, and Social Studies). No grades lower than 80 in core classes.

Merit List: A student must receive all B's in content areas (ELA, Math, Science, and Social Studies). No grades lower than 80. **A student receiving any Honor Roll designation must have a grade of 70 in all Related Arts and/or Elective Classes.**

Bus Transportation

CCSD students are afforded the privilege of daily bus transportation to and from their homes and school. 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 bus may result in a bus conduct referral. School administrators will review discipline referrals and assign consequences based on the CCSD Progressive Discipline Plan.

SC Code of Laws: Section 59-67-415. Parental responsibility for the safe and timely arrival of children to and from bus stops.

Parents or guardians are responsible for the safety, conduct, and 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 10 minutes prior to the bus arrival time to allow for traffic variances.

For example, if the bus arrival time is 8:00 am, the window of time for the bus to arrive in 10 minutes on either side of the scheduled pick-up time, which is 7:50 am or 8:10 am.

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 the school principal or designee for approval.

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

Child Development and Kindergarten Students

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

If no adult is present at the bus stop to receive the CD and K0 student, they will be returned to the school for parent pick up.

Use of Video Cameras

The CCSD supports the use of video cameras as a means to monitor and maintain a safe environment for students and employees. The CCSD may use video cameras on all buses used for transportation to and from school, field trips, and curricular and extracurricular events. The contents of the videotapes may be used as evidence in a student disciplinary proceeding.

Student Records

The content of the videotapes is a student record subject to federal law and regulation, board policy, and administrative regulations regarding confidential student records, which may be reviewed and/or disclosed as allowed by law, policy, or regulation.

Notice -CCSD will provide the following notice annually to students and parents/guardians. "Colleton County Board of Trustees has authorized video cameras on school district buses. The district will use video cameras to monitor student behavior in order to maintain a safe environment. Students and parents/legal guardians are hereby notified that the content of the videotapes is a confidential student record. The district will retain the videotapes with other student records only if necessary for use in a student disciplinary proceeding or other matter as determined by the administration. School administrators and transportation director/supervisor(s) review videos pertaining to disciplinary concerns.

The following notice will be placed on all school buses equipped with a video camera.

"This bus is equipped with a video/audio monitoring system."

Video Monitoring System Procedures

In consultation with the Principal and CCSD Transportation Director, the Superintendent will determine how video cameras will be used and which school buses will be equipped with video equipment. The following procedures must be followed.

- The installation and removal of all video recordings or digital data from the video unit is the responsibility of the Office of Transportation supervisory personnel or the owner, manager, or supervisor of a contracted vehicle. The school bus driver is prohibited from installing or removing video recordings and the operation of the video camera.
- The safekeeping of all video unit keys is the responsibility of the Office of Transportation supervisory personnel or the owner, manager, or supervisor of a contracted vehicle.
- Each video recording or data file will be labeled with the date, time, and bus number when removed from a video unit.
- Each video recording or data file removed for viewing shall remain in possession of the Office of Transportation or authorized school-based personnel.
- The Office of Transportation and authorized school-based personnel shall determine when a video recording or data file removed for viewing shall be re-wound for re-use or when a digital data file shall be deleted.
- Video recording and data files will be viewed by authorized CCSD personnel. The confidentiality of all persons on video recording or data file shall be protected as allowed by law, policy and/or regulation.
- Video recordings or data files removed for viewing shall be maintained in a secure location.
- Video recordings and data files may be viewed and used by appropriate CCSD administrators as part of the student and/or employee disciplinary hearings.
- Staff, students, and CCSD employees are prohibited from tampering with or interfering with the video camera equipment.
- Drivers shall be responsible for ensuring the video system is operating properly prior to beginning the assigned route/trip. Any malfunctioning system should be immediately reported to their supervisor.

Bullying, Harassment, or Intimidation

The District believes that a safe and civil environment in the school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Accordingly, the District prohibits acts of harassment, intimidation, or bullying on school property, at District or school-sponsored functions, on school buses or other District vehicles, and at school bus stops. The District expects students to conduct themselves in an orderly, courteous and dignified manner and to respect the rights and welfare of other students, school staff members, parents/legal guardians, and volunteers.

Definitions

Harassment, intimidation, or bullying" is defined as a gesture, electronic communication, or a written, verbal, physical, or sexual act that a reasonable person should know will affect either 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 damage to his/her property
- Insulting or demeaning a 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

Reporting

Any student who feels they have been subject to harassment, intimidation, or bullying is encouraged to file a complaint with the principal or another designated contact person. A student's parent/legal guardian may also file such a complaint. If an employee receives a complaint of harassment, intimidation, or bullying, the employee must transmit the complaint to the school's principal or designated contact person as soon as practicable. Although reports by students or employees may be made anonymously, formal disciplinary action may not be taken solely based on an anonymous report. The District will be responsible for ensuring that reasonable efforts are made to prevent public disclosure of the name of all parties involved in harassment, intimidation, or bullying allegations, except to the extent necessary to carry out an investigation and comply with statutory obligations.

Is it Bullying?

When someone says or does something *unintentionally* hurtful and they do it once, that's...

Rude

When someone says or does something *intentionally* hurtful and they do it once, that's...

Mean

When someone says or does something *intentionally* hurtful and they *keep doing it* - even when you tell them to stop or show them that you're upset, that's...

Bullying

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Investigations

All complaints will be investigated promptly, thoroughly, and confidentially. The investigation will include appropriate steps to determine what occurred and take actions reasonably calculated to end the harassment, intimidation, or bullying and prevent such misconduct from happening again. The student and their parent/legal guardians will be informed that appropriate actions were taken and will be advised to report any subsequent problems.

Consequences of engaging in harassment, intimidation, or bullying

If the investigation determines that harassment, intimidation, or bullying has occurred, the administration will take reasonable, timely, age-appropriate, and effective corrective action. Examples of corrective action include, but are not limited to: disciplinary action against the aggressor, including termination of an employee or expulsion of a student; special training or other interventions; apologies, dissemination of statements that the school does not tolerate harassment, intimidation or bullying; independent reassessment of student work and/or tutoring.

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

Three Questions guide CCSD school officials in determining when a behavior constitutes bullying:

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

Assistance for Bullying

If you are being bullied, harassed, or intimidated:

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

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

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

Reporting Bullying

If you are being bullied, know someone who is being bullied, or know of a person or group who is bullying others, please do the following:

1. Call the CCSD Office of Safety and Security (843) 782-4510 Extension 71330 during school hours or (843) 599-7023.
2. Contact a school staff member (i.e., teacher, counselor, principal and/or assistant principal), or
3. Complaints can be made through the CCSD Online Bully Report link:
<https://safe2speakup.com/onlinebully?workspace=ColletonSC> on the district's website.

Reporting an Issue

Below you will find links for reporting a weapon on campus, workplace or other incidents, bullying, suicide or self-harm, and alcohol or drugs on campus. Anonymous reports may be made, but please note that those reports should contain adequate information to allow the district to investigate the concern.

PLEASE NOTE: In case of a life-threatening emergency, please call 911 immediately. The crisis tip line is not monitored 24/7. https://www.colleton.k12.sc.us/departments/Student_Services/tip_line

Weapon on Campus: 843-549-2211 Colleton County Sheriff's Department

Workplace Incident: 843-782-4510 Colleton County School District Human Resources

Bully Report: tipline@colleton.k12.sc.us

Incident Report: tipline@colleton.k12.sc.us

Suicide/Self Harm: Text 988 Suicide & Crisis Lifeline

Alcohol and Drugs on Campus: tipline@colleton.k12.sc.us

CCSD BULLYING Complaints can be made through the CCSD Bullying Awareness link on the district's website.

Cyberbullying

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

Cyberbullying may include:

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

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

Bullying Prevention

In CCSD, we utilize Positive Behavioral Interventions and Support (PBIS) as part of the school climate initiative. PBIS is a school-wide, comprehensive framework focused on systemic change to create a safe and positive school climate

What is Bullying Prevention

Bullying has many formal definitions, but typically it is when someone repeatedly uses threats, intimidation, or aggression to obtain others' objects, activities, or social gain. Bullying prevention focuses on strategies for reducing bullying behavior by blending PBIS with explicit instruction and redefining the bullying construct. Teaching students to identify and respond effectively to the bullying and harmful behavior of others needs to match the student's developmental level. The goal is to reduce bullying behavior; the process may look different across communities and elementary, middle, and high schools.

Bullying Prevention in a Tiered Framework

Not all students respond equally to bullying prevention strategies for many reasons. Schools implementing PBIS will find it an effective framework for preventing and reducing bullying behavior in schools. The strategies listed here come from the resource Reducing Effectiveness of Bullying Behavior in Schools.

Tier 1

All students and school personnel are taught directly and formally how to behave safely, respectfully, and responsibly in every school setting. The emphasis is on teaching and encouraging positive social skills and character traits. At this tier, all students may also learn how to respond to the problem behavior of others.

Tier 2

Students whose behaviors don't respond to Tier 1 supports receive additional preventative strategies.

- Targeted social skills instruction
- Increased adult supervision and positive
- Specific, daily feedback on their behavioral progress
- Additional academic support, if necessary

Tier 3

Students who don't respond to Tier 1 and 2 supports receive intensive preventative strategies. This might include:

- Highly individualized academic and/or behavior intervention planning
- More comprehensive, person-centered, function-based wraparound processes
- School-family-community mental health supports

<https://www.pbis.org/topics/bullying-prevention>

These goals are pursued by restructuring the school environment to reduce opportunities and rewards for bullying, encouraging pro-social behaviors, and building a sense of community. The Positive Behavioral Interventions and Support (PBIS) is designed for elementary, middle, and high school students and involves all staff, students, parents, and the community in bullying prevention efforts. All students participate in most aspects of the program

Bullying Prevention

In CCSD, we implement PBIS (Positive Behavioral Interventions & Supports) as a part of the school climate initiative. PBIS emphasizes four foundational elements of bullying prevention.

School-Wide Expectations

Everyone in school should know what it means to be respectful. They should know what it looks like and how it feels to be respected. On the other side, they also should be able to identify if, when, and how someone else's behavior is inappropriate. School-wide definitions help everyone stay consistent.

Signals and Routines for Unwanted Behavior

Building on the school-wide foundation of expected behavior, all students should know the signal and routine to let someone know their behavior is unacceptable and needs to stop. The signal is something anyone can use anywhere, anytime. It's short, easy to remember, and easy to do.

Responses to the Stop Signal

respond. Students should be taught appropriate responses that are calm and responsible.

Recruiting Help

The last routine to teach is how students can recruit help from an adult when they experience bullying, harassment, or intimidation.



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. The necessary health care information must be shared with the appropriate people to ensure that the student's needs are met throughout the school day.

Individual Health Care Plans or Individual Health Plans (IHPs)

Individual Health Care Plans are also called Individual Health Plans or IHPs. School nurses who are registered nurses write IHPs to guide how a student's health care needs will be met while at school. The nurse works with the student, the student's parents or legal guardians, the student's health care provider, and other school staff to write the plan. IHPs are written for students who 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 504 Coordinator of Health Services at (843)782-0022.

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)782-0022.

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 their educational program. A school-based team determines if a student meets the eligibility requirements for services under the IDEA. The school-based team must include the student's parent or legal guardian, teachers that work with the student, the Principal/or his LEA designee, and other pertinent related school-based staff. The team develops an Individualized Education Program (IEP) if the student meets the eligibility requirements endorsed by the SC Department of Education. The IEP defines and outlines a plan for helping the student achieve academic and behavioral success through the goals and objectives that are outlined in the IEP. These goals and objectives are in line with the federal and state mandates for a free appropriate public education for the student. The IEP may include health services for the student during the school day if needed. Contact the Office of Special Services at (843)782-0022 to learn more about IDEA.

Medical Homebound Instruction

South Carolina's mandates regarding medical homebound instruction appear in the State Board of Education Regulation 43-241. Regulation 43-241 says that students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction. A physician, nurse practitioner, in compliance with the requirements the Nurse Practice Act, or physician assistant in compliance with the requirements of Article 7 of the Medical Practice Act, must certify that the student is unable to attend school but may profit from the instruction given in the home or hospital. The district superintendent or his/her designee may approve or deny any student requesting homebound instruction. 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.

During the period of confinement, the district's attendance (and truancy) policy does apply to homebound students. Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services are approved for 45 instructional days at a time. If it is necessary for homebound instruction to continue beyond the approved period of time, a new Medical Homebound Instruction Form will be required. The school 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. If a student misses 3 consecutive or 5 cumulative homebound sessions, the school is expected to follow the CCSD truancy protocol.

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 Office of Student Services within 10 days of receipt of the homebound denial letter from the school.

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), and documentation to support self-medicating/self-monitoring has been approved by the school nurse 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. School nurses will not administer the first doses of medication to any student. All first doses must be administered by the student's parent/guardian.
3. 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.
4. 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 student's needs will be discussed.
5. Requests from parents/guardians for the 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 the 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 parent/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 and medication in the original labeled prescription container and/or proper equipment for a medical procedure to the school nurse. Students are not allowed to transport medications to/from school.
2. Inform the school nurse of 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 unused medication or medical supplies within one week of discontinuation or the last day for students, whichever comes first, after which medications will be disposed of.
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 the school nurse, principal, or 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 the Coordinator of Health Services at (843)782-0022.

Student Records (FERPA)

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

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access. Parents or eligible students should submit to the school principal or District designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the District to amend a record should write the school principal or District designee and clearly identify the part of the record they want to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

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

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

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

CCSD ALTERNATIVE EDUCATIONAL PROGRAMS

Adult Education

Colleton 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 school board approval before enrolling. For students with disabilities enrolling in Adult Education, an IEP team meeting is held to address their program needs. Adult Education does not utilize Educators Handbook or Power School except to build an Official Transcript for Carnegie units.

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 obtain a South Carolina High School Equivalency Diploma.

Colleton County Academy of Success (6th-12th)

Colleton County Academy of Success serves middle and high school students in an alternative setting that provides individualized opportunities for students instead of expulsion or as a behavioral or truancy intervention. Students develop academic and social skills to reach their fullest potential with a comprehensive support system of committed and highly qualified educators. Students attend a comprehensive support system of committed and highly qualified educators. Students attend Colleton County Academy of Success when their social-emotional, behavioral needs or attendance interfere with the education of themselves or others in a traditional school. Colleton County Academy of Success is also utilized as an Interim Alternative Educational Setting (IAES) for middle and high school students with disabilities in CCSD when determined by an IEP team.

STUDENT CODE OF CONDUCT

COLLETON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Policy JICDA Code of Conduct/issued 9/18

The board expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. This requirement refers to actions toward other students and teachers, language, dress, and manners. The board believes self-discipline is an interpersonal goal of public education.

Students have a responsibility to know and respect the policies, rules, and regulations, as defined in the student Code of conduct of Colleton County School District. Violations of such policies, rules, and regulations will result in disciplinary actions.

The district's code of conduct and discipline is established to achieve and maintain order in the schools. In administration rule JICDA-R, the administration offers a list of offenses along with the required or recommended dispositions for the information of students, parents/legal guardians, and school personnel.

The board directs the administration to establish a student code and progressive discipline plan to create and preserve conditions essential to the 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 JKD and JKE).

Disciplinary actions shall include appropriate hearings and reviews. 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 will 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 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 acknowledgment to be signed by the student and parent/guardian and returned to school (Electronic Signatures are available).

Legal Authority

The Board of Trustees of the Colleton 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 student or the behavior has a direct effect on the order and general welfare of the school.

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

STUDENT CODE OF CONDUCT

Progressive Discipline Plan (PDP)

Discipline always starts with teaching, prompting, and acknowledging positive behavior. A progressive discipline plan (PDP) is a continuum of “consequences” with a corrective/remedial focus rather than strictly punitive consequences or consequences that remove students from instructional time. A PDP provides clarity and consistency about what behaviors should be sent to the office & what should be handled in the classroom.

The Colleton County School District PDP was provided to assist administrators in identifying student offenses and, subsequently, imposing interventions and consequences more uniformly. The matrix aligns with the three levels of SBE Regulation 43-279. 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 district-level leader.

The PDP ensures consistency and fairness when assigning interventions, support, and disciplinary consequences to students. The PDP was created with the assistance of school administrators and district-level staff. Monthly meetings will continue gathering input and reviewing data and feedback throughout the school year.

The infraction title and codes listed in the PDP are assigned by the state. The state directs the majority of the behavior levels; however, behaviors considered more egregious toward adults may have been placed at 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 can provide timely and responsive interventions and support to students experiencing challenges. Infractions “banded” together will follow the same progression of consequences AND interventions.
- **PDP:** Progressive Discipline Plan
- **Teacher Managed Referrals:** Behaviors that the classroom teacher will assign consequences/interventions
- **Office Managed Referrals:** Behaviors that the administrator assigns consequences/interventions
- **Levels:** Refers to the severity of the behaviors (ranges from Level 1-less severe to Level 3-most severe)
- **Referral for Expulsion:** The hearing officer will conduct a disciplinary hearing.

Elementary School

LEVEL OF OFFENSE

DESCRIPTIONS,

INTERVENTIONS AND CONSEQUENCES

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 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 texts, accessing academic materials without permission (with or without the use of electronic devices)
Dishonesty	Failure to knowingly tell the truth, also includes taking other’s property
Dress Code Violation	Non-compliance 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 content
Horseplay	Rough Play or pranks that disrupts the learning environment
Inappropriate Affection	Unsuitable or improper physical contact, action or gestures, display of public affection, an extreme feeling or emotion towards another person
Inappropriate Behavior	Actions or gestures of conducting oneself if 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
Intervention	Consequences
Teacher/Student Conference	Verbal Warning
Seat Change	Verbal 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	

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 school activities but also to student conduct on school bus, vehicles and during school-sponsored activities.

Code	Infraction	Definition
1	Adding Others	A person who assists in or supports the commission of an offense 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, and recording a fight
3	Bite/Pinch/Spit (Pre-K-2 nd 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-2 nd 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,
170	Cutting Activity	Failure to attend or complete an assigned school activity or event
160	Cutting Class (3 rd -5 th Grades)	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 of a behavior infraction
420	Disrespect	Language or actions that are discriminatory (i.e., specific to race, religion, ethnicity, gender, disability, sexual orientation), demanding, and/or insulting towards an adult, guest, or staff member, including but not limited to any verbal, written, or electronic communication without profanity
7	Disrupting Class	Behavior that interferes with instruction, learning, and a safe and orderly environment includes, but is not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in a seat, rude noises, selling items on campus, etc.
271	Failure to Comply	The act of not completing consequences or sanctions assigned by a teacher or multiple teacher-managed offenses
22	Inappropriate Physical Contact	Touching or immediate proximity of another person exceeding personal boundaries unsuitable or improper for the location or setting
320	Leaving Class	Departing from class without permission before the class period is complete
290	Obscene Gesture Comment/Writing	An offensive expression of an idea, opinion, or emotion through gestures, comments, or writing. A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion, an 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
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 age of 6 and 16 who has accumulated three consecutive days of unlawful absence or a total of five unlawful absences during the current school year
330	Unauthorized Device	Failure to adhere to the authorized time of use outlined in the school's electronic device policy. This includes possessing an item at unauthorized times, including, but not limited to, a laser pointer, camera, cell phone, tablets, drones, smart watches, etc.

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

LEVEL 2 ---DISRUPTIVE MISCONDUCT

Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property, and the consequences of which lend 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
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 (3 rd -5 th 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 money or other items of value
220	Computer Violation Non-Criminal (3 rd -5 th 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 a controversy
430	Contract Violation (3 rd - 5 th 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	An incident involving two or more students with mutual physical contact, such as hitting, kicking, and/or punching
350	Fire Alarm	In the absence of an emergency, 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
620	Fraud/Counterfeit	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 activity where money is exchanged

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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 into 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	To deal a blow to, come in to contact with, to trip, or strike; with foot or feet; to push, apply pressure with the intent to cause harm toward a student/Peer
19	Indecent Exposure	To 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 the classroom)
2	Other Offense (Stealing)	To steal or possess property without the permission of the owner under \$2000
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 adults)	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward an adult
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 non-compliance
295	Sexting	Creating, possessing, or sharing nude, partially nude, or other sexually explicit or suggestive images, videos, or virtual representations using non-digital means (e.g., printed materials) or electronic communications, including but not limited to texting, emailing, or posting on social media platforms. These acts are prohibited whether or not the subjects of the images, videos, or visual representations consent to their being created, possessed, or shared.
690	Sexual Offense-Non-Forced	Unlawful, unforced sexual acts or indecent exposure that is overly sexual in nature, or other sexually inappropriate behavior
25	Sexual Violation	The act of touching, groping, slapping, or any other physical contact of a sexual nature made with another person, whether unwanted or wanted
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)
27	Threat	Making statements or gestures of intent to do physical harm to a staff member or student
230	Tobacco 3 rd -5 th Grade)	Possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless products, electronic cigarettes, and vaporizers
750	Trespassing	Being on school property or at a school-sponsored event without permission, including while on suspension or after expulsion; entry of a structure without intent to commit a serious crime or theft
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 injuries, such as toy guns, toy cap guns, toy pellet guns, and bullets

Interventions

Consequences

All Interventions from TM Level 1
Referral to Outside Agency

All Interventions from TM Level 1
Shared Responsibility

Referral to Truancy Interventionist	The suspension (most likely assigned after the 3 rd or 4 th occurrence)
Referral to Social Worker	OSS (most likely assigned after the 3 rd or 4 th occurrence)
MTSS Consultation	School Probation Contract
Individual Problem Solving	Abbreviate Day (must be approved by district 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 Colleton Academy for Success
Home Visit	Referral to Law Enforcement
Referral Mental Health	
Intervention referral to the Department of Alternative Programs and Services	
Behavioral Team Referral	
Substance Use Intervention	

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	To intentionally damage or attempt to damage any real or personal property by fire
510	Assault Aggravated	An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. This category includes attempted murder. A weapon can be a commonly known weapon, such as a gun or knife, or any other item, which, although not usually thought of as a weapon, becomes one when used in a manner that could cause severe bodily injury (e.g., baseball bat, metal chain, large stick)). A severe laceration" is one that should receive medical attention. A loss of consciousness" must be the direct result of force inflicted on the victim by the offender
520	Assault, Simple	An unprovoked physical attack by one person upon another where the offender neither uses nor displays a weapon and the victim does not suffer obvious severe or aggravated bodily injury
260	Bomb threat	Indicating the presence of a bomb or explosive device pm school grounds, on the school bus, or at any school activity
651	Bullying	A deliberate, repeated act with the 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 top 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 of 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
220	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 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 non-prescription medication)
610	Forced Sexual Offense	Any sexual act directed against another person, forcibly and/or against that person's will, 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 organizations, 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 is harmful to the educational process. The existence of such a group of individuals associated may be established by the evidence of a common name or common identifying signs, symbols, tattoos, graffiti, attire, or other distinguishing characteristics
640	Homicide	The killing of one human by another, not including manslaughter or attempted murder
650	Intimidation	To unlawfully place another person in reasonable fear of bodily harm through the use of menacing words or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack; intimidating behaviors can be made in person, over the telephone, electronically, via social media networks, or in writing (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

Level 3-Criminal Conduct-continued

Code	Infraction	Definition
700	Other Offenses-Criminal	Other acts of criminal conduct as a 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
720	Prostitution	To engage in or promote sexual activities for profit
730	Robbery	The taking of 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	In accordance with Title IX and CCSD Policy ACA, sexual harassment is conduct based on sex that satisfies one or more of the following -an employee of the district conditioning the provision of aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct -Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity -sexual assault" as defined in 20 USC 1092(f) (6) (A) (v), "dating violence" as defined in 34 USC 12291 (a) (10), "domestic violence" as defined in 34 USC 12291 (a) (8), or "stalking" as defined in 34 USC 12291 (a) (30)
690	Non-Forcible Sexual Offense	Unlawful, unforced sexual acts or indecent exposure that is overly sexual in name, or other sexually inappropriate behavior
25	Sexual Violation	Acts that are overly sexual in nature, including masturbation, not consensual intercourse and oral sex
27	Threat	Act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack with a weapon includes displaying, brandishing, or discharge a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon. A threat of physical attack without a weapon refers to a threat without any display, blandishment, or discharge of a weapon, and with no actual physical contact with any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.
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 (Greater than \$500 in damages. Les 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 t	A knife with a blade of more than 2" inches

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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 Department	Weapons Firearms, titles, 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 stat, razors (Including straight or retractable razor), ice picks, metal knuckles, box cutters, nunchucks, spiked gloves, spiked wristband, any mace derivative, tear gas device, or pepper spray.

Interventions

Consequences

All Interventions from TM, Level 1, and Level 22	All consequences from TM, Level 1 and Level 2
Abbreviated Day (must be approved by the level leader)	OSS 5 days (Additional 5 can be approved by Level Leader)
Alternative Schedule	Referral to Law Enforcement
Substance Use Intervention	Expulsion Referral

Middle and High School

Level of Offense

Descriptions,
Interventions,
And Consequences

Level of Offense Descriptions, Interventions, and Consequences

Classroom Managed/Teacher Managed

Classroom Managed/Teacher Managed; Behaviors that 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 the administration. However, these infractions are documented by the teacher. Cases of multiple or chronic offenses may require administrative/guidance action (assistance) and referral for interventions.

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

Infraction	Definition
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	

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 of 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
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 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
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 of a behavior infraction (this refers to a teacher violation)
420	Disrespect	Language or actions that are discriminatory (i.e. specific to race, religion, ethnicity, gender, disability, sexual orientation), demanding, and/or insulting towards an adult, guest, or staff member, including but not limited to any verbal, written, or electronic communication without profanity

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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 bad sound that is unnecessary or interferes with the learning environment or activity' senseless shouting or outcry
271	Failure to Comply	The act of not completing a consequence or sanction assigned by a teacher or multiple teacher-managed offenses
22	Inappropriate Physical Contact	Touching or immediate proximity of another person exceeding personal boundaries unsuitable or improper for the location or setting
320	Leaving Class	Departing from class without permission before the class period is complete
290	Obscene Gesture/Comment/Writing	An offensive expression of an idea, opinion, or emotion through gestures, comments, or writing. A movement of the 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
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 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, a laser pointer, camera, cell phone, tables, drones, etc. This 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	Prescription or non-prescription drugs found on a student's person without proper documentation
Mentor	Admin /Parent contact (most likely assigned after the 2 nd or 3 rd consequence)
Attendance Contact	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 (not likely assigned after the 3 rd or 4 th occurrence)
Schedule Change	Cafeteria/yard/school work detail
Social Skills/Behavior Group	Less of extracurricular activities Saturday School (Most likely assigned after the 3 rd or 4 th occurrence)

LEVEL 2 – Disruptive Misconduct

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
680	Alcohol/Liquor Law Violation	Violation of laws prohibiting sale, purchase, barter, transportation, possession, distribution, consumption, or being under the influence of alcoholic beverages

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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
580	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 a controversy
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
585	Drug Paraphernalia	Paraphernalia is any instrument, device, article, or contrivance used, designed for use, or intended for use in ingesting, smoking, administering, manufacturing, or preparing a controlled substance and does not include cigarette papers and tobacco pipes but includes, but is not limited to: (a) metal, wooden, acrylic, glass, stone, plastic, or ceramic marijuana or hashish pipes with or without screens, permanent screens, hashish heads, or punctured metal bowls; (b) water pipes designed for use or intended to use with marijuana, hashish, hashish oil, or cocaine; (c) carburetion tubes and devices; (d) smoking and carburetion masks; (e) roach clips; (f) separation gins designed for use or intended for use in cleaning marijuana; (g) cocaine spoons and vial; (h) chamber pipes; (i) carburetor pipes; (j) electric pipes; (k) air-driven pipes; (l) chilams; (m) bonges; (n) ice pipes or chillers. https://www.scstatehouse.gov/code/t44c053.php
9	Fighting	An incident involving two or more students with mutual physical contact, such as hitting, kicking, and/or punching
350	Fire/Alarm	In the absence of an emergency, activate or set off a fire signal indicating the presence of a fire emergency
10	Fireworks	Possession and/or detonation of an explosive pyrotechnic device that makes a display of light or noise on school property but does not cause harm to others
11	Forgery/Counterfeit	Purposely signing another person's name or altering, copying, or imitated as that which is original or genuine, or 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 activity where money is exchanged
12	Harassment	Any insulting or dehumanizing action which negatively impacts another person's emotional or mental well-being
14	Hit/Kick/push	To deal a blow to, come in contact with, to trip, or strike with the foot; to push, apply pressure with the intent to cause harm
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

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2	Other Offense (Stealing)	To steal or possess property without the permission of the owner under \$2000
710	Pornography	Possession, manufacturing, or distribution of sexually explicit/obscene material
380	Probation Violation	A direct violation of a District Probation contract administered through a hearing
210	Profanity (toward adults)	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect to dishonor toward an adult
270	Refusal to Obey/Defiant	Refusing to follow a request of a specific direction/instruction of an adult through disobedience, defiance, unruliness, or non-compliance
295	Sexting	Creating, possessing, or sharing nude, partially nude, or other sexually explicit or suggestive images, videos, or visual representations using non-digital means (e.g. printed materials) or electronic communication, including but not limited to texting, emailing, or posting to social media platforms. These acts are prohibited whether or not the subjects of the images, videos, or virtual representations consent to their being created, possessed, or shared.
690	Sexual Offence-Non-Forced	Unlawfully, unforced sexual acts or indecent exposure that is overly sexual in nature, or other sexually inappropriate behavior
25	Sexual Violation	The act of touching, groping, slapping, or any other physical contact of a sexual nature, made with another person, whether unwanted or wanted
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-theft

LEVEL 2 – Disruptive Misconduct-continued

Code	Infraction	Definition
27	Threat	Making statements or gestures of intent to do physical harm to a staff member or student
230	Tobacco (3 rd)-5 th Grade)	{possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless products, electronic cigarettes, and vaporizers
750	Trespassing	Being on school property or at a school-sponsored event without permission, including while on suspension or after expulsion; entry of a structure without intent to commit a serious crime or theft
153	Truant-Chronic	A student, ages 12-17 years old, who has been through the school intervention process, has reached the level of a “habitual” truant, has been referred to Family Court and placed on an order to attend school, and continues to accumulate unlawful absences
152	Truant-Habitual	A student ages 12-17 years old, who fails to comply with the intervention plan developed by the school, the child, and the parent(s) or guardian(s) and who accumulates two or more additional unlawful absences
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 such as Toy guns, toy cap guns, toy pellet guns, bullets, and other devices that do not inflict injury
Interventions		Consequences
All Interventions from TM Level 1		All Interventions from TM and Level 1
Referral to an outside agency		Shared Responsibility
Referral to Truancy Interventionist		Suspension (most likely assigned after the 3 rd or 4 th occurrence)

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Referral to Social Worker	ISS (most likely assigned after the 2 nd or 3 rd occurrence)
MTSS Consultation	OSS (most likely assigned after the 2 nd or 3 rd 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 the Department of Alternative Programs and Services	
Alcohol/Drug Intervention	

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	To intentionally damage or attempt to damage any real or personal property by fire
510	Assault, Aggravated	An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. This category includes attempted murder. A weapon can be a commonly known weapon, such as a gun or knife, or any other item, which, although not usually thought of as a weapon, becomes one when used in a manner that could cause severe bodily injury (e.g., baseball bat, metal chain, large stick). A "severe laceration" is one that should receive medical attention. A "loss of consciousness" must be the direct result of force inflicted on the victim by the offender
520	Assault, Simple	An unprovoked physical attack by one person upon another where the offender neither uses nor displays a weapon and the victim does not suffer obvious does not suffer obvious severe or aggravated bodily injury
260	Bomb Threat	Indicating the presence of a bomb or explosive device on school grounds, on the school bus, or at any school activity
651	Bullying	A deliberate, repeated act with the 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 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

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		interference with, the orderly operation of the school. (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
220	Computer Violation-Criminal	Using school computers to commit a criminal act such as hacking into servers, piracy, altering school data, etc.; purposely damaging school system computer resources
652	Cyber Bullying	Willful harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting, social media, chat rooms, sexting, instant messaging, or video voyeurism
560	Disturbing School	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)
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 or destruction of reputation or social standing, or through other coercive means
350	Fire Alarm	In the absence of an emergency, activate or set off a fire signal indicating the presence of a fire
250	Gang Activity	Any group of individuals or organizations, 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 is harmful to the educational process. The existence of such a group of individuals associated may be established by the evidence of a common name or common identifying signs, symbols, tattoos, graffiti, attire, or other distinguishing characteristics
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 genitals or private area(s) of one's body
650	Intimidation	To unlawfully place another person in reasonable fear of bodily harm through the use of menacing words or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack, Intimidating behaviors can be made in person, over the telephone, electronically, via social media networks, or in writing (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 consent of his or her custodial parent(s) or legal guardian. This category includes hostage-taking
720	Prostitution	To engage in or promote sexual activities for profit
700	Other Offenses-Criminal	Order 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)

Colleton County School District 2023-2024 Resource Guide

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 pulling 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 overly sexual in nature, or other sexually inappropriate behavior
610	Sexual Offense (Forced)	Any sexual act directed against another person, forcibly and/or against that person's will, or not forcible 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)
25	Sexual Violation	Acts that are overly sexual in nature, including masturbation, most consensual intercourse, and oral sex
27	Threat	Act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack with a weapon includes displaying, brandishing, or discharging a weapon, but with no actual physical contact with any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon, and with no actual physical contact of any person. A threat is made in person. Threats made over the telephone

School Resource Officers

Policy KLGA Issued 7/19

To provide a safe learning environment for all students, the board supports the use of school resource officers to expand school safety efforts and to conduct community policing services in and around the schools.

Definition

A school resource officer is a sworn law enforcement officer who has completed the state-approved basic course of instruction and is assigned to the school district to act as a law enforcement officer.

Jurisdiction

School administrators and staff will have the primary responsibility for maintaining proper order in schools and for disciplining students for violations of board policies and school rules. A school resource officer is not a school disciplinarian and will not be requested or permitted to intervene in school discipline matters unless authorized by the district code of conduct. The administrator or other school officials may refer Level II misconduct to the school resource officer or other local law enforcement authorities only when the conduct rises to a level of criminality, the conduct presents an immediate safety risk, or the conduct is the third or subsequent act which rises to a level of criminality in that school year. Upon observation or notification and verification of a criminal offense by district or building level administration, the administrator will immediately contact the school resource officer or local law enforcement authorities if the school resource officer is unavailable or circumstances warrant otherwise. When a referral to law enforcement is required, the school resource officer will be the first line of contact for local law enforcement to ensure that the matter is resolved promptly to decrease the significant interruption to the learning process. The school resource officer is granted statewide jurisdiction to arrest any persons committing crimes in connection with a school activity or school-sponsored event, and he/she will be called immediately to handle a disturbance or emergency regarding a visitor or employee who disrupts the learning environment or school activity.

Roles and Responsibilities

As law enforcement, a school resource officer's roles and responsibilities in the school setting will include, but not be limited to, the following:

- Establish and maintain a close partnership with the school administration and staff to maintain a safe and constructive learning environment.
- Enforce local, state, and federal laws.
- Serve as a resource to administrators and staff concerning law enforcement and child welfare issues.
- Serve as a liaison between the schools and the [insert name here] Police or Sheriff's Department in addressing issues of concern to both entities.
- Develop educational programs and activities on topics such as crime prevention that will increase a student's knowledge of and respect for the law and the function of law enforcement agency programs.
- Assist in emergency crisis planning and building security matters, including, but not limited to, conducting security inspections to deter criminal or delinquent activities.

School Resource Officers

Policy JIH Student Interrogations, Searches, and Arrests

Students do not lose their constitutional rights upon entering the school premises. **The Fourth Amendment to the United States Constitution** (<https://constitution.findlaw.com/amendments.html>) protects all citizens, including students, from unreasonable

searches. However, students and their belongings are subject to reasonable searches and seizures when administrators have a belief considered to be reasonable under these circumstances:

- A student committed a crime or a violation of a school rule.
- Such a search may reveal contraband or evidence of a violation of a school rule or a criminal law.

Any search conducted must be reasonable in the scope given the age and sex of the student and the nature of the alleged infraction.

Teachers and principals may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The staff member will conduct the questioning discreetly and under circumstances that will avoid unnecessary embarrassment to the student being questioned. Any student who answers falsely, evasively, or refuses to answer a pertinent question may be disciplined.

Contacting Law Enforcement

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school-sanctioned or sponsored activity. Those activities may result, or do in fact result, in injury or serious threat of injury to the person or to another person or their property.

Interrogations by Police

When law enforcement officers find it necessary to question students during the school day, the school principal or his/her designee may be present. Officers will conduct the questioning discreetly and under circumstances that will avoid unnecessary embarrassment to the student being questioned. The principal or their designee will attempt to contact the parent/legal guardian and request his/her attendance.

For more information, see Colleton County School District Policy.

Policy JICJ Possession/Use of Electronic Communication Devices in School

Issued 12/21

The board recognizes that, depending on how they are used, wireless electronic devices, as defined herein, 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 wireless electronic devices shall be subject to the limitations and regulations 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 and may include, but is not limited to, mobile cellular telephones, smartphones, smart watches, tablets, pagers, and computer (unless school/district issued) and communications devices currently in existence. This also includes any current or emerging wireless technology systems developed for similar purposes.

This policy applies to all district property, school grounds, school buildings, personal vehicles on school property, buses, and district-owned vehicles during the instructional day.

Student Possession and Use

Students may possess wireless electronic devices as described as long as the students adhere to the regulations set forth herein. Any unauthorized use, activation, and/or visibility of wireless electronic devices during the instructional school day is prohibited as it can disrupt the instructional program and/or distract the educational environment.

Students will not use wireless electronic devices to capture video, audio, or photos of other people at school. Posting those photographs, audio, and/or video will result in disciplinary consequences.

Earbuds and/or headphones may only be worn in the classroom for instructional purposes with the teacher's permission. Earbuds and/or headphones shall not be worn at any other time during the instructional school day.

Activated (i.e. turned “on”) wireless electronic devices are permitted on all district owned and state-owned buses as long as their use and/or activation does not disrupt the safe operation of the buses, the safety of students boarding/d disembarking buses, violate student/staff privacy rights, or violate any other district policies. The bus driver may confiscate any wireless electronic device deemed to be causing a disruption.

Students may possess wireless electronic devices as described provided such devices are not visible, used (unless authorized by this policy), or activated (i.e., turned “on”) and are kept in the “off” position throughout the instructional school day. Students shall keep such devices stored in a locker, backpack or other non-visible secure location during the instructional school day.

Times of authorized use are limited to the following:

- before the beginning of the instructional school day
- after the dismissal bell at the end of the instructional school day
-

Consequences of Violation JICJ

A student who violates this policy as to visibility, use alone, not accompanied by other misconduct, and/or activation of the wireless electronic device is subject to the following disciplinary/consequences:

- First Offense – Device Confiscated, student warning; parent/legal guardian conference with administrator; device returned at the conference.
- Second Offense – Device Confiscated, one-day out-of-school suspension; parent/legal guardian conference with administrator; device returned at the conference; the student is prohibited from possessing any wireless electronic device at school or on school property for the remainder of the school year.
- Third Offense – Device Confiscated, three days out-of-school suspension; parent/guardian conference; device returned at the conference, and student is prohibited from possessing wireless electronic device at school or on school property for one calendar year.
- Fourth Offense – Discipline as determined by the district up to expulsion for the remainder of the school year.

In addition, students will be disciplined for their use of a device during certain misconduct, as set forth below. Conduct infractions will follow the guidelines set forth in the Student Code of Conduct. A student’s possession, display, or use of a wireless electronic device as described above on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of such device, subjecting the student to disciplinary consequences when such possession, display, or use of the device in conjunction with misconduct that includes, but is not limited to:

- use that violates academic integrity, such as the reproduction of images of instructional materials or the communication of text or examination contents or answers, to provide access to unauthorized school information, or to provide assistance to students in any aspect of their instructional program in a manner that violates school board policy or the Student Code of Conduct;
- the communication of the marks or grades assigned to students resulting from testing or evaluation or the actual contents, or parts thereof, of any test or evaluation or the actual contents, or parts thereof, of any test or evaluation activity being completed by an individual(s);
- use to commit a crime under federal or state law;
- violation of a student’s or other person’s reasonable expectation of privacy by using such device with image and/or sound recording capabilities in student locker rooms, restrooms, or any other student changing areas, or in the classroom, whether such use occurs during the instructional school day or any other time on school property;
- use of such devices as described above to take photographs or make video/audio recordings while on school property, while on school-sponsored transportation, or while a student is engaged in school-sponsored activities, except for classroom purposes as directed by the teacher;
- use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying, or harassing through language, pictures, or gestures;

- use of the device in the course of committing any act(s) which constitute a violation of district policy and/or the Student Code of Conduct; or
- Failure to turn over a wireless electronic device immediately when requested by a staff member.

Acceptable Uses

JICJ

The use of wireless electronic devices as described is permissible in the following circumstances:

IEP, 504, or healthcare/medical plan

Students may use such devices as described during class time when authorized pursuant to an individualized education program (IEP), a Section 504 accommodation plan, or a healthcare/medical plan with supportive documentation from the student's physician.

Health, safety, or emergency reasons

Principals may make exceptions to the restrictions in this policy, in part or in its entirety, for health, safety, or emergency reasons, provided as soon as possible, the principal submits a written report of the exception and reasons to the superintendent.

School trips or school-sponsored activities

The use, display, or activation of wireless electronic devices as described during school trips or school-sponsored activities may be permitted at the discretion of the principal or designee but shall not be disruptive to the activity.

Volunteer Service Organizations

A student who is 18 years or older and wishes to participate as a member of a volunteer firefighter or emergency services organization may be authorized to carry a wireless electronic device with special permission from the school principal upon filing a written request from the volunteer organization.

Responsibility/Liability

Any student who chooses to bring to school a wireless electronic device as described shall do so at the student's own risk and shall be personally responsible for the security of the device. Neither the school personnel nor the district will assume any responsibility or liability for loss, theft, damage, or vandalism to such devices as described above brought onto school property or the unauthorized use of any such device.

Suspension and Expulsion

Every effort will be made to keep students in school, but at times suspension or expulsion may be necessary.

Policy JKD Suspension of Students

Issued 7/16

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

It is the policy of this board to provide due process of law to students, parents/legal guardians, and school personnel through procedures for the suspension or expulsion of students, which are consistent with federal law, state law and regulation and local policy.

According to state law, the board may suspend a student from school for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations established by the district board of trustees, a county board, or the state board of education. The board may also suspend a student when the presence of the student is detrimental to the best interest of the school.

Suspension is the exclusion of a student from school and school activities for a period of time not to exceed 10 school days for any one offense or 30 days in any one school year.

The board delegates the power of suspension to the school administration.

The board uses the word suspension in this policy to mean either suspension from school or in-school suspension as determined by the principal.

Review of suspension will be discretionary with the board. However, the board must review a suspension that occurs within the last 10 days of the school year, which would make a student ineligible to receive credit for the school year.

Whenever a student who is classified as disabled commits a suspendable offense, the school administration will confer with the coordinator for special programs before initiating suspension procedures.

Adopted 4/15/82; Revised 9/19/95, 7/19/16

Legal references:

S. C. Code, 1976, as amended:

Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

Section 59-63-210, et seq. - Grounds for suspension, expulsion, or transfer.

EXPULSION

Policy JKE Expulsion of Students

Issued 7/19

Purpose: To establish the board's vision for the expulsion of students. Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by a hearing officer, the superintendent or the school board. The authority to expel

students from school rests solely with the board-appointed hearing officers, the student having the right to appeal to the superintendent and then to the school board.

The board delegates the initial authority to hear and decide recommendations for expulsion to the hearing officer.

Weapons

See policy JICI for expulsion relating specifically to weapons (firearms). Adopted 4/15/82; Revised 9/19/95, 7/19/16

Legal references:

S.C. Code, 1976, as amended:

Section 59-19-90(3) – Authority of the board to regulate student conduct.

Section 59-63-210 - Grounds for suspension, expulsion, or transfer.

Section 59-63-235 - Expulsion of a student determined to have brought a firearm to school.

Section 59-63-240 – Expulsion hearings

S.C. Cases:

Davis v. School District of Greenville County, 374 S.C. 39, 647 S.E.2d 219 (2007).

Suspension and Expulsion

No student may be suspended from school during the last ten days of a school year 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 the school or a hearing is granted within twenty-four hours of the suspension. The board may permanently expel any incorrigible student upon the recommendation of the superintendent.

When a student is suspended, the principal will attempt to contact the parents to request that they pick up the student from school. If the principal cannot reach the parent, the student must stay at the school until the end of the school day. It is the responsibility of the parent to update the school regarding the telephone numbers and any change in pertinent information.

A letter of suspension is presented to the student and mailed to the parents advising them of (1) the date and specific reasons for the suspension; (2) the appeal process; (3) the length of the suspension; and (4) the time and place he/she will be available to meet them for a conference. The conference should be held not more than two school days after the day of the suspension and, if possible before the student is to return to school.

During a suspension, a student may not participate in any school-related activity nor be present on any school-owned property without prior authorization of the principal.

Any student who brings a weapon to school will be recommended for expulsion. Section 59-63370 of the 1977 Code, as added by Act 383 of 1996, is further amended to read: “a weapon means a firearm, knife with a blade length of two inches or more, razor, metal knuckles, sling slot, bludgeon, or any other deadly instrument used for the infliction of bodily harm or death.”

The period of expulsion for weapons violations will be determined by state statutes and board policy.

The district may refer each student expelled for weapons violations to the local county office of the Department of Juvenile Justice.

Every expelled student shall have the right to petition for readmission for the succeeding school year. The board shall have the right to specify conditions that must be met before an expelled student is readmitted.

Hearing Procedures/Expulsions

If conditions permit, notice and hearing should precede the removal of the student from school. The student shall be given notice of the charges against him/her, and if he/she denies them, an explanation of the evidence against him/her must be given, and he/she must also be given an opportunity to respond to the charges. However, in emergency situations in which the continued presence of the student poses a danger to person(s) or property or a threat of disrupting the academic process, the student may be immediately suspended, with a hearing scheduled as soon after the suspension as possible.

Once a student is suspended from school, the principal shall notify in writing the parent/guardian of the student, giving the reason for such suspension and setting a time and place when the principal will be available for a conference with the parent/guardian.

The conference shall be set within three days of the date of suspension. After the conference, the parent/guardian may appeal the suspension to the superintendent/designee.

When procedures for a long-term suspension in excess of ten days or for expulsion are initiated, written notice to the parent or guardian shall be given, setting forth the nature of the conduct leading to the expulsion and advising the right of a hearing upon such charges before the hearing officer. The hearing shall take place within ten days of the written notification at a designated time and place. A decision shall be rendered, and all parties notified within fifteen days after the hearing.

The student may be suspended from school and all school activities during the time of the suspension or expulsion procedure. At the hearing, the student shall have the right to legal counsel. Parents/Guardians have the right to review all witness statements. They must adhere to all the criteria listed in the letters received from schools.

Appeal of Expulsion

Any student or parent/guardian who wishes to appeal an expulsion decision shall notify the superintendent within ten school days of receipt of the decision of the hearing officer. The superintendent will arrange a time for the appeal hearing. The appeal hearing shall be held within seven calendar days of the date the student and/or parent/guardian notify the superintendent of his or her intention to appeal unless an extension is given.

The student or parent/guardian may appeal the decision of the superintendent to the Board of Trustees by notifying the Board's secretary in writing of his or her intention to appeal. The notice must be filed within five school days of the receipt of the superintendent's decision. Appeals to the Board of Trustees are also appeals on the record; no new evidence may be introduced for any purpose. The hearing will be in closed session unless an open hearing is requested by the student or parent/guardian.

Students with Disabilities

Discipline of Students with Disabilities

Students protected under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) are referred to as students with disabilities. Students with disabilities are not exempt from the rules regarding misbehavior. However, all disciplinary action involving students with disabilities will be addressed in accordance with state and federal law. Once a formal Individual Education Program (IEP) for special education or an Individual Accommodation Plan (IAP) for Section 504 is written, a student with a disability may not be suspended for more than 10 cumulative school days in a school year. This is considered a change in placement and may occur only when the appropriate procedures are followed. In such cases, the special education IEP team or the student's 504 Plan team will determine appropriate behavioral interventions, consider the appropriateness of the student's educational placement and assess the need for possible revisions to the IEP, Behavioral Intervention Plan (BIP) or the IAP.

A student with a disability under IDEA or Section 504 shall not be expelled unless an IEP team or the 504 Plan team, which includes a school-based team of professionals that have knowledge of the student and their disability, meets to first determine if the behavior warranting expulsion is or is not a manifestation of the student's disability. In such cases, if an expulsion is imposed for students with disabilities categorized according to the IDEA, the district is obligated to provide an educational program in an interim alternative setting. The district is not obligated to provide services in an alternative program for students with disabilities covered under Section 504. If the IEP team or the 504 Plan team determines that the misbehavior is related to the disability, the student will not be expelled. The case will be referred to the IEP team or the student's 504 Plan team for an Individualized development of supports and services to increase the student's academic and social/emotional success.

Discipline of Students Served under the IDEA

Short Term Removals (Not a Change in Placement)

School officials may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate IAES, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals or not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement or total more than 30 days as reflected in state law. The school need not provide educational services during the first 10 days of removal in a school year, unless it provides educational services to a child without disabilities who is similarly removed.

If the short-term suspension includes the 11th cumulative school day of suspension in a school year, necessary services identified by the school officials must be provided. The 11th day rule applies, whether or not the 11th school day of suspension results in a pattern or removal that constitutes a change of placement.

Additionally, if the child has not had a functional behavioral assessment (FBA) and the local education agency (LEA) has not implemented a behavior intervention plan (BIP) for the child, school officials may (but are not required to) determine that the child needs an FBA to address the behavior that resulted in the suspension and to develop a BIP if the assessment suggests such a plan is necessary for the child

Federal regulations clarify that services to be provided to the child on the 11th day do not have to "replicate every aspect of the services that a child would receive if in his or her normal classroom." (Federal Register, 2006, p46716). "The act modified that concept of a FAPE in these circumstances to encompass those services necessary to enable the child to continue to participate in the general curriculum, and to progress toward meeting the goals set out in the child's IEP." "An LEA is not required to provide children suspended for more than 10 school days in a school year for disciplinary reasons, exactly the same services as they were receiving prior to imposition of discipline." It is important, however, that the child continue to progress toward meeting graduation requirements.

Long Term Removals (A Change in Placement)

The removal is for more than 10 consecutive school days when:

- the removal is for more than 10 consecutive days
- the removal is one of a series of short-term removals that constitutes a pattern of removals

There are specific steps to follow when school officials consider a long-term suspension for more than 10 consecutive school days, an expulsion, or another short-term suspension that extends to more than 10 school days and shows a pattern constituting a change of placement.

- On the date the decision is made to make a removal that constitutes a change of placement of a child with a disability, the school must notify the parents of that decision and provide the parents with a copy of the Parent Rights notice.
- On the 11th school day of removal, the school must begin providing appropriate special education and related services. The IEP team decides on these services and where they will be provided.
- The school, the parent, and relevant members of the child's IEP team (as determined by the parent and the school) must determine if the child's violation of the school's code of student conduct was a manifestation of his or her disability.

- The school must convene a meeting regarding the manifestation determination and services as expeditiously as possible, but no later than 10 school days after the decision is made to change placement due to disciplinary reasons.

Policy JICA Student Dress, Articles, and Displays

Issued 9/22

Purpose: To establish the basic structure for determining appropriate dress standards for students.

Students are expected to dress and be groomed in such a way as to not distract or cause disruption in the educational program or orderly operation of the school. Students should dress for the educational setting and not the recreational one. To maintain an educational environment that is safe and conducive to the educational process, students in all grades will abstain from wearing or possessing specified items during the school day.

Purpose

The district has determined that reasonable regulation of school attire can further important educational interests, including the following:

- reducing distractions and loss of self-esteem caused by teasing or competition over clothing, minimizing disruptions from wearing inappropriate clothing or possessing inappropriate items at school providing an environment where students can focus more on learning
- enhancing school safety by making it more difficult to conceal weapons or contraband
- enhancing school safety by helping teachers and administrators identify individuals who are not enrolled in the school when they encounter them on school grounds
- enhancing school safety by prohibiting gang colors and paraphernalia, reducing the cost of school clothing
- providing an educational environment where financial disparities between students, as reflected in clothing, are minimized
- creating a greater sense of community and school pride among the students instilling discipline in students
- helping students and parents/legal guardians to avoid peer pressure helping prepare students for further roles in the workplace
- creating an atmosphere reflecting the seriousness of purpose of education

General Guidelines

- Clothing will not be so extreme or inappropriate to the school setting as to disrupt the educational process as determined by the administration.
- Hairstyles, hair colors, or hair adornments will not be so extreme or inappropriate to the school setting as to disrupt the educational process as determined by the administration.
- Garments, jewelry, or articles of clothing will not display emblems related to alcohol, illegal or abusive substances, gangs, violence, sex, or obscenities.
- Tops and bottoms deemed as distracting, revealing, overly suggestive, or otherwise disruptive will not be permitted. Garments will ensure modesty when the student is seated or engaged in school activities.
- No sweat pants, running shorts, spandex, or cargo pants are permitted. Tights, leggings, jeggings, or jegging-style pants cannot be worn as bottoms.
- Shirts and blouses must cover shoulders and torso and be neither too tight nor too loose to be revealing or pose a safety hazard.

- Wearing accessories or clothing that could pose a safety threat to one's self or others is not allowed. This includes heavy chains not made as jewelry, fishhooks, multiple finger rings (rings welded together resembling brass knuckles or rings that can be used as a weapon), studded/spiked bracelets or collars, nose/lip to ear chains, etc., will not be allowed.
- Body piercing and/or body art that is disruptive to the order of the school or is a distraction to the learning environment will not be allowed.
- Students may not wear large pendants, large medallions, or large dangling earrings or any other distracting or unsafe jewelry. School administrators will make a determination based on grade levels (primary, elementary, middle school, high school).

Dress Code Requirements

Shirts, vests, sweaters, and sweatshirts (tops)

For the purpose of this policy, shirts, vests, sweaters, and sweatshirts are referred to as tops. To that end, tops may be solid white or approved solid colors.

- Students will wear plain shirts with a collar or school (where the student attends) sponsored t-shirts.
- Shirts may have school-approved/manufactured logos.
- Shirts may not exceed one size larger than necessary as determined by the school administrator.
- White or approved colored t-shirts or turtle neck shirts (long or short sleeve) may be worn under shirts

Pants, jeans, skirts, skorts, jumpers, capri length pants, and shorts (bottoms)

For purposes of this document pants, jeans, skirts, skorts, jumpers, capri pants, and shorts are referred to as bottoms. To that end, bottoms must be solid khaki, black, or navy.

- Denim jeans without holes and rips are permitted.
- Bottoms must be free of graphics and embroidery. With the exception of small labels, bottoms may not have insignias, words, or pictures.
- Shorts, skirts, skorts, and jumpers will be no shorter than 2 1/2" above the knee when standing. Cargo-style pants or shorts are not permitted.
- Clothing will not exceed one size larger than necessary as determined by the school administrator.
- Baggy or sagging pants or shorts are not permitted.
- "Low rise" clothing is not permitted.
- Bottoms (excluding jumpers) will be worn at the natural waistline and properly fitted to prevent sagging.
- Belts will be worn in pants, skirts, skorts, or shorts that have belt loops. Exceptions may be made for preschool and kindergarten students as needed by administration. Belts must be buckled and tucked in loops. Belt buckles must not be oversized, computerized, or have any writing that is considered offensive.

Shoes, sneakers, and boots (footwear)

- Footwear will be worn at all times, and, as needed, shoes will conform to special requirements, i.e., PE class, ROTC, science labs, culinary arts, etc.
- Flip flops, plastic shoes, slippers, and stiletto-heeled shoes are not permitted.
- "Heelies" styled shoes with wheels in the soles are not permitted

Coats, jackets, vests, sweaters, and sweatshirts

Coats and jackets may not be more than one size larger than necessary. Coats that present a distraction as determined by the school administration (e.g., characters, large logos, advertisements) will be banned. No hoods are to be worn inside buildings. Students may wear vests, sweaters, crew neck with no hood sweatshirts that do not exceed one size larger or smaller than necessary, as determined by the school administrator.

Other clothing items and accessories

- Student IDs must be worn at middle school and high school.
- Any adornment that could be perceived as, or used as, a weapon, such as chains, spikes, etc., is not permitted.
- Gang-related clothing, accessories, symbols, or intimidating items of dress, as may be identified by local law enforcement agencies, are not permitted.
- Head coverings of any kind, including, but not limited to, hats, caps, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, earmuffs, sunglasses, and hoods, are not permitted. Head coverings will not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours. Exemptions can be made by the school administration for inclement weather. If there is a medical/religious reason for a student to wear one of the above-listed items, see the section entitled Exceptions to Dress Code.

Other dress code requirements

Students will dress according to the dress code standards at all times when school is in session. Students who are taking classes that require a special dress code, such as ROTC or career and technical education internships, may wear that uniform to other classes. Principals may make exceptions to the dress code policy for special events, such as picture day, dress down days, and field trips, and may allow a different standard for athletic teams or other school clubs or activities. Clothing designated for school athletic events, i.e., a cheerleader outfit, that does not meet the above guidelines will not be worn during the instructional day unless appropriate additional garments are worn with the outfit.

Enforcement

First offense

Students will be informed that they have violated the dress code policy. They will be given an opportunity to change into acceptable clothing by using available clothes at school or by calling a parent/legal guardian to bring clothes. If the violation is corrected within a reasonable time, a warning will be issued. If neither of these options is used, students may be placed in an alternative setting, if available, for the remainder of the day.

Second offense

A second infraction of the dress code will be considered as failure to comply. In addition to the disciplinary actions available for a first offense, a parent/legal guardian conference will be held.

Third offense and subsequent offenses

A third or subsequent violation of the dress code will be categorized as a Level II offense – refusal to obey third offense. In accordance with the progressive discipline plan (PDP), steps will be followed as such from that point forward.

Administrative determination

In all cases of questionable dress code violations, the principal has the authority to make the final determination as to whether a particular style or garment violates this policy. If the principal determines that a student has violated the policy, the student will receive the appropriate disciplinary consequence.

Exceptions to Dress Code

Exemption procedures

Reasonable consideration will be made for those students who, because of a sincerely held religious belief or a medical reason(s), request a waiver of a particular guideline for dress or appearance.

- The waiver request will be submitted to the principal in writing from the parent/legal guardian and approved or disapproved by the principal and/or his/her designee on an annual basis or for a specified period of time.
- In considering a waiver request, the principal and/or his/her designee has the right to request documentation from medical officials and/or religious leaders.

Transfer Students

New students to the school will be given a two-week grace period from enrollment to obtain and comply with the proper school dress code.

Adopted 3/15/11; Revised 11/19/13, 7/19/16, 7/17/18

Colleton County School District 2023-2024 Resource Guide

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

The CCSD Student Code of Conduct is vital to daily student life, supporting a safe and secure learning environment. Inappropriate behavior which adversely affects the learning environment will not be tolerated.

Colleton County School District Student Code of Conduct
Acknowledgment of Review 2023-2024

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

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 a school group is using the school
- 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. Please contact your child's school if you have any questions when reviewing the Code of Student Conduct. You may access an electronic copy of the CCSD Student Code of Conduct on the CCSD website: <https://www.colleton.k12.sc.us/> . 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's Signature Date

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.

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

Parent/Guardian

Signature Date

Please detach and return this form to your child's teacher. Failure to return the acknowledgment of the CCSD Student Code of Conduct will not relieve a student or parent/guardian of responsibility for knowing or complying with the rules of the CCSD Student Code of Conduct.

Electronic Signature

Notes

