

STUDENT HANDBOOK
BERKELEY COUNTY SCHOOL DISTRICT
107 East Main Street
Moncks Corner, SC 29461
Phone: 843-899-8600

Dr. Anthony Dixon, Superintendent
Dr. Karen Whitley, Deputy Superintendent

District Vision Statement

Create a future we dare to imagine and make a positive difference.

District Mission Statement

We facilitate and support student-driven learning experiences by unleashing the power and potential of education.

Berkeley County School District's Work and Life Skills

Adaptability

The ability to respond effectively based on circumstances, environments, or demands to solve problems.

Critical Thinking

Gathering information, analyzing, and making decisions to perform the task at hand.

Initiative

Recognizing a need, seeking a solution, and taking action to fulfill it.

Communication

Ability to receive and provide thoughts and ideas in an effective, efficient, and purposeful exchange.

Advocacy

Demonstrate self-discipline through strong character.
Empower others towards solutions that have a purposeful impact.

Resilience

Persist through independent and collaborative experiences, learn from them, and move forward.

Collaboration

The process of working with others to exchange ideas for a common goal.

TITLE IX STATEMENT

Berkeley County School District does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in the provision of education opportunities or employment opportunities and benefits in compliance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

STUDENT HANDBOOK POLICIES 2026-2027

All Student Policies can be found on the Berkeley County School District website. The policies listed below are abbreviated versions. To view the complete policies, visit the BCSD website, navigate to the Board of Education section, select Policies, and enter the relevant keywords. [All student policies are located under Section J.](#)

1. Student Behavior Code: [JICDA](#) & [JICDA-R](#)
2. Student Suspensions: [JDD](#) & [JDD-R](#)
3. Student Expulsions: [JDE](#) & [JDE-R](#)
4. Searches, Student Interrogations, and Arrests: [JCAB](#) & [JCAB-R](#)
5. Harassment, Intimidation or Bullying: [JCDAAAA](#)
6. School Bus Conduct: [JCDAD](#)
7. School Attendance, Compulsory Attendance Ages And Student Absences: [JBD](#)
8. Assisting Students With Medications And Their Healthcare Needs: [JGCD](#) & [JGCD-AR](#)
9. Student Dismissal Precautions: [JGFC](#)
10. Complaints and Grievances: [JCE](#)
11. Acceptable Use For Network, Internet And Email Services: [IFBGA](#) & [IFBGA-R](#)
12. Student Access to Cell Phones and Personal Electronic Communications Devices: [JICDB](#) & [JICDB-R](#)
13. Gifted and Talented Program
14. Safety at School
15. Emergency Procedures
16. Volunteer Policy: [IFCD](#) & [IFCD-AR](#)
17. Title I Information
18. Promotion and Retention Policy
19. Student Dress Code: [JCDB](#)
20. Graduation Requirements: [IHF](#) & [IHF-AR](#)
21. Rank in Class, Honor Graduates, & Graduation Ceremonies: [IKD](#)
22. Honors Certificate: [IHFAA](#) & [IHFAA-AR](#)
23. South Carolina Uniform Grading Scale

1. STUDENT BEHAVIOR CODE: JICDA & JICDA-R

JICDA

The Board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. This expectation refers to actions toward other students, staff, language, dress, and general behavior.

The Board recognizes that rules of student conduct and consequences for violations are necessary for the orderly operation of the district's schools. It will be the philosophy of the district, however, to handle all student disciplinary matters at the lowest supervisory level possible and in the most reasonable manner possible. No disciplinary action will be taken without all procedural rights being afforded to students and their parents/guardians as provided by state law, state Board of education regulation or the policies of this district.

Students have a responsibility to know and respect the policies, rules and regulations of the school and district. Violations of such policies, rules and regulations will result in disciplinary actions. The Board directs students to the district's behavior code set forth in this policy and the student handbook for their individual school.

The Board authorizes its school authorities to employ suspension and recommend expulsion, if necessary, to enforce this policy.

The administration is directed to develop appropriate rules of student conduct that will include a general listing of offenses, required or recommended disciplinary action for violations, and the times and places when such rules will be in effect.

JICDA-R

The Board and the administration offer the following listing of offenses and the required or recommended dispositions to inform students, parents/legal guardians, and school personnel of the appropriate rules and procedures regarding student conduct.

Application of this Administrative Rule

The following rules are effective during the following times and in the following places:

- on school grounds during and immediately before, or immediately after, school hours;
- on school grounds at any other time when the school is being used by a school group;
- off school grounds at a school or district activity, function, or event;
- when being transported to and from school or a school or district activity via a school bus or other school vehicle; and
- at any time or in any place (including off school grounds and during non-school hours) where conduct directly interferes with the operations, or general welfare of the school, students, or staff.

Student Conduct Away from School Grounds or School Activities

The Board expects school administrators to take appropriate action when information becomes available about student misconduct away from school grounds or school activities that may have a direct and detrimental effect on, or seriously threaten, the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the district. When assessing the impact of out-of-school behavior on a district school, the administrator should take into consideration the seriousness of the alleged out-of-school offense and the protection of students, faculty, staff, and administrators from the effects of violence, drugs, and/or disruptions.

Administrators are directed to evaluate each situation on a case-by-case basis. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns based on the reported out-of-school behavior, and allow the student an opportunity to present his/her side of the story. Based upon all of the circumstances, including a finding that the alleged conduct will have a direct effect on the school or threatens the discipline, educational environment, and safety or general welfare of students, faculty, staff and/or administrators of the school, the administration may either permit the student to attend classes as usual or it may take appropriate disciplinary action including, but not limited to, suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school.

At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action, which may include, but is not limited to, one or more of the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension;
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue class work, but restricting the student's participation in extracurricular activities and/or designated school activities; for example, clubs, study halls, pep rallies, and student government activities;
- suspending the student;
- recommending expulsion of the student from regular school and placement in the district's alternative school;
- recommending expulsion but allowing access to virtual school programs through the alternative school (these students are only allowed on campus for exams that require a proctor in a virtual school accessed through our district's alternative school, students not able to successfully enroll will be expelled for the remainder of the school year); and/or
- recommending expulsion of the student for the remainder of the year.

The disciplinary action taken must be supported by the evidence and take into full consideration the impact of the student's presence at school on the discipline, educational environment, and safety or general welfare of other students, faculty, staff and/or administrators of the school.

NOTE: Regarding special education students: Administrators must ensure that all procedural safeguards afforded to special education students are also implemented in such circumstances

Levels of Offenses

The following is a general listing of offenses and the required or recommended disciplinary actions which should be taken as a result of such offenses being committed.

Behavioral Misconduct - Level I

Behavioral Misconduct is defined as any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturbs the classroom or school.

Acts of behavioral misconduct may include, but are not limited to, the following behaviors or aiding others in the following behaviors:

- classroom tardiness (refer to the student handbook);
- cheating on examinations or classroom assignments;
- lying;
- abusive language between or among students;
- failure to comply with directives from school/district staff or agents (including volunteers or chaperones);
- use of forged notes or excuses;
- cutting class;
- school tardiness;
- unauthorized possession or use of an electronic device as defined by and in conflict with district policy or staff instructions;
- truancy three (3) consecutive unlawful absences from school or a total of five (5) unlawful absences
- use of obscene or profane language or gestures, and
- other acts as determined and communicated at the school level.

Staff will follow these basic enforcement procedures in instances of behavioral misconduct and will maintain a complete record of the procedures.

When a staff member observes or is notified of and has verified acts of behavioral misconduct, the staff member will take action to rectify the misconduct. Verification is defined as self-admittance by the student, witnessed involvement of the student by staff, parental admission of student involvement, or evidence obtained through an investigation. The staff member will impose an appropriate consequence and maintain a record of the misconduct and the consequence.

If either in the opinion of the staff member or in accordance with policy, certain misconduct is not immediately rectifiable, the staff member will refer the problem to the appropriate administrator for action.

If necessary, the administrator will meet with the reporting staff member before meeting with the student and the parent/legal guardian, and impose the appropriate consequence and/or establish an intervention plan and/or behavioral contract.

Consequences in cases of behavioral misconduct, may include, but are not limited to, the following actions:

- restorative practices;
- confiscation of contraband;
- verbal reprimand;

- withdrawal of privileges;
- detention;
- in-school suspension;
- other consequences as approved and communicated by the administration, and/or
- initiate district procedures as it pertains to truancy.

Disruptive conduct - Level II

Disruptive conduct is defined as those activities engaged in by student(s) who are directed against persons or property, and the consequences of which tend to endanger the health or safety of the student(s) or others in the school. This includes conduct or actions taken off school property if the conduct causes a substantial disruption to the educational environment. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

The administration may reclassify behavioral misconduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three (3) or more times.

Acts of disruptive conduct may include, but are not limited to, the following behaviors to adding others in the following behaviors:

- violation of a Level I intervention plan or behavioral contract;
- use of an intoxicant;
- fighting;
- vandalism (minor);
- stealing;
- threats against others;
- trespass;
- abusive language to staff, including profane language;
- repeated refusal to obey school personnel or agents (such as volunteers or chaperones);
- possession or use of unauthorized substances, including, but not limited to, tobacco and tobacco products, e- cigarettes, non-prescription drugs, “look-alike” drugs, and drug paraphernalia, including, but not limited to rolling papers, pipes, smoking devices, vapor pens, and JUUL- type devices, and paraphernalia associated with these devices;
- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- unlawful assembly;
- disrupting a lawful assembly;
- harassment, intimidation, or bullying (verbal or physical);
- hazing;
- use or possession of laser pointers, fireworks, smoke bombs, pepper-style sprays, and other similar devices or materials;
- inappropriate verbal or physical conduct of a sexual nature;
- misuse of district technology resources (e.g. bullying, harassing, or intimidating others; plagiarizing copyrighted material; or accessing inappropriate websites);
- 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 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);
- gambling; and
- other acts as determined and communicated at the school level.

Staff will follow these basic enforcement procedures in instances of disruptive conduct and will maintain a complete record of the procedures.

When an administrator observes or is notified of and has verified an offense, the administrator will investigate the circumstances of the misconduct.

The administrator will notify the parent/legal guardian of the student’s misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian, confer with them about the student’s misconduct, and impose the appropriate disciplinary action.

The administrator may refer the student to the appropriate intervention team to establish behavioral management strategies (e.g. restorative practices, counseling, etc.) and/or propose the appropriate disciplinary action.

The administrator or school official may refer Level II misconduct to the school resource officer or other law enforcement authorities only when the conduct rises to the level of criminality and the conduct presents an immediate safety risk to one or more people or it is the third or subsequent act which rises to the level of criminality during the school year.

The administration may apply consequences in cases of disruptive conduct which may include, but are not limited to, the following:

- confiscation of contraband;
- in-school suspension;
- withdrawal of privileges (a privilege is a student's opportunity to participate in any function of the school beyond attending class, riding buses, and participating in the school district's food service program)
- temporary removal from class;
- out-of-school suspension;
- referral to an outside agency;
- assignment to the alternative school through an expulsion hearing;
- referral to SCIP (School Intervention Program), as deemed appropriate;
- recommendation for expulsion;
- restitution of property and damages, where appropriate; and
- other consequences as approved and communicated at the school level.

Criminal conduct - Level III

Criminal conduct is defined as those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

Whenever a student is engaging or has engaged in activities including, but not limited to, one of the acts specified below, while on school property or at a school-sanctioned or sponsored activity, which a principal or his/her designee has reason to believe may result or has resulted in injury or serious threat of injury to a person or to his/her property, the principal or his/her designee is required to notify law enforcement officials.

Acts of criminal conduct may include, but are not limited to, the following behaviors or aiding others in the following behaviors:

- assault and battery;
- extortion;
- vandalism (major);
- theft, possession, or sale of stolen property;
- threat of the use of a destructive device (bomb, grenade, pipe bomb, or similar device)
- possession, use, or transfer of weapons [a "weapon is a firearm (rifle, shotgun, pistol, or similar device that propels a projectile through the energy of an explosive); a knife, razor, bludgeon, blackjack, metal pipe or pole, brass knuckles (to include multi-finger rings); an incendiary or explosive device, including ammunition for a weapon such as bullets, shotgun shells, etc.; or any other type of device or object which may be used to inflict bodily injury or death];
- sexual offenses (includes sexual acts that are associated with criminal charges);
- arson;
- furnishing or selling unauthorized substances;
- distribution, sale, purchase, manufacturing, use, being under the influence of, or unlawful possession of alcohol or a controlled substance;
- unauthorized access, use, or attempted access or use of district computer systems (e.g. communicating a threat of a destructive device, weapon, or event with the intent of intimidating, threatening, or interfering with school or district activities);
- maliciously transmitting sexual images of minors other than self-images of the student or images transmitted with the uncoerced consent of the individual in the images;
- threatening to take the life of or inflict bodily harm upon a teacher, principal, or any other district employee or member of their immediate family;
- threatening the life of another student; and
- any other acts as determined by the Board or administration.

NOTE: In determining whether a student is under the influence of alcohol or a controlled substance, the student's appearance, behavior, manner, presence of an odor of the substance, and statements made by the student as to the use of controlled substances or alcohol may be considered without regard to the amount of alcohol, controlled substance consumed.

Staff members will follow these basic enforcement procedures in instances of criminal conduct and will maintain a complete record of the procedures.

When an administrator observes or is notified of and has verified a criminal offense, the administrator must contact the school resource officer or local law enforcement authorities immediately.

An administrator will notify the student's parent/legal guardian as soon as possible.

An administrator will impose the appropriate disciplinary action. If warranted, the administrator will immediately have the student removed from the school environment.

Staff will follow established due process procedures when applicable

The administration may apply consequences in cases of criminal conduct which may include, but are not limited to, the following:

- confiscation of contraband;
- withdrawal of privileges (a privilege is a student's opportunity to participate in any function of the school beyond attending class, riding buses, and participating in the school district's food service program);
- out-of-school suspension;
- assignment to alternative schools;
- recommendation for expulsion;
- referral to SCIP (School Intervention Program), as deemed appropriate;
- restitution of property and damages, where appropriate (should be sought by school authorities).
- restorative practices; and/or
- other consequences as approved by the Board or administration.

Extenuating, Mitigating, or Aggravating Circumstances

The Board confers upon the superintendent or his/her designee the authority to consider extenuating, mitigating, or aggravating circumstances that may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate consequence.

Seclusion and/or Restraint of a Student

Seclusion and/or restraint of a student may be used for the management of behavior when any student poses a threat of imminent serious physical harm to self and/or others and has the ability to cause such harm. The district adheres to the SC Department of Education's Guidelines for the Use of Seclusion and Restraint. If parents/legal guardians have concerns regarding seclusion or restraint, they should contact the school administration.

Use of Electronic Communication Devices in Schools

For the purpose of this policy, electronic communication devices include mobile telephones and other such devices that emit an audible signal, vibrate, display a message, or otherwise summon or deliver a communication to the possessor including the camera portion of the device.

Elementary School Students

During school hours and on school grounds, no student may use, make visible, or have turned on, an electronic communication device without the prior permission of the principal, as set forth below. "Turned on" includes an electronic communication device that is activated and set or programmed to ring, vibrate, or otherwise send a signal.

Middle and High School Students

Middle and High school students may use electronic communication devices such as cellular phones, electronic pagers, or any other communications devices before and after school, during times designated by the principal, and as deemed appropriate by the teacher and approved by the principal for educational and/or instructional purposes only. Any other use of wireless communications is considered misuse and violations may result in disciplinary action.

Student Use – Expectations and Responsibilities

- Students may not use electronic communication devices to access and/or view Internet websites that are inappropriate or otherwise blocked to students at school while on school property or at a school-sponsored activity.
- Students are prohibited from using electronic communication devices to capture, record, or transmit the words (i.e. audio) and/or images (i.e. pictures, video) of any student, staff member, or other person in the school or while attending a school/district-related activity without express prior notice and explicit consent for the capture, recording, or transmission of such words or images. Using an electronic communication device to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal.
- Students are prohibited from using electronic communication devices to take pictures or record video/audio in locker rooms, bathrooms, hallways, on school buses or other district vehicles, or in other areas designated by the school administration. The

use of electronic communication devices to take pictures or record video/audio is also prohibited in classrooms unless deemed appropriate by the teacher and used for educational/instructional purposes only.

- Students must use all electronic communication devices in compliance with this policy as well as Policy IFBGA (Acceptable Use for Network, Internet, and Email Services) and the applicable rules and exhibits.
- To ensure order in campus operation, accessories such as headphones and earbuds are allowed to be used provided the student is still able to respond to auditory commands communicated by school personnel. Students must still follow all school rules while operating communication devices. Not being able to hear or see directives will never serve as an acceptable excuse for non-compliance.
- If students use electronic communication devices to illegally enhance their own academic performance or another student's performance (cheating), the student(s) involved will receive additional consequences for academic dishonesty and may be banned from having such a device in the school setting for the remainder of the instructional year. This includes, but is not limited to, possession of an electronic device during the administration of any state or district assessment.
- If students use communication devices to engage in illegal or unethical behavior such as bullying, harassment, threats, or intimidation, the student(s) involved will receive additional consequences for such conduct and could be banned from having such a device in the school setting for the remainder of the instructional year.
- The principal or his/her designee may authorize a student to otherwise possess a paging device if the student is an active member of an emergency service organization, needs the electronic communication device for a legitimate medical reason, or otherwise needs the paging device for a legitimate reason, as determined by the principal or his/her designee. In such cases, the student must have prior written consent from the principal or his/her designee.
- A person who finds a student in possession or use of an electronic communication device in violation of this policy must report the student to the school principal or his/her designee and turn the device over to the school administration. The principal or his/her designee must confiscate the device. The device will be returned to the student's parent/legal guardian. A student who violates this policy regarding the use and possession of electronic communication devices is generally subject to discipline as follows, but the discipline may be modified based on the severity of the violation.

Consequences

First offense

- Parent conference with administrator.
- Electronic communication device returned at the conference.
- Copy of cell phone policy provided to parent/legal guardian.

Second offense

- Parent conference with administrator.
- Student assigned one day ISS (Elementary students will have time out in an alternative setting.)
- Electronic communication device returned to parent/legal guardian after seven calendar days.

Third offense and thereafter

- Parent conference with administrator.
- Student assigned one-day out-of-school suspension
- Electronic communication device returned to parent/legal guardian after seven calendar days.

**** Cell phones will be returned to the parent/legal guardian after school or by appointment.****

Each student is under the direct authority of all staff members. Failure to turn over an electronic communication device immediately to a staff member when requested will result in disciplinary action. The offense is no longer the device only but is also the refusal to obey the directive of the school official. At the discretion of the principal or his/her designee, consequences may include up to **three days of out-of-school suspension**.

Discipline of Students with Disabilities

Disciplinary process

Students with disabilities are not exempt from school disciplinary processes; however, school teams are required to follow both federal (IDEA) and state laws related to disciplinary procedures when determining disciplinary actions and or placement.

Prior to determining a disciplinary action for a student with a disability, school and/or district administrators, in conjunction with designated administrative authorities, should be familiar with both the student's individualized education program (IEP) and discipline history to ensure an appropriate outcome.

Program prescriptions

Based on the result of federally mandated disciplinary measures (manifestation determination) and in collaboration with administrative authorities, the IEP team should convene to determine a specific placement for an individual student, if changes are applicable.

Suspensions

The administration may suspend a student with a disability per district disciplinary guidelines; however, per federal mandate, a student with a disability may not be suspended for more than ten (10) consecutive school days, and/or for more than ten (10) total school days in the same school year for separate incidents of misconduct. This does not apply to incidents resulting in a change of placement (as outlined above and following the IEP team and administrative authority determination).

However, students who bring weapons (the federal definition of weapons governs) to school or a school function, knowingly possess or use illegal drugs or solicit the sale of controlled substances, or inflict serious bodily injury upon another person while at school or a school function may be removed for up to forty-five (45) school days at a time. If school officials believe that a student with a disability is substantially likely to injure himself/herself or others in the student's regular placement, they may ask an impartial hearing officer to order that the student be removed to an interim alternative educational setting for a period up to forty-five (45) days.

Expulsions

The expulsion of a student with a disability is equivalent to a change in educational placement; therefore, compliance with federal and state-level procedures is required. Before a student with a disability may be expelled, a multi-disciplinary team (including, but not limited to, the IEP team and administrative authorities) must conduct a manifestation determination regarding whether there is a connection or causal relationship between the disabling condition and the misconduct. If a connection is substantiated, then expulsion resulting in cessation of educational services or a change of placement of educational services for the student is not the appropriate discipline.

The district will continue to provide Free Appropriate Public Education (FAPE) as set forth in a student's IEP to expelled students with disabilities.

Immediate removal

Nothing contained in this administrative rule will be construed as limiting an administrator's ability to remove a student with a disability from school immediately under emergency conditions.

2. STUDENT SUSPENSIONS: JDD & JDD-R

JDD

A student may be suspended for any reason listed in the student behavior code JICDA or administrative rule JICDA-R, for up to 10 school days for any one offense. Suspension means the student cannot attend school or be on the school grounds, cannot attend any program at the school in the daytime or at night, and cannot ride a school bus. In-school suspension will be defined as the exclusion of a student from regular classes for a period of not more than 10 days. The student will be provided school work in a room designated for in-school suspension and be supervised by designated school personnel. Unless otherwise specified, the term "suspension" as used herein will mean either suspension from school or in-school suspension.

When a student is suspended, the parent/legal guardian of the student will be notified, in writing, of the reasons for such suspension and of a time and place when the administrator who initiated the suspension is available for a conference with the parent/legal guardian. The conference will be set within three days of the date of the suspension. After the conference, the parent/legal guardian may appeal the suspension as set forth in JDD-R.

A periodic report of all such suspensions will be submitted to the superintendent or his/her designee.

JDD-R - Investigation of misbehavior

When it appears that a student has engaged in misbehavior warranting suspension, an administrator will investigate the matter and interview everyone who has knowledge about what occurred. The student will be advised, verbally or in writing, of the accusations against him/her. The administrator also will advise the student of the evidence against him/her and provide the student the opportunity to tell his/her side of the story. If the student asks the administrator to talk to other witnesses, the administrator will do so, if possible.

After completing the investigation, the administrator will determine if suspension is in order and the number of school days, from one to 10, that the suspension should run.

Normal suspension will not exceed five days. Permission from the chief administrative officer will be needed for suspensions over five days.

Students out of school due to a suspension will be allowed to complete missed assignments. These assignments must be complete within five days of returning from the suspension.

Summary suspension

If the administrator sees or is advised of any student misbehavior and concludes that the student should be removed from school immediately in order to restore order or to protect others at the school, the administrator may summarily suspend the student for up to two school days. In these cases, the administrator does not have to investigate the matter first. By the end of the next school day following the summary suspension, however, the administrator should investigate the matter as outlined above and determine what, if any, additional suspension days are appropriate. The total number of suspension days is not to exceed 10.

If the administrator determines that the student should not have been suspended, arrangements will be made for the student to make up any work he/she missed while on summary suspension and to remove any reference to suspension from the student's record.

Sending a suspended student home during the school day

When a student is suspended, the administrator will attempt to contact the parent/legal guardian to request that he/she pick up the student from school. If a parent/legal guardian cannot come for the student, the school may take the student home as long as a parent/legal guardian is at home to take charge of the student. If the administrator cannot reach the parent/legal guardian, the student must stay at school until the end of the school day.

If the student is summarily suspended, he/she may be removed from the school grounds immediately. Depending upon the student's age, however, it may be necessary to keep the student at school until the parent/legal guardian can be reached.

Notification to parent/guardian

By the end of the next school day following any suspension, the administrator will notify the parent/legal guardian in writing of the following. • the acts committed by the student • the rule(s) violated • the length of the suspension • the time and place when the administrator will be available to meet with the parent/legal guardian for a conference. The conference is to be held not more than three school days after the date of the suspension and, if possible, before the student is to return to school.

Suspension appeals

If, after the conference with the administrator, the parent/legal guardian believes the student's suspension was unjustified, the suspension may be appealed as follows.

- to the principal if the decision to suspend was initially made by a school level administrator other than the principal
- to the superintendent's designee if the suspension was imposed by the principal

The appeal will be conducted as an informal hearing. The administrator, parent/legal guardian and student may be present. The parent/legal guardian, student and administrator will be allowed to address the principal/superintendent's designee who hears the appeal. Within five school days of the hearing, the principal/superintendent's designee will render a decision as to whether the suspension was proper. If the principal/superintendent's designee decides that the suspension was not proper, all absences resulting from the suspension will be excused and the record cleared.

In cases where the appeal was held by the principal, the student may, if he/she chooses, petition the superintendent's designee for a second appeal. Any such petition must be in writing and served on the superintendent's designee within three school days of the student's receipt of the decision of the principal. The petition must state the specific basis upon which the student is requesting a second appeal. If the superintendent's designee receives such a petition, he/she will review the suspension and the appeal and determine whether to conduct a second appeal conference. Within three school days of receipt of the petition, the superintendent's

designee will respond, in writing, noting whether a second appeal conference will be conducted. If a second appeal conference is conducted, the superintendent's designee will provide a written decision on the appeal within three school days, following the conference. The decision of the superintendent's designee ends the appeals process for suspensions.

Limits on suspension

A student may not be suspended for more than a total of 30 school days in one school year. An administrator may not suspend a student from school during the last 10 school days of the school year if the suspension would result in the loss of course credit, unless the board approves, or if the student is an actual threat to the class or the school, or a hearing is granted by the end of the next school day following the suspension.

3. STUDENT EXPULSIONS: JDE & JDE-R

JDE

A student may be expelled for any reason listed in the Student Behavior Code (JICDA) or administrative rule (JICDA-R); for the commission of any crime, gross immorality, gross misbehavior; or the violation of any other written rules and regulations established by the board or the State Board of Education; or when the presence of the student is deemed to be detrimental to the best interests of the school. Expulsion means the student cannot attend school or be on the school grounds, cannot attend any program at the school in the daytime or at night, cannot attend any school-sponsored activity, and cannot ride a school bus. All students assigned to an alternative setting – Alternative School or a virtual setting – cannot attend any school sponsored activities, in the daytime or at night, at any other school, or be on the school grounds of any other school within the district.

If a student is recommended for expulsion by a school administrator, the District's Chief of Pupil Services shall review the recommendation and all supporting materials. After review of the recommendation and supporting materials and consultation with the recommending administrator, the Chief of Pupil Services may, in his/her sole discretion, place the student on District-wide probation in lieu of expulsion. If the Chief of Pupil Services elects to place the student on District-wide probation, then the student shall be allowed to return to school, subject to the terms imposed by the Chief of Pupil Services, and the expulsion proceeding shall be terminated.

Procedures for expulsion shall be governed by Administrative Rule JDD-R. If procedures for expulsion are initiated, the parent/legal guardian of the student will be notified in writing of the time and the place of a hearing before the district hearing officer. The written notification will include the student's right have legal counsel present at the hearing, the right question all witnesses, contact information for a legal aid service provider which may determine eligibility for free legal representation, and the right to access the investigative file in its entirety, including all documents and videos at least three days prior to the hearing, subject to appropriate exemptions and redactions required by the Family Educational Rights and Privacy Act. At the hearing, the parent/legal guardian will have the right to legal counsel and to all other regular legal rights, including the right to question all witnesses presented by the administration. If the student and parent/legal guardian intend to bring a legal representative, the district hearing officer must be notified at least 48 hours in advance of the scheduled date of the hearing. The right to appeal the decision to the Berkeley County Board of Education is reserved to either party.

The hearing will take place within 15 days of the written notification at a time and place designated by the hearing officer. A decision will be rendered in an expedient manner not to exceed a 10-day response period. The student may be suspended from school and all activities during the time of the expulsion procedures.

Every expelled student will have the right to petition for readmission for the succeeding school year.

Firearms

The hearing officer will expel any student who brings a firearm to school and/or any school-sponsored activity. The term firearm is defined extensively in the U.S. Code, but generally means a weapon (gun) or destructive device (explosive, incendiary).

The period of expulsion will be no less than one year from the date of expulsion. The board directs the superintendent to bring recommendations for expulsion consistent with this policy except that the superintendent, on a case-by-case basis, may modify this one-year expulsion requirement.

The district will refer each student expelled for possession of a firearm to the local county office of the Department of Juvenile Justice or its representative.

JDE-R

Investigation and action taken by the principal

If after an administrator or his/her designee investigates a report of student misbehavior he/she decides to recommend expulsion, the administrator should suspend the student and, following the notification requirements established in Policy JDD-R, notify the

student's parent/guardian of his/her right to meet with the administrator within three school days of the date of the suspension. If after meeting with the parent/guardian (or if the parent/ guardian has not come in for a meeting by the third school day) the administrator still intends to recommend expulsion, the matter will be referred directly to the district hearing officer. This procedure will be followed in all cases, regardless of the offense charged.

Notice of expulsion recommendation

By the end of the third school day following receipt of an expulsion recommendation, the hearing officer will notify the student and his/her parent/guardian, in writing, of the following:

- the rule(s) infraction alleged to have occurred;
- a summary of the evidence against the student;
- the right of the student to a hearing before the hearing officer on the evidence;
- the time and place of the hearing, which must be held within 10 school days of the date of notification (unless the parent/guardian or his/her representative agrees otherwise);
- the procedure to be followed at the hearing, including the right to be represented by counsel; and
- the right of the student, the parent/guardian or the student's representative to examine the student's records upon request.

A response form will be enclosed with the notice on which the parent/guardian is asked to advise the hearing officer whether they intend to appear, whether they will be represented by legal counsel, and whether they wish to waive an evidentiary hearing and merely address the hearing officer. If the response form is not signed and returned to the hearing officer within 48 hours of the scheduled date of the hearing, the hearing may proceed as scheduled whether or not the student, the parent/guardian, or the student's representative is present, or the hearing may be postponed.

Hearing procedure

The administrator, the administrator's representative, the student, the parent/guardian and/or the student's representative may be present at the hearing. If the hearing officer and the parent/guardian agree, the student may be dismissed during portions of the hearing. The hearing officer may ask the witnesses questions. The parent/guardian and/or the student's representative will be given an opportunity to argue their position or express their views on the case. A tape recording of the testimony and written minutes summarizing the hearing will be kept on file by the hearing officer.

Action following the hearing

Within 10 school days of the hearing, the hearing officer will decide whether the student committed the alleged rule(s) violation or misconduct, based on the evidence presented at the hearing, and the appropriate punishment. If the hearing officer determines that grounds for expulsion exist, he/she may expel the student for the remainder of the current year, permanently expel, or give punishment other than expulsion including but not limited to suspension or strict district probation. Strict district probation means special restrictions have been placed on the student's right to attend school. Violations of these restrictions may result in suspension and a recommendation for expulsion.

The hearing officer will report his/her decision in writing to the parent/guardian, the superintendent, and the school. If the hearing officer determines that grounds for expulsion do not exist, all absences resulting from the suspension will be excused and the student's record cleared. The student will be allowed to make up all missed work.

Appeals

The decision of the hearing officer may be appealed by the student, their parent/legal guardian, or the administration to the Berkeley County Board of Education, if a written notice of appeal is made to the superintendent within 5 school days of notification of the Hearing Officer's decision. An appeal will normally be limited to the established record, and no new testimony will be allowed unless the Board desires to hear additional testimony. Normally, the school Board will not grant a personal appearance to either party, unless there are extenuating circumstances and the school Board, in its discretion, determines such an appearance. Except in cases where a personal appearance is granted, the school Board will render a decision within seven school days of the date the appeal is considered. The school Board may uphold, reverse or alter the decision of the hearing officer. If the recommendation for expulsion is rejected on appeal, all absences resulting from the suspension will be excused and the student's record cleared. The student will be allowed to make up all missed work.

Petitions for readmission

Students who have been expelled for the remainder of the current school year may make a written request to the superintendent or his/her designee for readmission. This request must be made at least 30 calendar days before the beginning of the school year or the

second semester, as the case may be. The request must state, in detail, the reasons why the student should be allowed to return to school.

If the superintendent or his/her designee approves a return to school, administrative action will be taken to reinstate the student. All students returning from expulsion will be placed on probation for one year at the discretion of the administration of the school. The student, parent/legal guardian, and a school administrator will meet to review and sign the probation contract prior to the student reentering school after his/her expulsion.

If the superintendent or his/her designee denies the student's request or in all cases of permanent expulsion, the student may make a written request to the Board for readmission and may include a request to appear before the Board. If the request is denied by the Board, the student may submit another request prior to the following school year.

4. SEARCHES, STUDENT INTERROGATIONS, AND ARRESTS: JCAB & JCAB-R JCAB

The board by this policy recognizes that both state law and the Fourth Amendment to the United States Constitution protect citizens, including students, from unreasonable searches and seizures. The board accordingly directs all district personnel to conduct searches and seizures on district property or during district sponsored events in accordance with applicable federal and state law. The board's express intention for this policy is to enhance security in the schools, prevent students and other persons on school grounds from violating board policies, school rules and state and federal laws, and to ensure that legitimate privacy interests and expectations are respected consistent with the need of the district to maintain a safe environment conducive to education.

Searches

As authorized by state law, district and school administrators and officials may conduct reasonable searches on district property of lockers, desks, vehicles and personal belongings such as purses, book bags, wallets and satchels, with or without probable cause, subject to the limitations and requirements of this policy.

The district administration is directed to ensure compliance with S.C. Code Ann. § 59-63-1150, which requires that administrators must receive training in the "reasonableness standard" under existing law and in district procedures regarding searches. The district administration is further authorized and directed to establish procedures to be followed in conducting searches. The board further directs the district administration to ensure that notice is posted in compliance with S.C. Code Ann. § 59-63-1160 advising that any person entering the premises of any school in the district will be deemed to have consented to a reasonable search of his/her person and effects.

All searches must comply fully with the "reasonableness standard" set forth in New Jersey v. T.L.O., 469 U.S. 328 (1985). This reasonableness standard recognizes that balancing the privacy interests of students with the substantial need of teachers and administrators to maintain order in the schools does not require that searches be based on probable cause to believe that the subject of the search has violated or is violating the law. Rather, the appropriateness of a search depends on the reasonableness, under all the circumstances, of the search. Determining the reasonableness of any search will involve a two-fold inquiry. First, a district or school administrator or official must determine that the search is justified at its inception, and second, that the scope and conduct of the search is reasonably related to the circumstances justifying the search at its inception. In other words, all searches hereunder must be determined to: (1) have reasonable grounds for suspecting that the search will disclose evidence the student, or other person, has violated or is violating either the law or the rules of the district or school; and (2) be limited in scope and conduct to the extent that the measures utilized to carry out the search are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the person searched and the nature of the suspected infraction of the law or district or school rules.

The board further prohibits any district employee, including district administrators and officials, from conducting a strip search.

Searches involving the use of metal detectors will be conducted in accordance with the procedures outlined in policy JCAC and administrative rule JCAC-R.

Any contraband items or evidence of a violation of law or district or school rules may be retained by school officials and/or turned over to an appropriate law enforcement agency, as required by law.

Contacting law enforcement

As required by S.C. Code Ann. § 59-24-60, school administrators will contact law enforcement immediately upon notice that a person is engaging, or has engaged, in activities on school property or at a school sanctioned or sponsored activity, which may result, or result in, injury or serious threat of injury to the person, another person or his/her property. Such reportable activities or conduct may include, but are not limited to, the examples of criminal conduct referenced in Level III of board policy JICDA (Student Behavior Code).

The board recognizes that, when law enforcement authorities are contacted pursuant to S.C. Code Ann. § 59-24-60, the law enforcement authorities must make the determination whether they will conduct an investigation into the matter. If the law enforcement authorities determine an investigation is appropriate, school officials will make reasonable efforts to discuss the scope and methods of the investigation with the law enforcement authorities as they affect school operations in an effort to minimize any disruption to the school and its students.

School officials may contact law enforcement authorities for assistance in addressing concerns other than those which must be reported pursuant to § 59-24-60. In such circumstances, the principal or his/her designee will confer with the superintendent or his/her designee prior to involving law enforcement authorities, other than a school resource officer. The superintendent or his/her designee will consult with appropriate school officials and law enforcement authorities to determine that the proposed involvement and methods of law enforcement are reasonable and consistent with this policy and will have a minimally disruptive effect on school operations and student rights.

Interrogations by school personnel and school resource officers

Administrators and teachers, as well as school resource officers, may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The questioning will be conducted discreetly and under circumstances which will avoid, to the extent practical under the circumstances, unnecessary embarrassment to the person being questioned. School resource officers will act consistently with law enforcement guidelines should any routine questioning turn into a criminal investigation. Any student who answers falsely or evasively or who refuses to answer an appropriate question may be disciplined.

Interrogations by law enforcement

When law enforcement officers find it necessary to question a student during the school day regarding matters not connected to the school, the principal or his/her designee will cooperate with law enforcement and will request to be present, so long as his/her presence does not impede the investigation. The principal or his/her designee should make a reasonable attempt to contact the student's parent/legal guardian and request his/her presence. Should this attempt fail, the principal or his/her designee will continue to make a reasonable attempt to notify the student's parent/legal guardian that law enforcement questioning took place on school grounds. However, school officials will not act in such a manner which will interfere with an ongoing law enforcement investigation. Additionally, normal visitors protocol must be followed by law enforcement officials at all times. Interrogations of students by law enforcement officials should generally take place in a private area, whether or not the principal or his/her designee is present.

Custody or arrest

Law enforcement authorities have the right to enter the school to take a student into custody or to make a lawful arrest of a student provided that they act pursuant to lawful procedure. If a student is arrested or taken into custody at school, school officials will make a reasonable effort to notify the parents/legal guardians immediately.

JCAB-R

In order to recognize and protect student rights and expectations of privacy, safety, and an educational environment conducive to learning, as well as to enhance security in schools and prevent students from violating Board policies, school rules, and federal and state laws, district officials, including principals and their designees, are authorized to conduct reasonable searches according to the procedures outlined herein and in Board policy JCAB.

If a search yields evidence that a Board policy, school rule, or federal or state law has been violated, appropriate disciplinary action shall be taken, and in cases where the evidence suggests conduct that must be reported to law enforcement under S.C. Code Ann. § 59-24-60, the appropriate law enforcement authorities shall be immediately notified.

Searches of a person or a person's belongings or effects

Procedures for searching a person or a person's belongings must be reasonable. A reasonable search is one which is both based on reasonable suspicion and is reasonably related in scope. For reasonable suspicion to exist, school officials conducting a search must be able to articulate why, based on all the circumstances, they objectively and reasonably suspect the search of the person or personal property is likely to yield evidence of a violation of law or district or school rules. In formulating a reasonable suspicion, a school official may rely on information he or she considers reliable, including reports from students, as well as the official's own observations, knowledge, and experience; however, a mere hunch or guess that a search will uncover evidence of a violation of law or district or school rules is insufficient to justify a search.

Additionally, the search must be reasonable in its method and scope. A search must be carried out in such a manner that it targets the object of the search or the suspected evidence of a violation of law or district or school rules. The proper scope of the search is a

case-by-case determination and is generally limited to the places in which it is reasonably suspected that the object of the search may be found. A search may be as extensive as is reasonably required to locate the object(s) of the search and may extend to all areas, containers, and personal effects in which the object of the search may be found. In addition, when determining the reasonableness of the scope and manner of a search, the school officials must take into account the age, sex, and other special circumstances concerning the object of the search and the person involved, as well as the nature of the suspected infraction. Should the school official determine that a pat-down search is necessary, the school official, who must be the same sex as the person searched, shall escort the person to a private area to conduct the pat-down search. A witness must be present during all such searches. If a student refuses to comply, the student's parent/guardian and/or the police will be contacted. **Under no circumstances, however, is a strip search by a school official permitted.**

Searches of lockers, desks, and other school property

The district provides lockers, desks, and other school property to students for their use. Because the district retains ownership of this property, school officials may conduct searches of such property, including random and unannounced searches, with or without reasonable suspicion, when such search is determined by school officials to be otherwise reasonable in light of the needs of the school. However, objects belonging to students contained in such school property shall not be opened or searched except as provided in the section above. Students shall be notified expressly in writing in the student handbook that such school property may be searched at any time. In conducting searches of school property, student property shall be respected and not damaged.

Searches of vehicles on school property

Students are permitted to park on school premises as a matter of privilege, not of right. Accordingly, all students desiring to park their vehicles on school premises must first obtain a parking permit from the designated school administrator. In order to obtain a parking permit, the student must sign a form acknowledging that he/she understands and agrees to the terms regarding the use of parking lots set forth below. Vehicles which do not have a permit in plain view are subject to being towed at the student's expense.

Because parking on school premises is a privilege, the school retains the authority to conduct routine inspections of the exterior of vehicles parked on school property at any time. In conducting an inspection of the exterior of a vehicle, school officials may observe those things inside vehicles which are in plain view.

The interiors of student vehicles, including such things as trunks, glove compartments, and personal belongings within a vehicle, may be searched whenever a school official has reason to believe a student is violating Board policies, school rules, or federal or state law, as described in the "reasonableness standard" set forth in the section above. When a school official needs to gain access to the interior of a vehicle parked on school premises, for purposes of conducting a search in compliance with the "reasonableness standard," he/she shall first ask the student to provide access. If a student refuses to provide the school official with access to the interior of his/her vehicle, he/she may be subject to disciplinary action, including loss of all parking privileges, and possible towing of the vehicle at the student's expense.

Use of trained dogs

The exposure of student containers, packages, lockers, vehicles, desks, book bags, satchels, and other similar personal belongings to a reliable and trained "dog sniff," when not in a student's possession, in most circumstances is neither a search nor a seizure. This is so because a dog sniff of the above items only does not expose non-contraband items into view and discloses only the presence or absence of contraband. Sniffing of an individual by trained dogs, however, may constitute a search, and their use on school property may be disruptive and threatening to students and school personnel.

Accordingly, school officials shall only utilize trained dogs on district property under the following circumstances:

- only trained and proven reliable dogs may be utilized on school grounds;
- dogs will be under the control, direction, and supervision of a trained dog handler and will be on a leash or subject to appropriate restraint at all times;
- dogs will only be utilized when determined to be reasonable under all the circumstances by the school principal or his/her designee; and
- dogs will not sniff an individual unless determined to be reasonable in all respects under the section above; however, actual physical contact between dogs and individuals should be avoided.

In all circumstances, school officials shall make reasonable efforts to minimize the exposure of students to dogs. Should a dog alert its handler to the presence of any contraband, school officials may conduct a search in accordance with the procedures set forth above.

5. HARASSMENT, INTIMIDATION OR BULLYING: JCDAAAA

The district prohibits acts of harassment, intimidation, or bullying of a student by another student or students, staff, or third parties that interferes with or disrupts a student's ability to learn and the school's responsibility to educate its students in a safe and orderly

environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event, whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

The district expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. Students and employees have a responsibility to know and respect the policies, rules, and regulations of the school and district.

Definitions

"Harassment, intimidation, or bullying" is defined as a gesture, an electronic communication, or a written, verbal, physical, or sexual act that a reasonable person should know will have the effect of 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;
- gaining control over a student or group of students; and
- repetitive targeting of a student or group of students.

Reporting

Any student who believes he/she has been subject to harassment, intimidation, or bullying should file a complaint with the principal or his or her designee. Such a complaint may also be filed by a student's parent/legal guardian. If an employee receives a complaint of harassment, intimidation, or bullying or observes any behavior which could amount to harassment, intimidation, or bullying, the employee must transmit the complaint to the school's principal or other designated contact person as soon as practicable. The student and parent/legal guardian should report any subsequent occurrences to the school administration for further action if needed.

Although reports by students or employees may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report.

The district will be responsible for ensuring that reasonable efforts are made to prevent public disclosure of the names 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.

Investigations

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

Consequences for 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 the following:

- disciplinary action against the aggressor, up to and including termination of an employee or expulsion of a student;
- special training or other interventions
- apologies; or
- dissemination of statements that the school does not tolerate harassment, intimidation, or bullying.

Individuals, including students, employees, parents/legal guardians, and volunteers, may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Consequences for Retaliation or False Accusations

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation, or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying. The consequences and appropriate remedial action for such conduct will be determined by the principal or his/her designee and may range from positive behavioral interventions to disciplinary actions, up to and including suspension or expulsion for students and termination for employees.

Notification and Distribution of District Expectations

The principal of each school annually will ensure that appropriate staff members review the policy on harassment, intimidation, and bullying with all students. Information on these topics should be shared in an age-appropriate manner and may occur during student assemblies, in the classroom setting, or in group or individual sessions with a guidance counselor or school resource officer.

Annually, this policy will be disseminated to all staff members, students, and parents/legal guardians along with a statement explaining that it applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at district- or school-sponsored functions, on school buses or other district vehicles and at school bus stops.

The superintendent will ensure that information regarding this policy is incorporated into the school district's training program and that volunteers who have frequent contact with students are likewise informed of the policy.

6. SCHOOL BUS CONDUCT: JCDAD

Students are subject to both the Student Behavior Code under School Board policy and this School Bus Rider Discipline Code.

Riding a school bus is a privilege. Eligible students are initially granted the privilege of school transportation service; however, after the initial service all eligible students must earn the privilege by following this Discipline Code and the Student Behavior Code. The school Board expects that while students are utilizing the student transportation services, they will conduct themselves in a manner consistent with the district's Student Behavior Code. All school bus riders must cooperate fully with their school bus drivers and aides/monitors and must conduct themselves properly at all times.

School bus drivers have responsibility for the supervision of students on the bus and when they are in the immediate vicinity of the school bus during loading and unloading. School bus drivers shall report to the appropriate school principal, or the district's designee, the name of any student whose conduct interferes with the safe driving, operation, loading, or unloading of the bus; who acts disruptively; or who violates the Student Behavior Code or laws. The principal, or the district's designee, has the responsibility of investigating reports made by the bus driver regarding incidents of student misconduct and any student disciplinary actions taken by a school bus driver. The principal, or the district's designee, as authorized by state law and regulation and school district policy, has the authority to deny school bus transportation to a student and to issue sanctions for conduct that is persistently or flagrantly detrimental to the safe and/or orderly operation of a school bus or in violation of the Student Behavior Code or laws.

Misconduct includes *disorderly*, *disruptive*, and *criminal conduct* as set forth in the **Administrative Rule (JCDAD-R)** and includes, but is not limited to, the following behavior on or around a bus or at a bus stop while the bus is present:

- getting on or off the bus at an unauthorized stop without permission;
- eating and/or drinking on the bus;
- standing or sitting improperly while the bus is moving;
- violating any safety procedures;
- intentionally riding a bus other than the assigned one without permission from the principal or the district's designee;
- continually making loud noises, yelling, and the like;
- pushing, tripping, engaging in general horseplay;
- encouraging others to misbehave;
- defacing property (writing or marking on the bus);
- littering inside the bus;
- possessing and/or using any tobacco product or other illegal substances on the bus;
- throwing objects out of bus;
- throwing objects inside of the bus;
- throwing objects at the bus;
- refusing to sit in an assigned seat;
- using profanity, abusive language, and/or obscene gestures;
- having hands, arms, head, and so forth, out of the bus windows and/or doors;
- using rude, discourteous behavior directed toward the driver or other passengers;
- disobeying the bus driver or the aide/monitor;
- harassing, threatening, intimidating, or physically abusing or hitting another student; and
- fighting.

Repeated offenses will result in increasingly more severe penalties. Serious misconduct may result in other disciplinary action without regard to the number of offenses, up to and including suspension or expulsion from school, in accordance with Board policy.

7. SCHOOL ATTENDANCE, COMPULSORY ATTENDANCE AGES AND STUDENT ABSENCES: JBD & JBD-R

The Board expects children to attend school regularly. Regular attendance is necessary for students to make the desired and expected academic and social progress. However, the Board recognizes that some absences are unavoidable.

Attendance is the presence of a student on days when school is in session. Schools may count students present only when they are actually at school, on home-based or medical homebound instruction, or are present at a school activity that is authorized by the school. This may include field trips and similar curriculum-related activities.

The school year is 180 school days in length. Subject to this policy and administrative rule, students must attend a minimum of 170 school days of a year-long class, 85 school days of a 90-day class; and 42 school days of a 45-day class.

Compulsory Attendance Ages. State law requires all children between the ages of five and 17 to attend a public or private school or kindergarten or be homeschooled. A parent or guardian whose child or ward is not six years old on or before the first day of September of the school year may waive kindergarten attendance for his or her child. For this purpose, the parent/guardian must sign and provide to the district a written waiver form. The signed waiver will be placed in the child's permanent record when the child enters school. The maximum age for public school attendance is 21. However, a student who reaches 21 while enrolled as a high school senior and is a candidate for graduation may remain to complete that school year.

In order to enforce the compulsory school attendance law and encourage regular school attendance, the Berkeley County Board of Education has adopted this policy.

Student Absences. Under State Board of Education regulations, there are two types of absences: lawful and unlawful:

Lawful Absences

Lawful absences include but are not limited to the following circumstances.

- Absences caused by a student's own illness and whose attendance in school would endanger his or her health or the health of other students.
- Absences due to an illness or death in the student's immediate family.
- Absences due to a recognized religious holiday of the student's faith.
- Absences that are due to activities that are approved in advance by the principal.
- Dental or physician appointments that cannot be scheduled after the regular school day.
- Absences result when the student encounters unusual circumstances as determined by the principal. Whenever possible, the student must obtain approval in advance from the principal for such absences.
- as provided for in [S.C. Code § 59-46-50](#), absences for students whose parents/legal guardians are experiencing a military deployment; a principal may grant up to five days of excused absences provided that the absence is pre-approved, the student is in good standing, the student has a prior record of good attendance and missed work is completed and turned in within the school's allotted time period

Unlawful Absences

Unlawful absences include but are not limited to the following circumstances.

- Absences of a student without the knowledge of the parent or guardian.
- Absences of a student without acceptable cause, with the knowledge of parent or guardian. The suspension will not be counted as an unlawful absence for truancy purposes.

Suspension will not be counted as an unlawful absence for truancy purposes.

Excuses and Make-Up Work

Students will be expected to present a written excuse, signed by a parent or guardian or certified medical practitioner, in all cases of absence. If a student fails to bring a valid excuse to school for an absence, the student will receive an unlawful absence. A valid excuse must list the date of absence, the date of the excuse, the reason for the absence, and the telephone number and signature of the parent or guardian or certified medical practitioner. The school will keep the content of an excuse confidential to the extent appropriate.

A student is allowed to make up work missed during the absence as long as the student or his/her parent/guardian makes appropriate arrangements with the teacher(s) within five school days of the student's return to school. The student should complete the make-up work within ten days after his/her return to school, although the teacher may provide additional time in which to complete the work to the extent additional time is appropriate and reasonable. Any student who fails to bring a valid excuse (within three days) to school automatically receives an unexcused and unlawful absence. Principals shall have discretion to accept medical excuses beyond three days, as they determine appropriate under the circumstances. False excuses will be referred to school administration for disciplinary action and the absence may be considered unlawful.

Truancy

A child ages 6 to 17 years meets the definition of a truant when the child has 3 consecutive unlawful absences or a total of 5 unlawful absences. The district may refer habitual and chronic truants to Family Court in accord with Administrative Rule JBD-R and State law.

Habitual

A "habitual" truant is a child, ages 12 to 17 years, 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.

Chronic

A "chronic" truant is a child, ages 12 to 17 years, 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.

Intervention Plans

When a student has 3 consecutive unlawful absences or a total of 5 unlawful absences, the principal or his/her designee shall make every reasonable effort to meet with the parent/guardian to identify the reason for the student's continued absence. School officials must develop a written intervention plan to address the student's continued absence in conjunction with the student and parents/guardians to improve future attendance. The intervention plan will be consistent with this policy, Administrative Rule JBD-R, and State Board of Education regulations.

Approval of Absences in Excess of 10 Days and Approval of Credit

The Board authorizes school principals to approve or disapprove any student's absence, lawful, unlawful, or a combination thereof, of more than 10 days for students in grades K-12. Principals may require submission of lawful and verified documentation for any absences in excess of 10 days for a year-long course or 5 days for a semester course, if circumstances warrant it.

Impact of Absences on Promotion and Carnegie Units

K-8 Courses

Regardless of lawful and verified absences, students in grades K-8 that accumulate more than 10 absences may be retained. The principal's decision to retain due to absences may be appealed through the Superintendent to the Berkeley County Board of Education.

Carnegie Units

Students enrolled in a course to receive a Carnegie unit of credit must meet the state Department of Education attendance requirement. Students whose absences are approved should be allowed to make up any missed work in order to satisfy the State Department of Education attendance requirements. Examples of make-up work may include after-school, summer school, weekend makeup, or extended year programs. All make-up work should be completed within 30 days from the last day of the course; however, the superintendent or his/her designee may extend the time for completion of the requirements due to a student's extenuating circumstances. This decision may be appealed through the superintendent to the Berkeley County Board of Education.

Medical Homebound

The principal or his/her designee shall be responsible for facilitating medical homebound instruction for eligible students experiencing a prolonged illness or injury, which requires the students to be absent from school.

Students Beyond Compulsory Attendance Age

Students that are 17 years of age and above do not fall within the compulsory school attendance law. However, their attendance shall be monitored by the respective school principals. All students must meet the State Department of Education attendance requirements for promotion or to receive credit toward a high school diploma.

JBD-R

Truancy

Intervention plans

Once a student is determined to be truant or after three consecutive unlawful absences or a total of five unlawful absences occur, school officials will make every reasonable effort to meet with the parents/legal guardians to attempt to identify the reasons for the student's continued absence. These efforts should include telephone calls and home visits, both during and after normal business hours, as well as written messages and emails. School officials must develop a written intervention plan in conjunction with the student and parent/legal guardian to address the student's continued absences. School officials will develop a written intervention plan. A copy of the plan will be provided to the attendance officer.

The plan for improving student attendance will include, but not be limited to, the following:

- designation of a person to lead the intervention team
- reasons for the unlawful absences
- actions to be taken by the parent/legal guardian and student to resolve the cause of unlawful absences
- documentation of referrals to appropriate service providers and, if available, alternative school and community-based providers actions to be taken by intervention team members
- actions to be taken in the event unlawful absences continue
- signature of parent/legal guardian or evidence that attempts were made to involve parent/ legal guardian
- documentation of involvement of team members
- guidelines for making revisions to the plan

Transfer of plans

If a student transfers to another public school in South Carolina, his/her intervention plan must be forwarded to the receiving school. School officials will contact the parents/legal guardians and local team members to review the plan and revise as appropriate. Court ordered plans may be amended through application to the court.

Referrals and judicial intervention

A student ages 6 to 16 years will not be referred to the family court to be placed on an order to attend school prior to the written intervention planning being completed with the parents/legal guardians by the school. Should the parents/legal guardians refuse to cooperate with the intervention planning to remedy the attendance problem, the district may refer the student to family court in accordance with S.C. Code Ann. § 59-65-50 (1990) and file a report against the parents/legal guardians with the Department of Social Services in compliance with S.C. Code Ann. § 20-7-490(2)(c) (Supp. 2002).

Petition for a school attendance order

If the intervention plan is not successful and further inquiry by school officials fails to cause the truant student and/or parents/legal guardians to comply with the written intervention plan or if the student and/or parent/legal guardian refuses to participate in intervention and the student accumulates two or more additional unlawful absences, the student will be considered a "habitual" truant. Thereafter, the school attendance officer may refer the student to family court for truancy. Each referral must include a copy of the plan and specify any corrective action regarding the student and/or the parents/legal guardians that the district recommends that the court adopt, as well as any other available programs or alternatives identified by the district. The intervention plan must be attached to the petition to the family court and served on the student and the parents/legal guardians.

Petition for contempt of court

Once a school attendance order has been issued by the family court and the student continues to accumulate unlawful absences, the student will be considered to be a "chronic" truant and the district may refer the case back to family court. The school and district must exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or the parents/ legal guardians in contempt of court. Any petition for contempt of court must include a written report that includes the following: complete affidavit; original signature that has been notarized; copy of order to attend/consent order; and attendance and discipline records.

Inter-agency cooperation

The district will coordinate with the local office of the Department of Juvenile Justice to establish a system of graduated sanctions and alternatives to incarceration in truancy cases.

8. STUDENT MEDICINES AT SCHOOL: JGCD & JGCD-R

JGCD

The district recognizes the occasional need for students to take medication at school during the school day, en route to and from school on a district vehicle, or at a school-sponsored activity before, during or after school. Thus, in accordance with this policy and administrative rule, eligible students may either self-monitor and self-administer medication as prescribed in their individual healthcare plan (IHP) as set forth below, or a registered nurse ("RN") or a licensed practical nurse (LPN) may administer medication to students. In the event that an RN or LPN is not available, an unlicensed school employee, such as a health room aide or assistant trained by an RN, may assist students with their medications consistent with this policy and administrative rule.

The district reserves the right to deny the request of a parent/legal guardian for a student's participation in this policy and administrative rule for legitimate reasons.

Individual Healthcare Plan (IHP)

The district will provide certain students with special healthcare needs an individual healthcare plan. This plan will meet the needs of the student for health monitoring and care during the school day or at school-sponsored events.

In accordance with this plan, the district will provide the authority for an eligible student to self-monitor and self-administer medication as prescribed by the student's healthcare provider, unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

The district will grant permission to self-monitor and self-administer medication based on appropriate written authorization, according to the district's administrative rule, from the parent/legal guardian, and a written statement from the student's healthcare practitioner who prescribed the medication verifying that the student has a medical condition and has been instructed and demonstrates competency in self-monitoring and/or self-administration of medications.

Authorization for a student to possess on his/her person and administer medication extends to the following settings.

- the classroom and in any area of the school or school grounds;
- school-sponsored activities;
- in transit to or from school or school-sponsored activities; and
- during before-school or after-school activities on school-operated property

The parent/legal guardian must sign a statement acknowledging that the district will incur no liability as a result of any injury arising from self-monitoring or self-administering medications or from taking or using medications or self-monitoring devices by the student and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the student.

JGDC-R Assisting Students With Medications And Their Healthcare Needs

The needs of children who require medication during school hours to maintain and support their presence in school will be met in a safe and prudent manner. Students who need to take medication at school during the school day, en route to and from school on a district vehicle or at a school-sponsored activity before, during or after school may self-monitor and self-administer their own medication, in accordance with their IHP, or have the medication administered by a registered nurse (RN) or a licensed practical nurse (LPN). In the event that an RN or LPN is not available, an unlicensed school employee, such as a health room aide or assistant, trained by an RN may assist students with their medications as set forth below.

Individual Healthcare Plans

The district will provide certain students having special healthcare needs an individual healthcare plan (IHP).

Students with special healthcare needs include the following.

- Students with chronic health conditions requiring treatments, procedures and/or monitoring that must be performed by school personnel and are one or more of the following.
 - complicated and/or lengthy
 - require several contacts with the nurse or health assistant during the day
 - needed to prevent death or disability on an emergent basis
 - needed for students who have medically fragile health conditions
- Students who have been granted permission to self-medicate and/or self-monitor in accordance with the district's IHP policy are also considered to have special healthcare needs.

The plan of care will provide for meeting a student's needs for health monitoring and care during the school day or at school sponsored functions.

The district will send a notice pursuant to state law to parents/legal guardians at the beginning of each school year of available services and rights pursuant to Section 504 of the Rehabilitation Act of 1973, the IDEA and medical homebound regulations.

The parent/legal guardian, and the student if appropriate, will sign a release authorizing the school to share the student's individual healthcare plan with school staff who have a legitimate need to know the information in the IHP.

The student's IHP will contain components provided by the state department of education guidelines and will be developed with input from and approval of the following individuals.

- student's healthcare practitioner who prescribed the medication
- parent/legal guardian
- student, if appropriate
- school nurse or other designated school staff member

If a student requires an accommodation plan according to Section 504 of the Rehabilitation Act of 1973 to address medical/healthcare issues, the process must also meet the requirements for state-required individual healthcare plans.

Student self-monitoring and self-administration of medication through an individual healthcare plan

By way of an eligible student's IHP, the district authorizes the student to self-monitor and self-administer medication as prescribed by a student's healthcare provider with written approval of the student's physician or authorized licensed provider and parent/legal guardian unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

A monitoring device is an implement prescribed by a healthcare provider for monitoring a chronic health condition.

Medication must be prescribed by a healthcare provider and contained in the original packaging with the appropriate pharmacy label or in a secure package containing a note from the prescribing physician or pharmacist that appropriately identifies the medicine. All medication authorized to be carried by the student must be maintained in a container appropriately labeled, pursuant to state law and district policy and procedures, by the pharmacist who filled the prescription.

The district will grant permission to self-monitor and self-administer medication under the following conditions.

- Permission will be granted on a year-by-year basis provided requirements herein are met.
- Permission is effective only for the school year in which it is granted and will be reviewed each school year to establish whether the student continues to meet the requirements according to state law and district procedures and policies and will be renewed if the requirements herein are met.
- The district suggests that individuals who contribute to the IHP's development consider the following in determining whether unsupervised monitoring or administering of medication would seriously jeopardize the safety of the student or others
 - recommendations of the student's healthcare practitioner - student's maturity level
 - student's competency
 - the school environment
 - the type of medication or equipment involved, e.g., risk of addiction/overdose/abuse, effects of medication if taken by others, disposal procedures for biohazardous waste
 - controlled substances will be maintained in a manner consistent with state law and DHEC guidelines
 - the outcome for the student if not allowed to self-monitor or self-administer medication
 - other factors on an individual basis
- The district may revoke a student's permission to self-monitor or self-administer medication pursuant to the IHP if the student endangers him/herself or others through misuse of the monitoring device or medication. The district's code of student conduct and disciplinary procedures may be applied in cases where students misuse or distribute medication or monitoring devices.
- Students may be authorized to self-monitor and self-administer medication as prescribed by the student's healthcare practitioner if the eligible student's parent/legal guardian provides the school with the following.
 - written authorization from the parent/legal guardian for the student to self-monitor or self-administer medication
 - a written statement from the student's healthcare practitioner who prescribed the medication verifying that the student has a medical condition and has been instructed and demonstrated competency in self-monitoring or self-administration of medications or both
- Required authorizations from the student's parent/legal guardian and healthcare practitioner must be kept on file in the office of the school administrator or school nurse.
- A student who meets requirements in state law and district policy and procedures will be authorized to possess on his/her person and administer medication while in the classroom or in any area of the school or school grounds, at a school

sponsored activity, in transit to and from school or school-sponsored activities, or during before-school or after-school activities on school-operated property.

- Before the district institutes an IHP, the district will require the parent/legal guardian to sign a statement acknowledging that the district, its employees and agents, pursuant to state statute, are not liable for an injury arising from the student's self-administering medications and self-monitoring or use of self-monitoring devices and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the student.

Administering medication to students by an RN or LPN

A student may have medication administered by an RN or LPN in accordance with this policy and administrative rule. In the event that an RN or LPN is not available, an unlicensed school employee, such as a health room aide or assistant, trained by an RN may assist the student with taking his/her medication in compliance with this policy and administrative rule.

Prescription medication

Prior to administering any prescription medication, all of the following conditions must be met.

- A dated request signed by the parent/legal guardian and physician or authorized licensed provider giving permission for the medication to be administered must be on file. Such requests must be updated annually or as required by the length of the prescription. Requests must include the following.
 - child's full name and date of birth - physician's name and telephone number JGCD-R JGCD-R 2 of 5 - name of medication - time(s) to be administered
 - dosage
 - purpose of medication
 - possible side effects
 - termination date for administering medication
- A current signed statement from the physician or authorized licensed provider will be required for all prescription medications each school year, or more frequently if appropriate.
- The required parent/legal guardian permission form must include authorization for the RN or LPN to administer any medications and for an unlicensed school employee trained by the RN to assist the student with his/her medication in the absence of the RN or LPN. Only a school nurse may administer injections, except a student may be authorized to self-administer injections if determined appropriate consistent with this policy and administrative rule and state law.
- The RN or LPN responsible for the school must review and approve each request before medication may be administered.
- All medication must be properly labeled and in its original container and brought to the nurse's office by parent/legal guardian or other adult unless the student keeps the medication in his or her possession pursuant to an IHP, as set forth above. Any medication found in a student's possession during the school day (other than a student who has permission to possess the medication pursuant to an IHP) will be confiscated by school personnel and the school principal will take necessary action in accordance with board policy.
- Prescription medication may only be taken according to the instructions signed by the physician or authorized licensed provider and parent/legal guardian.
- The parent/legal guardian of the student must assume responsibility for informing the RN or the LPN of any change in the student's health or change in medication.

Over the counter medication

Prior to administering over the counter medication, which includes herbal and homeopathic medications, all of the following conditions must be met.

- A dated request signed by the parent or guardian and giving permission for the medication to be administered must be on file. Such requests must be updated annually or as required by the length of the prescription. Requests must include the following.
 - child's full name and date of birth
 - physician's name and telephone number - name of medication
 - purpose of medication
 - termination date for administering medication
- A current signed parent/legal guardian's statement will be required for all over the counter medications for each school year.
- The required parent/legal guardian permission form must include authorization for the RN or LPN to administer any medications and for an unlicensed school employee trained by the RN to assist the student with his/her medication in the event an RN or LPN is not available.
- The RN or LPN responsible for the school must review each request before medication may be administered.
- All medication must be properly labeled with a tag bearing the student's name and in its sealed container and brought to the nurse's office by parent/legal guardian or other adult. Any medication found in a student's possession during the school day

(other than a student who has permission to possess the medication pursuant to an IHP) will be confiscated by school personnel and the school principal will take necessary action in accordance with board policy.

- Over the counter medications may only be taken in accordance with the instructions on the container unless the student has a prescription from an authorized licensed provider, in which case the medication must be treated like a prescription medication consistent with this policy and state law.
- In the case of a prescribed over the counter medication, the school may not accept the medication in the manufacturer's labeled container purchased off the shelf with an attached tag with the student's name. Prescribed over the counter medications must be treated in all respects as a prescription drug and all prescription drug labeling requirements will apply consistent with state law.
- The parent/legal guardian of the student must assume responsibility for informing the RN or the LPN of any change in the student's health or change in medication.

Additional guidelines for administering medications include the following.

- Neither the district nor its personnel will be held liable in the event of adverse reactions when the medication has been given in the prescribed manner.
- The parent/legal guardian will reclaim any unused medications within 10 days of the termination of treatment or the student's last day of school. The school will destroy any unused medications after this time.
- The district retains the discretion to reject requests for administration of medicine.
- The RN or LPN will be responsible for the safekeeping of all medication to be administered, with the exception of authorized self-monitored/self-administered medications. Medication will be kept in a locked cabinet or drawer which is accessible only by the RN, LPN or unlicensed school employee trained by the RN. Each school will maintain a current list of those persons authorized to administer or assist students with medications.
- A log prepared by the RN or LPN will be maintained at each school noting all medications with which students received assistance from authorized school employees. The log must include the date, time medication taken, dosage taken, name of medication administered and signature of person administering or assisting the student with the medication.
- The RN or LPN will communicate with parents/legal guardians and/or physicians about any problems with administering medications to students at school.
- Controlled substances as defined by Sections 44-53-190, -210, -230, -250 and -270 of the South Carolina Code of Laws should be counted upon receipt and monthly thereafter to assure doses have been administered according to the prescription on the school days attended. Discrepancies in the number of units of medication should be documented in the student's medication record and reported to the school nurse and school principal, who should investigate and take appropriate corrective action. Local law enforcement authorities and the DHEC Bureau of Drug Control should be notified if drug diversion is suspected.

Emergency medication (life-threatening situations only)

Medication will be routinely administered to students by the RN or LPN. However, in the event of an emergency, an unlicensed school employee trained by the RN may administer medication to students who have a history of serious allergic reaction or a health condition which may require specific medication(s) for certain life-threatening circumstances and who have written authorization and individually prescribed medication.

Field studies - overnight field studies

Parents/legal guardians of students who will require special medical attention must notify the principal two weeks prior to a scheduled in-state field study trip and four weeks prior to an out-of-state field study trip, except when extenuating circumstances exist. The principal will consult with the RN to determine how to accommodate the needs of the student on the trip. Guidelines for the administration of medications on field study trips will be the same as specified in this administrative rule unless administered by the parent/legal guardian. Mini first aid kits will be provided by the RN or LPN for such trips, as appropriate.

Unlicensed school employees

Unlicensed school employees designated and trained by the RN may assist students with their medications when the RN or LPN is unavailable, provided they are trained as set forth below.

- The RN assigned to a school or the RN supervising the clinical practice of the LPN assigned to the school in collaboration with the LPN may select, train, determine the competency of and evaluate unlicensed school employees for assisting students with medications in situations where the RN or LPN on staff at the school is absent or not available. The training guidelines are set forth in a separate document. The RN must provide the initial training and competency determination of unlicensed school personnel. The RN may delegate training updates that do not include procedural changes and periodic re-evaluation of an unlicensed school employee's competency to an LPN if the RN has determined and documented that the LPN is competent to perform the tasks. The RN will develop a checklist for the LPN to use during training updates and the re-evaluation

process. Training updates that include procedural changes will be treated as an initial training and, therefore, must be first provided by the RN.

- Following training by the RN assigned to the school or the RN supervising the clinical practice of the LPN assigned to the school, unlicensed school employees trained by an RN may assist students with regularly scheduled medications during school, en route to and from school on district vehicles or at school-sponsored functions before, during or after school, if the RN or LPN is not available. A licensed healthcare prescriber or an RN must be available via a telecommunication device to answer questions that the unlicensed school employee trained by an RN may have when assisting students with medications in the absence of the RN or LPN.

"Assisting with medications" includes the acts of reminding a student of the time to take a medication, opening the container that is properly labeled and/or assisting the student to place the medication in the mouth or properly apply the medication. "Assisting with medications" does not include injectable medications or insulin in any form, instillation of medications into the eye or ear or insertion of rectal or vaginal medications. Because of risks for anaphylaxis and/or other serious reactions, an unlicensed school employee trained by an RN must not assist students with the initial dose of a routinely scheduled medication.

9. STUDENT DISMISSAL PRECAUTIONS: JGFC

Students are not to leave the school grounds during school hours without permission from the office. A student leaving school during the day must do the following.

- Bring a note from home stating the time and reason for leaving early.
- Give the note to the designated school official, who will send the note to the office for approval.
- Sign out in the office when leaving the school grounds.
- Be picked up by a parent/legal guardian or other adult designated by the parent/legal guardian in the note from home. For students who have a car at school, the parent/legal guardian must give permission for the student to drive him/herself home.

Exceptions may include married and emancipated students.

Students who become ill during the day may not leave before obtaining permission from the office.

For students whose parents are divorced, the school will dismiss only into the custody of the parent with legal custody or as otherwise instructed in a court order. In such a case, the parent/legal guardian will provide the school with a copy of any court order which addresses the custody arrangements for the student and/or rights of the parent/legal guardians.

10. COMPLAINTS AND GRIEVANCES: JCE

As set forth in board policy JAA, every student in Berkeley County School District will have equal educational opportunities regardless of immigrant status or English-speaking status, ethnic or racial background, religious beliefs, sex, disability and economic or social conditions.

When a student or parent/legal guardian of a student has a complaint relative to disciplinary action taken against a student by a school administrator in the district, such concerns will be addressed according to the district's discipline policies, including policies JDD and JDE and administrative rules and JDE-R.

The district provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by district personnel. These grievances may arise from allegations of violations of student legal rights or district policy.

The district will resolve student complaints and grievances through orderly processes and at the lowest possible level in accordance with the following.

- A teacher will provide any student or his/her parent/legal guardian the opportunity to discuss a decision or situation that the student considers unjust or unfair.
- If the incident remains unresolved, the student, his/her parent/legal guardian or the teacher may bring the matter to the principal's attention for consideration and action.
- The student may also bring the matter to the attention of class officers or the student council (in grades and schools where such are elected) for possible presentation to the principal.
- If the matter is still unresolved after the procedure outlined above, the complaining party may bring the matter to the superintendent or his/her designee for consideration.
- If the matter is still unresolved, the complaining party may bring it in writing to the board for review.

Title IX complaints

Consistent with Title IX of the Education Amendments of 1972, it is the policy of the district to provide equal educational opportunities to all students without regard to their sex. A student who believes that he/she has been discriminated against on the

basis of his/her sex has the right to file a complaint with his/her principal. The principal will respond to the complaint in writing within 10 school days of meeting with the student to discuss the complaint. If the student is not satisfied with the decision of the principal, he/she may appeal to the district's Title IX Coordinator, as set forth in this policy.

Section 504 complaints

Consistent with Section 504 of the Rehabilitation Act of 1973 (Section 504), it is the policy of the district to provide a free appropriate public education to each qualified student with a disability within its jurisdiction, regardless of the nature or severity of the disability. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For purposes of this policy, students may be disabled under Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). A student who believes that he/she has been discriminated against on the basis of his/her disability has the right to file a complaint with his/her principal. The principal will respond to the complaint in writing within 10 school days of meeting with the student to discuss the complaint. If the student is not satisfied with the decision of the principal, he/she may appeal to the district's Section 504 Coordinator as set forth in this policy.

Title VI complaints

Consistent with Title VI of the Civil Rights Act of 1964, students will not be discriminated against on the basis of race, color or national origin. A student who believes that he/she has been discriminated against on the basis of his/her race, color or national origin has the right to file a complaint with his/her principal. The principal will respond to the complaint in writing within 10 school days of meeting with the student to discuss the complaint. If the student is not satisfied with the decision of the principal, he/she may appeal to the district's civil rights coordinator, as set forth in this policy.

Complaint procedures

The following complaint procedures are to be used to process student complaints based on alleged violations of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964.

If the student's complaint is not resolved to his/her satisfaction by the principal, the student may appeal in writing to the district's Section 504 coordinator if the alleged violation pertains to Section 504 or Title IX coordinator if the alleged violation pertains to Title IX or civil rights coordinator if the alleged violation involves the student's civil rights. In the event that the superintendent determines that an individual other than the specified coordinator should handle the complaint, the superintendent will designate the appropriate individual to handle the complaint. If the student fails to appeal to the appropriate coordinator within 10 school days of receipt of the written response from the principal, the student's right to appeal is waived.

If an appeal is made to the Section 504 coordinator, Title IX coordinator or civil rights coordinator, an investigation, as may be appropriate, should be undertaken by that individual. The coordinator will conduct an investigation, as appropriate, and schedule a hearing with the student within 10 school days of receiving the complaint. The coordinator will render a decision on the matter within 10 school days of the hearing being conducted. The decision and any description of the resolution will be in writing and a copy forwarded to the student. If the student is not satisfied with the decision of the coordinator, the student may file an appeal directly to the board within 10 school days of receiving the coordinator's decision.

In such appeals to the board, the superintendent will present to the board the request for the appeal, together with copies of all correspondence and responses from the lower administrative levels. The board will consider the request at its next regularly scheduled meeting and advise the student of its decision (whether or not to meet with the student to discuss the complaint) within 15 school days. Should the board decide to hear the complaint, the hearing will be informal and non-adversarial.

11. ACCEPTABLE USE FOR NETWORK, INTERNET AND EMAIL SERVICES: IFBGA AND IFBGA-R

IFBGA

Technology is a vital part of education and the curriculum of the school district. In an effort to promote learning and expand educational resources for students, the district has made arrangements to provide network, Internet, and e-mail access to students and staff. The district's goal in providing these services is to promote educational excellence by facilitating resource sharing, communication, and innovation.

Access to the network, Internet, and e-mail services is a privilege, not a right. With this privilege, there is also a responsibility to use these technologies solely for educational purposes and not to access inappropriate materials, including materials of a sexually inappropriate nature. To that end, the district administration is directed to develop appropriate procedures governing the use of district resources to access these technologies. The district administration is also directed to implement such technology protection

measures and safety rules as may be required by the conditions of eligibility for any federal or state technology funding assistance program.

As part of the implementation of the administration's procedures, students and staff must be instructed on the appropriate use of the network, Internet, and e-mail services. Parents/Guardians, students of legal age, and staff must annually acknowledge that they have read the acceptable use for network, Internet, and e-mail services policy and administrative rules; that they will comply with the policy and administrative rules; and that they understand the consequences of violating the policy or administrative rules.

District and school computer technicians who are working with a computer and come across sexually inappropriate material, including sexually explicit images of children or any other material that could be criminal in nature, must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Inappropriate use of technology by any person will not be tolerated (see IFBGA-E(1)).

IFBGA-R

Internet Access

Because technology is a vital part of the educational process and the curriculum of Berkeley County School District, students and staff will be provided access to the Internet when appropriate. By providing this access, the District intends to promote educational excellence in the schools by facilitating resource sharing, innovation, and communication. Through the Internet, students and staff will have filtered access to the following:

- locally networked reference and research sources;
- global information and news;
- local, regional, public, state, and national library catalogs;
- electronic mail sources; and
- online learning and collaboration tools.

The availability of Internet access provides a unique educational opportunity for students and staff to contribute to the District's presence on the Internet. This medium of communication provides an opportunity to share accurate information with the community, the state, and the world about the District's curriculum and instruction, school-authorized activities, and other related information. The District provides this instructional resource as an educational tool for students and staff and the technology acceptable use for network, Internet, and e-mail services policy and administrative rule will govern its uses. **The failure to follow the policy or this administrative rule may result in the loss of privileges and/or other disciplinary measures.**

With access to computers and people all over the world comes the availability of material that may not be of educational value in the context of the school setting. The District has taken precautions to restrict access to controversial or inappropriate materials; however, on a global network, it is impossible to control access to all materials and an industrious user may discover controversial information. The District firmly believes that the valuable information and interaction available on the Internet far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. Users are responsible for reporting to the District's technology administrator or his/her designee controversial or inappropriate websites they are able to access so the websites can be added to the District's filter.

The operation of the technology network, Internet, and e-mail services relies on the proper conduct of the end users who must adhere to strict procedures. These procedures are provided so that students and staff are aware of their responsibilities when using these technologies. Any violation of these procedures will subject the user to appropriate disciplinary action and possible denial of access to these services. In general, this requires efficient, ethical, and legal utilization of the network resources.

Because access to the network provides connections to other computer systems located all over the world, users (and parents/guardians of students who are users) must understand that neither the District nor any District employee controls the content of the information available on all of these systems. Every effort will be made by the District to monitor and restrict ready access to known, objectionable content; however, the District does not condone the use of controversial or offensive materials and cannot be held responsible for such use.

Technology protection measures

In compliance with the Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h), the District uses technological devices designed to filter and block the use of any of the District's devices with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined in the CIPA. At the same time, the District cannot guarantee that filtering software will in all instances successfully block access to materials deemed harmful, indecent, offensive, pornographic, or otherwise inappropriate. The use of filtering software does not negate or otherwise affect the obligations of users to abide by the terms of this policy and to refrain from accessing such inappropriate materials.

Internet safety policy

For purposes of this administrative rule, this is the District's "Internet safety policy." This administrative rule includes provisions to address access by minors to inappropriate material on the Internet; the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications; monitoring the online activities of minors; unauthorized access, including so-called "hacking" and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Prior to accessing the network, Internet, or e-mail services, students and staff will receive instructions on the appropriate use of these services. Parents/Guardians, students of legal age, and staff must annually acknowledge that they have read the policy and this administrative rule, that they will comply with the guidelines set forth herein, and that they understand the consequences for violating these guidelines.

Terms and conditions of use

Acceptable use

The purpose of the District's educational network is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. All use of the network, Internet, and e-mail services must be in support of education and research and be consistent with the educational goals of the District. Use of other networks or computing resources must comply with the rules governing those networks.

Transmission of any material in violation of federal or state laws or regulations is prohibited. This includes, but is not limited to, the following:

- copyrighted material;
- materials protected by intellectual property;
- threatening or obscene material;
- material protected by trade secret; and
- sexual content.

Access to computer systems and networks owned or operated by the District imposes certain responsibilities and obligations on users and is subject to District policies and local, state, and federal laws.

Users will use District-provided software in a manner that strictly adheres to all licensing provisions, including installation, use, copying, number of simultaneous users, and other terms of the license. Furthermore, users will comply with District policies and follow the District's best practices where possible to maintain the confidentiality, integrity, and availability of computer systems and information on all devices under their control.

Acceptable use is always ethical, reflects honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and the individual's rights to privacy and freedom from intimidation, harassment, and unwarranted annoyance.

Expectation of Privacy

Individuals should not have an expectation of privacy in use of the District's network, devices, email, Internet, or other technological resources owned or issued by the district, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. The district may, for legitimate reason, perform the following without notice:

- obtain e-mails sent or received on District e-mail;
- monitor a user's activity on the District network; and
- confiscate and/or search District-owned software or equipment.

Individuals are prohibited from using any electronic device, including a cell phone, to take pictures, record video/audio, or otherwise capture images of others when individual privacy is reasonably expected.

Procedures for use

Users may access the Internet for educational or work-related purposes at any time that is not disruptive and does not interfere with the performance of other responsibilities.

All use of technology resources by employees and students must be consistent with the Berkeley County School District mission and policies.

Permitted/Prohibited uses of Internet and e-mail

The following are permitted uses of Internet and e-mail.

- Users will utilize the system for educational and professional development activities only.
- Users may download text and other approved files attached to e-mail messages or from the Internet for school-related business only. Large files should be downloaded during off peak hours whenever possible.
- Users will subscribe only to high quality discussion group mail lists that are relevant to their educational or professional/career development.
- Users should adhere to common rules for e-mail etiquette.

The following are prohibited uses of the Internet and e-mail.

- Users will not post chain letters or engage in spamming. Spamming is sending an unnecessary message to a large number of people.
- Users will not use their e-mail accounts for personal use, with the exception of contacting a family member for emergency, work-related, or school-related purposes.
- Users are not allowed to access personal e-mail accounts through District Internet connections.
- Users should not utilize the District e-mail system to advertise or solicit business.

E-mail retention

The District has set Districtwide established guidelines regarding the scope and duration of e-mail retention. This information includes, but is not limited to, messages, communication headers, recipients and senders, and files and attachments that are either stored or shared via electronic mail. Questions about these guidelines should be addressed to the technology administrator or his/her designee.

This e-mail retention policy applies to all District users, including students. This rule is to be observed in both conjunction with the District's Acceptable Use for Network, Internet, and E-mail Services policy and the District's adherence to the Freedom of Information Act. The duration of email storage will be set at two years. Any e-mail, regardless of sender, recipient, content, message attachment or intended audience, is considered subject to this policy.

Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

General prohibitions

Users may not attempt to disable, bypass, or otherwise circumvent the District's content filter.

Users may not use the District system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. Berkeley County School District will not be responsible for any obligations resulting from any unauthorized use of the system.

Users may not use the system for political activities.

Personal safety

Students will not post personal contact information about themselves or other people unless it is in conjunction with a specific teacher-approved assignment, or approved college/career communication. Personal contact information includes address, telephone number, school address, Social Security numbers, etc.

Students will not agree to meet with someone they have met online.

Students will promptly disclose to an administrator, teacher, or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

Illegal activities

Users will not attempt to gain unauthorized access to the e-mail system, the District web pages, or any other computer systems through District e-mail, District network access, Internet, and/or network access. Users will not attempt to perform functions that exceed their authorized access. This includes attempting to log in through another person's account or access another person's files.

Users may not damage or vandalize the District system, electronic equipment, or software including knowingly or intentionally introducing malware or any malicious content to a device or District network.

Users will not use the District system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, or any other activity that violates existing District policies. Reference to such activities will not be made in a joking manner or as a prank.

The District will contact law enforcement, consistent with state law, when criminal conduct occurs.

System security

Users will not share their account information (user ID and/or password) or attempt to log in to another user's account. Any sharing of user ID or password will result in immediate restriction or removal of account privileges. The only potential exception is the sharing of information with the Office of Technology staff if requested for troubleshooting purposes.

Users will immediately notify the technology administrator or his/her designee if they have identified a possible security problem (students should notify a teacher and/or principal). Users will not actively seek security solutions on their own, but will immediately report any potential issues that are found.

Users will not download or install any unauthorized software or install any unauthorized hardware, e.g., computers, wireless access devices, printers or any network equipment, etc. It is a violation of District policy for employees and/or students to access the Internet on a District device using any unfiltered means without prior approval from the technology administrator or his/her designee. Unfiltered access includes, but is not limited to, Internet access via cellular data providers or use of personally owned hotspots.

Users will not knowingly copy, execute, or have in their possession any files containing malware or malicious content.

Bullying/Cyberbullying

Cyberbullying is an intentional electronic act or series of acts directed at another individual or group that creates substantial interference with a student's education, creates a threatening environment, or disrupts the orderly operation of school. These acts include, but are not limited to, the following:

- sending hurtful, rude, or mean text messages, images, or videos;
- spreading hurtful messages, rumors, or lies about others by e-mail or on social networks; and
- creating websites, videos, or social media profiles that embarrass or make fun of others.

Cyberbullying is strictly prohibited by Berkeley County School District and will result in disciplinary action. Anyone who witnesses, or has reliable information that an individual has been subjected to, harassment, intimidation, or bullying (including cyberbullying) should report the incident to the principal or the designated school contact person. Reports may be anonymous; however, formal disciplinary action will not be taken solely on the basis of an anonymous report.

Electronic Mobile Devices

Electronic Mobile Devices are defined as laptops, Chromebooks, smart phones, e-Readers, tablets, media players, or other devices with Internet capability. Use of the electronic mobile device may not interfere with the instruction of students or the safety and well-being of others.

Electronic mobile devices owned by individual employees or students may not be used on District premises without approval from the technology administrator or his/her designee. All District use of electronic mobile devices must comply with the Board policies IFBGA, IFBGA-R (Technology Acceptable Use), IFBGA-E(2) (Electronic Mobile Device Acceptable Use Policy and Guidelines), and IFAB (Copyright Policy).

The District is not responsible for the loss, damage and/or theft of any of these types of devices.

Removable media security/Transportation of electronic data/Cloud storage

Removable media and transportation of data refers to any device or process capable of storing or transporting data that can be moved to and from or electronically transmitted to and from the fixed data storage systems of Berkeley County School District. These data transfer devices and protocols include, but are not limited to, USB flash drives, generic MP3 players, digital cameras, CD ROM media, DVD media, electronic handheld devices (PDAs, cell phones, or iPads), portable computers, external hard disk

drives, or any device capable of storing data. Also included is any process capable of transferring data or information such as cloud based storage (Google Drive, OneDrive, Dropbox, etc), e-mail, or file transfer protocols capable of transferring data.

All District employees have a personal responsibility to keep employee and student information secure and confidential. The use of removable media for the purpose of transporting and/or storing data is restricted to data that is only of a non-sensitive and/or non-confidential nature (e.g. lesson plans, term papers, etc.).

If sensitive or confidential student and/or employee electronic information needs to be transferred, employees must work directly with the District's Office of Technology to ensure the transfer medium is secured and the file being transferred is password protected and/or encrypted (e.g. personally identifying student/staff data, test scores, etc.).

Use of appropriate language

Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages and/or social networking sites.

- Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or gang-related language or symbols.
- Users will not post information which could cause damage or a danger of disruption of network services.
- Users will not engage in personal attacks including, but not limited to, prejudicial or discriminatory remarks.
- Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending a message, he/she must stop.
- Users will not use any language that threatens another person, whether it is the recipient of the message or a third party.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Access to inappropriate material

Users will not use the District system to access material that is profane or obscene, e.g., pornography; that advocates illegal acts; or that advocates violence or discrimination towards other people, e.g., hate literature.

Adult users who mistakenly access inappropriate information or images should immediately report this to the District technology administrator or his/her designee. This action will initiate the process to have the materials blocked.

Students who mistakenly access inappropriate information or images should immediately report this to the attending teacher. The school principal should be notified if it is deemed warranted. This will protect users against an allegation that they have intentionally violated the acceptable use for network, Internet, and e-mail services.

Students are expected to follow parental guidance regarding limitation of access to additional types of inappropriate materials.

Respect for privacy

Users will not post private information about another person.

The District reserves the rights to examine, restrict, or remove any material that is on or passes through its network, just as it does any other work or material generated or brought to school by staff and students. Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic format.

Penalties for improper use

Any employee user who violates the terms of this policy and administrative rule or otherwise misuses e-mail or the Internet, and/or technology to access inappropriate material will be subject to disciplinary action, up to and including dismissal. In addition, the privilege of accessing the Internet and e-mail services also will be subject to cancellation. Students who violate the terms of this policy and administrative rule or who otherwise misuse their access to e-mail or the Internet also will be subject to disciplinary action in accordance with the District's student behavior code policy. Internet and e-mail privileges may also be canceled. Violations of the laws of the United States or the state of South Carolina may also subject the user to criminal prosecution. If the user incurs unauthorized costs, the user, as well as the user's parent/guardian if the user is a student, will be responsible for all such costs.

Any user who deliberately damages district hardware will be charged for any repair or replacement costs.

Cost to repair damages that result from deliberate attempts to override or disable protection software will be charged to the user.

Warranty

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user. This includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by the system's negligence, user errors, or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Materials on web pages do not in any way represent individual schools or the District, nor are they endorsed or sanctioned by any individual school or the District. Concern about the content of any page(s) created by students or staff should be directed to the building principal of that school.

Given the rapid change in technology, some of the technical standards outlined in the policy and administrative rule may change throughout the year. The District's technology administrator, with approval of the Superintendent, will make such changes. The policy and administrative rule may be updated on an annual basis or more frequently if required.

School Board policies

All data housed on the District's resources must conform to Board policies and regulations, as well as established district guidelines. Users can find Board policies on the district website. Persons developing or maintaining web content are responsible for complying with these and other policies, regulations, and guidelines. Some of the relevant issues and related Board policies.

- Electronic transmission of materials is a form of copying. As specified in District policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the district's equipment, including its web resources.
- Content created for the web and linked to District web pages or social networking sites must meet the criteria for use as an instructional resource in accordance with District policies, regulations, and guidelines.
- Any links on District/school web pages or social networking sites that are not specifically curriculum related must meet the criteria established in the District's technology acceptable use for network, Internet, and e-mail services and the administrative rule. Any other non curricular materials should be limited to information about other youth activities, agencies or organizations that are known to be non-sectarian, exclusively devoted to community interests or child welfare, non-profit, and non-discriminatory. Web page and social networking links may not include entities whose primary purpose is commercial or political advertising.
- All communications via the District web pages or social networking sites will comply with the District's technology acceptable use for network, Internet, and e-mail services and the District's student behavior code policy. Offensive behavior that is explicitly prohibited by these policies includes religious, racial, and sexual harassment and/or violence.
- Any student information communicated via District web pages or social networking sites will comply with District policies on data privacy and public use of school records.

Below are some links to the sites that govern the District's privacy measures as they pertain to student's information:

Child Internet Protection Act (CIPA)

The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student email and Internet access is filtered.

CIPA – <http://fcc.gov/cgb/consumerfacts/cipa.html>

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. No personal student information is collected for commercial purposes. The school's use of student information is solely for educational purposes.

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student's directory information on the District's Enrollment Form.

Non-district issued electronic communications

An employee's personal use of non-district issued electronic communications resources outside of working hours (including, but not limited to, social networking sites and personal portrayal on the Internet) will be the concern of and warrant the attention of the

Board if it impairs the employee's ability to effectively perform his/her job responsibilities or as it violates local, state, or federal law or contractual agreements.

12. STUDENT ACCESS TO CELL PHONES AND PERSONAL ELECTRONIC COMMUNICATIONS DEVICES: JICDB & JICDB-R

JICDB

The purpose of this policy is to create a phone-free school environment that fosters a positive learning experience free from electronic distractions. By prohibiting the use of personal electronic devices during the school day, this policy aims to provide an environment that enhances focus and engagement, allowing students to develop the college and career-ready skills outlined in the Profile of the South Carolina Graduate. Students will have more opportunities to engage in meaningful interactions, collaborate with peers, and cultivate the essential skills necessary for success in college, careers, and life.

Definitions

A. "Personal electronic device," hereinafter referred to as "device," means any device utilized to access the internet, wi-fi, cellular telephone signals, or to capture images or video. This includes, but is not limited to, cell phones, smart watches, tablets, and gaming devices.

B. "Personal Electronic Device accessories," hereinafter referred to as "device accessories," include any wired or wireless accessory or wearable technology that connects to a device and any other accessory commonly used in conjunction with a personal electronic device.

C. "School day" is defined as the period of time that a student is present on the school campus from their arrival (i.e., tardy bell) until afternoon dismissal at the end of the instructional day. This policy may also apply to school buses, field trips, and athletic events. The applicability of this regulation to these activities will be determined by the school district.

D. "Access" is defined as viewing, holding, wearing, or otherwise using a device for the purpose of communication, internet access, gaming, recording, or any other function commonly associated with devices. During the school day, devices should be powered off and stored as directed by the school district. Exceptions granted for medical necessity, authorized for classroom use, or other authorized reasons should be in writing and are not considered violations of this definition.

E. "Authorized for Classroom Use" is defined as the use of a personal electronic device that is explicitly approved by the District Superintendent or his/her designee in writing. The approval must include alignment with a standards-aligned educational objective that cannot be reasonably achieved using district-owned devices. Students must be provided with clear instructions on the appropriate use of devices and ensure that their use aligns with the approved educational objectives. The District Superintendent or his/her designee may revoke approval at any time if it is determined that their use does not meet the intended educational objectives or is causing disruptions.

Policy Implementation and Enforcement

A. During the school day, students are prohibited from accessing their personal electronic devices, unless authorized for classroom use. Students may not wear or access device accessories during the school day. Students must store their devices and device accessories in lockers, backpacks, or otherwise as directed by the school district during the school day. Districts may forbid student possession of devices and device accessories on school property.

B. If explicitly required by a student's IEP, Medical Plan, or 504 plan, the student shall be allowed to access their personal electronic device for medically or educationally necessary purposes described and required for administration of the IEP, Medical Plan or 504 plan.

C. A student who is a member of a volunteer firefighting organization or emergency organization may be authorized to carry a device with written permission from the District Superintendent or his/her designee.

D. If a student violates the preceding rules during the school day, the student will be subject to progressive consequences in the student behavior code and applicable disciplinary enforcement procedures.

JICDB-R

The board and the administration offer the following procedures to inform students, parents/guardians, and school personnel of the appropriate rules regarding student access to cell phones and personal electronic communications devices.

Storage

All personal electronic devices and accessories will be stored in backpacks or lockers and “powered off” during the school day. Devices are not allowed to be kept on the person of a student. When feasible backpacks should be placed in the front or the back of the classroom.

Offense	Consequence(s)	Who Manages
1	• Warning • Conference with student • Copy of JICDB provided to the student • Call home from teacher	Teacher
2	• Parent conference with teacher • Policy JICDB sent home to the parent	Teacher
3-5	• Electronic device is confiscated and returned to the student at the end of the school day. • Policy JICDB sent home for parent signature	Teacher writes the discipline referral/Administrator issues consequences
6-8	• Student is placed on an electronic device behavioral contract. • School counseling/agency referral. • ISS (MS/HS), Loss of Privileges (Elem.)	Teacher writes the discipline referral/Administrator issues the consequence

Considerations

Prior action taken and dates of prior infractions must be included on discipline referrals. Referrals beyond #8 constitutes a “failure to comply/refusal to obey”. Students may face more severe disciplinary action. BCSD and schools are not responsible for lost/stolen electronic devices.

13. BCSD GIFTED and TALENTED ACADEMIC PROGRAM

The Gifted and Talented Program serves students in grades three (3) through ten (10). Advanced classes provide challenge and enrichment within the context of a rigorous curriculum in order to maximize the potential of each student. All students placed in the classes must meet the criteria to be identified for the state-funded gifted and talented program or meet specific qualifications according to a local identification rubric. The specific criteria for eligibility may be found on the district website under Gifted/Talented.

GT classes are designed to challenge and stimulate gifted students, maximizing their potential by providing programs and services that match the needs of these students. Administrators, parents, teachers, and students may refer students for screening for the gifted program. The results of the screening will be used to determine eligibility for the gifted program for the following school year. Screening/referral forms may be submitted online at [GT Identification Screening Referral Request Form for School Year 2026-2027](#). The referral deadline is September 15, 2026.

Initial testing for referred students will take place during the fall. Parents of referred students in grades 3-8 will be informed of screening results by the end of the school year. Because the screening process is multi-faceted and some students may require additional testing, the final results may not be available until May. Students who have previously met the SC requirements for identification as gifted/talented do not need to be retested.

GIFTED AND TALENTED ARTISTIC PROGRAM - The Special Talent Enrichment Program (STEP) serves those students in grades four (4) through twelve (12) who have been identified as potentially gifted in the visual and performing arts. Students are served in four areas – music, visual arts, theatre, and dance. To qualify for STEP, students must either audition before a jury composed of Fine Arts professionals (theatre, music, and dance) or must complete onsite visual arts assignments (visual arts). Students may audition beginning in their third-grade year in order to be identified for service beginning in the fourth-grade year. The jury seeks to identify students with outstanding potential in the arts, not necessarily those students who have had professional training. Administrators, teachers, parents, and students may refer students for screening for STEP. Additional information regarding the STEP program’s application dates and the qualification process may be found on the district website. **Students who have qualified for STEP do not need to re-qualify in the specific art area.** Students who qualify for STEP may apply to attend Marrington Middle School of the Arts in grades 6 through 8. Parents should contact Marrington Middle School of the Arts directly for further information and/or applications.

Referral applications for STEP auditions will be available beginning August 15, 2025 with a **return deadline of December 2, 2025**. Auditions will be held in January 2025. Dates for auditions will be announced. Auditions are usually held on a Friday from 4:00 PM until 8:00 PM and on a Saturday from 8:00 AM until 4:00 PM. Each audition will be held at a specific location and parents select two preferences when registering.

14. SAFETY AT SCHOOL

It is a criminal offense to distribute, sell, purchase, manufacture, or to unlawfully possess with intent to distribute, a controlled substance while in, on, or within a half (.5) mile radius of school grounds. If a person is convicted of a felony, the fine will not exceed \$10,000 and/or imprisonment will not exceed ten years. If a person is convicted of a misdemeanor involving only the purchase of a controlled substance, the fine will not exceed \$1,000 and/or imprisonment will not exceed one year.

Carrying a weapon on school property without authorization is a felony. If a person is convicted, the fine will not exceed \$1,000 and/or imprisonment will not exceed five years.

It is unlawful for a person knowingly and willfully to deliver or convey to a public official or to a teacher or principal of an elementary or secondary school any letter or paper, writing, print, missive, document, or electronic communication or verbal or electronic communication which contains a threat to take the life of or to inflict bodily harm upon the public official, teacher, or principal, or members of his immediate family if the threat is directly related to the public official's, teacher's, or principal's professional responsibilities. If a person is convicted, the fine will not exceed \$5,000 and/or imprisonment will not exceed five years.

It is unlawful for a person knowingly and willfully to deliver or convey to a public employee (person employed by a school district) a letter or paper, writing, print, missive, document, or electronic communication or verbal or electronic communication which contains a threat to take the life of or to inflict bodily harm upon the public employee or members of his immediate family if the threat is directly related to the public employee's official responsibilities. If a person is convicted, the fine will not exceed \$500 and/or imprisonment will not exceed 30 days.

15. EMERGENCY PROCEDURES

Fire

1. The first signal will be a continuous buzzing of the school fire alarm. (In the event the fire alarm is inoperable, an administrator will sound an audible alarm in the halls.)
2. Students should proceed immediately through the designated exit in an orderly manner.
3. There will be no talking or running inside or outside the building.
4. When outside, students will remain with their class, and move as far away from the building as possible.
5. Students are to remain quiet and obey instructions from staff members.
6. Each student will be accounted for by designated personnel.
7. Students should not re-enter the building until the all-clear signal.

NOTE: Anyone found tampering with the fire alarm system will be subject to expulsion.

Tornado

1. On signal from the teacher, students should move orderly into the halls.
2. Students should proceed to their designated position facing the wall and assume a kneeling position, head down, and hands covering their heads.
3. There should be NO TALKING so that any directions given by teachers or administrators may be heard.

Earthquake

DROP -- to the floor and take cover under a desk or table and face away from the windows

COVER -- your eyes by leaning your face against your arms

HOLD -- on onto the table or desk legs and remain still

16. VOLUNTEER POLICY: IFCD & IFCD-R

IFCD

The Board of education supports volunteer programs that are professionally organized and promote extended educational opportunities for students. The Board of education believes in using community resources to increase learning opportunities for students. The Board of education also believes that the appropriate use of volunteers will allow teachers to expand their professional capacities.

A professionally run school volunteer program serves as a means of coordinating all volunteer activities in the schools. The school volunteer program is school-oriented: all projects and requests originate within the school and are supervised by the professional staff. The Board encourages the use of volunteers to extend learning opportunities for students and provide needed support services for teachers and schools.

While the school volunteer program is implemented at the school level, the district will oversee the system-wide program including development of common objectives, training for principals and site coordinators, assistance with recruiting and retaining volunteers and other needed support services.

School volunteers, though unpaid, are integral and valued members of the school family.

State Law Enforcement Division (SLED) background checks

The district will obtain a name-based criminal record history check on all new employees from the State Law Enforcement Division (SLED) prior to their initial employment. The costs for the background checks for new employees will be paid by the state and/or the district.

The district will consider the results of all criminal record history checks on an individual basis and will determine how the information obtained impacts the individual's ability to be an effective employee. When determining the appropriateness of offering employment to an individual, the administration will give consideration to such things as severity of offense, age of the individual, direct impact of the offense on children, length of time since conviction or plea, restitution, conduct or remedial actions during probation, and participation in pre-trial intervention and/or expungement.

At a minimum, the district will not employ individuals who have been convicted of or plead guilty to a violent crime as defined in S.C. Code Ann. [Section 16-1-60](#). Additionally, when making employment decisions, the district will carefully consider information that could result in the revocation or suspension of a professional certificate "for-cause" as defined in S.C. Code Ann. [Section 59-25-160](#).

National Sex Offender Registry checks

The district will perform a background check on the National Sex Offender Registry, which may be accessed online at no charge, on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all volunteers, including coaches, mentors, chaperones, and those serving in any other capacity resulting in direct interaction or contact with students.

Individuals whose names appear on the National Sex Offender Registry will not be permitted to serve in the district in any capacity. Additionally, the district will not employ individuals or allow individuals to volunteer in any capacity, who have been required to register as sex offenders pursuant to S.C. Code Ann. Section 23-3-430. Should an individual whose name appears on the National Sex Offender Registry wish to provide additional information relevant to his/her designation on said registry, the district will consider the matter on a case-by-case basis.

IFCD-R

To outline administrative procedures governing school volunteer programs.

Originating office - Suggestions or questions concerning this procedure should be directed to the Public Relations/Communications Office.

Definitions

Volunteer - A volunteer is an unsalaried person authorized by the Board of education to perform ongoing volunteer services for the school district. Volunteers will serve in such capacity without compensation or employee benefits of any type, except that they are covered under the student accident insurance policy while actively volunteering. All volunteers serve at the discretion of the superintendent without any expressed or implied privileges beyond those found in this procedure and may be released from volunteering if so deemed by the superintendent or his/her designee.

Persons who visit a school on a non-one-time basis do not have to undergo screening required of ongoing volunteers. They must, however, provide appropriate identification, sign in as visitors and wear appropriate identification badges.

Purpose of school volunteer programs

- to support academic achievement and district goals, to assist teachers in providing basic skills instruction, to enrich quality of instruction, to enhance interpersonal experiences for students and to assist school staff with support services
- to increase children's motivation for learning;
- to support the dropout prevention program by providing supplementary instruction such as, but not limited to, tutoring/mentoring
- to build an understanding of school programs among interested citizens and business/ community/organization partnerships
- to strengthen school/parent/community relations through positive participation; and
- to promote parent involvement by actively supporting and seeking collaboration with PTA/PTO, school/community advisory councils and other parent groups

Qualifications of volunteers

Acceptance of volunteers is at the discretion of the site administrator and/or the chief human resources officer and will be based on factors including, but not limited to, the following:

- no record of felony conviction or requirement to register as a sex offender under South Carolina law;
- completion of appropriate volunteer screening;
- a completed volunteer application on file;
- positive attitude; interest in and enthusiasm for working with children;
- ability to work cooperatively with school personnel;
- adequate communications skills; and
- ability and willingness to participate regularly.

Persons volunteering in the classroom during the instructional day may not bring children with them without permission from the principal.

Responsibilities

Public Relations/communications office

- Develop objectives and guidelines to administer all phases of school volunteer programs
- Implement objectives; facilitate school-based volunteer programs; conduct annual training for principals and site volunteer coordinators regarding volunteer screening procedures; provide training and support for site community outreach and engagement efforts; provide a district volunteer coordinator handbook outlining district volunteer procedures; and, serve as liaison with school personnel, local agencies, business/organization partnerships and the community.

Site support

- The principal, in conjunction with school staff, determines the scope of the school volunteer program at the site; designates a staff member as site volunteer coordinator to serve as administrator and immediate supervisor of the program, or acts in that capacity; attends district training regarding the screening of volunteers.
- The site volunteer coordinator (staff member designated by principal or principal if no staff member is designated) organizes and implements the school volunteer program at the school; attends district training regarding the screening of volunteers; conducts appropriate volunteer screening; maintains volunteers records; promotes, recruits and provides orientation and recognition; organizes and coordinates volunteer services.
- Schools using an electronic, computerized sign-in system must contact the public relations/communications officer regarding the type of system and how it will be used.

Implementation

Principal

- Determines the extent and scope of volunteer needs after consulting with school staff.
- Designates staff member to serve as volunteer coordinator (or serves in that capacity) and submits that person's name to the public relations/communications office.
- Promotes a climate and develops an infrastructure whereby volunteers feel welcome and needed on the school campus.
- May conduct recognition/appreciation events at school to support retention and recognition.
- Conducts evaluation of school volunteer program. Evaluation tools available in the volunteer coordinator's handbook.
- Attends, along with site volunteer coordinator, mandatory district training conducted by public relations/communication office concerning the screening of school volunteers.
- Conducts screening, or designates site staff members to conduct screening, on all volunteers, as appropriate. All volunteers, except district student volunteers, will fall into one of three categories.

Category A

Volunteers with group exposure who have little or no direct unsupervised exposure or contact with children

Typical examples could include non-classroom volunteers such as office helpers, non-classroom assistance, and organized functions associated with school organizations such as PTA/PTO and SICs. Volunteer environment is typically a public setting, where staff or other adults can observe at all times. There is no alone time with children.

Screening requirements

- Be sponsored or approved by a school site or district employee.
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification).
- Complete and submit for approval the district school volunteer application.
- Be checked by designated site personnel against the South Carolina Department of Justice Sexual Offender Register.
- Sign in on the district approved "Volunteer Sign in Sheet" in the main office, which includes a criminal disclosure.
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity.

Category B

Volunteers with classroom exposure, who work with children and are generally supervised by school staff

This could include direct student contact with supervision. Typical examples could include tutoring, classroom reading, classroom assistance, before and after school programs depending upon the conditions and field trip drivers and chaperones. Conditions typically are classrooms where staff or other adults can observe at most times but may occasionally include short solitary time with children and short duration of obstructed view.

Screening requirements

- Be sponsored or approved by a school site or district employee.
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification).
- Volunteer drivers for field trips must have a current driver's license and provide documentation of automobile insurance coverage.
- Complete and submit for approval the district school volunteer application.
- Submit to a South Carolina criminal background check (SLED) to determine whether the applicant is precluded from volunteering.
- Sign in on the district approved "Volunteer Sign in Sheet" in the main office which includes a criminal disclosure.
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity.

Category C

Volunteers within school and/or out of school exposure, who work with children and may be unsupervised, at times, by school staff

This volunteer likely will have direct and unsupervised interaction with children. Typical examples could include volunteer walk-on coaches, senior high support personnel for athletics, off-site tutoring, mentoring and overnight chaperones. Conditions typically could include an off campus setting and unsupervised solitary time.

Screening requirements

- Be sponsored or approved by a school site or district employee.
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification).
- Complete and submit for approval the district school volunteer application.
- Submit to both state and national criminal database checks.
- Sign in on the district approved "Volunteer Sign in Sheet" in the main office, which includes a criminal disclosure.
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity.

District K-12 students who volunteer at schools other than their assigned school are only required to complete and submit the district school volunteer application.

Site volunteer coordinator

- Organizes the volunteer program at school; recruits volunteers with support from an experienced school volunteer ambassador and the public relations/communications office, if needed.
- Attends, along with school principal, mandatory district training conducted by the public relations/communications office concerning the screening of school volunteers.
- Determines the volunteer's category and ensures appropriate volunteer screening; conducts check of category A volunteers against the sexual offender registry; submits "Request to Conduct Volunteer Screening" form to district human resource office for category B and C volunteers; maintains volunteer records; ensures that all volunteers complete a volunteer application; processes volunteer applications appropriately; instructs all volunteers to sign in on the district approve "Volunteer Sign in Sheet" in the main office, which includes a criminal disclosure.
- Provides orientation of school volunteers; may request assistance for specific training from the public relations/communication office. The orientation should cover the following basic topics. (Refer to the volunteer coordinator's handbook, available from the public relations/communications office).
 - district procedure regarding volunteer screening, school policies and procedures, including sign-in procedure
 - name badges - all volunteers will receive a name badge from the school, be required to wear the name badge while on campus and surrender the name badge at the conclusion of each day's volunteer activity
 - places at the school - where to sign in, where to park, location of restrooms, and staff lounge
 - provide volunteers with a school map and other school information
 - people at the school - principal, assistant principal(s), school secretary(ies), custodian(s), counselor(s), nurse, etc.
 - time schedule and school calendar
 - communication at the school - who and when to call if volunteer will be absent; where to turn if volunteer has a problem; should also include crisis logistics
 - volunteer agreement (addendum to application)
 - ethics and confidentiality of volunteering

Volunteer

- complies with appropriate district screening procedure; submits school volunteer application
- complies with sign-in procedures at school site and wears name badge while on campus
- performs volunteer work under the direction of assigned teacher, school volunteer coordinator and/or principal/vice principal
- category C volunteer - submits to both state and national criminal database checks
- forms and auxiliary references (available from the public relations/communications office)
- volunteer coordinator's handbook
- volunteer application including volunteer agreement
- request to conduct volunteer screening form (category B and C volunteers)
- "Deny as Volunteer" principal letter template
- volunteer sign in sheet (includes criminal disclosure)
- volunteer fact sheet
- teacher volunteer recruitment form
- teacher request for volunteers
- parent denial for volunteer to work with child

17. TITLE I INFORMATION

Title I- Title I is the largest federal education program supported through the Elementary and Secondary Education Act of 1965 and provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Regulations require that school staff and parents be included in the planning of Title I grants and in determining how funds are best used to meet the needs of a school. Parents are encouraged to serve on the School Renewal and/or Title I planning team.

Family School Compacts- Each Title I school jointly develops with parents a school-family compact that outlines how families, the school staff, and students share the responsibility for improved achievement. Compacts ensure that each school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards. Parents may obtain information about their child's teacher through the South Carolina State Department of Education website. Family engagement is an integral part of the Title I program. Families are encouraged to become partners in helping their children achieve and become actively involved in all aspects of their children's school.

Comments and suggestions are welcomed from parents, guardians, and community members. Suggestions concerning Title I may be submitted to the school administration team or the Director of Federal & State Programs. Concerns will be addressed in a timely manner.

Family Engagement Policy- Title I schools and the district must develop a written family engagement policy that establishes the expectations for family engagement. The policy must be developed and agreed upon with the families of children participating in

Title I. The policy outlines how the school will involve families in the process of school improvement, provide support and build capacity for family engagement, and create a welcoming environment for families.

Family's Right to Know- Family's may request information regarding the professional qualifications of their child's teachers, including: Whether the teacher has met State qualification and certification requirements for the grade levels and subject he/she is teaching. Whether the teacher received an emergency or conditional certificate, through which state qualifications were waived. What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration, and whether their child receives help from a paraprofessional and, if so, their qualifications. Parents may obtain information about their child's teacher by contacting the school principal or through the South Carolina State Department of Education.

18. PROMOTION AND RETENTION POLICY: IKE

The Berkeley County School 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 Berkeley County School District in the core discipline areas of English/language arts, mathematics, science and social studies.

While the retention of students is not a total solution to address substandard student 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.

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 once in kindergarten through grade two, and no more than twice in kindergarten through grade eight, unless approved by the superintendent or his/her designee.

Waiver of promotion criteria under special circumstances

In the event of catastrophic illness, injury or psychological trauma for a child, the school principal may waive promotion criteria for the child provided that the incident has a demonstrated negative effect on the child's academic performance when compared to prior achievement. The school principal will notify the Chief Academic Officer of this action and the circumstances prompting the action.

Kindergarten

State law mandates that a student must be five years of age on or before September 1 of the applicable school year to enter kindergarten. Kindergarten students are expected to learn the pre-literacy and numeracy skills contained in the state and district kindergarten curriculum standards in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal, and parent/legal guardian.

Grades One and Two Promotion criteria

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 one for promotion

The student has demonstrated mastery of 75 percent of the grade-level state curriculum standards as identified by Berkeley County School District in English/language arts and mathematics. Standards mastery will be demonstrated through formal and informal assessments as reflected on the report card and documented by the teacher.

Criterion two for promotion

The student has met the attendance and proficiency requirements of Berkeley County School District according to Policy JBD (School Attendance, Compulsory Attendance Ages and Student Absences) and Policy IKADA (BCSD Proficiency).

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.

Retained

The student did not meet the promotion criteria for English/language arts and mathematics for the current year. The student will be encouraged to seek academic assistance to accelerate student learning, but the student will not be promoted to the next grade.

Grades Three through Five Promotion criteria

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

Criterion one for promotion

The student has earned passing grades as the final yearly average in both English/language arts and mathematics.

Criterion two for promotion

The student has earned a passing grade as the final yearly average in science or social studies.

Criterion three for promotion

The student has met the attendance and proficiency requirements of Berkeley County School District according to Policy JBD (School Attendance, Compulsory Attendance Ages and Student Absences) and Policy IKADA (BCSD Proficiency).

Promoted

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

Retained

The student did not meet one of the promotion criteria. The student will be encouraged to seek academic assistance to accelerate student learning, but the student will not be promoted to the next grade.

Read to Succeed State-Mandated Retention

A student will 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.

Students eligible for retention under this requirement may enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parents/Legal guardians may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child.

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Exemptions may be granted under the following circumstances.

- Students who are classified as English learners and have less than two years of instruction in an English 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 alternate assessment that the student's mastery of the state standards is above the lowest level on the state reading assessment

Grades Six through Eight Promotion criteria

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

Criterion one for promotion

The student has earned passing grades in all four core academic courses.

Criterion two for promotion

The student has met the attendance and proficiency requirements of Berkeley County School District according to Policy JBD (School Attendance, Compulsory Attendance Ages and Student Absences) and Policy IKADA (BCSD Proficiency).

Promoted

The student has met all promotion criteria.

Retained - summer program

A student may take a district-approved summer program for up to two core academic courses through content recovery that he/she failed during the regular school year. A student mastering four core academic courses through the regular school year and summer content recovery will be promoted at the conclusion of the summer program.

Retained

The student has failed to meet promotion criteria. The student will be encouraged to seek academic assistance to accelerate student learning, but the student will not be promoted to the next grade.

Academic Assistance

When a student is not progressing in core subjects, he/she will be provided appropriate interventions to help the student perform on grade level in identified subjects.

Students who are not substantially demonstrating proficiency in reading will be provided intensive in-class and supplemental reading interventions in accordance with the district reading plan. A Literacy Assessment Portfolio (LAP) will be developed for each student who is not demonstrating grade-level reading proficiency to provide evidence of a student's progress in the area of literacy and to indicate the intensive instruction and interventions the student has been provided in accordance with South Carolina State Department of Education funded supports and guidance.

Promotion of Limited English Proficient Students

Students identified as Limited English Proficient (LEP) should be promoted in accordance with state and federal statutes and regulations. An LEP student should be advanced along with age-level peers. Non-advancement must be documented with evidence that indicates the determining factors are other than English language proficiency. LEP students are eligible to participate in all age-appropriate school programs and to receive available services.

Appeals for Grades One through Eight

The parent/legal guardian may appeal a decision to retain a student within 10 calendar days of receipt of the written decision. The appeal must specify the parent/legal guardian's reason(s) for disagreement in writing and should be addressed to the Chief Academics and Innovation Officer, Berkeley County School District, P.O. Box 608, Moncks Corner, South Carolina 29461. 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.

Parent/Legal Guardian Communication Procedures for Grades Three through Eight

The teacher and/or principal or his/her designee will notify the parent/legal guardian in writing of a child who is failing one or more core academic subjects of the possibility of retention and the need for a conference within two weeks of the end of each nine-week grading period.

When a student's lack of achievement is evident, the parent/legal guardian should be notified in writing and a conference scheduled with the parent/legal guardian as soon as the need is apparent.

The parent/legal guardian should be involved in the promotion/retention process; however, the final decision will be made by the school's MTSS team based upon the promotion criteria in this policy.

The parent/legal guardian should be notified in writing as soon as is feasible concerning an impending retention. The parent/legal guardian will be informed of the final promotion status for his/her child no later than the time the last report card is issued.

Acceleration of Students in Grades One through Eight

Any student who, in the opinion of his/her principal and teacher(s), warrants consideration for acceleration and/or adjustment, either in subject instructional grade level or in grade placement for all subjects, will be carefully evaluated in order to determine the educational program in his/her best interests. The criteria for decisions will include the following: achievement level, cognitive ability, background experiences, emotional and social development and maturation, and the complexity and rigor of the current and proposed curricular program.

A committee composed of the child's teacher(s), principal, guidance counselor, psychologist, and superintendent (or his/her designee) will examine the available information and make appropriate program adjustments. The parent/legal guardian may attend committee meetings and present independent information to the committee members. The district will establish criteria for acceleration. The decision of the committee will be final. Any change in educational program will require the approval of the parent/legal guardian.

Grades Nine through 12

The district encourages students to get the full benefit of the high school course of study through a four-year program. Early graduation reduces the opportunity for continued academic growth through challenging course offerings, including a variety of occupational education programs and college-level courses.

Students in grades nine through 12 will be awarded credit for courses that have been approved by the South Carolina Department of Education. Promotion to each grade level will meet the following requirements.

From grade nine to grade 10: a total of six credits, which must include, but are not limited to:

- English - 1 credit
- Mathematics - 1 credit
- Science - 1 credit

From grade 10 to grade 11: a total of 12 credits, which must include, but are not limited to:

- English - 2 credits
- Mathematics - 2 credits
- Science - 2 credits
- Social Studies - 1 credit

From grade 11 to grade 12: a total of 16 credits, which include, but are not limited to:

- English - 3 credits
- Mathematics - 3 credits
- Science - 2 credits
- Social Studies - 2 credits

To obtain a high school diploma: a total of 24 units of credit, including:

- English Language Arts - 4 credits
- Mathematics - 4 credits
- Science - 3 credits*
- U.S. History - 1 credit
- Economics - .5 credit
- U.S. Government - .5 credit
- Other Social Studies - 1 credits
- Physical Education/JROTC - 1 credit
- Computer Science - 1 credit
- World Language/Career and Technical Education Elective - 1 credit*
- Electives - 7 credits*

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

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 it their intention to exit at the end of the school year with a BCSD Certificate of IEP Completion or BCSD BRIDGES credential. Beginning with the Class of 2022, the South Carolina Employability Credential will be an option in lieu of the BCSD Bridges Credential.

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

Course attendance

High school units of credit will only be awarded when the student meets the district attendance and proficiency requirements of Berkeley County School District according to Policy JBD (School Attendance, Compulsory Attendance Ages and Student Absences) and Policy IKADA (BCSD Proficiency).

Parent/Legal guardian communication procedures

The parent/legal guardian should be notified as quickly as is feasible concerning an impending course failure. The parent/legal guardian will be informed of the final promotion status for his/her child no later than the time the last report card is issued at the end of the school year. The responsibility rests with the parent/legal guardian or emancipated student to secure report cards and progress reports in a timely fashion.

19. STUDENT DRESS CODE: JCDB (MIDDLE AND HIGH SCHOOLS)

In order to provide an atmosphere that is conducive to learning, instills discipline and avoids safety hazards, the Berkeley County School District establishes the following guidelines for students.

- Walking shorts are appropriate for school. No short shorts, mini skirts/dresses are acceptable.
- No sunglasses may be worn in the building with the exception of RX sunglasses.
- No hats, head stockings or handkerchiefs are permitted to be worn in the building. (If there is a medical reason for a student to wear one of the above listed, a letter from a physician will need to be provided to the principal.) No tank tops, halter tops, fish-net shirts, cut-off shirts or bare midriffs are permitted.
- No gloves may be worn in the building.
- Suspenders are to be hooked and to be on the shoulders in the proper location.
- Pants must be worn at an appropriate waist level and may not be made of any see-through material.
- Belts must be worn at an appropriate level and buckled and tucked in loops.
- No clothing with vulgar or obscene symbols, language or wording is permitted. No clothing with advertisements for, or messages or pictures depicting or suggesting alcohol, tobacco, drugs, weapons or sex is permitted.

The principal may create further guidelines regarding student dress which are consistent with this policy.

The administration will make the final judgment on the appropriateness of clothing and/or appearance and reserves the right to prohibit students from wearing any articles of clothing or other items which lead to or may foreseeably result in the disruption of or interference with the school environment. In the event the administration determines a student's dress is inappropriate for school in accordance with this policy, the administration will either require the student to change or will inform the student not to wear the garment to school again.

NO STUDENT WILL BE SUSPENDED WITHOUT PRIOR NOTIFICATION TO THE PARENT(S)/LEGAL GUARDIAN(S) OR PREVIOUS WARNINGS.

20. GRADUATION REQUIREMENTS: IHF AND IHF-R

Purpose: To establish the basic structure for high school graduation.

The South Carolina State Board of Education regulates the South Carolina State High School Diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit earned when the student satisfactorily completes 120 hours of instruction in a given subject area or by completion of standards in a proficiency-based course.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IHF-R.

Administrative Rule: IHF-R

A student must earn 24 units of credit in state-approved courses for graduation. The unit requirements are distributed as follows.

Subject	Credit Units
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
PE or junior ROTC	1
Computer science (including keyBoarding)	1
Foreign language or Career and technology education	1
Electives	7
Total	24

The student must complete a study of and pass a final examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist papers, and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course U.S. History and Constitution or within another course.

Beginning with the graduating class of 2010, the student must pass a high school credit course in science and a course in United States history in which an end-of-course examination is administered.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation except in case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.

Awarding of High School Credit

A school also may award and accept credit towards a high school diploma for the following.

- in units of one-fourth, one-half and a whole; for example, an academic-standards based course that requires a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-half unit), and 30 hours of instruction (one-fourth unit)
- a course that has been approved by the state department of education in a proficiency-based system to include approved online learning programs
- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades nine through 12
- a course that is approved by the district—whether the school offers the particular course or not - if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses, and CATE courses under conditions as outlined in state Board regulation

- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the one-half unit of credit carried by the keyBoarding course for half the required computer science unit
- the American Sign Language course as the required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement

Adult Education

For adult education students receiving a diploma, the unit requirements are distributed as follows.

Subject	Credit units
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
Computer science (including KeyBoarding)	1
Electives	9
Total	24

High School Credit for College Work

Students in grades nine through 12 and/or adult education programs can earn credits for college coursework that can be applied to the required number of units for a state high school diploma. The following conditions apply.

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions qualify.
- Tuition costs and any other fees will be the responsibility of the student or his/her parent/legal guardian.

21. RANK IN CLASS, HONOR GRADUATES, & GRADUATION CEREMONIES: IKD

Class Ranking Procedure

The grade point averages of the students in the graduating class are computed at the end of the fourth nine-week period and ranked from highest to lowest. A student's GPA will be computed for eligibility for valedictorian or salutatorian during the school year in which the student is eligible to graduate. The student with the highest GPA is valedictorian. The student with the second rank is the salutatorian.

The valedictorian, salutatorian, honor graduates, and junior marshals will be determined utilizing the grading scale, weighted courses, grade point conversion, and grade point ratio calculation as described in the state uniform grading policy in force (see Policy IKA).

Selection of Honor Graduates and Marshals - Transfer Students

Honor graduates and marshals for graduation ceremonies in the Berkeley County School District will be selected using the following criteria:

- The student must be in good standing with the school.
- A transfer student must be from an accredited school.

A transfer student must be in attendance at the school from which he/she is graduating for one full school year, beginning with the first day of school, to be considered for the valedictorian, salutatorian, or marshal position. However, if a student transfers into a school during the year, the student will be ranked according to academic standing earned, but will not be allowed valedictorian or salutatorian status.

Graduation Ceremonies

The only formal graduation ceremonies in the schools will be conducted by district officials.

Participation in graduation and commencement ceremonies will be allowed for students in the following categories:

- *State high school diploma* - Students who have earned all units of credit required for a South Carolina high school diploma according to the State Department of Education's defined program.
- *BCSD BRIDGES Credential* - Students in the special education program who have completed the requirements of the BCSD BRIDGES program. This program will end with the Class of 2021.
- *South Carolina Employability Credential* - Students in the special education program who have completed the requirements for the South Carolina Employability Credential. This credential begins with the Class of 2022.
- *BCSD certification of completion* - Students in the special education program who have completed their individualized education plan.

Students in each of the above categories will be permitted to wear a cap and gown and will receive their diploma or certificate of completion without regard to their individual status within the above categories.

22. HONORS CERTIFICATE: IHFAA AND IHFAA-AR

IHFAA

Berkeley County School District will offer its students the option of earning an honors certificate, provided the students meet the following criteria:

- Complete a minimum of 28 credits.
- Receive no grade below 77 in any course in grades nine through 12.
- Earn four credits in high school (grades nine through 12) in each of the four core subjects (math, English, science, and social studies).
- Complete at least half of the core subjects taken at the honors, dual credit, advanced placement (AP), or International Baccalaureate (IB) level.
- Take four courses in core areas including English and Mathematics during his/her senior year.
- Receive credits for one of the following combinations:
 - two AP courses or four dual credit courses;
 - one AP and two dual credit courses; or
 - two IB courses.
- Earn three foreign language credits.
- Earn a minimum grade point average (GPA) of 3.700 (without rounding) on the South Carolina Uniform Grading Scale.

Students interested in earning an honors certificate are responsible for meeting with their counselors at the beginning of each year to ensure their continued eligibility to earn the honors certificate. If a student is determined not to be eligible for an honors certificate, the student, his/her parent/legal guardian, and/or the principal may submit an appeal in writing, based on extenuating circumstances, to the superintendent or his/her designee provided the appeal is submitted immediately following the end of the first semester of the student's senior (final) year. The procedures of the appeal are further outlined in the administrative rule.

IHFAA-AR

Certificate

Students will receive a gold diploma cover, a Berkeley County Honors Certificate, a South Carolina High School Diploma, and be recognized in the graduation program.

Graduation

If a student, student's parent/legal guardian, or principal wishes to appeal a student's eligibility for an honors certificate to the superintendent or his/her designee, the appeal must include the following:

- letter describing the specific basis for the appeal and identifying any extenuating circumstances
- BCSD Honors Certificate checklist completed by school counselor
- transcript
- student course request form for academic year in question

Appeals for extenuating circumstances will be considered for situations that are beyond the student's control including, but not limited to, such things as the following:

- course availability
- exhausted curriculum
- course/grade level sequencing
- transfer students

- early graduates (can only appeal for an exemption for course/grade level sequencing)

The decision of the superintendent or his/her designee regarding a student's eligibility for an honors certificate will be final and there will be no further right of appeal to the Board.

23. SOUTH CAROLINA UNIFORM GRADING SCALE

State Uniform Grading Policy: Grades 9 – 12

The district follows the South Carolina Uniform Grading Policy, as amended by the State Board of Education on April 1, 2017, for the calculation of grade point averages (GPA), the weighting of courses and computation of class rank in grades 9 through 12. The state-mandated grade point conversion table below will be used to define letter grades and convert numerical course grades into quality points in order to calculate grade point averages and determine class rank.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000

69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000

Computing Grade Point Averages (GPA)

The state-mandated uniform grading scale and system for calculating GPAs and determining class rank will apply to all courses taken by a student carrying Carnegie units, including units earned at the middle or junior high school level.

Grade point averages will be computed using the following formula. The formula will yield each student's GPA, and all grade point averages are then ranked from highest to lowest in the class. Computations of GPA will not be rounded to a higher number.

$$\text{GPR} = \frac{\text{Sum (quality points x units)}}{\text{Sum of units attempted}}$$

24. NCAA - FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET (KNOW THE RULES FOR ATHLETES BEGINNING AUGUST 1, 2016)

NCAA DIVISION I: 16 Core-Course Rule

16 Core Courses:

- 4 years of English
- 3 years math at Algebra I level or higher⁵
- 2 years natural or physical science (1 year of lab if offered by high school)
- 1 year additional English, Math or natural/physical science
- 2 years of social science
- 4 years of addition courses (from any area above foreign language, philosophy, or comparative religion)
- Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, Math, or Science.

NCAA DIVISION II: 16 Core-Course Rule

16 Core Courses:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language, philosophy, or comparative religion)

Test Scores

- **Division I** has a sliding scale for test score and grade-point average, which is posted on the NCAA website.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68. (As of August 1, 2018, a sliding scale will be used for test score and grade-point average, which is posted on the NCAA website.)
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. **The writing section of the SAT is not used.**
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain that the courses being taken have been approved as core courses.
- Division I grade point-average minimum requirement for core courses is 2.300.
- Division II grade-point-average requirement is a minimum of 2.000. (After August 1, 2018, it will be 2.200).

ADDITIONAL INFORMATION

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center website. Students need to request final amateurism certification prior to enrollment. Eligibility Center's Website: www.eligibilitycenter.org Please call the NCAA Eligibility Center if you have questions toll-free at 877-262-1492.