



CHARLESTON CHARTER
School for Math + Science

Family Resource Manual & Scholar Code of Conduct

2022-2023 School Year

Please note, this document will be maintained on the CCSMS website with the potential for frequent updates based on the rapidly changing information concerning health and safety while the Charleston, SC region continues to work together to lower the spread of Covid-19.

At this time, masks are required at CCSD schools.

Address: 1002 King Street, Charleston, SC 29403

Website: www.CharlestonMathScience.org

Main Office Phone: 843.720.3085

How to use this Document:

The CCSMS Family Resource Manual and Scholar Code of Conduct is a guide to help our scholars and families understand the basic expectations and operations of our school.

DISCLAIMER

This resource manual and scholar code of conduct is for informational purposes only and is not intended to create, nor does it create, a contract between you and CCSMS. Nothing in this handbook legally binds CCSMS to any specific procedures, policies, or privileges.

Our objective for this school year is to be successful in all areas of our school life. Each of us should strive to do our best every day.

This handbook – if read and used – will be a valuable guide for scholars and parents/guardians.

Please note, this document will be maintained on the CCSMS website with the potential for frequent updates based on the rapidly changing information concerning health and safety while the Charleston, SC region continues to work together to lower the spread of Covid-19.

CCSMS reserves the right to amend this handbook at any time.

MISSION

The mission of the Charleston Charter School for Math and Science is to educate students for success in college and careers by providing an innovative learning environment that is academically excellent, developmentally responsive, and socially equitable.

Table of Contents

General School Information.....	6
CCSMS Administrators.....	6
What is a Charter School?.....	7
Board of Directors.....	7
School Administration Organizational Chart	8
Teacher Collaboration Team- TCT	8
Family, Faculty, and Friends of CCSMS (F ³)	8
Family Resources	9
Scholar Achievement Begins with Regular Attendance	9
Chronic Absenteeism.....	10
Documentation of Absences.....	10
Sign-In and Sign-Out Procedures	11
Late Pick-Ups	11
Attendance Requirements for Promotion and/or Credit	13
Bus Transportation	14
Differentiate Between Bullying and Other Peer Conflicts and Teasing.....	15
Assistance for Bullying.....	16
Cyberbullying	16
Services Available for Students with Special Health Care Needs	17
Individual Health Care Plans or Individual Health Plans (IHPs)	17
Section 504 of the Rehabilitation Act of 1973 (Section 504).....	17
Individuals with Disabilities Education Act (IDEA)	18
Medical Homebound Instruction.....	18
Health Services: Medication and Medical Procedures	19
Scholar Records (FERPA).....	20
Notice And Right To Opt Out Under The Family Educational Rights And Privacy Act (FERPA)	21
CCSMS General School Procedures	23
School Wide Expectations – Respectful, Responsible, Ready to Learn	23
Yond’r Electronic & Wireless Device, Cell Phone & Smartwatch Policy	23
CCSMS Scholar Dress Code and Uniform Guidelines.....	26
Scholar Identification Cards and Lanyards.....	28

Scholar Drop off & Pick Up – Car Riders	28
School Visitors on Campus, including Parents and Guardians.....	28
Nurse and Medication	29
Field Trips.....	30
School Lunches	30
Scholar Calendars & Agenda.....	30
Scholar Parking	31
School Building Entry	31
CCSMS Academic Policy.....	31
Missed Assignments	31
Late Work Policies.....	31
Communicating Academic Progress	31
Senior Exemption Policy	32
Academic Integrity	32
Glossary of Terms	33
Academic Conduct and Due Process	33
Academic Integrity Board	34
Consequences for Academic Integrity Violations.....	34
Curriculum: Our Instructional Program – a STEM School.....	35
Course of Study.....	35
CREW	35
Gifted and Talented	36
Momentum Program.....	37
Grading	39
Grade Weighting and Distribution.....	39
CCSMS Promotion and Retention Policy	40
Learning and Technology.....	41
CCSMS Acceptable Use Policy of Technology and the Internet.....	41
Responsible Use Agreement and Guidelines for CCSMS Computers, Chromebooks, and Tablets	42
Device Guidelines	42
Replacement and Damage Responsibility	43
Caring for the Devices.....	43
Downloading to the Devices.....	43
CCSMS Scholar Code of Conduct Policies	44

Scholar Conduct.....	44
Code of Law South Carolina.....	44
Middle School Behavior Intervention and Support.....	45
Suspension and Expulsion	58
Risk Assessment and Intervention.....	63
Crisis Intervention.....	63
Restraint/Physical Force	64
Statement Concerning Amendments and Modifications	67
Policy and Procedure for Appeals.....	67
Title IX Policy.....	68

General School Information

Name and Address	Charleston Charter School for Math and Science 1002 King Street Charleston, SC 29403
Phone and Fax	Phone: 843.720.3085 Fax: 843.720.3196
School Website	www.CharlestonMathScience.org
School Hours	Monday – Friday 8:00 AM – 3:08 PM
Office Hours	Monday – Friday 7:45 AM – 4:00 PM
Breakfast	7:30 AM – 7:50 AM
Drop off & Pick up	Drop off opens at 7:30 AM Pickup by 3:10 PM
School Colors	Navy and Red
School Mascot	The Riptide
Board of Directors	Ms. Jennifer Albert Mr. Russ Campbell, Board Chair Mrs. Donloyn Gadson Ms. Delores Gray Dr. Michael Horner Ms. Rhonda Lee Mr. David Neff Mr. Cassie Watson Mr. David Wolf

CCSMS Administrators

Title	Administrator
Executive Principal and CEO	Mrs. Mary Carmichael
Lead Principal	Mrs. Melissa Frasier
Director of Operations	Ms. Kelly Ferderigos
Assistant Principal, Middle School	Mrs. Hope Carter
Assistant Principal, High School	Mr. Craig Thompson
High School Counselor	Ms. Tanya Domin
Middle School Counselor	Ms. Diem Chi Nguyen
Director of Scholar Success & Safety	Mr. Johnny Orr

What is a Charter School?

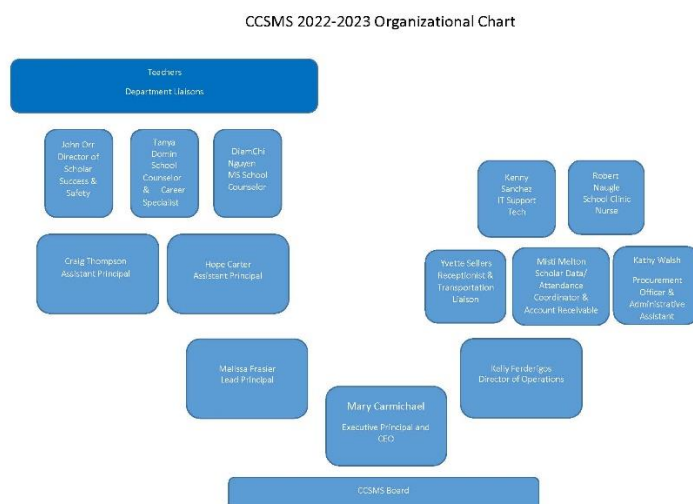
Charter schools are public schools. They are accountable for producing results that are set forth in each school's charter. Charter schools are opened and attended by choice. Charter schools are part of the public education's system, receive public funds, and do not charge tuition. An enrollment lottery will be held if more applications are received than space available.

Board of Directors

The Board of Directors is the governing board for the Charleston Charter School for Math and Science and governs in accordance with the Charter School Act of 1996. Its focus is to support scholar achievement, to ensure compliance, and to ensure sound fiscal management. Board seats shall carry a term of two years. They are elected by the parents/legal guardians and employees of CCSMS per SC statute.

School Administration Organizational Chart

Our board, administrative team, and supports are here to support our teachers, so they can provide educational opportunities for our scholars.



Teacher Collaboration Team- TCT

CCSMS organizes teachers into curricular departments and middle school grade level teams. These teacher leaders work with the administrative team to foster the growth and development of our teachers and scholars.

Department Liaison: Serves as a liaison between the administrative team and their department team and is responsible for carrying out the mission of the Charleston Charter School for Math and Science with a primary focus on supporting their team of teachers. They also track department supplies and resources, anticipate departmental needs and growth, and collaborate on developing the scope and sequencing of curriculum.

Middle School Team Captain: A liaison between the administrative team and his/her grade level. As a teacher leader, the Team Captain is responsible for carrying out the mission of the Charleston Charter School for Math & Science with a primary focus on scholar achievement, scholar growth, and grade level cohesion. Additionally, the Team Captain will contribute to planning the scope and sequencing of curriculum.

Family, Faculty, and Friends of CCSMS (F³)

Family, Faculty, and Friends of CCSMS is similar to a Parent-Teacher Association (PTA), but also encompasses efforts similar to a booster club for athletics, band, and scholar activities. F³ is a separate 501c3 organization with a separate board. They usually meet the first Monday of each month. All of our parents and guardians are members of F³

Family Resources

Scholar Achievement Begins with Regular Attendance

Being in class is an essential part of scholar learning and progress. Learning at CCSMS involves active engagement, working together, scholar-centered research, and completing individual and group projects.

As a result, scholars who do not attend class regularly put themselves at academic risk. Parent/Guardian should consider the importance of attendance when planning family vacations and other activities that may take a child away from school.

Parents/guardians have the responsibility to ensure that all school-age children in their care are in school and on time every day. Scholars have the responsibility to be on time and attend all classes. Scholars are expected to attend school for the scheduled 180 instructional days. All state truancy guidelines will be followed to include: parent/guardian letter, truancy meetings, and truancy hearings. Further guidelines will be provided to parent/guardian once received from the State Department of Education.

Lawful Absences (Excused)

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

Unlawful Absences (Unexcused)

- Absence from school for any portion of the day without the knowledge of their parents/guardians
- Absence from school for any portion of the day without acceptable cause with the knowledge of their parents/guardians
- Absence from planned homebound or home-based sessions. Please note, scholars are not considered absent when attending approved school field trips, arriving late due to bus problems, or assigned to an in-school suspension program.

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

- According to the SC Department of Health and Environment Control (DHEC) Exclusion Laws, if a scholar has a fever, that scholar must be fever free for 24 hours before returning to school (this means without the use of fever reducing medications). Fever is defined as a temperature of 100.0 or greater.
- If a scholar has diarrhea, that scholar must be diarrhea free for 24 hours before returning to school (this means without the use of diarrhea suppressing medication). Diarrhea is defined as 3 or more episodes of loose stools in a 24-hour period.
- A scholar must not come to school if vomiting 2 or more times in a 24-hour period.

- Therefore, attendance that was excused because the nurse sent a scholar home with one of the above reasons should be for the day of dismissal and the next day. However, after 24 hours, if symptoms of diarrhea, fever, or vomiting are still occurring, the scholar should see a physician. Only the day of dismissal and the next day are excused; days after that would require a physician or parent/guardian note.

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

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

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

Chronic Absenteeism

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

Documentation of Absences

Medical Excuse Notes- Please submit medical notes to Attendance@CharlestonMathScience.org, in person at the Front Office, or fax to 843-720-3196

All absences without a medical excuse note require a handwritten note from the parent/guardian within three (3) school days of return from the absence. This documentation should be submitted to Attendance@CharlestonMathScience.org or in person to the Front Office. The handwritten explanation of absence must include the scholar's name, parent/guardian's full name, telephone number(s), dates of absence(s), and reason for absence. Absences in excess of ten days per year will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation.

Tardy Policy

Scholars are expected to be at school daily and to arrive on time. Tardy is defined as arriving after the start time of the instructional day or class period. Scholars missing more than 50% of a class period will be counted absent.

Lawful Tardies (in order to be an excused tardy, written documentation must be provided):

- Doctor or dentist appointment
- Late bus arrival
- Teacher, guidance, or administrator conference
- Observance of a religious holiday
- Court appearance or court ordered activity

Unlawful Tardies:

- Illness on part of scholar without written excuse

- Oversleeping
- Traffic/car trouble
- Personal reason
- Missed bus/carpool trouble

Sign-In and Sign-Out Procedures

When scholars sign out early on an ongoing basis, their academic performance may be negatively impacted. CCSMS strongly encourages parents/guardians to ensure their scholar is in school for the full school day every day. It is part of our school wide security plan that we follow a strict sign-in/out procedure. Anyone who does not follow the sign in/out procedure is in violation of trespassing on school property. Please review the following sign in/out procedures:

- Any non-CCSMS employee must sign in at the front office and clearly display a visitor sticker at all times on campus.
- Any scholar, who arrives at CCSMS after 8:00am either with or without a legal guardian, must go directly to the front office.
- If a scholar leaves school before dismissal, a legal guardian must visit the front office to sign the scholar out of school. Only a parent/legal guardian or a parent/legal guardian-approved person with a picture identification may sign out scholars.
- Scholars must have a note from a parent/legal guardian to sign themselves out. The front office will call or email a parent/guardian to confirm prior to dismissing the scholar.

Late Pick-Ups:

Scholars are required to leave campus at dismissal. Scholars are not permitted to be on campus unattended and may face school level consequences and possibly including trespassing charges. Scholars who are consistently picked up late (30 minutes after dismissal) will be addressed on a case by case basis.

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

SC Compulsory Attendance Law

CCSMS complies with all compulsory attendance laws as written by the State of SC. An outline of these laws can be found on the SCDE website. For your convenience you can follow this link [SC Code of Law 59-65 SC Compulsory Attendance Law](#).

Chronic Absenteeism

Any scholar in grade K-12 who misses 50 percent or more of the instructional day for any reason for 10 percent (or more) of the enrollment period. According to the United States Department of Education's Office of Civil Rights (OCR)/EdFacts, scholars must attend class for at least half of the instructional day to be considered present for that day. More specifically, scholars who are enrolled in the same school for an entire academic year and miss 18 or more days (10 percent) will

be considered chronically absent. A scholar is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day.

All types of absences contribute to chronic absenteeism:

- Excused Absences
- Unexcused Absences
- Suspensions

For more information about Chronic Absenteeism and Truancy, you can follow this link to the SCDE website; <https://ed.sc.gov/districts-schools/scholar-intervention-services/chronic-absenteeism/>

The following links can provide additional information and support to scholars and their families:

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

Truancy Three Levels: Chronic Absenteeism

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

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

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

Truancy Intervention Procedures

1. School personnel must communicate any attendance problems or concerns to parents/guardians in a timely manner. When a scholar accumulates three (3) unlawful absences, the school notifies the parent or guardian by telephone or mail.
2. When a scholar accumulates three (3) consecutive or a total of five (5) unlawful absences, the principal or designee will complete a truancy investigation.
3. A conference is required with scholar and parent or guardian to develop a truancy intervention plan designed to improve scholar attendance and eliminate unlawful absences.
4. A written truancy intervention and attendance contract should be signed by all participants with a copy provided to the parent/guardian and scholar.
5. When a scholar accumulates seven (7) unlawful absences, the school will update the truancy intervention plan, indicate why the plan was unsuccessful, and make amendments

as needed.

6. The scholar's absences will be monitored. If a scholar continues to be unlawfully absent, a truancy referral is made to the CCSD Truancy Prevention Coordinator and a district level conference may be scheduled.
7. In the event that unlawful absences continue following the district level conference, the case will be reviewed for additional interventions and/or further action. The case may be referred to the Department of Social Services, the Ninth Judicial Circuit Solicitor's Office for participation in Family Court, or other interventions.

Attendance Requirements for Promotion and/or Credit

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

All absences are defined as lawful or unlawful. Scholars having a lawful absence shall be permitted to make up work missed during the absences. Scholars with absences defined as unlawful are not entitled to be able to make up work. Principals may use discretion in permitting scholars to make up work that is missed due to absences.

High school scholars will be counted absent for a full period if they miss more than half of the class period. Scholars who miss more than the allotted days in a class may be required to complete seat makeup time. Scholars in grades 9 through 12 must attend:

Quarter course: 42 out of 45 days

Semester course: 85 out of 90 days

Year-long course: 170 out of 180 days

Denial of Credit Appeal Process

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

Bus Transportation

CCSMS scholars are provided the privilege of bus transportation to and from school daily. Appropriate behavior by scholars is expected and essential to maintaining safety. Please see the SC Code of Laws 59-67-415 regarding bus transportation and parent/guardian responsibility.

Scholars are expected to arrive at the designated bus stop 15 minutes prior to the assigned pick-up time to allow for traffic variances. Scholars are expected to adhere to all behavior expectations as outlined in the CCSMS Code of Conduct while on the CCSMS buses, at the bus stop, and after exiting the bus for regularly scheduled and school-sponsored events.

These include, but are not limited to, the following:

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

Consequences for Code of Conduct violation on the school bus will be addressed by the school administration following the school discipline plan. Consequences may include: assigned seat, change of bus, bus suspension, and possibly suspension for the remainder of the school year for serious or consistent violations.

How to Differentiate Between Bullying and Other Peer Conflicts and Teasing

CCSMS does not condone nor accept instances of bullying. CCSMS will follow the policy of CCSD in regards to determining instances of teasing and bullying. The narrative below is an excerpt from the Charleston County School District Student Code of Conduct and will guide CCSMS administration's handling of alleged bullying.

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

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

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

Harassment, Intimidation, Bullying and Cyberbullying

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

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

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

Adapted from CCSD Student Code of Conduct

Assistance for Bullying

If you are being bullied, harassed, or intimidated:

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

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

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

Please notify the guidance department at CCSMS or the principal if you or someone you know is being harassed, bullied or intimidated at school. CCSMS uses the STOP it App to report bullying on campus. The STOP it App can be found in school issued Chromebooks or downloaded onto smart phones.



Use the school code #Love4CCSMS

Cyberbullying

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

Cyberbullying may include:

- Sending offensive, rude, and insulting messages including all forms of 'hate speech', which includes language meant to demean, incite, threaten, bully or isolate an individual on the basis of their sex, race, color, religion, sexual orientation or gender identity;
- Distributing information about another that is derogatory;
- Breaking into an email or social networking account and using that person's online identity to send

- or post vicious or embarrassing material to/about others;
- Sharing someone's secrets or embarrassing information, and/or tricking someone into revealing secrets or embarrassing information and forwarding it to others;
- Engaging in online activities which threaten another or cause him or her to be afraid for his or her safety;
- Impersonating, excluding, tricking, outing, and cyberstalking are also examples of cyberbullying.

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

Services Available for Students with Special Health Care Needs

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

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

Individual Health Care Plans or Individual Health Plans (IHPs)

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

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a federal law that requires public schools to make adjustments so that scholars with certain disabilities can learn and participate in settings like other scholars who do not have disabilities. To be eligible for services under Section 504, a scholar must have a condition that substantially limits one or more major life activities. A team decides if a scholar is eligible. The team should include the scholar's parent or legal guardian, the scholar (if able), and others who know the scholar or know about the scholar's disability, such as a teacher, a guidance counselor, a school nurse, and other school staff. If the scholar is eligible, the team develops an individual accommodation plan. The individual accommodation plan explains how the scholar's needs will be

met while at school and may include health services for the scholar during the school day, if needed. To learn more about Section 504, contact CCSMS.

Individuals with Disabilities Education Act (IDEA)

Scholars, ages 3 through 21 years, may receive services under the IDEA if the scholar needs special education and related services to benefit from his or her educational program. A team decides if a scholar qualifies for services under the IDEA. The team includes the scholar's parent or legal guardian, teachers, and other school staff. The team develops an Individualized Education Program (IEP) if the scholar meets federal and state requirements. The IEP outlines a plan for helping the scholar receive a free appropriate public education and meet goals set by the team. The IEP may include health services for the scholar during the school day, if needed.

Medical Homebound Instruction

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

The lead principal or his/her designee must approve or deny any scholar requesting medical homebound instruction or hospitalized instruction. A school representative may contact the parent/guardian and doctor to request additional information and discuss strategies to maintain the scholar in the school environment.

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

Scholars receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services are approved for 45 instructional days at a time. If it is necessary for homebound instruction to continue beyond the approved period of time, a new Medical Homebound Instruction Form will be required. The school representative may ask for additional information regarding the scholar's individual health/treatment plan, progress towards treatment goals, and specific plans to transition the scholar back to the school setting in order to justify the need for extended services.

Health Services: Medication and Medical Procedures

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

Medications

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

Procedures

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

Parent/Guardian Responsibility

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

Self-Medicating and/or Self-Monitoring

Certain scholars with special health care needs may self-administer and/or self-monitor provided that certain conditions are met. For additional information regarding medications and medical procedures, please contact your child's school nurse at 720-3085.

Scholar Records (FERPA)

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

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

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

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

Schools may disclose, without consent, "directory" information such as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents/guardians and eligible scholars about directory information and allow parents/guardians and eligible scholars a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible scholars annually of their rights under FERPA. The actual means of notification (special letter, inclusion in an F³ bulletin, scholar handbook, or newspaper article) is left to the discretion of each school.

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

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

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue,
SW Washington, D.C. 20202-8520 2019-2020

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

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents/guardians have advised the LEA that they do not want their scholar's information disclosed without their prior written consent.

If you do not want Charleston Charter School for Math and Science to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Charleston Charter School for Math and Science. Please notify your school principal of your opt out request, in writing, by August 30, 2022. Please be advised, any requests for directory information received prior to the deadline will be honored. Charleston Charter School for Math and Science has designated the following information as directory information:

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

CCSMS General School Procedures

Many of the CCSMS General School Procedures will be modified for the 22-23 School Year

School Wide Expectations – Respectful, Responsible, Ready to Learn



Riptide Expectations

	All Settings	Classrooms	Hallways and Stairwells	Cafeteria	Restrooms	Assemblies and Field Trips
Respectful	Be kind. Think about your choice of words to self and others. Be helpful.	Use kind language. Be attentive and engaged. Encourage others.	Move with purpose. Stay to the right. Use an appropriate tone and volume.	Be welcoming to all. Follow directions. Be patient and orderly in line.	Be respectful of others' privacy. Have an appropriate restroom pass.	Be focused on and attentive to the speaker or presenter. Follow directions. Show your Riptide pride.
Responsible	Be in control of your actions and reactions. Make safe choices. Follow dress code. Be accountable.	Focus on learning. Persevere and complete assignments. Ask for help when needed. Allow others their personal space.	Keep safety in mind. Keep areas clean.	Use your table manners. Remain in your seat at the appropriate times. Clean up your area when done.	Wash your hands. Keep the restrooms clean and functional. Report vandalism or issues to staff.	Stay with your assigned class or group in an orderly manner.
Ready to Learn	Be prepared. Arrive on time.	Follow norms and expectations. Have class materials ready with Chromebook charged. Use equipment and resources appropriately.	Bring everything you need for your next class. Access lockers at appropriate times. Transport Chromebooks safely.	Make healthy choices that will provide energy for learning. Remember your money or code.	Be prompt and return directly to class.	Be curious and ask questions when appropriate.

Yond'r Electronic & Wireless Device, Cell Phone & Smartwatch Policy

Middle School Scholar PHONE POLICY & GUIDELINES

Phones are not to be used during school. Every scholar is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each scholar's responsibility to keep their Pouch in good working condition.

DAILY PROCESS

As scholars **Arrive to Crew class**, they will:

- 1) Turn their phone off.

- 2) Place their phone, ear buds, and Smartwatch inside their Pouch and secure it in front of school staff.
- 3) Store their Pouch in their backpack for the day.

At the end of the day, scholars will open their Pouch, remove their belongings, close their Pouch and return it to the designated place in their Crew classroom.

*Scholars arriving late will stop by their Crew class to retrieve their pouch. Scholars leaving school early will leave their pouch in the front office.

VIOLATIONS

Pouch Damage / Using Phone During School

If a scholar damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home for a **Parent/Guardian Pickup** and the scholar may be assigned **In-School-Suspension** as well as paying a **\$20 fee for a replacement pouch**.

Examples of damage:

- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap



High School Scholar PHONE POLICY & GUIDELINES

Phones are not to be used during school. Every scholar is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each scholar's responsibility to have their Pouch with them every day and keep it in good working condition.

DAILY PROCESS

As scholars **arrive to school and enter the building**, they will:

- 1) Turn their phone off.
- 2) Place their phone, earbuds and Smartwatch inside their Pouch and secure it in front of school staff.
- 3) Store their Pouch in their backpack for the day.

At the end of the day, scholars will open their Pouch, remove their belongings, close their Pouch and put it in their backpack. Scholars must bring their Pouch to school with them each day.

*Scholars arriving late or leaving early will pouch/unpouch their phones in the front office.

VIOLATIONS

Pouch Damage / Lost Pouch / Using Phone During School

If a scholar damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home for a **Parent/Guardian Pickup** and the scholar may be assigned **In-School-Suspension** as well as paying a **\$20 fee for a replacement pouch**.

Examples of damage:

- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap



Forgotten Pouch

If a scholar forgets their Pouch, **their phone will be collected and Admin will call home to remind the Parent of the policy**. The phone will be returned to the scholar at dismissal.

If a scholar consistently forgets their Pouch, it is considered Lost.
Refer to the Lost Pouch policy above.



For scholars with a required medical use of technology to monitor a condition, a signed letter from a doctor will be required to be included with their accommodation records and all other features of the device will need to be turned off.

Scholars who are using their devices without permission, or during non-permitted times, will be warned once to put it away. Any subsequent offense will result in the device being taken by the teacher and will be kept until the end of the school day (3:08pm). Parent/Guardians will be notified of this infraction of rules and the consequence, and a log of these incidents will be maintained. A scholar who commits the same offense a third time (and each time after that) will have the device taken by a teacher or an administrator. This will result in a phone call to a parent/guardian who will have to come to the school to retrieve the phone or other device.

If criminal conduct occurs involving cell phones or other electronic devices, SC Code of Law 59-24-60 will apply.

Any scholar who chooses to bring a wireless electronic device to school does so at their own risk and is solely responsible for the security of that device. CCSMS personnel and the CCSMS Board will not take responsibility or liability for loss, theft, damage, or vandalism of such a device brought onto school grounds and/or for the unauthorized use of such a device.

CCSMS Scholar Dress Code and Uniform Guidelines

CCSMS scholars are responsible for wearing the designated school uniform at all times while on school property and while involved in school activities unless otherwise directed by the administration that it is a non-uniform day. Wearing appropriate attire promotes a positive influence on the school climate. The Administration has the ultimate authority to determine compliance with the school dress code and will make the final determination of all dress code compliance issues. Scholars will be given warnings and will be given opportunities to borrow clothing from the CCSMS clothing closet. Scholars found to be in repeated violation of the dress code will be subject to corrective action.

Guidelines for Attire for Uniform and Non-Uniform Days

- Clothing is to be worn appropriately and in the manner for which it was designed.
- Pants shall be worn at waist-level, defined as the area where the body bends when leaning over.
- All clothing and layers must be free of frays, rips, tears, cuts, or holes.
- Undergarments shall not be exposed at anytime.
- Clothing shall not reveal bare skin between upper chest and mid-thigh.
- Shorts, skorts, dresses, and skirts shall fingertip length or longer.
- Appropriate footwear shall be worn at all times.

School Uniform

The following school uniform rules apply every day of school for every scholar unless otherwise noted:

- Middle school scholars must wear light blue polo style shirts.
- High school scholars must wear navy blue or white polo style shirts.
- All outer layers should be Navy in color when inside the main building.
 - Scholars' sweaters, fleece, jackets, blazers, vests, outerwear or other layers over their uniform polo shirt must be solid navy in color.
 - Denim jackets are not considered acceptable navy layers on uniform days.
 - School letterman jackets and/or sweaters are acceptable for those scholars who have earned letters officially from the school through academic and/or varsity athletics achievements at CCSMS.
 - Non-uniform jackets or other outerwear must be removed upon entering their first class of the day or returning from being outside at lunch or a field trip.
- Khaki colored pants, capris, skirts, skorts, and shorts shall be worn. All must meet the following criteria:
 - Khaki colored material only.
 - Jegging style pants are not permitted.
 - Navy blue or black leggings are permissible if worn under skirts, skorts, or shorts.
 - Belts must be worn at all times with pants/shorts that have belt loops.

Prohibited Attire

- Hats shall not be worn in school (unless approved for health or religious reasons).
- Hoods are not to be worn in the school buildings.
- Sunglasses are not to be worn in any building.
- Clothing or other attire with words or images depicting or relating to tobacco, drugs, or alcohol
- Clothing or other attire displaying inflammatory, suggestive, racial, or other inappropriate

writing, advertisement, or artwork

- Clothing or other attire displaying profanity, obscenity, violence, weapons, symbols of hate, or offensive content
- Clothing, jewelry, accessories, bandanas, and/or manner of grooming which indicates or implies gang membership or affiliation
- Clothing or attire that is body contouring such as, but not limited to, leggings, jeggings, tights, or yoga pants worn without shirt, skirt, dress, or top that reaches at least fingertip length.
- Loungewear, pajamas, and bedroom slippers
- Shirts, tops, or dresses that are backless, strapless, halter-style, cut-out, bare-shouldered, or spaghetti straps
- Extreme clothing or other attire that would interfere with the learning process, cause a disruption of the educational environment, or be a health or safety hazard
- Flip-flops, slides, crocs, shower shoes, or slippers are not permissible at any time anywhere on campus.
- Articles of clothing not included in the school uniform on uniform days when inside the building, including the wearing of layers in the building not compliant with the dress code including denim jean jackets and other outerwear.

Dress Up Non-Uniform Days

School administration shall approve and communicate days for scholars to participate in non-uniform days. Non-uniform days may be associated with a fundraising effort for scholar activities or scholar identified charity with scholars paying for the privilege to dress out of uniform. CCSMS Student Council will host Spirit Weeks and guidance will be provided for appropriate attire during these days. Additionally, non-uniform days will be afforded to scholars who have participated in or earned a reward for academic or athletic success.

Riptide Pride Days

CCSMS scholars love to show their Riptide Pride. On designated Riptide Pride Days, scholars may wear a red, white, or blue T-shirt with jeans, denim shorts, denim skirt/skort, or khaki uniform bottoms. CCSMS branded t-shirts will be available from student council and at events during the year. All other dress code rules apply and prohibited attire is not allowed.

Special Attire for STEMester, Presentations, Performances, Competitions, Club Events, and Game Days

School administration shall approve and communicate days for particular scholars wear clothing appropriate for any special activity scheduled. Scholars may wear team wear, special dress, or costumes for special occasions when approved by the administration.

Youth Apprenticeships Scholars

11th or 12th-grade scholars participating in the Youth Apprenticeship program or school approved internships may wear outerwear, a polo, or an oxford shirt branded with the logo from the sponsoring corporation or institution after reporting the opportunity to their school counselor. All other dress code rules apply.

Senior Privileges

- **Seniors wear the school uniform and follow all guidelines**, unless school administration approves and communicates senior privilege days or additional updates.
- Seniors may wear a red, navy, or white polo with their khakis on uniform days.
- When scholars are accepted into a college, they may wear outerwear or sweatshirt branded with the logo from that university after reporting the acceptance to The School Counseling Department.

- When scholars are enlisted with a branch of the military or Coast Guard, they may wear outerwear or sweatshirt branded with the logo from that branch of the military or Coast Guard after reporting their status to the School Counseling Department.
- The scholar must be in good academic standing and on track to graduate that year.
- **All other dress code rules apply.**

PE Class

- All scholars are required to wear a physical education shirt during PE classes.
- Appropriate length shorts without pockets.
- Tennis shoes or sneakers with rubber soles must be worn.

Violations of the CCSMS Dress Code Policy

In the event of a dress code violation, teachers and administration will speak with the scholar to review the dress code policy and initiate corrective actions. The first step of corrective action will be to notify the scholar's parent or guardian, and the scholar will be offered uniform clothing from the school's uniform closet. At minimum, a minor referral for the violation will be written. Five minor uniform violations will result in a major referral which may result in appropriate consequences. Each continued uniform violation will result in a major referral, five of which may result the initiation of a scholar behavior contract.

Scholar Identification Cards and Lanyards

Scholars will be issued a scholar ID with their picture and a lanyard at the beginning of the school year. This ID must be worn at all times when on our campus. If a scholar does not have an ID, he/she needs to buy a new ID Badge and lanyard, he/she will be charged a fee of \$5. Repeat offenders will be referred for further action.

Scholar Drop off & Pick Up – Car Riders

All scholar drop-offs and pick-ups will occur in the parking lot at the back of the school. Please use the loop and designated drop-off/pick-up zone. Buses will load and unload in the rear of the school in the bus loop. When scholars arrive on campus, they should report to their designated area. When scholars are dismissed, they will either load onto their buses or get in their cars. Walkers exit through the front gate. Scholars will not be permitted to “hang out” on school grounds after school.

School Visitors on Campus, including Parents and Guardians

Visiting will be limited during school operating hours (8:00 a.m.-3:00 p.m.) to ensure our instructional time is not disturbed. Visits will be limited to legal guardians with appointments only. Visits will normally be limited to the school counseling department or other administrative areas on campus, unless specifically approved by the administration.

It is part of our school wide security plan that we follow a strict sign-in and sign-out procedure for all visitors and contracted services. Anyone who does not follow the sign in and sign-out procedure is in violation of trespassing on school property. Any non-CCSMS employee must sign in

at the front office and clearly display a visitor sticker or CCSMS issued temporary ID badge at all times on campus.

Nurse and Medication

The school nurse or designee must dispense all medication for scholars. A doctor's order is needed before any medication can be dispensed. Please contact the school nurse for procedures for this and other health issues. Scholars are not allowed to have any medication on their person or in their personal effects while on campus without a physician's order. Proper forms may be obtained in the nurse's clinic. You may obtain information regarding this by contacting the school nurse at 843-720-3085.

Parent/Guardians notified to pick scholars up by the nurse should be prepared to pick their children up within one hour if at all possible. Please have an alternate person identified as able to pick up your child as well as their phone number to help accommodate this time frame. MUSC Telemedicine continues to be available at CCSMS. Forms/paperwork to be eligible for Telemedicine will be available to be completed online.

Field Trips

Field Trips are an important part of the CCSMS experience. Teachers and school counselors are responsible for creating and facilitating field trips throughout the academic year. CCSMS utilizes immediate areas near the school including Hampton Park and the Dart Library as an extension of our campus. Parents/Guardians will be provided a recurring field trip form for these types of academic excursions. Field trips beyond the scope of the immediate area of the school will require additional permission forms and may require fees for participation.

School Lunches

School breakfast and lunch are prepared by CCSD Food Services and are not available for free this year in the cafeteria daily. Scholars may also bring lunches to school. Microwaves will be available for HS scholar use. Refrigeration is not available for scholar use.

Scholars may not have lunches delivered or order any food to be delivered to the school.

Scholars will eat outside or in the cafeteria.

Scholar Calendars & Agenda

CCSMS scholars are encouraged to use the Google calendar associated with their school email account. This calendar can be linked to google classroom and is an important tool for scholars to use to self-manage their academic assignments, assessments, and obligations. Any high school scholar who would prefer a traditional or hard copy agenda may request one from their grade level counselor. All middle school scholars are provided an agenda at the start of the school year. A replacement agenda will cost \$5.

Scholar Lockers

Scholars may request to be assigned a locker at the beginning of the year. A \$5.00 payment is required to have a locker assigned. The lock provided by CCSMS must be used on the locker; any other type of lock will be removed. Scholars may only visit lockers during the following transition times: before school (prior to 8:00am), before lunch, after lunch, and at dismissal (3:08pm).

Any middle school scholar visiting a locker at any time other than the indicated times must have a pass and the permission of a teacher or staff member. High school scholars may access their lockers between classes.

Scholar Parking

Scholars who have a valid driver's license may park on school grounds in designated scholar parking spaces. To do so, scholars must purchase a parking permit for \$25 and provide copies of the following documents;

- Valid driver's license
- Proof of insurance
- Car registration
- Signed safe driver statement provided by CCSMS

Scholars may only return to their vehicle at dismissal time. Scholars will not have access to their vehicle during the school day. Unsafe or aggressive driving on campus may result in a scholar losing their privilege of parking on campus.

Scholars must park in the designated scholar parking lot (i.e., the gravel lot). Any scholar parking in the faculty/staff (i.e., paved lots) will result in fines or removal of vehicle from property. Scholars must display parking passes in rear view mirror window at all times.

School Building Entry

Scholars are allowed to enter the main school building at 7:45 am. To gain access to the building prior to 7:45 am, a scholar must have a pass from a teacher or the nurse. Middle school scholars will enter the building via the doors closest to the parking lot. High school scholars will enter the building through the doors between the main building and the gymnasium. Scholars have access to the school cafeteria each morning beginning at 7:30 am.

CCSMS Academic Policy

Missed Assignments

Scholars are responsible for getting assignments from their individual teachers if they miss school for either a scheduled or unscheduled absence. For a scheduled absence, scholars are encouraged to get assignments from their teachers prior to leaving school. For an unscheduled absence, scholars should get assignments when they return to school.

Late Work Policies

Scholars are expected to turn assignments in on time. Scholars who miss assignments because of an excused absence will receive the opportunity to make up missed work. Scholars with unexcused absences will not be given the opportunity to make up work. The scholar is responsible for getting work missed due to illness or absence. Scholars who turn in late assignments will receive partial credit based upon policy outlined in the course syllabus.

Communicating Academic Progress

Up-to-date grade book information will be available weekly for both legal guardians and scholars

online through the [PowerSchool Parent Portal](#). Legal guardians are also encouraged to email teachers if they would like to speak about their Scholar's academic progress.

Senior Exemption Policy

The final exam may be in the form of a traditional exam or be a major, meaningful, graded, in-class assessment/project.

CCSMS Scholars who are classified as seniors and are on track to graduate at the end of this school year may be able to exempt a final exam based upon the following criteria:

1. Enrolled in a year-long or semester course;
2. An average of 90 or above in 1 whole credit course;
3. Who have no unlawful absences (no unexcused/unverified absences);

However, seniors cannot exempt an exam if any of the following conditions apply:

4. Scholars enrolled in courses which have a state mandated, end-of-course exam, cannot exempt state mandated exams;
5. Scholars cannot exempt a ½ credit course final exam;
6. Scholars who have three or more unexcused tardies to a class cannot exempt that exam;
7. Scholars who were required to complete attendance make-up to receive credit in a course may not exempt that exam;
8. If the course final exam is a project worked on in class prior to the exam.

SCDE mandates that all scholars are required to take a final exam in all Carnegie credit courses,

Scholars who sit for AP exams or are enrolled in dual credit or college credit earning courses are not required to take a CCSMS final exam; however, they may opt to take one if they desire to do so.

- Scholars who complete an official AP test are exempt from any homework or scheduled class test that may occur on the same day.
- AP scholars are excused from all other courses on the day of their AP exam. Exception: AP US History scholars must also take the state mandated EOC.
- Scholars must have written permission from a parent/guardian to sign out from school after completing their final exam for that day.
- Scholars must have transportation home and must be off campus within five minutes of signing out.

Academic Integrity

CCSMS expects scholars to uphold the academic integrity that is critical in a learning environment. Our goal is to help scholars develop a sense of the importance of academic integrity and the consequences for breaches in integrity. As such, plagiarism, cheating, and other types of academic dishonesty are addressed separately from discipline and behavior issues. A scholar's work should be the work of that scholar. If the work has other sources, those sources must be indicated. Claiming credit for another person's work or ideas is equivalent to theft of that person's property, also known as "intellectual property." It is never acceptable to represent another scholar's or person's work or ideas as one's own. Any scholar who knowingly allows his/her work to be copied is in violation of these guidelines and is equally at fault and subject to the same consequences.

Offenses that occur without appropriate time for scholar remediation will be counted as one single offense, so as to ensure scholar has time to understand and prove he/she can exhibit academic honesty.

Tiers of Consequences

Consequence Tier	Consequence
1st Consequence	The scholar and his/her family will be notified in writing of the type of offense and consequence assigned. With remedial help from the teacher, the scholar is required to review what constitutes academic dishonesty. The scholar is required to correct the assignment to receive a reduced grade.
2nd Consequence	The scholar will conference with an administrator and teacher. The scholar will receive a zero on the work involved and may also be suspended from school for a one to three-day period. A parent conference will be held and the parent/guardians notified in writing of consequences for further violations during the school year. *Note that there must be a sufficient amount of time to elapse between 1st and 2nd consequence so that the school can show evidence of remediation. Offenses that occur back-to-back may be treated as one so as to give time to remediate.
3rd Consequence	In the event of a third offense, the committee will summarize all infractions for a meeting with the principal regarding possible expulsion.

Glossary of Terms

1. **Academic Dishonesty** - Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise.
2. **Academic Integrity** - The moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing.
3. **Cheating** - To act dishonestly or unfairly in order to gain an advantage, especially in a game or examination.
4. **Collusion** - A secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others.
5. **Intellectual Property** - The original work or invention of a person that is the result of individual creativity to which one has rights.
6. **Plagiarism** - The practice of taking someone else's work or ideas and passing them off as one's own. (Copying, piracy, theft)

Academic Conduct and Due Process

A teacher who suspects a scholar has committed a violation will first address the issue with the scholar privately as soon as possible. During this time, the scholar will be asked to sign an

admit/deny sheet. If the scholar denies having committed academic dishonesty, the teacher will

1. Make copies of all documents and provide those to the Lead Principal;
2. Call the scholar's family and report the incident.

The Lead Principal will schedule the Academic Integrity Board.

Academic Integrity Board

Evidence of academic dishonesty must be overwhelming and the deliberative process careful, structured, and fair. Scholars are presumed innocent during the hearing process and decisions made must be supported by the preponderance of evidence.

A committee of three grade-level teachers, guidance counselor, and one administrator will review the allegations, hear testimony, and review evidence. The teacher involved will present the alleged infraction and supporting evidence. The scholar involved will be allowed to present their case and supporting evidence. The committee will present its findings in writing to the Lead Principal and to appropriate individuals. The Lead Principal will report the Honor Board's decision in writing to the scholar's family.

Consequences for Academic Integrity Violations

If a scholar is found to have not committed a violation, no record will be kept of the proceedings. If the scholar is judged to have committed the violation, then consequences will be assigned. Scholars' records are expunged at the close of each academic school year.

School Counselors at CCSMS

CCSMS counseling focuses on the needs of scholars to ensure that they can make the most of their educational experience. We address the key aspects, including academic achievement, career guidance and support for social and emotional challenges.

Individual Graduation Plans (IGP)

CCSMS School Counselors and staff are here to assist scholars and their families in selecting courses that match the scholar's post-graduation goals for college and careers. The annual Individual Graduation Plan (IGP) is a critical component of this process and is scheduled during the school year with the school counselor as mandated by the state of South Carolina. Please note as a small school some courses are offered in alternating semesters or school years based on demand.

Naviance

Naviance Student is a comprehensive college and career web- based tool that assists our scholars in researching strengths and interests for postsecondary goals. It helps connect academic achievement to scholars' long-term goals, whether they're applying to college, entering the workforce or joining the military. We use Naviance for Career Awareness, College Preparation and College Research. *All transcripts and letters of recommendation for colleges must be requested in the Naviance student account.* Naviance classroom lessons will be provided in high school Crew class, so scholars can learn how to utilize Naviance to the fullest extent.

Curriculum: Our Instructional Program – a STEM School

Course of Study

The CCSMS course of study is designed to advance scholars in a college preparatory environment. Experiential, project-based learning is utilized throughout the middle school and high school. CCSMS offers the following career pathways: Engineering, Biomedical Sciences, Business, Entrepreneurship & Marketing, Computer Science, Environmental Science and Natural Resource Management, and Teacher Cadet.

CREW & HS ILT

The purpose of Middle School CREW at Charleston Charter School for Math and Science is to reinforce organizational skills and to nurture a learning environment where scholars can find success and navigate their academic and social worlds. Middle School CREWS will meet twice daily, both at the beginning of the day and the end of the day.

The purpose of High School CREW & Individual Learning Time (ILT) at Charleston Charter School for Math and Science is to reinforce academic excellence, to build college-going culture, and to strengthen relationships between scholars and teachers. Individual Learning Time (ILT) is a one-hour block at the

midpoint of the school day designed to support learning and maintain a positive culture for scholars. This block of time includes a 30-minute lunch and a 30-minute flex period for scholars to pursue academic work and extracurricular interests. Scholars can use this time to get extra help, make up missed assignments, study, attend intervention, participate in clubs, activities or intramural sports. Scholars who struggle academically may be assigned ILT if deemed necessary by their teacher.

ILT will be Tuesday, Wednesday, Thursday, and Friday. Monday will be reserved for CREW.

Each teacher will have their ILT schedule posted outside of their classroom for easy scholar access. Teachers will also share their schedule with scholars regularly during class.

Teachers closely monitor scholar grades and scholars with a grade below 70% will be assigned ILT by the teacher. In addition, teachers may assign ILT if the scholar has a test/quiz/project to make up or if the teacher deems it necessary based on scholar progress. The teacher will assign scholars ILT and a slip will be given to your scholar so he/she can easily remember. If a scholar does not show up to an assigned ILT, the teacher will contact the scholar and the scholar's parent/guardian and it will be rescheduled. If the scholar fails to show a second time, the scholar will receive a referral.

Many clubs and activities will be set and advertised after the first month of school. We want all scholars to feel part of the CCSMS Community by joining at least one club or activity.

STEMester

STEMester is planned to be a time period of extensive interdisciplinary projects, extended field trips, academic enrichment work, and internships. Over time, this opportunity has developed into a period of inquiry, where scholars can choose theme-centered groups and produce a project based on their experiences in the term. The days dedicated to STEMester are spread throughout the school year.

Gifted and Talented

CCSMS has a high percentage of scholars who are identified by the state of South Carolina as Gifted and Talented. Many of our educators have an additional Gifted and Talented certification and understand the unique developmental needs of these scholars. Gifted and Talented scholars are those who are identified as demonstrating high performance ability or potential in academics and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential. Gifted and Talented abilities for these regulations include scholars who have the academic and/or intellectual potential to function at a high level in one or more academic areas. CCSMS utilizes a class model that delivers services to identified scholars through a rigorous and accelerated curriculum.

Policy for Placement of Gifted & Talented

Gifted and Talented scholars are those who are identified in grades 1–12 as demonstrating high performance ability or potential in academic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential (Regulation 43- 220, Gifted and Talented). The South Carolina Department of Education only funds programs for scholars served in grades 3–12 at the present time.

Scholars in grades 3–12 become eligible for services if they demonstrate high aptitude at or above the 96th national age percentile on a composite score on an individual or group aptitude test. (Scholars may be identified as eligible in grades 1 and 2 who score at the 98th national age percentile on a composite score; however, services are not provided until the 3rd grade.) Scholars who do not meet the 96th percentile on the aptitude test composite score may qualify if they meet the criteria for two of the three dimensions listed below:

- Dimension A Criterion: Reasoning Ability: Score at or above the 93rd national age percentile on the Verbal, Non-Verbal, Quantitative, or Composite score on an aptitude test.
- Dimension B Criterion: High Achievement in Reading and/or Mathematics: Score at or above the 94th national percentile in Reading or Math on a nationally normed assessment instrument OR score meets cut off scores for ELA or Math on Palmetto Assessment of State Standards (PASS) in English/Language Arts or Math.
- Dimension C Criterion: Intellectual/Academic Performance: Maintain 3.75 Grade-Point Average in the academic disciplines in grades 7-12.

To Be Eligible Scholars must:

1. Score at or above the 96th percentile on the composite of a nationally normed test of academic aptitude (Dimension A) OR
2. Qualify in at least two of the following three dimensions.
 - a. Dimension A: Reasoning Abilities
 - i. Criterion: (3rd–12th grades) 93rd percentile or better on Verbal/Linguistic OR
 - ii. Non Verbal/Quantitative/ Mathematical, and/ or a composite of the three section(s) of a nationally normed test of academic aptitude
 - b. Dimension B: High Achievement in Reading or Math
 - i. Criterion: 94th percentile or better on Reading Comprehension OR
 - ii. Total Math section of a nationally normed test (such as MAP) of academic achievement OR
 - iii. Meet the cut off scores on the Palmetto Assessment of State Standards (PASS)
 - c. Dimension C: Intellectual/Academic Performance
 - i. Criterion for 2nd–5th Grades: Qualification on SC Performance Tasks (Project STAR)
 - ii. Taken once in Primary (2nd and 3rd grades)
 - iii. Taken once in Intermediate (4th and 5th grades)
 - iv. Criterion for 6th Grade & Above: Grade Point Average of 3.75 of a possible 4.0 on core subjects yearly average (including foreign language if taken the full year)

Momentum Program

Momentum courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for middle school scholars exhibiting exceptional achievement in a particular content area. The Momentum curriculum places emphasis on critical and analytical

thinking, rational decision- making, and inductive and deductive reasoning. Momentum courses may be offered in English, Mathematics, and Science. Scholars in the Momentum program will take courses for high school credit while in middle school and will therefore be able to take additional courses and college credits while in high school. All regulations for attendance and grading apply to high school courses taken while in middle school.

Grading

Grades are standardized measurements of varying levels of knowledge and skill within a subject area. As dictated by the South Carolina State Department of Education, CCSMS has moved to a 10-point grading scale. A quick outline of the 10-point grading scale is seen below. This chart reflects the percentage range and the corresponding letter grade for CP level high school courses. Please see our school website for a full 10-point grade scale conversion chart. [10 Pt Grading Scale Chart](#)

10-Point Grading Scale	
Percentage Grade	Letter Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
51 – 59	F

Grade Weighting and Distribution

Teachers at Charleston Charter School for Math and Science create course categories and weights that best fit the content of their classes and support scholar learning. Please refer to the course syllabi for each of your scholar's classes for accurate information on how grades are determined.

All high school credit courses will have either a final exam, final project, or a state required End of Course exam (EOC). Both EOC's and finals are weighted 20% of their final grade. Scholars who are enrolled in high school courses requiring End-of-Course (EOC) examinations must take the examinations and fulfill all requirements outlined in SC Regulation 43-262.4.

CCSMS High School Semester Grade Distribution

Quarter 1	Quarter 2	EOC or Final	
40%	40%	20%	Final Semester Grade = Q1, Q2 & EOC or Final

Grade calculation for Q3 and Q4 are same as Q1 & Q2

CCSMS Middle School Quarterly Grade Distribution

Middle school courses will not have midterms or finals unless they are a HS Credit Course. Each quarter will count as 25% of the final grade. Middle school classes for HS Credit will each have a quarter worth 20% and a final exam or EOC worth 20%.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
25%	25%	25%	25%	Final Grade= Average Q1, Q2, Q3 & Q4

CCSMS Promotion and Retention Policy

1. Any sixth, seventh or eighth grade scholar who does not earn a passing grade in Math, Science, English, or Social Studies is retained.
2. Eighth grade scholars who do not earn a passing grade in Algebra I will be promoted only if they earn a passing grade in Science, English and Social Studies.
3. Eighth grade scholars who do not earn a passing grade in Algebra I must retake Algebra I in ninth grade. Eighth grade scholars are not eligible for credit recovery in Algebra I.
4. Eighth grade scholars not academically promoted to high school are not eligible to participate in the Eighth Grade Promotion Ceremonies put forth by CCSMS that year.
5. In high school grade classification depends upon credits earned (High School Grade Classification).
6. Twelfth grade scholars who do not meet SC Department of Education graduation requirements are not eligible to participate in the Twelfth Grade Graduation Ceremony put forth by CCSMS that year.

Promotion and Retention

In order to comply with state law and ensure continuous and appropriate progress from grade 9 through grade 12, CCSMS follows the state department of education's Promotion and Retention Policy.

In Grades 9 through 11, in order to be eligible for promotion to the next grade classification, scholars must have earned a minimum number of units, as specified below. Note: Scholars must be enrolled in at least one English and one Math course each school year in grades 9-11.

To be promoted to grade 10, a scholar must pass a minimum of 4 units of credit to include: One English credit (English 1), one math credit, and two additional credits.

To be promoted to grade 11, a scholar must pass a minimum of 10 units of credit to include: Two English credits (English 1 and 2), two math credits, one science credit, one social studies credit, and four additional credits.

To be promoted to grade 12, a scholar must pass a minimum of 16 units of credit to include: Three English credits (English 1, 2 and 3), three math credits, two science credits, two social studies credits, and six additional credits.

To be eligible for High school graduation, a scholar must have a total of 24 units of credit, including English I, II, III, IV (or Dual enrollment equivalent courses.) Four units of mathematics, three units of science, including one in which an end-of-course test is administered, one unit of US History, ½ Unit Economics, ½ Unit Government, one additional unit of Social Studies, one unit of physical education, one unit of computer science, and one unit of foreign language or career and technology education. To earn distinction as a CCSMS Graduate, Scholar must earn an additional math credit and science credit. Many scholars at CCSMS earn over 32 credits.

<https://ed.sc.gov/districts-schools/state-accountability/high-school-courses-and-requirements/>

Learning and Technology

Technology will be used as a tool to increase and enrich scholar learning. Technology will not and does not replace teacher-scholar interaction. Scholars receive a CCSMS email account that is protected by a password and scholars are expected to follow the CCSMS acceptable use policy at ALL times.

*The acceptable use policy outlined below refers to the use of school-issued devices used at home and at school as well as the use of personal electronic devices at school.

CCSMS Acceptable Use Policy of Technology and the Internet

- **Internet and Technology Use:** All use of the Internet during school hours must be in support of education and research and consistent with the educational objectives of the school. Users must have a well-defined, documented reason for accessing the Internet. No “surfing” is allowed. “Surfing” is the term for unstructured searches, or just exploring to see what is out there. Scholars must have a topic or subject to be researched, and it must be directly related to a given assignment from one or more teachers. There will be adult supervision while any scholar is researching on the Internet.
- **Maintain Network Etiquette:** The Internet has enormous power that can be used for good or bad. We will learn to use the Internet to our advantage while making decisions about its appropriate use. CCSMS scholars will receive negative consequences, up to and including, expulsion for the following misuse of the Internet: annoying other users, using another teacher’s or scholar’s email account, disrupting network communication, sending abusive or threatening messages to others, cursing or using obscenities, searching or sending inappropriate or obscene images to others, and recording altercations and activities of others without consent.
- **Privileges:** The use of the Internet and technology at CCSMS is a privilege, not a right. Inappropriate use of the Internet could result in cancellation of this privilege. If a scholar loses his/her Internet or technology privileges, then it is up to that scholar or that scholar’s family to provide Internet and technology services.

- **Security:** Security on any computer system is a high priority, especially when the system involves many users. To protect scholars, CCSMS utilizes a variety of security measures including an internet firewall, a network content filter that blocks adult content and social media, and device- based content filters. Many applications that scholars use, including their school email accounts, require a password. A scholar should never share or “give out” his/her password to another scholar. Scholar emails may have personal information or sensitive data such as grades or test scores.
- Faculty and staff members have access to scholar email accounts and can view active and historical use of computer in real time with the use of Go Guardian while a scholar is using a school issued device.

If a user feels they can identify a security problem on the Internet, they should notify a faculty or staff member. CCSMS would like to empower both scholars and parent/guardians to help keep our school’s network secure.

- **Access:** CCSMS makes no guarantees that the Internet or technology will be available on any given day. It is up to scholars to plan ahead and have assignments completed before due dates. CCSMS is not responsible for lost or damaged data resulting from service interruptions, delays, non-deliveries, or user error. CCSMS specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. **Scholars are not entitled to access the CCSMS network with their personal devices.** In certain instances, scholars may be granted access to the network using their personal devices at the discretion of the network administrator.

Responsible Use Agreement and Guidelines for CCSMS Computers, Chromebooks, and Tablets

The following information will help you better understand your responsibilities in this venture and what CCSMS expects with regard to the proper use of the device. Please read the guidelines carefully and do not hesitate to ask any of the many staff members involved for further clarification of what is expected.

Device Guidelines

All computers and chromebooks used for classroom instruction remain property of CCSMS. It is the scholar’s responsibility to care for the device and exercise good judgment when using the device at school. Violations of the standards printed below, or of any of the other pertinent policies of CCSMS could result in the loss of technology privileges.

Replacement and Damage Responsibility

Like any other school property, you are responsible for proper care of the device. From time to time, however, through normal use, a device may malfunction. If there is any malfunction of the device under normal conditions, scholars should report the malfunction to their teacher for repair. However, if damage occurs to these devices outside of normal wear and tear, the scholar will be held financially responsible for the cost of repair or replacement.

Caring for the Devices

- Keep chromebooks in their cases at all times.
- Computers and tablets are fragile tools, sensitive to heat and moisture. All classroom laptops and tablets are to be kept atop tables and desks when in use. NEVER eat or drink near the computers or tablets.
- Do not tamper with or remove school tags or stickers. Do not write on the computer or tablet. Do not decorate them with stickers. This is defacing school property and may result in a disciplinary referral.
- It is ALWAYS your responsibility to take care of the computer or tablet in an appropriate manner. Treat each device as a valuable material
- Never pack your Chromebook with other materials. Keep it separate from textbooks and other heavy objects that could potentially damage the screen.
- Scholars will receive a Chromebook and a charger at the beginning of the year and will be responsible for the device for the entire school year. CREW teachers and staff will complete regular check-ins for device status.
- Financial obligations may occur if a scholar tampers with or damages a device. The fee assessed can amount to but not exceed the purchase replacement cost of the device. The approximate cost of replacement is \$407.

Downloading to the Devices

- Scholars may not lock or “password protect” devices.
- No wallpaper is to be used.
- Scholars may not add content to the device in the form of apps, software downloads, or music. If a teacher requires a certain app for class, he or she will install the app for you.
- Any attempts at circumventing CCSMS network filtering will result in disciplinary action at the discretion of CCSMS staff and faculty.

The technology program used by CCSMS is designed to enhance your learning experiences, and you will be expected to show good judgment and responsible use of the devices. Misuse of any device will result in the scholar’s forfeiture of technology and discipline at the discretion of CCSMS staff and faculty.

CCSMS Scholar Code of Conduct Policies

Scholar Conduct

The CCSMS Board expects scholars to be respectful, responsible, and ready to learn. The Board believes self-discipline is an interpersonal goal of public education. Our underlying philosophy is that CCSMS scholars must learn to be responsible for their own actions. Scholars are part of our learning community and their conduct must support the goals of this community. Adherence to the outlined code of conduct is expected from CCSMS scholars at all times and will guide scholars to become productive and contributing members of our school learning community.

Scholars have a responsibility to know and respect the policies, rules, and regulations, as defined in the CCSMS Scholar Code of Conduct.

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

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

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

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

Code of Law South Carolina

The rules shall take into account the necessity of proper conduct on the part of all scholars and the necessity for scholastic progress in order that the welfare of the greatest number of scholars shall be promoted, even though such rules may result in the ineligibility of scholars who fail to observe the required standards and may require the suspension or permanent dismissal of such scholars.

Application of Code Jurisdiction

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

Provisions of this Code of Conduct regarding Vandalism and/or Destruction of School Property and Theft of School Property are applicable whether or not school is open or in session at the time the offense is committed. SC Code of Law Section 59-24-60. Contact Law Enforcement When Criminal

Conduct Occurs

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

Section 59-63-1110. Consent to search person of his effect any person entering the premises of any school in this State shall be deemed to have consented to a reasonable search of his person and effects.

Section 59-63-1120. Searches by school administration or officials with or without probable cause notwithstanding any other provision of law, school administrators and officials may conduct reasonable searches on school property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels with or without probable cause.

Every individual is entitled to courtesy and consideration in relationships with fellow scholars, staff, and faculty. This includes substitute teachers, volunteers, other scholars and visitors. CCSMS prides itself on its academic pursuits and accomplishments. The following list of expectations establish school norms, but is not an exhaustive list. Scholars will be held to high standards of behavior at all times.

- Once a scholar arrives at CCSMS by car, bus, or foot, they cannot leave school grounds before afternoon dismissal, for any reason, unless signed out by their legal guardian or on a school-sponsored field trip.
- Scholars may not sell items while on campus unless it is for a school-sponsored event such as approved club fundraisers.
- Drinks and food brought from home may be eaten during lunch in the cafeteria. Scholars may not have food and drinks in the hallways or classrooms. Sealable water bottles are permitted in classrooms.
- Delivery of food, baked goods, and pastries for scholars are not permitted and will not be accepted by office staff or teachers.
- Scholars participating in any after school activity cannot leave campus before the activity ends unless accompanied by a school official or a legal guardian.

Middle School Behavior Intervention and Support

The CCSMS faculty and staff utilize Kickboard as a Behavior Intervention and Support program at the middle school level. This is used as a method to teach expectations and appropriate behaviors and reinforce those throughout the day. Grade level teams will share details regarding Kickboard use with middle school scholars and parents/guardians. Scholars are encouraged to speak to a school counselor, the Director of Scholar Success and Safety if they have concerns of issues that are effecting their behavior choices.

Middle School and High School Level of Offence Descriptions, Interventions and Consequences

CLASSROOM MANAGED/TEACHER MANAGED

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

Infraction	Definition
Dishonesty	Failure to knowingly tell the truth; also obtaining petty objects without permission like food and school supplies (not technology)
Disrupting Class	Behavior that interferes with instruction, learning, and a safe and orderly environment which includes, but not limited to, chronic talking, teasing, being out of the seat/not sitting in the assigned seat, rude noises, selling items on campus, etc.
Dress Code Violation	Noncompliance with the District and/or school dress code
Electronic Device	Failure to adhere to the authorized time of use outlined in the school's electronic device policy in the classroom
Failure to Complete Work	The act of not completing assigned written, oral, or physical work
Hall Pass Violation	To be in a hallway without written permission; to alter or change a hall pass from its original intent
Horseplay	Rough or boisterous play or pranks that could harm another or disrupt the learning environment.
Identification Violation	Failure to comply with school identification rules
Inappropriate Affection	Unsuitable or improper physical contact, action or gestures, or display of public affection which creates an uncomfortable/stressful environment for the recipient person.
Inappropriate Behavior	Actions or gestures of conducting oneself in a disruptive or disrespectful manner to include tone, attitude, and body language that is negative or abrasive towards another scholar or adult – this also includes not following classroom rules or expectations
Inappropriate Language	Inappropriate or irreverent language that is not demanding nor not directed to another scholar or adult
Inappropriate Materials	Related to the possession or viewing of items considered to be unsuitable for school or school related activities
Littering	Placing trash improperly so as to be a nuisance or health concern
Running	Running in the hallway, classroom, cafeteria, or any other unauthorized area in the school that could pose a safety issue
Tardy	Arriving late to school or class. Refer to the school's tardy plan. Multiple referrals will result in level 1 referral
Throwing Objects	To propel or cast in anyway anything that is visible or tangible without proper authorization.

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

Level 1- BEHAVIORAL MISCONDUCT

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

Code	Infraction	Definition
190	Cheating	Plagiarizing, providing, receiving, or viewing answers to assignments, quizzes, or test; accessing academic materials without permission
4	Contraband	Related to the possession or viewing of items considered to be unsuitable for school or school related activities (magazines, materials to promote discriminatory practices/speech, lighters, chemicals)
170	Cutting Activity	Failure to attend or complete an assigned school activity or event
160	Cutting Class	Failure to attend or completed scheduled class
5	Detention Violation	Failure to serve a period of time during recess, lunch, before or after the school day as a consequence for a behavior infraction (This refers to a teacher violation)
420	Disrespect	Demeaning or discriminatory language and/or insult towards and adult, guest, or staff member including but not limited to any verbal, written, or electronic communication without profanity

305	Driving violation	Failure to abide by SC driving laws or failure to comply with driving rules set forth by the school
400	Excessive Noise	Any loud sound that is unnecessary or interferes with the learning environment or activity; senseless shouting or outcry
271	Failure to Comply with Disciplinary Actions	The act of not completing a consequence or sanction assigned by a teacher or multiple teacher managed offenses. This code is to be used by teachers and staff only
11	Forgery	Purposely signing another person's name or altering, copying, or imitation of something, without authority or right with the intent to deceive or defraud by passing the copy or thing altered or imitated as that which is original or genuine; or the selling, buying, or possession of an altered, copied, or imitated that with the intent to deceive or defraud. Purposely signing another person's name or altering, copying, or imitation of documents (to include but not limited to hall passes, medical notes, field trip forms, check-in/check-out sheet, report cards) without authority or right, with the intent to deceive or defraud by passing the copy or thing altered or imitated as that which is original or genuine; or the selling, buying, or possession of an altered, copied, or imitated thing with the intent to deceive or defraud
320	Leaving Class	Departing from class without permission before the class period is complete
290	Obscene Gesture	An offensive expression of an idea, opinion, or emotion through gesture, comments, or writing. A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion and emotion
200	Off Limits	Wandering on school premises in an area that is off limits to scholars or when there is no particular reason to be there
200	Off Limits- Parking Violation	Parking on campus or at a school sponsored event without authorization or in a manner that is not consistent with expectations of the property owner
210	Profanity (toward scholar/peer)	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward a scholar
23	Property Misuse	Minor damaged or defacement of property belonging to the school or others
151	Truant	A scholar, ages 6 to 17 years old, who has three consecutive days of unlawful absences or a total of five unlawful absences during the current school year
390	Unauthorized Device	Failure to adhere to the authorized time or use outlined in the school electronic device policy. This includes possession of an item at unauthorized times; including but not limited to, laser pointer, camera, cell phone, tablets, drones, etc. This also includes recording scholars or staff without their permission
034	Violation of Medication Policy	Prescription or non-prescription drugs found on a scholar's person without proper documentation

Possible Interventions	Possible Actions
All interventions from TM level	All consequence from TM Level
Mentor	Admin/Parent contact most likely assigned after the 2 nd or 3 rd occurrence)

Attendance contract	Admin/Parent conference
Guidance referral	Confiscation of items
Community service	Administrative Detention
Problem solving meeting w/ Admin	Admin/scholar conference
Peer Meditation	Removal from class
Conflict Resolution	ISS (most likely assigned after the 3 rd or 4 th occurrence)
Schedule Change	Cafeteria/yard/school work detail
Social Skills/Behavior Group	Loss of extracurricular activities. Saturday School (most likely assigned after the 3 rd or 4 th occurrence)

Level 2- DISRUPTIVE CONDUCT

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

Code	Infraction	Definition
1	Aiding Others	A person who assists in or supports the commission of an offence and who usually has knowledge before or after the fact. This includes, but is not limited to: inciting a fight, impeding school officials from reaching a fight, recording a fight, and posting videos of a fight on a social media site.
680	Alcohol/Liquor Law Violation	Violation of laws prohibiting sale, purchase, barter, transportation, possession, distribution, consumption, or being under the influence of alcoholic beverages.
3	Bite/Pinch/Spit	To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth onto another person or possession
530	Bribery	Offering, giving, receiving, or soliciting of money or other items of value to sway the judgement or action of a person
220	Computer Violation-Non-criminal	Unauthorized or inappropriate use of computers or use of computer resources without permission; unauthorized modifications of CCSMS computers that do not permanently damage the system resources (i.e. unauthorized websites, bypassing filters)
407	Confrontation/Altercation	An exchange of words between scholars resulting in a conflict; a heated or angry dispute; a noisy argument or controversy
150	Cutting School	Failure to attend or complete a school day
575	Drug Usage	The use or being under the influence of an illegal substance; solicitation of any chemical compound or material which is categorically not permitted on school grounds or at school related activities such as prescription or non-prescription medication; being under the influence of unauthorized legal or any illegal substances

9	Fighting	Mutual participation in an incident involving physical violence where there is no major injury
10	Fireworks	Possession and/or detonation of an explosive pyrotechnic device that makes a display of light or noise on school property but does not cause harm to others
620	Fraud/Counterfeit	Deceiving another in order to damage him/her; usually, to obtain property or services from him or her unjustly
630	Gambling	Betting on a game of chance or an activity where money is exchanged
12	Harassment	Any insulting, abusive or dehumanizing statement or action which negatively impacts another person's (scholar or staff) emotional or mental well-being. This could be in person or with technology (email, blogs, texting, social media, chatrooms, sexting, instant messaging, video voyeurism, etc.)
14	Hit/Kick/Push	To deal blow to, come in contact with, to trip, or strike; to strike with foot or feet; to push, apply pressure with the intent to cause harm
22	Inappropriate Physical Contact	Touching another person in an unsuitable or improper manner for the location, setting, or activity
310	Leaving School	Departing from campus without permission before the school day is complete
20	Major Disruption	Behavior that interrupts the learning environment for a specific period of time in a confined area
2	Other Offense (stealing)	To steal or possess property without the permission of the owner under \$100
710	Pornography	Possession, manufacturing, or distribution of sexually explicit/obscene material
380	Probation Violation (District Probation Only)	A direct violation of a District Probation contract administered through a hearing
210	Profanity (toward adult)	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor towards a staff member
270	Refusal to Obey/Defiant	Refusing to follow a request or a specific direction/instruction of an adult, posted sign/notice, or campus safety procedure (e.g. propping open doors or gates, not listening during a drill or emergency) through disobedience, defiance, unruliness, or non-compliance
740	Stolen Property	Having in possession goods obtained by larceny, by stealing, by robbing, by theft; something unlawfully taken from its rightful owner (less than \$2000 in damages. Greater than \$2000 moves to Level 3 offense-larceny/theft)
230	Tobacco	Possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless tobacco products, electronic cigarettes, and vaporizers
750	Trespassing	Being on school property or at a school sponsored event without permission, including while on suspension or after expulsion; entry of a structure without intent to commit a serious crime or theft
153	Truant – Chronic	A scholar, ages 12 – 17 years old, who has been through the school intervention process has reached the level of a “habitual” truant, has been referred to Family Court and placed on an order to attend school, AND continues to accumulate unlawful absences

152	Truant – Habitual	A scholar, ages 12 – 17 years old, who fails to comply with the intervention plan developed by the school, the child, and the parent(s) or guardian(s) and who accumulates two or more additional unlawful absences
29	Urination	Willfully urinating on school property or another scholar's property (shoes, floor, walls, bus, etc.)
760	Vandalism	Willfully or maliciously destroying, damaging, or defacing real or personal property (Less than \$500 in damages. Greater than \$500 moves to Level 3 offense)
789	Misc. weapons	Weapons such as: toy guns, cap guns, toy pellet guns, bullet, and other devices that do not inflict injury

Possible Interventions	Possible Actions
All interventions from TM and Level 1	All consequences from TM and Level 1
Referral to outside agency	Parent/Guardian Shadowing
Referral to Truancy interventionist	Conditional Suspension (most likely assigned after the 1 st or 2 nd occurrence)
Referral to Social Worker	ISS (most likely assigned after the 2 nd or 3 rd occurrence)
MTSS consultation	OSS (most likely assigned after the 2 nd or 3 rd occurrence)
Individual Problem solving	School Probation Contract
Sexual Harassment Intervention	Restitution
Bullying Intervention	Referral to Law Enforcement
Threat Assessment	Abbreviated Day
Home visit	Restricted Activities / Schedule
Referral to CIS/Mental Health	Loss of participation in School Events (graduation, field trip/ceremony/dance/etc.)
Intervention referral to Department of Alternative Programs and Services	
Substance Use Intervention	

Level 3- CRIMINAL CONDUCT

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

Code	Infraction	Definition
500	Arson	Any willful and malicious burning of any part of a dwelling, structure, building, or conveyance
510	Assault, Aggravated	An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. This category includes attempted murder. A weapon can be a commonly known weapon, such as a gun or knife, or any other item, which, although not usually thought of as a weapon, becomes one when used in a manner that could cause severe bodily injury (e.g. baseball bat, metal chain, large stick). A "severe laceration" is one that should receive medical attention. A "loss of consciousness" must be the direct result of force inflicted on the victim by the offender
520	Assault, simple	An unprovoked physical attack by one person upon another where the offender neither uses nor displays a weapon and the victim does not suffer obvious severe or aggravated bodily injury
260	Bomb Threat	Indicating the presence of bomb or explosive device on school grounds, school bus, or at any school activity
651	Bullying	A deliberate, repeated act with intention to hurt, insult or threaten another person in school, on school grounds, in school vehicles, or at school events. A gesture, an electronic communication, or written, verbal, physical, or sexual act that takes place on school property, at any school – sponsored function where the school is responsible for the child or on a school bus or other school-related vehicle, at an official school bus stop that: a) a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a scholar, physically or emotionally, or damaging the scholar's property or placing a scholar in reasonable fear of harm to his person or damage to his property; or b) has the effect of insulting or demeaning any scholar or group of scholars in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school. (due to Race of Victim, Disability of Victim, Gender of Victim, Religion of Victim, Due to National Origin of Victim, Due to Sexual Orientation of Victim, or Other/Unknown)
540	Burglary	Unlawful entry or attempt to unlawfully enter a building or other structure with the intent to commit a felony or theft
700	Computer Violation – Criminal	Using school computers to commit a criminal act such as hacking into servers, piracy, altering school data, etc. ; purposely damaging school system computer resources
652	Cyber Bullying	Bullying that takes place over digital devices such as cell phone, computers, and tablets. Cyber bullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content, Cyberbullying includes sending, posting, or sharing negative, harmful, or false content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation
560	Disturbing School	Behavior that disturbs the learning environment for a significant number of scholars for an extended period of time or school sponsored events and requires the intervention of a number of staff members.
570	Drug Distribution	It is unlawful for any person (1) to manufacture, distribute, dispense, deliver, or purchase; or to aid, abet, attempt, or conspire to manufacture, distribute, dispense,

		deliver, or purchase; or to possess with intent to manufacture, distribute, dispense, deliver, or purchase a controlled substance and (2) to create, distribute, dispense, deliver, or purchase; or to aid, abet, attempt, or conspire to create, distribute, dispense. Deliver, or purchase; or to possess with intent to distribute, dispense, deliver, or purchase a counterfeit substance
580	Drug Possession	Possession of an illegal substance represented as drugs, and/or a mood-altering substance (prescription medication). Scholar under the influence of drugs who admitted to smoking/possessing drugs on campus/school/district sponsored event
590	Embezzlement	The unlawful misappropriation by the offender of money, property, or some other thing of value for personal use while entrusted to his/her care, custody or control
600	Extortion	To unlawfully obtain money, property, or any other thing of value without that person's consent through the use or threat of force, misuse of authority, threat of destruction of reputation or social standing, or through other coercive means
350	Fire Alarm	In the absence of an emergency, to activate or set off a fire signal indicating the presence of a fire emergency
250	Gang Activity	Any group of individuals or organization, whether formal or informal, which advocate or promote activities threatening the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The existence of such group of individuals associated may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics
610	Forced Sexual Offense	Any sexual act directed against another person, forcibly, and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent. This definition includes forcible rape, forcible sodomy, sexual assault with an object (to use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity), and/or forcible fondling (child molesting)
640	Homicide	The killing of one human by another, not including manslaughter or attempted murder
19	Indecent Exposure	The deliberate exposure in public one's genitalia or private area(s) of one's body
650	Intimidation	This code is to be used for incidents involving scholars only (i.e. scholar intimidates scholar). Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapon and without subjecting the victim to actual physical attack. (This category only includes verbal incident that causes fear. It does not include insubordination, lack of respect, defiance of authority, etc.) – Federal definition- CO30. See Threat Assessment Information and Proceed Accordingly.
660	Kidnap/Abduction	The unlawful seizure, transportation, and/or detention of a person against his or her will or of a minor without the consent of his or her custodial parent(s) or legal guardian. This category includes hostage taking
670	Larceny/Theft	To steal or possess property without the permission of the owner (Greater than \$2000 in damages)
700	Other Offenses – Criminal	Other acts of criminal conduct as set forth in State and Federal Law not covered in the existing list of codes; includes offense(s) committed off-campus that is deemed serious enough by the state regulations to be a danger to the school environment

720	Prostitution	To engage in or promote sexual activities for profit
730	Robbery	The taking or attempting to take anything of value under confrontation circumstances from the control, custody, or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm
13	Sexual Harassment	Any unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written, electronic or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment <ul style="list-style-type: none"> • an employee of the district conditioning the provision of aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct • unwelcome conduct determined by a reasonable person to be severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity • "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291 (a)(10), "domestic violence" as defined in 34 USC 12291 (a)(8), or "stalking" as defined in 34 USC 1229 (a)(30)
690	Non-Forcible Sexual Offense	Unlawful, unforced sexual acts or indecent exposure that is overtly sexual in nature, or other sexually inappropriate behavior
25	Sexual violation	Acts that are overtly sexual in nature including masturbation, most consensual intercourse and oral sex
27	Threat	Making statements or gestures of intent to do physical harm to a staff member or towards the school
230	Tobacco Distribution	Sell, dispense or distribution of any tobacco related products included but not limited to: cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless products, electronic cigarettes, and vaporizers
760	Vandalism	Willfully or maliciously destroying, damaging, or defacing real or personal property (Greater than \$500 in damages. Less than \$500, then Level 2 offense
770	Vehicle Theft	To steal from or possess a vehicle without permission of the owner
781	Weapons: Handguns	A handgun with or without ammunition
786	Weapons: Knife Blade Less than 2"	A knife with a blade of less than 2 inches
785	Weapons: Knife Blade More than 2.5"	A knife with a blade of more than 2.5 inches
784	Weapons: Knife Blade More than 2"	A knife with a blade of more than 2 inches
783	Weapons: Other Firearms	Devices designed to expel a projectile, grenade, explosive
782	Weapons: Rifles/Shotguns	A rifle or shot gun with or without ammunition

787	Weapons: Discharged Firearm	A discharged handgun
788	Weapons: Discharged Firearm	A discharged rifle or shotgun
789	Weapons Offense from the State Dept.	Weapons: Firearms, handguns, rifles, shotguns, or bombs (including look-alike); pellet gun, paintball gun, stun gun, BB gun, flare gun, nail gun, or airsoft gun or any other type of weapon, devices or object which may be used to inflict bodily harm or death shall not be allowed on any school property (including vehicles) or at any school sponsored event. This shall also include, but not limited to, knives, Tasers, dirks, slingshots, bludgeons, blackjacks, Chinese star, razors (including straight or retractable razor), ice pick, metal knuckles, box cutters, nun chucks, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray

Possible Interventions	Possible Actions
All interventions from TM, Level 1, and Level 2	All consequences from TM, Level 1, and Level 2
Abbreviated Day (must be approved by administrator)	OSS 5 days (additional 5 can be approved by administration)
Alternative Schedule	Referral to Law Enforcement
Substance Use Intervention	Expulsion Referral

Level 3- CODE 700 – OTHER CRIMINAL OFFENSES (SERIOUS)

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

abuse or neglect of a vulnerable adult resulting in death (Section 43-35-85(F))
abuse or neglect of a vulnerable adult resulting in great bodily injury (Section 43-35-85(E))
accessory before the fact to commit any of the above offenses (Section 16-1-40)
aggravated voyeurism (Section 16-17-470(C))
aiding and abetting homicide by child abuse (Section 16-3-85(A)(2))
allowing great bodily injury to be inflicted upon a child (Section 16-3-95(B))
armed robbery (Section 16-11-330(A))
arson in the first degree (Section 16-11-110(A))
arson in the second degree (Section 16-11-110(B))
assault and battery by mob, first degree, resulting in death (Section 16-3-210(B))
assault and battery of a high and aggravated nature (Section 16-3-600(B))
assault and battery with intent to kill (Section 16-3-620)

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

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

Suspension and Expulsion

The Board and school administration must provide due process of law to scholars, parent/legal guardians, and school personnel through procedures defined in the Scholar Code of Conduct for the suspension of scholars which comply with federal and state law.

Suspension is the exclusion of a scholar from school and school related activities for a period of time. Under state law, school administration may suspend a scholar for committing a crime, gross immorality, gross behavior, persistent disobedience, violating written rules and regulations, or when the presence of the scholar is detrimental to the best interest of the school or disruptive to the educational process.

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

Refer to State Codes 59-63-220 and 59-63-230

Suspension Appeal Process

When a scholar is suspended from a class or a school, the principal or building level administrator shall notify, in writing, the parents or legal guardians of the scholar, giving the reason for such suspension.

When a scholar is suspended from class or school, these procedures will be followed: The principal or building level administrator shall notify, in writing, the parents or legal guardian of the scholar, giving the reason for such suspension.

A parent/guardian may appeal a suspension in writing, within 10 days of written notification of the suspension, by requesting a conference with the principal if the scholar was suspended by the assistant principal.

The appeal process may remove the suspension from the scholar's academic record, but the suspension must still be served as assigned during the appeal process.

If the suspension was assigned by the principal or the principal upholds a suspension, then an appeal is made to the CCSMS Board of Directors. The decision of the CCSMS Board of Directors is final.

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

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

Expulsion Referral Process:

When a scholar is referred to the Discipline Review Board, or their designee, for expulsion from school, the principal or building level administrator shall notify, in writing, the parents or legal guardians of the scholar, giving the reason for the recommendation for expulsion. A school official shall take the following steps;

- School compiles necessary documentation and submits an expulsion referral packet to the Discipline Review Board, or their designee.
- The parent/guardian will be notified by CCSMS of the hearing date, time, and location. Notification will be made by registered or certified mail. If the hearing is scheduled on short notice (less than four days), CCSMS will confirm the date and time with the parent and guardian via phone and/or email. (If the hearing is not held within 10 days of the notice, the scholar can return to school on a probationary status. If there is cause to believe the scholar's presence in school would constitute a threat to the safety of others, the executive principal can approve additional suspension days.)
- The hearing is conducted by the CCSMS Discipline Review Board, or their designee, in a specified area and must be heard in the presence of all parties: scholar, parent/guardian and school administration.

The Discipline Review Board, or their designee, can recommend the following decisions to the CCSMS Board of Directors:

- Board probation
- Additional suspension
- Assignment to Alcohol and Other Drug Alternative Program for Teens (CCSMS does not incur cost)
- Community Service
- Counseling
- Expulsion or Long Term Removal

Due Process Rights:

- The scholar/parent or legal guardian has the right to be represented by legal counsel. (CCSMS will not incur the cost of legal counsel.)
- The scholar/parent or legal guardian must be notified (in writing) of the (incident), as well as the time, date, and location of the hearing and be provided a reasonable opportunity to attend. The notice must be in the language best understood by the parent/guardian.
- The scholar/parent or legal guardian has the right to a neutral decision maker.
- The scholar/parent or legal guardian has the right to examine the evidence, present witnesses, and challenge the evidence against them.
- The scholar/parent or legal guardian, or school administration have the right to appeal the decision.

Expulsion is the removal of a scholar from CCSMS for the remainder of the school year, or for a full calendar year, until readmitted by the Discipline Review Board. The scholar can seek admittance to a CCSD school.

through their home school's Constituent Board, but the expulsion term will likely be upheld by CCSD. According to CCSD policy, expulsion does not exclude scholars from enrolling in a CCSD Adult Education program with approval from a Constituent Board. To gain re-admittance to CCSMS, the scholar must reapply after the expulsion term is completed and enter the lottery process.

The Discipline Review Board may authorize or order the expulsion, suspension or transfer of any scholar for the commission of a crime, gross immorality, gross misbehavior, persistent disobedience, or for the violation of written rules and promulgated regulations established by the Board or the State Board of Education or when the presence of the scholar is detrimental to the best interest of the school.

The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event will a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed, at the discretion of the scholar/parent, to all persons except the scholar, the scholar's parents or guardians, the scholar's attorney, and at least one school official. CCSMS will not incur the cost of legal counsel. Witnesses will be admitted to a closed hearing only to the extent necessary to testify. If another scholar is to act as a witness, signed written consent of that scholar's guardian must be obtained prior to the meeting. A witness (victim) will have the option to prove a written statement or appear in person to provide testimony.

The parent/guardian of the scholar or the school principal may submit a written request for appeal of the Discipline Review Board decision to the CCSMS Board of Directors within ten days upon receipt of the disposition.

Restrictions for expelled scholars:

- Scholars expelled from school are prohibited from coming onto CCSMS property, attending school functions on or off campus, or riding a school bus.
- Scholars who are expelled from CCSMS may seek admission to a CCSD Adult Education Program through their home school's Constituent Board.

Disciplinary Procedures for a Student with Disabilities

34 CFR Sec. 104

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

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

If you have questions or concerns regarding 504 plans, contact 843-720-3085.

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

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

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

If the behavior is a manifestation of the disability, the student may not be suspended or expelled beyond the date of the meeting, but the IEP team may review the current IEP and make any revisions deemed necessary by the team with the parent's input.

45 Day Removal:

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

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function;
- *Section 1365 (h)(3) of title 18, United States Code: The term "serious bodily injury" means bodily injury which involves – (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty;
- Scholars shall be referred to Charleston County School District's DAP in addition to the 45-day removal for the above mentioned behavior if the behavior was found not to be a manifestation of the disability. After the hearing decision is made, the 45-day Interim Alternative Educational Setting (IAES) ends.

Recommendation for Long-Term Removal:

When a scholar with disabilities is recommended for long-term removal, the IEP Team (including the Special Education Coordinator) must convene a Manifestation Determination

Review meeting within ten days of the action, at which time the Local Education Authority (LEA) Representative:

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

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

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

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

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

If you have questions or concerns regarding IEPs, please contact 843-720-3085.

Risk Assessment and Intervention

At times, scholars may indicate either verbally, in writing, or through drawings, a threat to harm themselves or others. In order to ensure the safety of all of our scholars, the school takes these threats very seriously. As a result, whenever a threat to self or others is discovered, a risk assessment will be completed by trained professionals to determine the level of response and support needed. School-based counselors and psychologists, as well as designated district level staff, are trained to conduct risk assessments. Risk assessments should be conducted as soon as possible once the threat is identified to address the safety of all scholars and staff.

Parent/guardian permission is not required to conduct a risk assessment; however, a parent or guardian will be informed when a risk assessment is conducted. The assessment will guide the development of a plan of action to support the safety of the scholar, other scholars, and the school personnel. Risk assessment determinations (low, moderate, high, imminent risk) determine the level of intervention needed to support the scholar.

If a risk assessment is conducted with your scholar, you will be notified and you may be asked to provide additional information. If those conducting the assessment make a moderate risk determination, you may be asked to take your scholar for further clinical assessment. Scholars considered high risk will need to be seen immediately by a mental health professional. If an imminent determination is made, appropriate emergency personnel will be contacted immediately. In addition, you will be asked to provide documentation that your scholar has been assessed by a clinician, prior to being readmitted. A re-entry meeting will be conducted prior to the scholar's return to school and an Intervention and Supervision Plan will be developed with the parent/guardian. (Revised September 08, 2020)

If parents/guardians, community members, or scholars know of threats a scholar has made to harm others or of threats a scholar has made to harm him or herself, that threat should be reported. You can call the school or utilize the StopIt app for your school. **If there is immediate danger of harm, law enforcement should be contacted immediately.**

Crisis Intervention

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

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

Restraint/Physical Force

CCSMS follows the CCSD Policy on Corporal Punishment/Physical Force and complete policy can be accessed at www.ccsdschools.com.

CCSMS Administration may not permit corporal punishment to be used as a disciplinary measure. Corporal punishment is any act of physical force upon a student for the purpose of punishing that student.

Administration may permit reasonable and necessary physical force under the following circumstances:

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

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

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

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

SC Code of Law Section 59-24-60

Contact Law Enforcement When Criminal Conduct Occurs

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

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

Tobacco Free School District – Tobacco Use By Scholars

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

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

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

CCSMS commits to the following:

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

Notice

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

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

Enforcement

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

Scholars:

- Parent/legal guardian/administrator conferences
- Mandatory enrollment in a tobacco prevention education or cessation programs
- Community services
- In-school suspension
- ^suspension from extracurricular activities
- Out-of-school suspension

Staff:

- Verbal reprimands
- Written notification placed in personnel file
- Suspension
- Mandatory enrollment in a tobacco prevention education program
- Voluntary enrollment in a cessation program

Contract of other workers:

- Verbal reprimand
- Notification to contract employer
- Removal from district property

Visitors, volunteers, or members of the public

- Verbal requests to leave school property
- Termination from volunteer positions
- Forfeiture of any fee charged for admission
- Prosecution for disorderly conduct after repeated offenses

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

Education and Assistance

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

Tobacco Industry Marketing or Sponsorship

CCSMS will not accept any contributions or gifts, money, or materials from the tobacco industry. CCSMS will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco or alternative tobacco products, or tobacco or alternative tobacco use, will not be allowed on

school grounds or in the possession of scholars, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public on school property or at school-sponsored events.

Statement Concerning Amendments and Modifications

The administration may assign discretionary punishment as appropriate for all offenses covered, or not expressly, covered, in this document. CCSMS complies with all laws and governance as determined by State policy.

This Family Resource Manual and Scholar Code of Conduct may be modified at any time based upon the sole discretion of the administration.

The Administration reserves the right to have any disruptive individual removed from any school-sponsored event, including the graduation ceremony.

Policy and Procedure for Appeals

Options are available to a scholar or legal guardian who wishes to appeal any CCSMS decision on policy or procedure:

1. Scholar and/or legal guardian(s) may make an appeal at the next regularly scheduled meeting of the CCSMS Board if a written notice of the intention to appeal and explanation of the appeal is presented to the Board of Directors' meeting.
2. The legal guardian and/or scholar may appeal in writing by sending a letter to the CCSMS Board of Directors or the CCSMS principal at least 48 hours before the next regularly scheduled Board of Directors meeting. This letter must state the intention and explanation of the appeal. The Board will discuss the scholar's case and a decision will be made during executive session. The Board chairman or school principal will notify the parent or legal guardian/scholar in writing of its decision.
3. The school principal may make an appeal at the next regularly scheduled meeting of the CCSMS Board of Directors only if a written notice of the intention to appeal and explanation of the appeal is presented to the Board of Directors' chairman or CCSMS 48 hours before the next scheduled CCSMS Board of Directors meeting.

Title IX Policy

Effective August 14, 2020

Charleston Charter School for Math and Science (“CCSMS” or the “School”), as required by Title IX of the Education amendments of 1972 and its corresponding regulations (“Title IX”), does not discriminate on the basis of sex in its education programs or activities. Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex even if those acts do not involve conduct of a sexual nature. CCSMS prohibits discrimination and harassment on the basis of sex or gender in all of its programs and activities by its employees, scholars or third parties.

CCSMS will respond promptly to actual knowledge of sexual harassment in an education program or activity of the School against a person in the United States in a manner that is not deliberately indifferent. The response will treat complainants and respondents equitably.

Any allegations of inappropriate conduct of a sexual nature that fall outside of this policy will be handled consistent with other applicable CCSMS policies, including professionalism, conduct, and disciplinary or similar policies for employees and/or scholars/parents or legal guardians.

Notice requirement

34 CFR § 106.8

In addition to providing notice of the Title IX Coordinator’s name and contact information (see below), the administration will also provide notice of the School’s nondiscrimination policy and grievance procedures under the Title IX requirements, including how to file or report sexual harassment and how the School will respond to applicants for admission and employment, scholars, and parents or legal guardians.

Definitions

Sexual Harassment

34 CFR § 106.30(a)

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

An employee of the district conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct (i.e., “quid pro quo”); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education program or activity (i.e., hostile environment); or

“sexual assault” as defined in 20 USC 1092(f)(6)(A)(v) (the Clery Act), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8), or “stalking” as defined in 34 USC 12291(a)(30) (Violence against Women Act).

(Note: use of email, internet, or other technologies may constitute “sexual harassment” on a similar basis to use of in-person, postal mail, handwritten, or other communications).

Education program or activity

34 CFR § 106.44(a)

Includes any locations, events, or circumstances over which the School exercised substantial control over both the alleged harasser (respondent) and the context in which the sexual harassment occurred.

Formal complaint

34 CFR § 106.30(a)

A document filed by a complainant or signed by the School’s Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. Only those who are “participating in or attempting to participate in” the School’s education program or activity (i.e., scholars, employees, applicants and, in some cases, parents or legal guardians), or the Title IX Coordinator, may file a formal complaint. A formal complaint is considered “filed” whether submitted to the Title IX Coordinator in person, by mail, by e-mail, and/or online portal (if applicable). The formal complaint must contain the complainant’s signature (physical or electronic).

Complainant

An individual who is alleged to be the victim of conduct that could constitute sexual harassment. While parents and legal guardians do not become complainants (or respondents), parents and legal guardians have the legal right to act on behalf of parties (including by filing formal complaints) in Title IX matters.

Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Days

Any reference to days means a day on which the School is open.

Actual Knowledge

34 CFR § 106.30(a)

Actual knowledge of sexual harassment means notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or *any* CCSMS employee.

Burden of Proof

The School will use the preponderance of evidence standard to determine responsibility.

Role of Title IX Coordinator and other Title IX Personnel

The designated Title IX Coordinator for CCSMS is Kelly Ferderigos.

E-mail: kferderigos@charlestonmathscience.org

Telephone: (843) 720-3085 ext. 0001

Address: CCSMS, 1002 King Street, Charleston, SC 29403

CCSMS authorizes the Title IX Coordinator to coordinate the School's required efforts under the law. The Title IX Coordinator's contact information will be posted on the School's website and will also be included in any handbook provided to employees, scholars and parents, or legal guardians. The Title IX Coordinator is responsible for education, notice requirements, investigations, and coordination of supportive measures, and effective implementation of any remedies under Title IX.

CCSMS designates Johnny Orr as the Title IX Investigator, who is charged with investigating the allegations of any formal complaint filed with the School.

CCSMS will designate Mary Carmichael as the Decision-maker related to any Title IX formal complaint, investigation and grievance process.

CCSMS will designate a CCSMS Board Member to review any appeals that may be filed following the Title IX Grievance Process.

Under no circumstances will the decision-maker be the same person as the Title IX Coordinator or the investigator, and the person(s) or panel deciding an appeal cannot be the Title IX Coordinator, Investigator, or Decision-maker.

Any person designated as a Title IX coordinator, Investigator, Decision-Maker, or any person designated to facilitate an informal process must not have a conflict of interest against complainants or respondents generally or against the particular complainant and respondent. The School will ensure required training (discussed below) is provided to these individuals.

Training

34 CFR § 106.45(b)

All CCSMS personnel serving in these roles will receive the necessary training pursuant to Title IX requirements. Specifically, CCSMS will ensure that Title IX coordinators, Investigators, Decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process, appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Decision-makers must also receive training on issues of relevance of questions and evidence. The Investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. The School will make training materials used to train Title IX coordinators, Investigators, Decision-makers, and any person who facilitates an informal resolution process publicly available on the District's website.

Reporting Allegations

34 CFR §§ 106.44(a); 106.8(a)

Any person may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in person, by mail, by telephone, or by e-mail. The report can be made at any time, including during non-school hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

Upon receiving a report, the Title IX Coordinator must promptly:

- Contact the complainant, i.e. the alleged victim (if that person can be identified);
- Offer the complainant supportive measures (discussed more below) and explain that such measures can be available with or without a formal complaint;
- Explain to the complainant the process of filing a formal complaint; and
- Contact the respondent, who must also be offered supportive measures (explained below).

The Schools response must treat complainants and respondents equitably under the Title IX requirements.

Supportive Measures

34 CFR §§ 106.30(a); 106.44(a)

The Title IX Coordinator must promptly contact the complainant (alleged victim) to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Supportive measures are non-disciplinary, non-punitive, individualized services, offered as appropriate, as reasonably available, and without charge to a complainant or a respondent before or after the filing of a formal complaint, or where no formal complaint has been filed. Confidentiality of supportive measures must be maintained to the extent that maintaining confidentiality would not impair the ability of the School to provide the supportive measures. Supportive measures may include counseling, course modification, scheduling changes, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased monitoring or supervision, and other similar measures.

The Title IX Coordinator's prompt response (to offer supportive measures) is required regardless of whether a formal complaint is filed.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures offered should be documented.

Response to a Formal Complaint and Title IX Grievance Procedure

34 CFR § 106.45(b)

Filing of a formal complaint must be done in writing and be signed by either the complainant or the Title IX Coordinator. The formal complaint triggers the School's duty to initiate the grievance process, including an investigation. The School will generally respect the complainant's decision not to file a formal complaint; however, the Title IX Coordinator may sign a complaint to initiate an investigation if he/she determines that not pursuing an investigation would be deliberately indifferent or that pursuing an investigation is necessary for community safety or similar reasons.

The term "parties" as referenced in this policy may include parents and/or legal guardians, where applicable.

The Formal Grievance Procedure consists of three distinct stages: investigation; review and determination by decision-maker; and appeal. In general, the School's Title IX grievance process will:

Treat parties equitably.

- Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- Require that any person designated as a Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal process not have a conflict of interest against complainants or respondents generally or against the particular complainant and respondent. The School will ensure required training is provided to these individuals.
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process.

- Utilize a preponderance of the evidence standard to determine responsibility.
- Include reasonably prompt time frames for conclusion of the grievance process.
- Describe or list the possible disciplinary outcomes and remedies that may be implemented following a determination of responsibility.
- Include the procedures and permissible reasons for appeal by a respondent or a complainant.
- Describe the range of supportive measures available to complainants and respondents.
- Not require, allow, or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

Written Notice

34 CFR § 106.45(b)(2)

Upon receipt of a formal complaint, the School must provide written notice to all known parties in sufficient time to give the respondent (and complainant) time to prepare a response before an initial interview. The written notice must include:

- Notice of the allegations, with sufficient details known at the time of the complaint, including identifies of the parties involved in the alleged incident, the conduct alleged to be sexual harassment under Title IX, and the date and location of the alleged conduct (if known);
- Description of the Formal Grievance Procedure, including any Informal Resolution Process (if available, and includes notice of any consequences from participation, such as the records that will be maintained or could be shared);
- Statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney); and
- Notice of the parties' right to inspect and review evidence gathered during the investigation stage of a formal complaint; and
- Notice of any provision in the code of conduct (or other similar policy) that prohibits knowingly making false statements or providing false information in the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the initial written notice (described above), the School must provide notice of the additional allegations to the known parties.

Informal Resolution Process Option (limited circumstances)

34 CFR § 106.45(b)(9)

As an alternative to the formal grievance procedure, the School will offer an informal resolution process, such as mediation, to the parties. This process is not available in the context of a complaint that an employee harassed a scholar.

The School cannot offer to facilitate an informal resolution process unless a formal complaint of sexual harassment is filed.

At any point during the formal complaint process and prior to a responsibility determination, the School may offer to facilitate an informal resolution process that does not require a full investigation, provided both parties are given the required notice of rights, and the parties voluntarily consent in writing to participate in an informal resolution process. The informal resolution process will take the form of a mediation or arbitration before a neutral third-party, which may be a CCSMS employee. The CCSMS Lead Principal will facilitate the informal resolution process and may serve as the neutral third-party in the process.

Further, the School cannot require the parties to participate in an informal resolution process, and no conditions may be placed on parties in exchange for their consent to the informal resolution process (i.e., there can be no conditional promise of continued enrollment or employment in exchange for consent to participate in informal resolution)

Additionally, at any point prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process.

Dismissal of a Formal Complaint 34 CFR § 106.45(b)(3)

CCSMS administration will investigate the allegations in a formal complaint. The complaint *must* be dismissed if the allegations:

- would not constitute sexual harassment as defined in 34 C.F.R. § 106.30, even if proved;
- did not occur in the School's education program or activity; or
- did not occur against a person in the United States.

The complaint *may* be dismissed:

- if the complainant notifies the Title IX coordinator in writing at any time that he or she wishes to withdraw the complaint or any allegations in it;
- if the respondent's enrollment or employment ends; or
- if specific circumstances prevent the School from gathering evidence sufficient to reach a determination.

CCSMS will promptly send written notice of dismissal and reasons for dismissal simultaneously to parties. Such a dismissal does not preclude action under other provisions of CCSMS' Employee Handbook, Code of Conduct, or other similar policy for scholars/parents.

Investigation Process
34 CFR § 106.45(b)(5)

CCSMS must investigate the allegations in a formal complaint. During the investigation both parties will have the opportunity to present evidence, and both parties will have the opportunity to view and respond to evidence prior to the Decision-maker's final review.

Specifically, when investigating a complaint, the Investigator will:

- Ensure that the burden of proof and of gathering evidence rests on the School rather than the parties, except that certain treatment records cannot be obtained without voluntary, written consent from the party or parent/legal guardian;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict either party's ability to discuss the allegations or gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during interviews or other related proceedings or meeting, including an advisor who may, but is not required to be, an attorney (the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties);
- Provide to a party who is invited or expected to attend, written notice of the date, time, participants, purpose and location of any investigative interview or other meeting with enough time to allow the party to prepare to participate;
- Provide both parties and advisors, if any, an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint, including evidence on which the School does not intend to rely and any inculpatory or exculpatory evidence from any source; such evidence must be provided prior to the completion of the final investigation and report, and in time to give the parties at least ten (10) days to prepare a written response, which the investigator must consider prior to completing the investigation report; and
- Prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to the parties and their advisors, if any, at least ten (10) days before the Decision-maker makes a determination of responsibility, and allow them to provide a written response.

Determination of Responsibility by Decision-Maker
34 CFR § 106.45(b)(6) & (7)

After the investigator has sent the investigative report to the parties and the Decision-maker, and before a determination of responsibility is made, the Decision-maker will:

- Provide each party ten (10) days to respond to the investigative report and the opportunity to submit written, relevant questions that the party wants asked of another party or witness, to the Decision-maker;
- Provide each party with the answers to the written questions; and
- Provide for limited follow-up questions from each party.

Importantly, and similar to rape shield protections for victims, questions and evidence about the complainant's sexual predisposition or prior sexual behavior (if applicable) are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than respondent committed the alleged conduct at-issue, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. To the extent the Decision-maker excludes any questions, the Decision-maker must explain the decision to exclude a question(s) as not relevant to the party proposing the question(s).

The Decision-maker, who cannot be the Investigator or the Title IX Coordinator, will apply the School's preponderance of the evidence standard and issue a written determination of responsibility that:

- Identifies the allegations that potentially constitute sexual harassment;
- Describes the School's procedural steps taken from the receipt of the complaint through the determination;
- Includes findings of fact supporting the determination;
- Includes conclusions regarding the application of the School's code of conduct or other similar policy to the facts;
- Includes a statement of, and a rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the District's education program or activity will be provided to the complainant; and
- Includes procedures and permissible bases for the complainant and respondent to appeal.

The written determination must be provided to the parties simultaneously.

Appeals Process

34 CFR § 106.45(b)(8)

Within ten (10) days of receipt of the determination, either party may appeal a determination of responsibility, or the School's dismissal of a formal complaint or any allegations therein, for the following reasons:

A procedural irregularity that affected the outcome;

New evidence that was not reasonably available at the time of determination and could affect the outcome; or

Conflict of interest on the part of the Title IX coordinator, Investigator, or Decision maker that affected the outcome.

For all appeals, the School will provide written notice to both parties of the appeal and provide both parties an equal opportunity to submit a written statement in support of, or challenging, the determination. The parties will have five (5) days to provide their written response.

The appeal must result in a written decision that must be provided to both parties simultaneously.

The Decision-maker(s) for the appeal cannot be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the Investigator, or the Title IX coordinator; cannot have a conflict of interest; and must receive training (outlined in 34 CFR § 106.45(b)(1)(iii)).

The determination regarding responsibility becomes final either on the date that CCSMS provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

Remedies are required to be provided to a complainant when a respondent is found responsible, and must be designed to maintain the complainant's access to education and may include the same individualized services or other supportive measures discussed above. The Title IX Coordinator is responsible for effective implementation of any remedies.

Remedies provided to a complainant may include any of the "supportive measures" described above, and as may be appropriate and applicable, in the discretion of the School.

Responsive action following a responsibility determination under this policy may involve disciplinary sanctions or other punitive measures. Disciplinary sanctions that may be imposed on a respondent following a determination of responsibility, may include punitive measures and/or disciplinary sanctions that are consistent with those provided for in the School's Employee Handbook and/or Scholar Code of Conduct or other similar policies. Such disciplinary measures may include, but are not limited to, termination of employment, expulsion or suspension from school or specific educational programs and/or activities. Respondents may also be provided "supportive measures" as described above, including, but not limited to, training and/or counseling services.

Emergency removal/administrative leave

34 CFR § 106.44

In cases in which an employee is a respondent, the School may place that employee on administrative leave during the pendency of an investigation and grievance process.

In cases in which a scholar is a respondent, the School may remove, on an emergency basis, the respondent from the School's educational program or activity provided the School: (i) undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any scholar or other individual arising from the allegations of sexual harassment justifies removal and (ii) provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision does not modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Recordkeeping

34 CFR § 106.45(b)(10)

CCSMS will maintain records related to this policy for seven (7) years. Specifically, the School will maintain records pertaining to: (i) each sexual harassment investigation and determination; (ii) any disciplinary sanctions imposed on respondent; (iii) any remedies provided to the complainant; (iv) any appeal and the result thereof; (v) any informal resolution and result; (vi) any materials used to train Title IX Coordinators, Investigators, Decision-Makers, and any person who facilitates an informal resolution process.

CCSMS shall also create and maintain records related to any action or supportive measures taken in response to a report or complaint of sexual harassment. The records shall document the basis for the School's conclusion that its response was not deliberately indifferent and document that it has taken measures designed to restore or preserve equal access to the School's educational programs or activities. If no supportive measures are provided, the School shall document why such a response was not clearly unreasonable.

Retaliation

34 CFR § 106.71

Neither the School nor any other person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege under Title IX or because the individual made a report, a complaint, testified, assisted, participated in, or refused to participate in any manner in an investigation or proceeding under this policy.

CCSMS shall keep confidential the identity of any individual who made a report or complaint of sexual discrimination or sexual harassment, any complainant, any individual reported as a perpetrator, any respondent and any witness except as permitted under FERPA, as required by law, or as required to carry out the purposes of this policy and its procedures thereunder.

In addition, retaliation against an individual for reporting sexual harassment or sex discrimination under Title IX, or for participating in the Formal Complaint Process/Procedure, including an investigation, is a serious violation of this policy and, like the harassment itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Charging someone with making a materially false statement in bad faith, does not amount to retaliation, provided that a determination regarding responsibility alone is not sufficient to conclude that any party made a materially false statement in bad faith.