Please visit our website:
www.hgacharter.org

K-8 Parent/Student Handbook

2026-2027

Academics

Assessment
Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do, and feel at different stages in the learning process. Please refer to the school's assessment calendar. On assessment days, it is critical that students arrive on time and prepared to do their best. Late students will not be permitted to enter the classroom until the assessment period is complete. Please encourage your student to get a good night's rest and eat breakfast on assessment days.

Reporting and Progress Monitoring
Progress reports are provided to all students. Students who are struggling and/or receiving a grade of D or below will receive additional reports and notices related to interventions. Failure to meet grade-level standards may result in program limitations, including, but not limited to, restrictions from extracurricular activities taking place during the school day. Failure to meet grade-level standards may also result in program modifications, including participation in remedial instructional programs both during and outside of the school day. At the first quarter progress report, underperforming students in honors or advanced courses will meet with faculty and/or school leadership to discuss their progress and placement. Formal report cards are issued at the end of each quarter. Achievement and progress will be reported as indicated below.

Homework
Homework is designed as a purposeful extension of learning. It provides students with the opportunity to practice skills introduced during the school day independently. The following are general guidelines for the *average* amount of time students may spend on homework each night:

- Kindergarten: 10 minutes and reading with a caregiver
- First grade: 15–20 minutes
- Second grade: 20–30 minutes
- Third grade: 30 minutes
- Fourth grade: 35-40 minutes
- Fifth grade: 40-50 minutes
- Middle School students should expect 1 hour of homework per night.

Note: Should homework be taking significantly more or less time than indicated, please contact your child's teacher.

Grading Policies

Grades K-2: Standards Based Report Cards
A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. Student progress on these standards is reported as follows:

4= Exceeds grade level expectations for this quarter with accuracy and a high level of quality

3= Demonstrates grade level expectations with accuracy and quality for this quarter

2= Developing but is not meeting grade level expectations for this quarter

1= Beginning to show limited progress & understanding but is not meeting grade level expectations for this quarter

Blank=Standard did not evaluate this quarter

Grades 3-6 Specials Classes

K-6th Grade Students will receive a grade for each Specials class (Art, PE, Spanish, STEM, and others) at the end of the quarter. Students will be evaluated on their behavior, performance, and content knowledge.

Grades 3-6: Academics / Subjects

Defining "expectations" as the progress toward mastery of the standards and objectives as set forth by the South Carolina Common Core and Essential Standards:

90-100	**A**	Consistently Exceeds Expectations at this time.
80-89	**B**	Exceeds Expectations at this time.
70-79	**C**	Meets Expectations at this time.
60-69	**D**	Inconsistently Meets Expectations at this time.
50-59	**F**	Does not meet expectations at this time.
0	**F**	**Student does not complete or submit an assignment by its deadline.**

Middle School Late Work / Homework & Projects:

To be eligible for full credit and gain the most out of their studies, students should submit assignments by the assigned due date. Should a student miss the original deadline due to absence, full credit may be earned given that it is submitted following the teacher's expectations as outlined in their syllabus. Student communication with the teacher is encouraged regarding late work. Late work will only be accepted up to 1 week after the original due date.

Multi-Tiered System of Support (MTSS)

At the school, all students are included in the MTSS process using the Standard Treatment Protocol (STP). Students are selected for tiers of support using our Universal Screening Process, and multiple forms of data are reviewed before students enter tiered interventions. Students move throughout tiers based on their progress. The MTSS Child Study team makes the final decision on when and how students move between tiers, when needed.

Intervention:

Teachers, counselors, and leadership will offer support for completion of missing work over the course of the school year. Parents are encouraged to discuss with their students the benefit of this support and help promote attendance at tutoring after school as well as at additional academic boot camps offered during the year. If your family is encountering extenuating circumstances or would like suggestions on how to support your child while catching up on work, please reach out to your assigned counselor for further guidance.

Academic Honesty and Integrity

In keeping with our school's mission, we desire to create and maintain an ethical academic atmosphere where honest behavior is an expectation for all students. Such behavior must be reflected in all areas of student life, including the completion and submission of all assignments. By holding students accountable for honest behavior in all areas, we will help them grow in integrity and skill as they learn, and practice effective and ethical behaviors connected with the use of information and information technology.

Defining Cheating/Plagiarism

Cheating is the act of using any unauthorized means, including but not limited to digital tools, material, information, notes, study aids, devices, or communication, to complete any form of academic exercise. This includes acquiring answers from any unauthorized online sources in completing any assigned work or examinations. Plagiarism is using and claiming someone else's material without giving credit to that person. Examples include but are not limited to:

Copying any portion of another student's answer or work and/or allowing someone to copy one's own answer or work, including working together on an independent assignment and/or copying the work of another person that has already been submitted as that person's own.
Using and claiming another person's ideas, opinions, theories, words, sentences, paragraphs, or entire work without appropriate acknowledgment of the source. This includes failing to use parenthetical in-text or in-project documentation and/or using documentation that is invalid and/or does not match the Works Cited page.
Plagiarism & Use of Artificial Intelligence (AI)
All work submitted by students must be their own. Using AI tools (like ChatGPT or image generators) is only allowed when approved by a teacher and must be clearly acknowledged. Per South Carolina guidelines, failure to disclose AI assistance or copying AI-generated content without permission may be considered plagiarism. Students and staff are expected to use AI responsibly, thoughtfully, and with academic integrity.
Submitting work generated by artificial intelligence (such as ChatGPT or other AI tools) without proper acknowledgment or citation and representing the content as entirely original or authored solely by the student. This includes copying AI-generated essays, answers, or code and failing to disclose that an AI tool was used in the creation of the assignment.
The school utilizes plagiarism monitoring software to ensure original work by students and addresses student misconduct in accordance with the school discipline plan.

School Hours, Attendance, & Before/After School Care

School Hours
The instructional day for students in grades K–2 is 8:30 a.m.–3:30 p.m. The instructional day for students in grades 3–6 is 7:45 a.m.–2:45 p.m. The school office can be reached at 803-520-2977 during the school day. It is recommended that students arrive at school 30 minutes before class begins to be ready to start instruction. All students must be picked up from the car line by 4:00 p.m. We understand that emergencies may arise, and the school will accommodate those. Drop-in care is not available on campus. Families will be charged a late fee of $20 for every instance of late pickup.

Remote Learning Attendance Policy
If the school provides remote learning, the school will implement a fully remote technology platform which includes an attendance function, progress reports and alerts for staff, students, and parents. Daily attendance will be taken for ALL students, regardless of their physical or remote presence on campus and this tool will be used to track attendance each day. Each student and parent will be trained in how to check in daily to demonstrate attendance and participation. Absences will also be recorded in this tool and then updated.

Attendance Policy
Attendance is a key factor in student achievement; therefore, students are expected to be present each day that school is in session. Regular attendance is mandatory for every student. The State of South Carolina requires that every child in the state between the ages of seven (or younger, if enrolled) and sixteen attend school. Parents or legal guardians are responsible for ensuring that students attend and remain at school each day. When unexcused, students absent for half or more of the school day will not be permitted to participate in after-school events on that date. All absences must be verified by sending communication and documentation to registrar@hgacharter.org.
Absences are excused for the following reasons:

- Student illness or injury. Students with a fever of 100.4°F or higher, vomiting, and/or diarrhea may not return to school until 24 hours after symptoms have subsided. Health guidelines may be modified by the school at any time to align with federal, state, or local guidance.
- Quarantine
- Death in the immediate family
- Doctor or dental appointments that could not be arranged outside of school hours.

- Pre-authorized absences, including educational opportunities. Contact your child's School Leader at least five days prior to the absence.
- Religious Holidays not observed by the school calendar.
- Court or administrative proceedings
- Absence related to deployment activities

In the event of an excused absence, send a written notification or doctor's note to registrar@hgacharter.org. Written notification must be received by the office **within 5 days** of the student's return to school. School leadership may pre-authorize an excused absence in situations when it is demonstrated that the purpose of an absence is to take advantage of a valid "educational opportunity," such as travel. Approval of such an absence must be granted prior to the absence. Additionally, should a student miss three or more consecutive school days, a doctor's note may be required to render the absences excused.

When students reach **3 days of unexcused absence**, parents will be contacted via a notification letter/email.

When students reach **6 days of unexcused absence**, parents will be contacted via a notification letter/email. When **10 days of absence (either excused or unexcused)** have been reached, school personnel will contact parents to review the student's academic status, discuss factors surrounding the absences, and make recommendations for corrective action as needed.
Should any student reach 20 days of absence (either excused or unexcused), the student and parents will meet with school leadership to discuss the impact on the child's education and to review the potential for grade retention and/or course failure. The school reserves the right to retain or fail a student based on absences and tardies according to state law.

Tardiness
Students who report to class after the start time will be counted as tardy. Tardies to school are excused for the reasons listed above for which absences are excused.

When students reach **3 days of unexcused tardies**, parents will be contacted via a notification letter/email.

When students reach **6 days of unexcused tardies**, parents will be contacted via a notification letter/email.

When **10 days** of tardies (**either excused or unexcused**) have been reached, school personnel will contact parents to review the student's academic status, discuss factors surrounding the absences, and make recommendations for corrective action as needed.

Should any student reach **20 days** of tardies (**either excused or unexcused**), the student and parents will meet with school leadership to discuss the impact on the child's education and to review the potential for grade retention and/or course failure. The school reserves the right to retain or fail a student based on unexcused absences and tardies.

Illness During the School Day
When a student becomes ill during the school day, he/she should notify the teacher, and the teacher will send the student to the front office. The office staff will call the parent or guardian or emergency contact for parent pick-up. **Pick up should occur within one hour of notification**.

Family Death or Terminal Illness
If there is a death, terminal illness, or similar traumatic situation in your family that may affect the student's attendance, emotional well-being, and/or level of concentration, please notify the office and classroom teacher.

Make-Up Work
Students, with support from the parents, have an obligation to complete all assignments missed due to absence. Students are guaranteed two school days to make up their work for each day absent from school. In the case of a

prolonged absence, parents are encouraged to contact the teacher to decide to have assignments picked up. If a parent would like to come in to pick up work for their child while the child is out, parents must contact the teacher to provide work and give teachers at least two school days to assemble the assignments.

Students who miss an announced test during their absence will take the test within two school days upon their return to school unless other arrangements are made with the teacher.

Arrival/Dismissal:
Students may be bus riders, walkers or use carline for arrival/dismissal.
The school does not condone students that are minors leaving campus in unauthorized third-party car services, specifically, ridesharing services whose own policies explicitly prohibit minors from using them, such as Uber and Lyft. The school will not approve or otherwise facilitate any such student to be picked up from school in a third-party car service, such as Uber or Lyft, and if encountered will turn away such ride sharing services from the school. The school may facilitate the use of authorized ridesharing services in the event that a parent/guardian has secured ridesharing services officially designated for minors, such as Uber for Teens or Lyft Teen, for their minor child AND has submitted a written request to the school office updating their child's dismissal plan to include the use of the ridesharing service. The school reserves the right to intervene in a child's use of a ridesharing service if school personnel perceive a real or potential threat to the child's safety.

Early Dismissal
Please check in at the school front office when you come to pick up your child. In no case will a student be allowed to leave school with anyone other than a parent, guardian, or emergency contact unless the school has received communication from the student's parent or guardian. To ensure an orderly dismissal process, early dismissals after 2:00 p.m. for grades 3–6 are not permitted.

K–8 Before/After School Care
The HGA Before and After School Program is available to families who wish to have their K–8 child(ren) on site at HGA for an extended day. Illness and conduct policies in place during the school day will also be held during the Before/After School program. Fee information and applications are on the HGA website.
Before School opens at 7:00 a.m. for students in grades K–6; before care stops accepting students at 7:35 a.m. If parents arrive after that time, they will need to join the car line because doors open for students at 7:30 a.m.
After School is available for grades K–6 and closes at 6:00 p.m.

Communication
Effective communication between school and home is vital to students' academic, social, and emotional well-being. HGA communicates regularly through a variety of channels to keep families informed about school events and student progress. The following are examples of communication methods used by HGA:

- Weekly "Go Home" Folders for students in Grades K-2
- Weekly newsletters for students in grades K-8

Online Resources
We use online communication tools that provide information about our school, your child's classroom, and your child's progress. General information is available at www.hgacharter.org.
For all students, appropriate credentials for PowerSchool Student and Parent Portal, the school will provide our online gradebook program. A specific school link will be provided at that time.
Our School-wide communication system we utilize is Bright Arrow.

Parent/Teacher Conferences
Parent/Teacher Conferences may be scheduled as needed to allow parents and teachers to discuss a child's performance at school. Conferences may take place before or after school, as well as during the school day based on teacher availability. After the end of the first quarter, a teacher workday provides an opportunity for Parent/Teacher conferences. Additional conferences may be scheduled throughout the remainder of the school year. Parents or guardians should contact their child's teacher(s) to schedule a conference.

Adverse Weather Communications and Other Closures

The School Leader determines whether to close school, delay the start of the school day, or release students early for safety reasons, primarily when inclement weather is predicted and road conditions are unsafe for travel. In most cases, the school will follow the lead of the local school district unless extenuating circumstances require a different decision. Any decision to close school or delay the start of the school day, including the length of the delay, will be communicated through the following channels no later than 6:00 a.m. that morning:

- HGA Website
- HGA Parent Square
- Social Media

- Local News Affiliates (weather-related events only)
- Telephone Notification System

If no announcement is made, the school schedule remains as normal.
If inclement weather is predicted after the school day has begun, a decision regarding early release will be made as quickly as possible. In the event school is dismissed for the day, notifications will be announced through the lines of communication listed above.
Please remember to make plans for childcare if weather closes at school during the day.
If school is already in session when a severe weather watch or warning is issued, the school will remain open. Staff will take appropriate safety precautions.

School Phones
Students may use school phones to call home with permission. If a student is ill, the school office will contact the parent/guardian. Important messages will be given to students or staff members upon request.

Student Cell Phones and Electronic Devices
Student technology may not be used at school and must remain silent and away unless explicit staff permission has been granted at that time. "Silent" refers to the absence of any kind of noise generated by the device and "away" refers to the device and accessories being completely out of sight. Headphones, air pods, and/or Bluetooth devices must be removed when inside any building. Please refer to related sections in the Discipline Plan including but not limited to sections 2g, 4g and 6c for additional details regarding student technology. The school is not responsible for lost or damaged cell phones or any electronic devices.

Grievance Policy for Parents/Students

Purpose: To provide the procedures parents/students will follow when they have an issue at the school that constitutes a grievance.
This policy is in place to respond to parent/student or volunteer grievances (referred to as parent/student hereafter). It is expected that any parent/student with an issue will try to resolve the issue by using open communication with those directly involved (see Pathways of Communication). This means that if a parent or student disagrees with any policy or procedure within the classroom, the **first level** of grievance is with their student's Teacher; likewise, the first level of grievance of an athletic or Parent Teacher Partnership would be with the coach or PTP committee chair, respectively. If the student/parent is not satisfied with the teacher's response, they will then proceed to the **second level** of grievance by setting a meeting with the grade-level School Leader or the grade level administrator.
At that meeting, the teacher, student, grade-level School Leader, and parents must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they will proceed to the **third level** of grievance by setting a meeting with the School Leader. Similarly, if a parent/student disagrees or has an issue with a policy or procedure at the school, the parent/student will set up a meeting with the School Leader or Director. If the parent/student feels that their issue is still a concern after meeting with the School Leader and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Many issues that a parent/student has with the classroom, teacher or School will not rise to the Board level of a grievance and appropriate resolution will be found with the teacher and/or grade-level School Leader.
Definition of a grievance: a grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a school policy, board policy, or law/regulation. A complaint under Title IX is not grievance and this policy does not apply to such complaints. Please refer to the School's Title IX policies and procedures for Title IX matters (www.hgacharter.org). In addition, this procedure does not apply to complaints that fall under the School's Non-Title IX policies, including bullying and harassment. Please refer to the School's Non-Title IX Discrimination, Harassment, and Bullying complaint process for such matters (Appendix).
Time Limits: a grievance will only be heard if the complaint has been filed within fifteen business days of the meeting with the School Leader. The fifteen-day deadline may be extended at the sole discretion of the School Leader.

The grievance process is as follows:
Step 1: If the parties are not satisfied with the decision of the School Leader and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy, or law/regulation that was violated including details of the actions and the place, date, and time of the violation. The parents/students should make every effort to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the School Leader and to the Board Representative. If the School Leader is implicated in the grievance, the grievance should only be submitted to the Board Representative.

Step 2: The Board representative will review the facts and notify the parties in writing (email accepted) if further action is necessary or if further information is needed. The Board reserves the right to appoint a committee to investigate any grievance, to appoint an investigator, or to take any other action to investigate grievance and issue a decision. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the School Leader or Director and the parent/student who filed the grievance within five days. If the board issues a decision without a hearing, the Board will communicate such a decision to the School Leader or Director and the parent/student who filed the grievance within five School days. The Board's decision concerning grievance is final.

School Governance and Leadership

The governance of HGA involves several groups and individuals. Each is listed below with a description of their function.

Authorizing Agency
The Authorizing Agency, the South Carolina State Board of Education, grants a charter to the nonprofit corporation, Fort Mill Academy of Arts and Sciences, Inc.

School Board of Directors
The Board of Directors is the governing body of the school. School policy is created between the Board of Directors and the Administrative Team.

The School Leader
The School Leader functions primarily in the role of providing leadership in all areas of the school, including teachers, staff, students, parents, and curriculum. The School Leader is the general manager of the school and leads the school in site-based decision making.

Parent and Family Engagement

HGA is a strong advocate of parent support and involvement. The support of our families is critical to the success of HGA and is warmly welcomed and very much appreciated.

Parent Teacher Organization
All HGA parents, teachers, and staff members are automatically members of the HGA Parent Teacher Organization and membership is free. The HGA PTO is a place for parents/guardians and staff members to come together and support student development by providing a positive environment to share resources and inspire involvement in school activities and projects, especially within parent committees. The purpose of the HGA PTO is to support teachers and staff, to fundraise with the purpose of enhancing the education of every student, and to promote positive communication.

General Guidelines for Visitors and Parent Volunteers Visitors
The following guidelines apply to visitors while they are in the building:

- All guests must sign in with a valid photo ID at the office upon arrival at the campus to complete a Level I clearance. This also applies to student sign-out.
- All guests must wear a name badge. For security purposes, any guest on campus without a name badge will be escorted back to the office to obtain one.
- The distribution of literature or solicitation of any kind is not permitted.

- Prior to leaving the campus, guests must sign out in the office.
- Former students that withdrew from HGA or otherwise no longer attend HGA are not permitted to visit during School hours without prior written approval from the School Leader. Alumni, however, will be allowed to sign in under normal visitor procedures.

Volunteers:

Volunteers are the key to making a wide array of opportunities beneficial for our teachers and students. These opportunities include classroom and special event activities, front office support, fundraisers, clubs and activities and field trips.

- All HGA volunteers must complete volunteer training each year.
- All Tier 2 and Tier 3 HGA volunteers must complete the volunteer application found on our website.
- All Tier 3 HGA volunteers are required to complete a criminal background check as directed in the parent volunteer application.
- HGA shall not accept voluntary services from any individual whose certificate or license has been denied, suspended, or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.
- Volunteers must sign in at the office when entering the building and wear a name badge while volunteering.

Expectations for Adult Visitors While on Campus or Attending School-Sponsored Events (On or Off Campus)

- Visitors may not disrupt or attempt to interfere with the operation of a classroom or any other area of a School.
- Adult visitors must respect and not infringe upon obligations and time constraints of School staff and faculty.
- Only service animals as defined by ADA.gov (dogs and miniature horses that are individually trained to do work or perform tasks for people with disabilities) are permitted in all areas of campus where members of the public are allowed.
    - A service animal must be under the control of its handler. In addition to other requirements outlined by the ADA, service animals must be harnessed, leashed, or tethered, unless the individual's disability prevents using these devices or these devices interfere with the service animals' safe, effective performance of tasks. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
    - Animals whose sole function is to provide comfort, companionship, or emotional support do not qualify as service animals under the ADA.
    - Any other animals or pets are not permitted on or off campus, unless safely confined inside of a vehicle, without an exception granted by the appropriate School Leader. For any scenarios not defined explicitly in this document, HGA will follow the ADA's guidelines on special needs animals found here: https://www.ada.gov/resources/service-animals-2010-requirements/

Anyone on School property or at a School-sponsored event (on or off campus) that displays disruptive behavior is subject to being directed to leave or removed from the school property or outside event property by a school administrator or other authorized School staff member at any time for any reason. If a visitor/volunteer violates these or other expectations/rules/laws/etc. They may have limitations placed on their access to any future campus or School-sponsored events (on or off campus). Loitering on School property is prohibited.

Disruptive behavior is any action that interferes with or may be expected to interfere with the normal, orderly operation of the school and/or School sponsored event, including but not limited to:

- Profane, lewd, obscene, abusive, and/or slanderous/libelous language, gestures or other written or electronic communication
- Rude or riotous noise
- Disorderly or assaultive behavior
- Vandalism or the defacement of public property
- Overt or implied threats to the health or safety of others; and
- Any other conduct that violates any applicable law or School policies

Safety

Safety of the students, staff, and visitors at HGA is extremely important. The following are some of the measures that will be in place to secure the HGA campus.

General Safety

1. All HGA employees must pass criminal background checks and drug tests.
2. Volunteers/visitors who may be in any unsupervised position with students will undergo further criminal background checks or otherwise will not be allowed to be placed in such roles (e.g., coaches, tutors, chaperones).
3. Access to the campus and to our facilities is monitored.
4. All teachers/staff wear ID badges.
5. All visitors are required to check in at the office at the beginning and end of each visit.
6. Students are not permitted to receive visitors during the school day without prior approval except for parents/guardians.
7. For students wishing to bring a guest to a school event (e.g., dances or socials), the guest must be pre-approved via the submission of the "Student Guest Approval Form." A new form must be completed for each event.
8. All medications are kept in a locked location in the school office and dispensed only as authorized.
9. Emergency supplies, including a first aid kit and other emergency needs, are kept in each classroom.
10. Access is granted to local health and fire department officials for inspection of the premises or operation of the school on a regular basis.

Safety Regulations

1. HGA is in full compliance with all federal, state, and local fire and safety regulations, including but not limited to conducting fire drills, tornado drills, lockdown drills, and other applicable drills.
2. All exits and stairways will be always kept clear to facilitate evacuation.
3. All emergency procedures and evacuation plans will be posted in each classroom. All procedures and plans will be consistently evaluated and refined.
4. All combustible and/or potentially harmful materials such as chemicals and cleaning supplies will be safely stored, maintained, and disposed of.
5. HGA does not condone students leaving campus in third-party car services, specifically, ridesharing services whose own policies explicitly prohibit minors from using them, such as Uber and Lyft. The school will not approve of or otherwise facilitate any student to be picked up from School in a third-party car service, such as Uber or Lyft, and if encountered will turn away such ride sharing services from the school.

Immunization of Students

HGA will comply with all state and federal immunization requirements. All students will be required to produce a record of current immunizations within thirty days of enrollment. Failure to provide this record will result in suspension until such an immunization record is submitted. HGA will provide parents with immunization information as specifically required by the state.

Medications

Prescription or over-the-counter medications cannot be dispensed by the school or brought to School without an approved written medical authorization form. Blank forms are available in the school office. Medications must be brought to School in their original container with a prescription label (if applicable). Students may not carry or otherwise have possession of medicine of any form, except inhalers or Epi-pens (provided the authorization for student self-medication form is on file in the office), in their possession on campus. Students must turn in their medications at the office, and a designated staff member will administer medications provided all requirements are met. Administration of non-prescription medications at School is discouraged.

Tobacco Policy
HGA is a tobacco-free School. To this end, the use of any tobacco product, electronic cigarette, vapor pen, or similar device is prohibited on campus or during School events. This applies to anyone on campus, including faculty, parents, staff, and visitors.

General Information

Breakfast and Lunch Payment Options:

To facilitate the purchase of school meals, funds must be electronically deposited into your child's cafeteria account. Students are permitted to buy an extra meal, milk, or a la carte items provided the account remains in good standing. Please note that cash and checks will not be accepted. To manage your account, visit the school's payment portal via https://hgacharter.org by selecting the Parent Resources tab, followed by the Café and Payments sections. Once on the portal, follow the prompts to create an account and deposit funds. Mobile access is also available through the smartphone application linked to the site. Alternatively, you may utilize the direct link: https://schoolpaymentportal.com/Default.aspx.

Current meal menus are accessible at the following link: My School Menus - Select your Site and Menu.

Important nutrition documentation, including the Special Meal Accommodations Policy, Fluid Milk Substitution guidelines, and the Medical Statement, can be found on our website. Navigate to the Parent Resources and Café tabs to download the necessary forms.

Direct links to School Nutrition Forms are provided below:

Special Meal Accommodations Policy: Med statement HGA and mcsa .doc (1) (2).pdf

Fluid Milk Substitution Form: fluidmilk-sub-eng-MCSA HGA 792024 (1) (2).pdf

Medical Statement: Med statement HGA and mcsa .doc (1) (2).pdf

Other Fees

Cash or Check Payment to Front Office: Place payment in a sealed envelope with student/teacher name(s) and reason for payment noted on the envelope. Teachers, coaches, or other School employees can pass along payments to the office, but only designated HGA employees should process cash and check payments.

When you provide a check as payment to HGA, you authorize the school either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee (to the maximum allowed by the state) through an electronic fund transfer from your account if your payment is returned unpaid.

Always include the following on your check: Full Name, Address, Phone Number, and Child's Name / Grade / Teacher (Homeroom).

Donations and Donation-Based Fundraisers (e.g., Dress Down Days): Payments for School based fundraising should be made on the ParentSquare portal. Donations through outside vendors such as Boosterthon should be made directly to the vendor through their payment portal.

Outside Programs Approved to Collect Payments (e.g., lunch accounts): Payments should be made directly to these programs Lunch Time Payment Portal on the website for lunches, and ParentSquare for everything else. Payments should not be sent to the front office unless directed to do so by an HGA employee.

HGA Fees and Collections

Fee Discounts: Children of employees and those on free and reduced lunch are entitled to 50% off participation fees for School sponsored sports and extracurricular activities for which they are eligible. These benefits do not stack. Free and reduced lunch fee discounts do not apply to business type activities (e.g., before and after School care) or activities not directly sponsored by the school.

Late Balances: When outstanding balances are equal to at least one activity participation fee AND are 30 days or more past due, that student will no longer be eligible for participation in fee based extracurricular activities until their account is in good standing, unless eligibility is granted for extenuating circumstances. Parents/guardians with student balances equal to at least one activity participation fee will be referred to by an outside collection agency.

HGA Fundraisers: All School fundraisers benefit HGA and its student community and are all pre-approved by School leadership and the Board of Directors before the start of School unless a special circumstance exists. Fundraising activities for personal/individual matters or outside charities at HGA are expressly not permitted. Students are encouraged to support charitable causes outside of HGA through available service activities through the school as a part of our core values.

Personal Items
The school will not accept responsibility for any personal items of students, including electronic devices. Items brought to School or a School sponsored event that the school judges to be unsafe or inappropriate for School will be confiscated by School leadership and held in the office until the parent can retrieve them.

Breakfast and Lunch
HGA provides fresh breakfast and lunch service in conjunction with the National School Lunch Program. Students may also bring a nutritious lunch from home, including a drink. Students may not bring caffeinated soda or energy drinks. *Food delivery directly to students from vendors (DoorDash, Uber Eats, etc.) is not permitted.*

Celebrations
To provide opportunities for celebrations while also maintaining continuity within the school day, all classroom celebrations must occur during a time deemed appropriate by faculty and/or School leadership. In response to student allergies and health concerns, food/snacks may not be shared in the classroom, in the cafeteria or at other School events unless it is a pre-approved celebration. To ensure the safety of all students, parents and guardians may provide commercially prepared food items or prepackaged and washed fruits and vegetables for classroom/building food celebrations.

Extracurricular Clubs
Students in the middle School may initiate an extracurricular student club provided that the club supports the general curriculum of the school and that the students have the support of a staff sponsor.

Field Trips
Whenever students are traveling away from School, they are subject to the same expectations and rules observed at HGA. As in the classroom, the teacher will judge acceptable or unacceptable behavior. Every facet of the Discipline Plan will be enforced on field trips just as it is in the classroom. Signed permission slips must be on file for each field trip.
We encourage parents to serve as chaperones. Should the supply for chaperones be greater than the demand of the venue, a lottery will be held. Chaperones are expected to serve in a supervisory capacity and are asked not to bring additional children on the trip. In some cases, additional parents may attend as participants. Parent participants would be responsible for their own transportation and fees. Please check with your child's teacher. Parent chaperones may not bring additional children or adults along to any field trip.

Multi-Day Field Trips
Learning at HGA goes beyond the classroom walls. Beginning in fifth grade these extended extracurricular field trips are designed to integrate and expand our core academic curriculum. These extended studies have as one of their goals to educate in a real environment with hands on learning. There are many other kinds of learning and growth in this program which include students developing independence within a nurturing framework, practicing social group living skills, activities that involve development of self and group awareness, and practicing good manners and behavior in new environments. These experiences provide valuable life-learning opportunities, help to bond students, and build positive memories.

Enrichment Programs
Fee-based after School enrichment opportunities (music lessons, etc.) and summer camps will also be offered by our Enrichment program. Details are posted on the HGA website as these programs are available.

State and Federal Compliance

Promotion and Retention

The school will follow the South Carolina statutes and the State Board of Education regulations regarding promotion and retention.

Students are required to meet promotion standards in grades K-8 that include demonstrated grade level proficiency in local assessments, standardized tests, report cards, and student work. In determining the best educational interests of a student, appropriate grade placement decisions shall be based upon the mastery of critical knowledge and skills including reading and mathematics. To be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through South Carolina End-of-Grade tests, School assessments, student portfolio of work, and report card grades. A promotion decision should not be made solely based on a state assessment. Parents will receive quarterly report cards and progress reports and data reports from benchmark assessments. Parent conferences will provide face-to-face conversations related to student progress. Additional parent meetings will be held related to SPED and ML student progress.

If a student appears likely to be retained, then the parent/guardian of the student shall receive at least two (2) notices. The first notice may be a conference; the second notice must be in writing and provided by the end of the third quarter. The School Leader's office must provide in writing an official notice of retention to the parent/guardian by the last day of School. It is the School Leader's responsibility, when evaluating a student for retention or promotion, to consider information, such as the student's classwork and grades, along with the student's scores on the K-2 Literacy and Math assessment. In grades 3-8, the state SC READY assessment, observations, grades, other formal and informal assessments, and classwork will be used to consider promotion. Students in grades 6-8 may obtain high school credits by taking advanced level courses but are held to the high School standards for those courses. Students must meet local and state graduation requirements, which include passing scores on state-mandated exams of essential skills. In addition, students must meet a proficiency score of level 3 or above on the SC Ready Exams.

Students must achieve a letter grade of a D or higher in each semester in core subject areas to be promoted to the next grade level. A student who does not meet the minimum required grade may enroll in course recovery. Students who are ***not proficient*** on the SC READY for ELA must receive remediation in the form of an intensive reading course to strengthen reading strategies. Students who are ***not proficient*** on the SCREADY for Mathematics must also receive remediation, which may be provided in the Summer.

Students with Disabilities and Limited English Proficiency Students

Students with disabilities who cannot participate in the South Carolina Essential Standards Assessments may be exempt from certain promotion standards. However, exempt students must be enrolled in a functional curriculum and demonstrate evidence of progress on alternate assessments. All recommendations regarding special needs students will be made in conjunction with the IEP Committee or the Section 504 Committee.

Students of Limited English Proficiency (LEP), as identified by state and federal standards, shall meet the same standards as all students; however, per federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. All retention recommendations regarding Limited English Proficient students will be made in consultation with the English Language Learner Coordinator

Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. p 1232g; 34 CFR part 99) is a Federal Law that protects the privacy of student education records. The law applies to all Schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a School beyond the high School level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great

distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

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

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

Americans with Disabilities Act—TITLE II

The school does not discriminate against any person based on disability in admission or access to the programs, services, or activities of the school, in the treatment of individuals with disabilities, or any aspect of operations. The school does not discriminate based on disability in its hiring or employment practices. This notice is provided as required by Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions regarding the ADA and Section 504 may be forwarded to the school office.

Bullying

Includes, but is not limited to, any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, which takes place on School property, at any School-sponsored function, or on a school bus, and that: (1) Places a student or School employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Bullying also includes cyber-bullying.

If an allegation of bullying is made, procedures outlined in the Non-Title IX Discrimination, Harassment, and Bullying Complaint Process (Appendix) will be followed.

Non-Discrimination Policy

With respect to the services provided to our student population and staff, no person shall be discriminated against in any education program, activity, or other related service based on race, color, religion, gender, sex, age, national origin, or disability.

Health and Wellness
The school provides students and families with information related to student health and well-being with regards to meningococcal meningitis, influenza, cervical cancer / dysplasia, human papillomavirus, preterm birth in subsequent pregnancies, and lawful abandonment of a newborn baby. This information is contained on the "Health and Wellness" page under "Parent Resources" on the school website.

Homeless Assistance Act (McKinney-Vento)
In 2015, Congress reauthorized the McKinney-Vento Homeless Assistance Act to help people experiencing homelessness. The federal law includes the Education of Homeless Children and Youth Program that entitles children who lack a fixed, regular, and adequate nighttime residence to a free, appropriate education and requires Schools to remove barriers to their attendance and success in School.
If you or someone you know is in transition and would like to speak with someone about the program, please contact the McKinney-Vento Liaison or your School counselor.
Examples of living situations that may qualify are:

- Living with a friend, relative or other person
- Hotel or motel
- Shelter or transitional housing
- Car, park, or another public place
- Campground, storage unit, abandoned building, or other inadequate home
- Youth living on their own, runaway youth.

The living situations above do not include all situations that may qualify.

Access to Programs & Services: Students will have access to the same programs and services that are available to all other students, including:

- Transportation
- Supplemental educational services
- Child Nutrition
- All eligible McKinney-Vento students will receive free meal benefits. There is no Free & Reduced Application required.

Visit the School website for information on Parent and Student rights.
Dispute Process: If the parent/guardian/youth disagrees on the McKinney-Vento eligibility, a process is in place to appeal the decision.
Please refer to the liaison for the HGA Dispute Process guidelines.

Cindy Gittens at cindygittenslcsw@gmail.com
HGA Homeless Liaison

Uniform Policy

Daily Uniform Expectations

- **Tops**
  - Green, blue, or white collared polo shirts with the HGA logo, purchased through the school uniform vendor.
- **Dresses**
  - Jumper-style dresses with a solid white, green, or blue collared undershirt.
  - Skorts or polo dresses with the HGA logo, purchased through the school uniform vendor.
- **Bottoms** — These items may be purchased from any retailer.
  - Solid khaki or navy pants
  - Solid khaki or navy shorts, skirts, or skorts
  - Plaid skirts or skorts purchased through the school uniform vendor
- **Footwear**

    - Shoes must fully cover the foot, including the toes, bridge, sole, and heel.
        - Sandals, slides, Crocs, and other footwear with holes are not permitted.
- **Outerwear (logo, embroidered)**
    - Full-zip fleece jackets with the embroidered logo, purchased through the school uniform vendor
    - Additional options may be available through the school uniform vendor, including:
        - Sweaters
        - Sweatshirts
        - Quarter-zip, half-zip, and full-zip jackets
        - Vests
        - Hoodies or pullovers

Spirit Day Uniform Expectations

- Students may wear either the regular uniform or blue jeans paired with an official HGA Spirit Shirt or appropriate college gear (grades 6–8 only).
- Bottoms must be secured at the waist and may not sag or reveal undergarments.
- Clothing must be free of rips or holes, including jeans and pants.

Additional Dress Code Guidelines

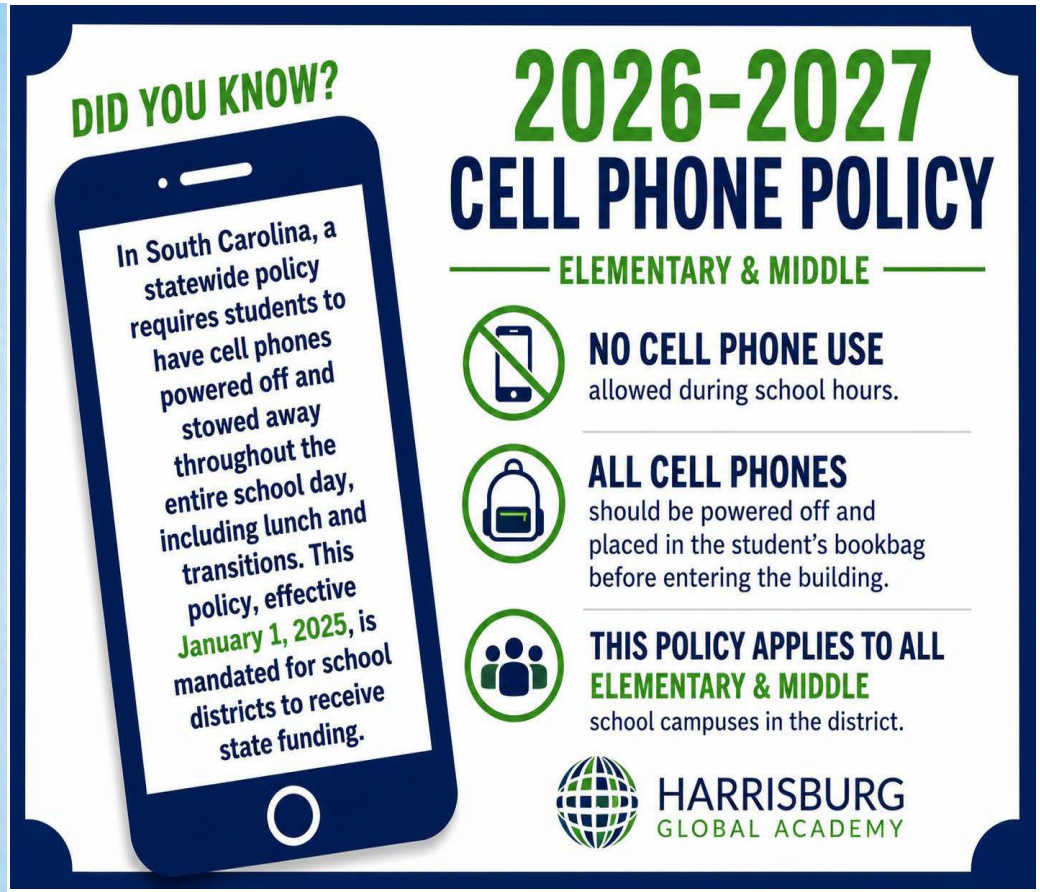
- Hats, hoods, bandanas, scarves, bonnets, du-rags, and athletic headbands must be removed inside all buildings.
- Pants and shorts must be secured at the waist and may not sag or reveal undergarments.
- Clothing must be free of rips and holes. **This includes jeans and pants on designated Spirit Days.**
- All clothing must fully cover undergarments, shoulders, the areas around the waist, the back below four fingers from the base of the neck, and the chest below four fingers from the collarbone; visible cleavage is not permitted.
- If sheer, mesh, lace, or similar materials reveal what is underneath, appropriate clothing that meets the coverage guidelines above must be worn underneath.
- Leggings and legging-style garments may be worn only under shorts, skorts, skirts, and dresses that meet length requirements. Leggings must be solid white or black.
- All clothing must be free of words, sayings, slogans, or graphics (symbols, images, etc.), except for official HGA spirit wear.
- Elementary students may not carry purses.

These guidelines are intended to ensure that the school learning environment reflects respect for the educational process. Clothing should not be distracting to the wearer or to others.

School leadership reserves the right to determine the appropriateness of student dress at all times, including designating certain days, such as Spirit Days, when greater flexibility in dress is permitted.

Harrisburg Global Academy
Discipline Guidelines
Elementary and Middle School

Individual circumstances and facts may be considered on a case-by-case basis and may alter the recommended interventions and/or actions. As a result, administrative discretion may be used in increasing or decreasing the disciplinary action. Parent/guardian(s) will be contacted for all disciplinary actions, for example, OSS, Lunch Detention/Silent Lunch, Before School/After School Detention, Loss of Recess, etc. Families should receive *written* notification for any OSS, and when recommended for expulsion .



The guidelines are intended for administrative use and guidance.

LEVEL 1: Behavior Misconduct

Elementary School

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

The administration may reclassify behavior misconduct (Level I) as disruptive conduct (Level II) if the student engages in said activity more than 2
documented time2.

LEVEL 1: Behavior Misconduct Infractions and Administrative Action

Infraction	Code	De◆inition	Administrative Action			SRO
			1st Offense	2nd Offense	3rd Offense	
Aiding Others	001	A person who assists in or supports the commission of an offense and who usually has knowledge before or after the fact.	Verbal Reminder; Parent Noti◆ication; Intervention Strategy; Loss of privilege	Parent Noti◆ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti◆ication; Intervention Strategy; OSS 3-5 Days	No
Cheating	190	Plagiarizing, providing, receiving, or viewing answers to academic assignments, quizzes, or tests in a way that is prohibited, inappropriate, or dishonest includes the use of electronic communication devices and other materials.	Verbal Reminder; Parent Noti◆ication; Loss of privilege; Intervention Strategy; Redo Assignment	Parent Noti◆ication; Loss of privilege; Intervention Strategy; Redo Assignment; OSS 1-3 Days	Parent Noti◆ication; Intervention Strategies; Alternative Assignment; Student will be assigned a zero; OSS 1-3 Days	No

The guidelines are intended for administrative use and guidance.

Computer Violation	220	Unauthorized or inappropriate use of computers or use of computer resources without permission (such as unauthorized communication, use of email, Internet, apps or social media, and unauthorized use of technology during instruction).	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege; OSS 1-3 Days	No
Contraband	004	Related to the possession or viewing of items considered to be unsuitable for school or school-related activities (i.e. magazines, materials to promote discriminatory practices/events, chemicals, dice, lighters and matches, selling items on campus).	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Con□iscation of item(s); OSS 1-3 Days	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Con□iscation of item(s); OSS 3-5 Days	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Con□iscation of item(s); OSS 3-5 Days	No
Cutting Activity	170	Failure to attend or complete an assigned school activity or event.	Verbal Reminder; Parent Noti□ication; Intervention Strategy	Verbal Reminder; Parent Noti□ication; Intervention Strategy; OSS 1-3 Days	Verbal Reminder; Parent Noti□ication; Intervention Strategy; OSS 3-5 Days	No
Cutting Class	160	Failure to attend or complete scheduled class.	Verbal Reminder; Parent Noti□ication; Intervention Strategy	Verbal Reminder; Parent Noti□ication; Intervention Strategy; OSS 1-3 Days	Verbal Reminder; Parent Noti□ication; Intervention Strategy; OSS 3-5 Days	No
Cutting School	150	Failure to attend a school day.	Parent Noti□ication; Intervention Strategy	Parent Noti□ication; Intervention Strategy	Parent Noti□ication; Intervention Strategy; Level 1 Truancy Intervention; OSS 1-2 Days	No
Detention Violation	005	Failure to serve a period of time during, before, or after the school day as a consequence for a behavior infraction.	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege; Make up Detention	Parent Noti□ication; Loss of privilege; Intervention Strategy; Make up detention +1 additional	Parent Noti□ication; Intervention Strategy; OSS 1-3 Days	No

The guidelines are intended for administrative use and guidance.

Dishonesty	006	Failure to knowingly tell the truth to a faculty or staff member.	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege	Parent Noti□ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti□ication; Intervention Strategy; OSS 1-3 Days	No
Disrespect	420	Demeaning or discriminatory language and/or insult towards an adult, guest, or staff member, including but not limited to any verbal, written, or electronic communication.	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege	Parent Noti□ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti□ication; Intervention Strategy; OSS 3-5 Days; OSS 1-3 Days	No
Disrupting Class	007	Behavior that interferes with instruction, learning, and a safe and orderly environment which includes, but not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises.	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege	Parent Noti□ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti□ication; Intervention Strategy; OSS 3-5 Days	No
Dress Code Violation	280	Noncompliance with the posted school dress code.	Ask student to remove articles or items, turn inappropriate clothing inside out, or change inappropriate clothing and make alternate clothing available, parent contacted; If student refuses, 1 Day OSS and parent contacted.	Ask student to remove articles or items, turn inappropriate clothing inside out, or change inappropriate clothing and make alternate clothing available, parent contacted; If student refuses, 1 day OSS and parent contacted.	Ask student to remove articles or items, turn inappropriate clothing inside out, or change inappropriate clothing and make alternate clothing available, parent contacted; If student refuses, 1 day OSS and parent contacted.	No
Excessive Noise	400	Any loud sound that is unnecessary or interferes with the learning environment or activity; senseless shouting or outcry.	Verbal Reminder; Parent Noti□ication; Intervention Strategy; Loss of privilege	Parent Noti□ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti□ication; Intervention Strategy; OSS 3-5 Days;	No

The guidelines are intended for administrative use and guidance.

Hall Pass Violation	410	To be in a hallway without written permission; to alter or change a hall pass from its original intent.	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege	Parent Noti❓ication; Loss of privilege; Intervention Strategy	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No
Horseplay	405	Rough, rowdy, boisterous play or pranks that could harm another or disrupt the learning environment.	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege	Parent Noti❓ication; Loss of privilege; Intervention Strategy; OSS 1-2 Days	Parent Noti❓ication; Intervention Strategy; OSS 2-3 Days	No
Inappropriate Affection	015	Unsuitable or improper physical contact, action or gestures, display of public affection.	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege	Parent Noti❓ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No
Inappropriate Behavior	017	Actions or gestures of conducting oneself in a disruptive or disrespectful manner to include tone, attitude, and body language that is negative or abrasive ***towards another student or adult.***	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege	Parent Noti❓ication; Loss of privilege; Intervention Strategy	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No
Leaving Class	320	Walking out of class without the permission of a teacher or staff member.	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege	Parent Noti❓ication; Loss of privilege; Intervention Strategy; OSS 1 Day	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No
Leaving School	310	Walking off school grounds without the permission of a parent and without the consent from a designated staff member.	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege; OSS 1-3 Days	Parent Noti❓ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No
Obscene Gesture	290	A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion, or emotion ***toward a student.***	Verbal Reminder; Parent Noti❓ication; Intervention Strategy; Loss of privilege	Parent Noti❓ication; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No
Off Limits	200	To be present in an unauthorized location. *If the conduct presents reasonable suspicion, the school administration may conduct a search of*	Verbal Reminder; Parent Noti❓ication; Intervention Strategy;	Parent Noti❓ication; Loss of privilege; Intervention Strategy;	Parent Noti❓ication; Intervention Strategy; OSS 1-3 Days	No

The guidelines are intended for administrative use and guidance.

		the student and their belongings.	Loss of privilege	OSS 1 Day		
Other Offenses (minor)	002	Student engages in any other minor behavior misconduct that does not fall within the other categories.	Verbal Reminder; Parent Notiﬁcation; Intervention Strategy; Loss of privilege	Parent Notiﬁcation; Loss of privilege; Intervention Strategy	Parent Notiﬁcation; Intervention Strategy; OSS 1-3 Days	No
Profanity	210	Abusive or vulgar language, swearing, cursing, foul speech, or derogatory language that shows disrespect ***toward a student***.	Verbal Reminder; Parent Notiﬁcation; Intervention Strategy; Loss of privilege	Parent Notiﬁcation; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; OSS 1-3 Days	No
Refusal to Obey/Deﬁant	270	Refusing to follow a request or a speciﬁc directive of any school staff through disobedience, deﬁance, unruliness, or non-compliance.	Verbal Reminder; Parent Notiﬁcation; Intervention Strategy; Loss of privilege	Parent Notiﬁcation; Loss of privilege; Intervention Strategy; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; OSS 1-3 Days	No
Tardy	180	Arriving to school or class after the start time. (This code should be used if a school needs to record a disciplinary action for a student who has an excessive number of tardies.)	Intervention + Administrative Discretion			No
Truant	151	A student, ages 6 to 17 years old, who has three consecutive days of unlawful absences or a total of ﬁve unlawful absences during the current school year.	Level I Truancy Intervention; Parent Notiﬁcation;	Parent Notiﬁcation; Loss of privilege; Intervention Strategy; Truancy Meeting;	Parent Notiﬁcation; Intervention Strategy; Truancy Meeting	No
Unauthorized Device	390	Possessing an electronic communication device (including, but not limited to, cell phones, tablets, computers, and iPods) inconsistent with school board policy. *Student cell phones should be kept in a book bag. Electronic devices, including cell phones, must be turned off and not make noise during instructional time. A cell phone may not be used during the day to make calls, play games, use social media, or to text message. The student*	***1st Offense:*** Ask student to put the device away/Warning	***2nd Offense:*** Conference with Admin.	***3rd and Subsequent Offenses:*** Moves to Refusal to Obey (270), start with Refusal to Obey 2nd Offense	No

The guidelines are intended for administrative use and guidance.

		may not use a cell phone to call a parent during the school day without administrative approval. This includes devices like smartwatches or electronic communication devices that serve as telephones.	Failure to immediately put away the electronic device when requested will result in additional disciplinary action, including but not limited to OSS or OSS (Refusal to Obey 270 or Failure to Comply 271). *This policy may be adjusted based on input from the State Department of Education and/or the State Board of Education.	

Level 1 Interventions

Interventions may be used instead of or at the same time as administrative actions. However, the administrative actions may not exceed detention. **This is not an exhaustive list.**

Adapt or Supplement Activity/Assignment- When a teacher adjusts the student's expectation for learning or the way a student learns as a proactive response. This is typically a short term (i.e. 1 or 2 periods, possibly 1 full day).

Administrative/Student Conference- A conference held involving an administrator and student to explain how his/her behavior is affecting the classroom learning environment. The administrator may review the policies and procedures in the student handbook and answer questions about disciplinary procedures and possible administrative actions.

After-School Detention- Requires students to report to a designated area of the school during a specified time on a school day and remain there for a specified period of time.

Apology-Written/Oral- A statement of regret and sorrow for wronging someone.

Attendance Contract- A contract between the school, parent, and student to assist the student with chronic absences in school. It may consist of student and parent responsibilities to help guide the behavior, which should assist in decreasing the number of days absent.

Behavior Contract- The behavior contract is a positive reinforcement intervention that is widely used by teachers when a student exhibits persistent behavior problems. The behavior contract should provide students with interventions, hold students accountable, provide structure, promote self-responsibility, increase motivation to improve grades, and improve school/home communication.

Clarifications of Expectations- Clearly define school-wide policies and procedures that pertain to the student. Ensure that the student is aware of why it is important to follow these guidelines while on school grounds, and the individual and relevant benefits of following them.

Community Service- Services in which students are assigned a certain amount of hours with the school, local nonprofit, government, and community-based organizations, designed to teach them how they can assist in the improvement of the school and community and to

improve their decision-making and how it might affect their school and community.
Confiscation of Item- To take an unauthorized item away from a student.

Conflict Resolution- The process that teaches individuals concepts and skills for preventing, managing, and resolving conflicts nonviolently. It may include but is not limited to teaching life skills, such as "win-win" negotiation strategies, mediation skills, and violence prevention strategies.
Exclusion of Class Activity- The student is excluded from a class activity.
Group Decision Meeting- When administrators, teachers, and parents collectively make a choice from the alternatives before them pertaining to the student. These meetings may occur to ensure that the school interventions are appropriate and that expectations are clearly defined.
Loss of Privilege- The student loses the opportunity to participate in certain school and class activities. This could also include extracurricular activities as well as field trips/studies.
Mentor- A person meets with a student on a regular basis for an agreed-upon length of time, usually supervised by a faculty or staff member, that involves the development of goals and building competence and character to reach those goals.
Mentoring Group- A group of students that meets together regularly for an agreed-upon length of time, usually supervised by a faculty or staff member, that involves the development of goals and building competence and character to reach those goals.
Parent/Teacher Contact- Teacher-initiated contact with the parent to discuss concerns.
Proximity Control- Teacher makes a conscious effort to be in closer proximity to the student for immediate, often discrete, intervention.
Referral to School Counselor- A referral made to a student's school counselor to receive group or individual guided services.
Reinforcement of Appropriate Behavior- Encouraging positive behavior so it happens again. This may mean not addressing low-level inappropriate behavior in order to reward what is being done correctly.
Seat Change- Changing the student's seat for more productive learning outcomes.
Social Skills Group- Social skills groups are small groups led by an adult who teaches students how to interact appropriately with others their age, learn conversational, friendship, and problem-solving skills, and control their emotions while understanding other people's perspectives.
Tardy Intervention Plan- A plan to assist students with getting to school and class on time. It involves student, teacher, and parent responsibilities to help decrease the number of tardies and support time management skills.

The guidelines are intended for administrative use and guidance.

Teach/Reteach Behavior Expectations- Ensuring explicit instruction of problematic routines and expectations has occurred and that periodic boosters or reteaching happens as needed. This can be 1:1, for small groups, or for a whole class.
Teacher/Student Conference- Teacher-initiated conference with the student. The goal is to build rapport, seek understanding, reiterate concerns and expectations, and identify what support might be needed.
Truancy Intervention Plan- A plan to assist students with attending school. It involves student, teacher, and parent responsibilities to help prevent another appearance in truancy court.
Written/Verbal Reflection- A written or verbal statement by the student about a behavior observed by a faculty or staff member, involving the student defining the behavior, how often it happens, the problems it caused, and appropriate actions to take in the future.

The guidelines are intended for administrative use and guidance.

LEVEL 2: DISRUPTIVE CONDUCT

Elementary School

Disruptive Conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and SRO involvement, leading to possible criminal charges.

The administration may reclassify behavior misconduct (Level I) as disruptive conduct (Level II) if the student engages in an activity more than 3 documented incidents. Acts of disruptive conduct may include but are not limited to, the following below.

LEVEL 2: Disruptive Conduct Infractions and Administrative Action

Infraction	Code	Deﬁnition	Administrative Action			SRO
			1st Offense	2nd Offense	3rd Offense	
Alcohol/Liquor Violation	680	Violation of laws that prohibits sale, purchase, barter, transportation, possession, distribution, consumption, or being under the inﬂuence of alcoholic beverages.	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; OSS 3-5 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; OSS 5+ days	Yes
Bite/Pinch/Spit	003	To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth.	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 3-5 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 3-5 Days	No
Bribery	530	Offering, giving, receiving, or soliciting of money or other items of value to sway the judgment or action of a person.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 3+ Days	No

The guidelines are intended for administrative use and guidance.

Computer Violation	220	Unauthorized or inappropriate use of computers or use of computer resources without permission (such as sharing, using, or modifying someone else's username and/or password, downloading unauthorized apps, inappropriate written/oral/graphic communications using the device, unauthorized changing of software/hardware conﬁguration, sending, transmitting, accessing, uploading, downloading or distributing obscene, offensive, and/or profane materials).	Intervention Strategy; Counseling Referral; Loss of privilege; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 3-5 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 5+ Days	No
Confrontation/Altercation	407	An exchange of words between students resulting in conﬂict; a heated or angry dispute; a noisy argument or controversy.	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 3-5 Days	Parent Notiﬁcation; Intervention Strategy; Counseling Referral; Loss of privilege; OSS 5+ Days	No

		hashish heads, or punctured metal bowls; (b) water pipes designed for use or intended to use with marijuana, hashish, hashish oil, or cocaine; (c) carburetion tubes and devices; (d) smoking and carburetion masks; (e) roach clips; (f) separation gins designed for use or intended for use in cleaning marijuana; (g) cocaine spoons and vials; (h) chamber pipes; (i) carburetor pipes; (j) electric pipes; (k) air-driven pipes; (l) chillums; (m) bongs; (n) ice pipes or chillers.				
Failure to Comply with Disc. Action	271	The act of not complying with a disciplinary action issued ***by an administrator*** as a result of an offense committed.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 2+ Days	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 3+ Days	No

The guidelines are intended for administrative use and guidance.

Gambling	630	Betting on a game of chance or an activity where money is exchanged.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS or OSS 1-3 Days	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS or OSS 3-5 Days	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 3-5 Days	No
Harassment	012	Any threatening, insulting, or dehumanizing action which negatively impacts another person's emotional or mental well-being which is due to race, disability, gender, religion, national origin, sexual orientation or any other discriminatory factors of the victim.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; Counseling Referral; OSS 1-3 Days	Parent Noti◆ication; Intervention Strategy; Loss of privilege; Counseling Referral; OSS 3-5 Days	Parent Noti◆ication; Intervention Strategy; Counseling Referral; OSS 10 days + Rec. Exp.	No
			Use good judgement based on the facts of your investigation to determine the appropriate consequence.			
Hit/Kick/Push	014	An individual student dealing a blow to, coming into contact with, or strike; to strike with foot or feet; to apply pressure against.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 1-3 Days	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 1-3 Days	Parent Noti◆ication; Intervention Strategy; OSS 5+ Days	No
Major Disruption	020	Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others (Examples: incident that prevents other students from proceeding to the next class or activity, pulling a ◆ire alarm, inciting a riot, incidents that results in cafeteria closing, disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group, etc.)	Parent Noti◆ication; Intervention Strategy; Loss of privilege; Counseling Referral; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 10 Days + Rec. Exp.	Yes
Obscene Gesture	290	A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion, or emotion ***toward a staff member.***	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; Intervention Strategy; Loss of privilege; OSS 10 Days + Rec. Exp.	No

The guidelines are intended for administrative use and guidance.

Pornography	710	Possession, manufacturing, or distribution of sexually explicit/obscene material. **Only include SRO if it involves child/student pornography.*	Parent Notiﬁcation; Intervention Strategy; OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 5+ Days; OSS 10 Days + Rec. Exp.	No
Probation Violation	380	Infraction(s) resulting in the student breaking a school-level probation contract.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	No
Profanity	210	Abusive or vulgar language, swearing, cursing, foul speech or derogatory language that shows disrespect ***toward a staff member.***	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 10 Days + Rec. Exp.	No
Simple Assault	520	An unprovoked physical attack (an actual and intentional touching or striking of another person against his/her will) 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.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 10 Days + Rec. Exp.	Yes
Stealing/Stolen Property	740	Theft under $100. **OR** Possession of goods unlawfully taken from its rightful owner. *Disciplinary action will be determined according to the value, content, and circumstances surrounding the theft.*	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Return or reimbursement of item(s); OSS 1-3 Days	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Return or reimbursement of item(s); OSS 5 Days	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Return or reimbursement of item(s); OSS 10 Days + Rec. Exp.	No
Threat	027	A statement of an intention to inﬁict pain, injury, damage, or other hostile action on someone. Threat Protocol = Low	Follow School Threat Protocol (low risk); Parent Notiﬁcation; OSS 1-3 Days; OSS 3-5 Days	Follow School Threat Protocol (low risk); Parent Notiﬁcation; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Follow School Threat Protocol (low risk); Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Tobacco	230	The possession or use of smoking cigarettes, e-cigarettes, vapes, cigars, and all similar products.	Parent Notiﬁcation; OSS 1-3 Days	Parent Notiﬁcation; OSS 3-5 Days	Parent Notiﬁcation; OSS 1-3 Days	No
Trespassing	750	The student enters or remains upon school property without authorization or a legitimate business purpose, or where the student enters or remains upon school grounds after being told by administrators not to be present.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; OSS 5 Days; OSS 10 Days + Rec. Exp.	No
Vandalism	760	Willfully or maliciously destroying, damaging, or defacing real or personal property. *Consequences can be higher if the level of vandalism is signiﬁcant. Contact Student Services to discuss.*	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Restitution; OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Restitution; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Restitution; OSS 5 Days; OSS 10 Days + Rec. Exp.	No
Weapons (Miscellaneous)	789	Weapons such as: toy guns, toy cap guns, toy pellet guns, nurf guns, and other devices ***that do not inﬁict injury.***	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Conﬁscation; OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Conﬁscation; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Loss of privilege; Conﬁscation; OSS 5 Days; OSS 10 Days + Rec. Exp.	No

Level 2 Interventions

Interventions may be used instead of or at the same time as administrative actions. Level 1 interventions may be considered.

This is not an exhaustive list.

Alternative Education Program- The current Elementary Alternative Education Program in the school is Reboot, located at Van Wyck Elementary.

The guidelines are intended for administrative use and guidance.

The hearing officer or School Board determines whether or not this is an option for a student. Use Referred to Alternative Program Action Code in Incident Management. *Note: Alternative Placement - Change in placement by the IEP Team's decision (usually Homebase Instruction).*

Behavior Contract- The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract if they are included in the process.

Check In/Check Out- A process that involves students who have a pattern of misbehavior checking in and/or checking out with an adult daily who provide them with more frequent feedback on their behavior to prevent future problem behavior.

Counseling Referral- Referral to school-based mental health support (if in crisis or not eligible for Medicaid)

Family Intervention Services Referral- A referral for services that the school provides to students and their families. Services include individual and family counseling, multi-family groups, community service opportunities, and ongoing dialogue with the school and other community representatives. With the combined efforts of parents, students, school administrators, and the intervention services staff, students have an opportunity to evaluate their behavior and receive help in developing strategies that will enable them to complete the school year successfully.

IEP/504 Plan Review- A review of a student's IEP/504 plan that involves the student, parent, teacher(s), administrator, and/or psychologist to ensure that accommodations and goals are appropriate.

Mediation- A confidential process where students can discuss their dispute(s) and/or grievances with an adult facilitating.

Mental Health Referral- A referral for services that the social worker can provide in which the student may benefit.

Outside Agency Referral- A referral for services from outside agencies in the community from which the student may benefit. The school counselor or social worker should be able to provide a list of agencies.

Parent Shadowing- Parent shadowing occurs when parents are given the option to shadow their students in lieu of suspension, for a full day, or as an intervention to decrease their student's classroom misconduct.

Restitution- A student can be assigned restitution to help restore or improve the school environment either by directly addressing the problems caused by the student or by having the student improve the school environment more broadly through acts of service.

The guidelines are intended for administrative use and guidance.

Schedule Change- Proactively assigning a student to a different class.
Social Skill/Behavior Group- Small group facilitated by a school counselor or mental health counselor, who works on targeted skills.
Staff Mentor- Fostering a *mutual* connection between a student and an adult in the building who can serve as a positive role model and become a trusted adult.

The guidelines are intended for administrative use and guidance.

LEVEL 3: Criminal Conduct

Elementary School

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions that result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board. Interventions may be used when a student returns to school after a suspension or on strict probation. Level 1 and 2 interventions may be considered.

LEVEL 3: Criminal Conduct Infractions and Range of Consequences

Infraction	**Code**	**De❓inition**	**Administrative Action**			**SRO**
			1st Offense	**2nd Offense**	**3rd Offense**	
Arson	500	To intentionally damage or attempt to damage any real or personal property by ❓ire.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes
Assault, Aggravated	510	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 ***obvious severe or aggravated bodily injury*** including apparent broken bones,	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

		loss of teeth, possible internal injury, severe laceration, or loss of consciousness.				
		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 inﬁicted on the victim by the offender.				
Bomb Threat	260	Indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Bullying	651	A gesture, an electronic communication, or a written, verbal, physical, or sexual act that takes place on school property, at any school sponsored function where the school is responsible for the child or on a school bus or other school-related vehicle, at an ofﬁcial school bus stop and that: a) a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student, physically or emotionally, or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or b) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school. The act can be due to race, disability, gender, religion, national origin, sexual orientation, or other areas.	Parent Notiﬁcation; Intervention Strategy; Intervention; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Intervention; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; Intervention; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Yes

Burglary	540	Unlawful entry or attempt to unlawfully enter a building or other structure with the intent to commit a crime.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Computer Violation	220	Unauthorized or inappropriate use of computers or use of computer resources without permission (such as deletion, examination, copying, or modifying of files/data/device settings belonging to staff or school, sending, transmitting, accessing, uploading, downloading or distributing pornographic or sexually explicit materials with intent to harm staff and students, and any use that violates local, state and/or federal laws or regulations).	Parent Notification; Intervention Strategy; Loss of privilege; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes
Cyber Bullying	652	Willful harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting, social media, chat rooms, sexting, instant messaging, or video voyeurism.	Parent Notification; Intervention Strategy; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 1-5 Days; OSS 10 Days + Rec. Exp.	Yes
Drug Usage	575	The use or drug possession of an illegal substance represented as drugs, and/or a mood-altering substance (prescription or nonprescription medication). These offenses do NOT include use or possession of alcohol or tobacco.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Drug Distribution	570	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.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Yes
Drug Possession	580	The use or drug possession of an illegal substance represented as drugs, and/or a mood-altering substance (prescription or nonprescription medication). These offenses do NOT include use or possession of alcohol or tobacco.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Yes
Extortion	600	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.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; OSS 10 Days + Rec. Exp.	Yes
Fire Alarm	350	In the absence of an emergency, to activate or set off a ◆ire signal indicating the presence of a ◆ire emergency.	Parent Noti◆ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti◆ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Forced Sex Offense	610	Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent. This deﬁnition includes forcible rape, forcible sodomy, sexual assault with an object (to use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity), and/or forcible fondling (child molesting).	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes
Fraud	620	Wrongful or criminal deception intended to result in ﬁnancial or personal gain.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes
Gang Activity	250	Any group of individuals or organizations, non-school sponsored group, possibly of secret and/or exclusive membership, whose purpose or practices include the commission of illegal acts, the violation of school rules, the establishment of territory or “turf,” or any other action which threatens the safety or welfare of others. The existence of such a group of individuals may be established by evidence of a common name or common identifying signs, symbols, language tattoos, grafﬁti, clothing, or other distinguishing characteristics in accordance with Policy JAB.	Parent Notiﬁcation; Intervention Strategy; OSS or OSS 1-3 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS or OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Homicide	640	The killing of one human by another, not including vehicular manslaughter or attempted murder.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes
Indecent Exposure	019	Willfully, maliciously, and indecently exposing his person in a public place, on property of others, or to the view of any person on a street or highway.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes
Intimidation	650	Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapon and without subjecting the victim to actual physical attack. (It does not include insubordination, lack of respect, deﬁance of authority, etc.)- Federal deﬁnition C030.	Parent Notiﬁcation; Intervention Strategy; OSS 1-5 Day OSS; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 1-5 Day OSS; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 1-5 Day OSS; OSS 10 Days + Rec. Exp.	Yes
Kidnapping/Abduction	660	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.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes
Larceny/Theft	670	The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another person, greater than $100. Petit Larceny: (less than $2,000) Grand Larceny: ($2,001 or more)	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes
Other Offenses (Serious)	700	Any other serious offense that does not ﬁt within the other Level 3 offense. **OR** Violent crimes outside of school under Section 16-1-60, adjudications for assault and battery of a high and aggravated nature, the unlawful use or possession of weapons,	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Parent Notiﬁcation; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

		or the unlawful sale of drugs whether or not considered to be drug traf❓icking.				

		This code should <u>ONLY</u> be used when founded through Title IX; otherwise, use a different code.				
Sex Offense (non-forced)	690	Unlawful, unforced sexual acts or indecent exposure that is overtly sexual in nature, or other sexually inappropriate behavior.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes
Sexual Violation	025	The unwanted act of groping in a sexual nature made with another person.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes
Threat	027	A statement of an intention to in❓lict pain, injury, damage, or other hostile action on someone. Threat Protocol = Moderate/High	Follow School Threat Protocol (low risk); Parent Noti❓ication; OSS 1-3 Days; OSS 3-5 Days	Follow School Threat Protocol (low risk); Parent Noti❓ication; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Follow School Threat Protocol (low risk); Parent Noti❓ication; OSS 10 Days + Rec. Exp.	Yes
Vehicle Theft	770	To steal from or possess a vehicle without permission of the owner.	Parent Noti❓ication; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; OSS 10 Days + Rec. Exp.	Parent Noti❓ication; OSS 10 Days + Rec. Exp.	Yes

		This code should <u>ONLY</u> be used when founded through Title IX; otherwise, use a different code.				
Sexual Offense (non- forced)	690	Unlawful, unforced sexual acts or indecent exposure that is overtly sexual in nature, or other sexually inappropriate behavior.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Sexual Violation	025	The unwanted act of groping in a sexual nature made with another person.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Parent Notification; Intervention Strategy; OSS 10 Days + Rec. Exp.	Yes
Threat	027	A statement of an intention to inflict pain, injury, damage, or other hostile action on someone. Threat Protocol= Moderate/High	Follow School Threat Protocol (low risk); Parent Notification; OSS 1-3 Days; OSS 3-5 Days	Follow School Threat Protocol (low risk); Parent Notification; OSS 3-5 Days; OSS 10 Days + Rec. Exp.	Follow School Threat Protocol (low risk); Parent Notification; OSS 10 Days + Rec. Exp.	Yes
Vehicle Theft	770	To steal from or possess a vehicle without permission of the owner.	Parent Notification; OSS 10 Days + Rec. Exp.	Parent Notification; OSS 10 Days + Rec. Exp.	Parent Notification; OSS 10 Days + Rec. Exp.	Yes

The guidelines are intended for administrative use and guidance.

Weapons	789	This includes weapon without ammunition, stun gun, flare gun, BB gun, paintball gun, pellet gun, nail gun, airsoft gun, a knife with a blade over two inches long, a blackjack, metal knuckles, razor/box cutter, a metal pipe or pole, firearms, or any other type of weapon, device, or any other object that may be used to inflict bodily injury or death. These items also include weapons that are home made. The violation of laws prohibiting any person, except law enforcement officers or personnel authorized by school officials, to carry on his or her person, while on any elementary or secondary school property, a knife with a blade over two inches long, a blackjack, a metal pipe or pole, firearms, or any other type of weapon, device, or object that may be used to inflict bodily injury or death. This category also includes carrying in a concealed manner a dirk, slingshot, metal knuckles, razor, or other deadly weapon usually used for the infliction of personal injury.	Parent Notification; OSS 10 Days + Rec. Exp.	Parent Notification; OSS 10 Days + Rec. Exp.	Parent Notification; OSS 10 Days + Rec. Exp.	Yes

Level 3 Interventions

This is not an exhaustive list.

***Alternative Education Program-** The current Alternative Education Program in the school is Reboot at Van Wyck Elementary School.

***Probation Contract-** A contract that holds a student accountable for their future actions as they are allowed to go back to their home school.

The guidelines are intended for administrative use and guidance.

Restorative (Re-entry) Meeting- A meeting that should take place when a student is returning
* The hearing officer determines whether or not this is an option for a student.

Every student has the right to education. Whenever a student is deprived of his right to education through disciplinary proceedings such as suspension or expulsion, the student is **entitled to due process**. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension or expulsion.

The guidelines are intended for administrative use and guidance.

South Carolina Code

SECTION 59..63..210. Grounds for which trustees may expel, suspend, or transfer pupils; petition for readmission; expulsion, suspension, or transfer.

(A) Any district board of trustees may authorize or order the expulsion, suspension, or transfer of any pupil for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and promulgated regulation established by the district board, county board, or the State Board of Education, or when the presence of the pupil is detrimental to the best interest of the school. Each expelled pupil has the right to petition for readmission for the succeeding school year. Expulsion or suspension must be construed to prohibit a pupil from entering the school or school grounds, except for a prearranged conference with an administrator, attending any day or night school functions, or riding a school bus. IT"he provisions of this section do not preclude enrolllment and attendance in any adul or night school

(B} A district board of trustees shall not authorize or order the expulsion, suspension, or transfer of any pupil for a violation of Section 59-150-250(8).

The guidelines are intended for administrative use and guidance.

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

The district board must expel for no less than one year a student who is determined to have brought a firearm to a school or any setting under the jurisdiction of a local board of trustees. The expulsion must follow the procedures established pursuant to Section 59-63-240. The one-year expulsion is subject to modification by the district superintendent of education on a case-by-case basis. Students expelled pursuant to this section are not precluded from receiving educational services in an alternative setting. Each local board of trustees is to establish a policy which requires the student to be referred to the local county office of the Department of Juvenile Justice or its representative.

SECTION 59-63-240. Expulsion for remainder of year; hearings.

The board may expel for the remainder of the school year a pupil for any of the reasons listed in Section 59-63-210. If procedures for expulsion are initiated, the parents or legal guardian of the pupil shall be notified in writing of the time and the place of a hearing either before the board or a person or committee designated by the board. At the hearing the parents or legal guardian shall have the right to legal counsel and to all other regular legal rights including the right to question all witnesses. If the hearing is held by any authority other than the board of trustees, the right to appeal the decision to the board is reserved to either party. The hearing shall take place within fifteen days of the written notification at a time and place designated by the board and a decision shall be rendered within ten days of the hearing. The pupil may be suspended from school and all school activities during the time of the expulsion procedures. The action of the board may be appealed to the proper court. The board may permanently expel any incorrigible pupil.

SECTION 59-63-220. Suspension of pupils by administrator.

Any district board may confer upon any administrator the authority to suspend a pupil from a teacher's class or from the school not in excess of ten days for any one offense and for not more than thirty days in any one school year but no such administrator may suspend a pupil from school during the last ten days of a year if the suspension will make the pupil ineligible to receive credit for the school year without the approval of the school board unless the presence of the pupil constitutes an actual threat to a class or a school or a hearing is granted within twenty-four hours of the suspension.

SECTION 59-63-230. Notices of suspensions; conferences with parents or guardian.

When a pupil is suspended from a class or a school, the administrator shall notify, in writing, the parents or legal guardian of the pupil, giving the reason for such suspension and setting a time and place when the administrator shall be available for a conference with the parents or guardian. The conference shall be set within three days of the date of the suspension. After the conference the parents or legal guardian may appeal the suspension to the board of trustees or to its authorized agent.

Goss v. Lopez (U.S. Supreme Court 1975)

In general, Goss requires at a minimum that a student be given:

1. notice of the charges against him
2. an explanation of the evidence
3. an opportunity to present his side of the story.

Byrd v. Irmo High School (South Carolina Supreme Court 1996)

Legislature did not intend for suspensions to be appealed beyond the Board level. Significantly, the Byrd court also reiterated that the due process requirements and rights laid out in Goss must be followed in student suspensions.

The guidelines are intended for administrative use and guidance.

Floyd v. Horry County School District (South Carolina Supreme Court 2002)

South Carolina Supreme Court clarified the Byrd ruling, stating that it provided for limited judicial review of short term suspensions. Specifically, the court held that a student may appeal a temporary school suspension to the circuit court, but only for the sole purpose of determining whether the minimal due process requirements of Goss were met. The court further stated that if the minimal procedural standards of Goss are met, the suspension should be affirmed.

Davis v. School District of Greenville County (South Carolina Supreme Court 2007)

The South Carolina Supreme Court held that the statute governing the transfer of a student as a disciplinary sanction did not provide students with a right to appeal decisions beyond the school board level. Additionally, the court held that even though the proceedings began as expulsion proceedings, the statute permitting a student to appeal a school boards expulsion decision did not apply once the hearing officer rejected the expulsion and imposed a transfer as an alternative sanction.

Investigation Process

- If the student refuses you should write the student's name at the top and handwrite "Student refused to write statement."
- Admin can write a statement for a student and ask the student to sign the statement after it's read back to them.

Search and Seizure

59--63 1110. Consent to search person or his effects

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.

59-'63-1120. Searches by school administrators 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, bookbags, wallets, and satchels with or without probable cause.

59-63-1130. Searches by principals or their designees

Notwithstanding any other provision of law, school principals or their designees may conduct reasonable searches of the person and property of visitors on school premises.

59-63 1140. Strip searches prohibited

No school administrator or official may conduct a strip search.

"R,easonableness standard" set forth in New Jersey v. T.L.O., 469 U.S. 328 (1985)

The guidelines are intended for administrative use and guidance.

Reasonable Suspicion

- A standard of proof less rigorous than the requirements of probable cause
- Reasonable *Possibility* instead of Reasonable *Probability* (US v Mendenhall (1980)
- A school administrator must be able to articulate their suspicion

Searches should always be conducted with 2 adults in the room

The guidelines are intended for administrative use and guidance.

Special Rules for School Aged Children: Two Prong Test for Examining the Reasonableness of the Search

- Is the search justified at its inception?
  Are there reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school?

- Is the scope of the search reasonable?
  Are the search measures reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction?