

2023-24

Student & Parent Handbook

Progressive Discipline Plan Student Code of Conduct



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BEAUFORT COUNTY SCHOOL DISTRICT'S VISION AND MISSION

Our Vision

Beaufort County School District will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing, and engaging.

Our Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

INTRODUCTION

The Beaufort County School District provides students with a discipline handbook to help them understand school rules and practices. The Progressive Discipline Plan Student Code of Conduct, found in [Administrative Regulation SS-18](#), is intended to supplement the official policies, rules, and administrative regulations established by the Beaufort County Board of Education or the Superintendent. Please note that if there are any discrepancies between this handbook and the official Board Policy Manual or Administrative Regulations, the latter will always take precedence.

Copies of the Board Policy Manual and the Beaufort County School District Administrative Regulations and procedures can be found at the District Office located at 2900 Mink Point Boulevard, Beaufort, South Carolina, 29902, as well as on the district website at www.beaufortschools.net. The district expects students to behave in a manner that does not infringe upon the rights and privileges of others, respect authority, conform to school and district rules, and obey laws that apply to juveniles or minors.

School staff emphasize high standards of personal conduct, such as courtesy, decency, morality, clean language, honesty, respect for other's property, and pride in one's work and achievements. Students committed to staying in school, working hard, and benefiting from their educational experiences will be given every opportunity to succeed.

The Student Code of Conduct applies to students on school property, at any school-sponsored event, on a school bus or other district vehicle, and in all situations where the student's conduct directly affects the district's interests. Students and parents are encouraged to familiarize themselves with the rules and regulations contained in this handbook. If you have any questions, please contact your building-level administrator(s).

The 2023-2024 Progressive Discipline Plan Student Code of Conduct handbook is available on the district's website, www.beaufortschools.net. If you cannot access the online version, please contact the Student Services Department at 843-322-2420 to request a printed copy. Please provide your name and mailing address. **Please note:** *Computers with internet access are readily available at both school media centers and all Beaufort County Public Library branches.*

Beaufort County School District

Physical Address

2900 Mink Point Boulevard
Beaufort, South Carolina 29902

Mailing Address

Post Office Drawer 309
Beaufort, South Carolina 29901-0309

DISTRICT INFORMATION

Title IX Sexual Harassment and Non-Discrimination Statement

The Beaufort County School District is committed to creating and maintaining a learning and working environment free from unlawful discrimination based on sex in accordance with Title IX, which prohibits discrimination based on sex in Education Programs or Activities, and Title VII, which prohibits sex discrimination in employment. BCSD will not tolerate sexual harassment and Retaliation under Administrative Regulation HRS-3 Title IX Sexual Harassment and Non-Discrimination, which are grounds for disciplinary action, up to and including permanent dismissal from BCSD and/or termination of employment. BCSD takes all reported sexual misconduct and sexual harassment seriously. BCSD will promptly discipline any individuals within its control who are found responsible for violating this Administrative Regulation. Additionally, reported sexual misconduct, harassment, and retaliation that does not meet the definitions and jurisdiction of this Administrative Regulation will be referred for review under the student or employee Code of Conduct. Please contact the Title IX Coordinator for any questions pertaining to Title IX, to file a complaint pursuant to [Administrative Regulation HRS-3](#), or to seek additional support.

BCSD Student Title IX Coordinator:

Lakinsha R. Swinton

Director of Employee Services

Post Office Drawer 309

2900 Mink Point Blvd.

Beaufort, SC 29901-0309

Office: 843-322-5451

Mobile: 843-441-4648

Fax: 843-322-5425

Lakinsha.Swinton@beaufort.k12.sc.us

HARASSMENT, INTIMIDATION, OR BULLYING

Harassment, intimidation, or bullying of students is prohibited. Harassment, intimidation, or bullying is defined as a gesture, electronic communication, or written, verbal, physical, or sexual act reasonably perceived to have the effect of the following:

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

Harassment	Intimidation	Bullying
Any insulting or dehumanizing action negatively impacts another person’s emotional or mental well-being. This could be in person or with technology (email, texting, social media, chats, etc.)	Physical, verbal, written, or electronic action immediately creates fear of harm without displaying a weapon and without subjecting the victim to an actual physical attack. (This offense only includes a verbal incident that causes fear. It does not include insubordination, lack of respect, defiance of authority, etc.)	A repeated gesture, an electronic communication, or a written, verbal, physical, or sexual act with the intention to hurt, insult, or threaten another person 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.

This includes racial slurs, threats of physical harm, and sexual harassment (See Administrative Regulation HRS-3, Title IX Sexual Harassment and Non-Discrimination, for more information and how to file a complaint).

Assistance for Bullying

If you experience or witness harassment, intimidation, or bullying:

- Tell someone you trust – a parent/guardian, a teacher, a school counselor, an administrator, or report by
- Complete a “See Something, Say Something” form through [ClassLink](#) or through the BCSD website: <https://www.beaufortschools.net/student-services/district-discipline-policies-and-code-of-conduct/anti-bullying> or
- Complete a “Report a Concern” form on the BCSD website: <https://www.beaufortschools.net/student-services/report-a-concern>.

ANNUAL NOTIFICATIONS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTIFICATIONS OF RIGHTS [FERPA]

DIRECTORY INFORMATION

FERPA allows student information that would not generally be considered harmful or an invasion of privacy to be disclosed. FERPA refers to this as “directory information.” BCSD defines directory information as a student’s name, address, photographs including electronic images (as related to school or BCSD sponsored events, activities, and special recognitions), participation in officially recognized activities and sports, weights and heights of members of athletic teams, diploma or certificate and awards received, and other similar information. Parents have the right to “opt-out” of having their student’s information included in directory information.

The primary purpose of directory information is to enable BCSD to feature this type of data in specific schools and BCSD publications, furthering the recognition of students and the promotion of their accomplishments. These publications include but are not limited to, the annual yearbook, school/district newsletters, programs for school events, honor rolls or other recognition lists, school or BCSD website/social media, news releases, etc. The BCSD shall not release directory information to any person or agency for commercial use.

Federal laws require schools to provide military recruiters and/or institutions of higher education, upon request, with three directory information categories: names, addresses, and telephone listings - unless parents have advised the school that they do not want their student’s information disclosed.

If parents want to restrict the release of their student’s information, they need to send written notification to the BCSD Director of Communications. A sample opt-out letter is on the BCSD website. The notification should be sent to: BCSD Director of Communications Dr. Candace Bruder, Beaufort County School District, Post Officer Drawer 309, 2900 Mink Point Blvd., Beaufort, SC 29901-0309.

EDUCATION RECORDS

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

- 1. The right to inspect and review the student's education records within 45 days after the day the BCSD school (“school”) receives a request for access.**

Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child’s or their education record should write to the school principal, clearly identify the part of the record they want to be changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. BCSD defines a school official with legitimate educational interests as a person employed by the respective school or BCSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Beaufort County Board of Education. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school may disclose education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. The school or school district shall make a reasonable attempt to notify the parent or student of the records request. Additionally, upon request initiated by the parent or eligible student, the school shall disclose education records for purposes of the student’s enrollment or transfer.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC, 20202

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to the following:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Religious practices, affiliations or beliefs of the student or parents
- Income, other than as required by law to determine program eligibility

Receive notice and an opportunity to opt a student out of the following:

- Any other protected information survey, regardless of funding
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law.
- Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use, the following:

- Protected information surveys of students
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum
- These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

The BCSD will directly notify via email parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation in the specific activity or survey. BCSD will notify parents at the beginning of the school year if the BCSD has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with the following:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

EVERY STUDENT SUCCEEDS ACT (ESSA)

In accordance with the Parents Right-to-Know requirement under the Every Student Succeeds Act (ESSA), every parent or guardian of a student attending a Title I school is notified of the right to request and receive in a timely manner the following:

- Information regarding the professional qualifications of your student’s classroom teachers. The information regarding the professional qualifications of your student’s classroom teachers shall include the following:
 - if the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
 - if the teacher is teaching under emergency or temporary status in which the state qualifications and licensing criteria are waived;
 - the teacher’s baccalaureate degree major, graduate certification, and field of discipline; and
 - whether the student is provided services by paraprofessionals, and if so, their qualifications.
- Notification if your student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification for licensure requirements at the grade level and subject area in which the teacher has been assigned.

If you would like information about any teacher’s credentials to whom your child is assigned, please contact the school’s principal.

AHERA ASBESTOS MANAGEMENT PLAN

In compliance with the U.S. Environmental Protection Agency and the Asbestos Hazard Emergency Response Act (AHERA), in 1989, Beaufort County School District (BCSD) performed inspections of each of its schools for asbestos-containing materials. The inspection findings and asbestos Management Plan are on file in the school’s administrative office. Per the requirements, qualified personnel have also conducted additional re-inspections and periodic surveillance. The above-referenced reports are a matter of public record. As such, any interested party may review the documents by simply contacting BCSD Chief of Operations Robert Oetting at (843) 322-0783 or Robert.Oetting@beaufort.k12.sc.us.

POSITIVE SCHOOL CLIMATE

Fostering Positive School Environments Through Multi-Tiered Supports

At Beaufort County School District, we believe nurturing positive school climates is essential to increasing academic achievement and establishing safe, supportive learning environments. Developing these thriving schools is a shared responsibility—for all educators, students, families, stakeholders, and our wider community.

To empower every school and student, we must:

- Implement Multi-Tiered Systems of Support (MTSS) to meet the needs of the whole child proactively.
- Integrate consistent behavioral expectations school-wide through the MTSS framework.
- Ensure equity, fairness, and continuous improvement drive every decision.

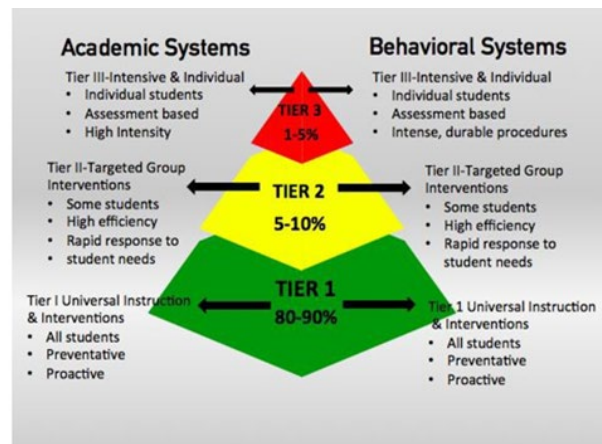
When we unite behind this comprehensive MTSS model of tiered academic and behavioral support, every Beaufort County school can become a place where all students feel engaged, uplifted, and excited to learn.

The MTSS approach provides:

- Universal instruction and inclusion tailored to reach every learner.
- Targeted small group interventions for those needing more support.
- Individualized intensive help for our students facing the greatest challenges.

By combining high-quality teaching, evidence-based intervention, and wraparound support under the MTSS umbrella, Beaufort County schools will transform into environments where the social, emotional, and academic growth of every child is fostered.

The path forward is clear—together, through Multi-Tiered Supports, we can create positive school climates where all Beaufort County students thrive.



Source: South Carolina Department of Education, Office of Special Education Services. Created in 2018.
Adapted from: OSEP Technical Assistance Center (2018). Multi-Tiered System of Support (MTSS) & PBIS Model.

The MTSS information was taken from the South Carolina Multi-Tiered Systems of Support Framework <https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-framework-and-guidance-document/>

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

A right is a privilege to which one is justly entitled. All students have the right to...

- **Due process.** Students facing disciplinary action are entitled to fair procedures to determine if they are at fault. Students are entitled to appeal decisions resulting in major disciplinary action such as suspension from school or transportation, expulsion, or transfer to another school.
- **Other forms of expression.** Vulgar, profane, or symbolic expressions or items advertising drugs, alcohol, and/or tobacco are prohibited. No form of expression shall interfere with the rights of others to express themselves or with the conduct of school, classroom, and transportation activities.
- **Equal educational opportunity.** The schools must provide all students the chance to receive a quality education. This means that every student has the right to attend public school until graduation from high school or age 21 as prescribed by law. No student may be prevented from participating in any program solely because of his/her race, ethnic origin, sex, or religion. Students have the right to equal educational opportunities without interference.
- **Exercise free expression/ freedom of speech.** Students are entitled to express their verbal opinions as long as they maintain dignity and respect for others and such speech does not disrupt or threaten to disrupt the school environment.
- **Freedom of assembly.** Students are entitled to hold meetings with the approval of authorized school personnel at a time, place, and manner that do not disturb classroom instruction.
- **Privacy and property rights.** Students are entitled to maintain the privacy of personal possessions within certain limits and are responsible for them; however, no substance, object, or material prohibited by law or Board or administrative regulation, rule, or procedure is permitted on school property, which includes off-campus school-sponsored activities and school vehicles. Lockers, desks, and privately owned cars parked on school property may be searched randomly and unannounced. Searches of students' belongings by school officials must be reasonable, i.e., based on reasonable suspicion and reasonably related in scope. Additionally, searches of cars, lockers, book bags/purses, and other items may be conducted by trained dogs under the direction of authorized handlers. Students' use of personal electronic devices during school hours is not permitted unless teacher-directed. Cameras and cell phone cameras are prohibited in all locker rooms, bathrooms, and other areas with an expectation of privacy. School officials shall confiscate all such unauthorized equipment depending on whether the offense is the first, second, or third offense.
- **Information about their academic welfare.** Grades should reflect a teacher's objective evaluation of students' academic achievement. Students are entitled to be informed of their courses' academic requirements and advised of their progress in a timely manner.
- **Know what behavior is expected.** Students have the right to be informed of Board and administrative policies, procedures, and individual school, classroom, and school transportation rules.
- **Written expression and circulation of petitions.** Students are entitled to express their written opinions and circulate petitions with authorized school officials' prior written permission. Students are entitled to use designated bulletin boards to post notices concerning school activities so long as these notices do not disrupt or threaten to disrupt school activities. School publications (newspapers, yearbooks, etc.) are not

public forums, and school officials reserve the right to exercise reasonable editorial control over the style and content of materials submitted for publication.

Student Responsibilities

- Attend school regularly to receive an education. Attending school is the first step to receiving an education. Regular attendance ensures you keep up with the curriculum and stay caught up. It is also important to remember that no one has the right to interfere with the education of others.
- Be punctual for all classes. Being on time is crucial for your success in school and the future. When you are late, you disrupt the learning of others, and it can also reflect poorly on you as a student.
- Come to class prepared with the necessary materials. Ensure you bring all the necessary materials to class, such as textbooks, notebooks, pencils, and any other items your teacher requires. Having the necessary materials can ensure your learning and the learning of others.
- Complete all in-class and homework assignments and meet deadlines. Completing assignments and meeting deadlines are crucial to your success in school. It shows that you are responsible and willing to put in the effort to learn and succeed.
- Obey school rules and personnel School rules are in place to ensure the safety and well-being of all students and staff. It is your responsibility to follow these rules and be respectful to everyone who works in the school.
- Respect the person and property of others. Respect for others is a fundamental value that is essential for building a positive school community. This includes respecting the property of others and treating others with kindness and dignity.
- Respect school property and carefully use and return all materials and equipment. School property and equipment are community resources that should be treated with care and respect. Any damage or destruction of school property will not be tolerated.
- Ensuring that school correspondence to parents reaches home. Education is a partnership between home and school. You must ensure that school correspondence, such as progress reports, attendance information, and report cards, is delivered to your parents or guardians.
- Volunteer information and cooperate with school staff in disciplinary cases. As a responsible student, it is your duty to provide truthful information when asked by school authorities. Cooperating with school staff in disciplinary cases helps maintain a safe and respectful learning environment for all students.

STUDENT ATTENDANCE, ABSENCES AND EXCUSES

The Superintendent expects BCSD students to attend school regularly. Regular attendance is necessary if students are to make the desired and expected academic and social progress. BCSD believes attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. BCSD staff will take educationally sound corrective actions to eliminate impediments to student achievement before referring a truant student to the juvenile justice system. [BCSD Administrative Regulation SS-5](#), [BCSD Administrative Regulation SS-11](#), [BCSD Administrative Regulation SS-12](#)

The BCSD recognizes that some absences and tardies are unavoidable. This Administrative Regulation establishes the basic structure for excusing qualifying absences in the BCSD and setting basic requirements for receiving course credit.

Compulsory Attendance. State law requires all children between the ages of five (5) and seventeen (17) to regularly attend a public or private school or kindergarten or be approved by the BCSD or the South Carolina Independent Schools Association for home instruction. A parent/legal guardian whose child or ward is not six (6) years old on or before September 1st of the school year may waive kindergarten attendance for his/her child. For this purpose, the parent/legal guardian must present to the BCSD a written document making such a decision.

BCSD believes attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. BCSD staff will take educationally sound corrective actions to eliminate impediments to student achievement before referring a truant student to the juvenile justice system.

The BCSD recognizes that some absences and tardies are unavoidable. This Administrative Regulation establishes the basic structure for excusing qualifying absences in the BCSD and setting basic requirements for receiving course credit.

Tardiness or an Early dismissal. If a student misses more than fifty percent (50%) of a class period at the secondary level, the student will be considered absent unless the absence is otherwise deemed lawful pursuant to Section VIII. below, waived pursuant to [BCSD Administrative Regulation SS-11](#), Student Absences and Excuses, or [BCSD Administrative Regulation SS-12](#), Release Time for Religious Instruction.

If a student misses more than fifty percent (50%) of a school day, the student will be considered absent unless the absence is otherwise deemed lawful.

Attainment of High School Course Credit. To receive one Carnegie unit of credit, a student must be in attendance at least 120 hours per unit, regardless of the days missed, or must demonstrate proficiency as determined by the BCSD. The BCSD shall administer the exception for demonstration of proficiency on a case-by-case basis and is only applicable to students who have excessive absences approved pursuant to this Administrative Regulation.

Written Intervention Plan. The BCSD will utilize a written intervention plan for improving student attendance. The purpose of the plan will be to link students with attendance problems and their families to all appropriate school and community resources.

Excuse for Absence. A student who misses one (1) or more school days must present a written excuse within three (3) days of returning to school, signed by his/her parent/legal guardian. The excuse will contain such other information as directed by the school administration. The school administration will keep all excuses confidential. If a student fails to bring a valid excuse to school within three (3) school days, the absence will be coded as unexcused. If a student brings a false or forged excuse, the teacher or staff member receiving the excuse will refer the student to the school administration for appropriate disciplinary action.

Lawful Absences. The BCSD considers a student lawfully absent under the following circumstances:

- The student is ill, and his/her attendance in school may endanger the student's or others' health.
- Death or serious illness in the student's immediate family.
- Recognized religious holidays of the student's faith.
- Prearranged absences for other reasons and/or extreme hardships at the discretion of the principal.
The principal will implement and expedite medical homebound instruction for students experiencing a prolonged illness or injury requiring them to be absent from school.

Unlawful Absences. The BCSD considers a student unlawfully absent under the following circumstances:

- The student is willfully absent from school without the knowledge of his/her parent/legal guardian.
- The student is absent without acceptable cause with the knowledge of his/her parent/legal guardian.

Truancy.

- A student ages six (6) to seventeen (17) years old who has three (3) consecutive unlawful absences or a total of five (5) unlawful absences is considered truant as defined by the state board of education regulation.
- A student ages twelve (12) to seventeen (17) years old who fails to comply with the school's intervention plan and accumulates two (2) or more additional unlawful absences is considered a habitual truant. This child may need court intervention, and an initial truancy petition may be filed. The written intervention plan, and documentation of non-compliance, must be attached to the truancy petition asking for court intervention.
- A student ages twelve (12) to seventeen (17) years who (1) has been through the school intervention process, (2) has reached the level of a habitual truant, (3) has been referred to family court and placed on an order to attend school, and (4) continues to accumulate unlawful absences is considered a chronic truant. Should other community alternatives and referrals fail to remedy the attendance problem, the "chronic" truant may be referred to the Family Court for violation of a previous court order. All school intervention plans existing to this point for this child and family must accompany the Contempt of Court petition as well as a written recommendation from the school to the court on action the court should take.
- An out of school suspension is not to be counted as an unlawful absence for truancy purposes.

Intervention Plans.

- To encourage and assist students in attending school regularly, the BCSD will administer the following intervention procedures:
- Once a student is determined to be truant, school officials will make every reasonable effort to meet with the student's parent/legal guardian to identify the reasons for the student's continued absence, including telephone calls, home visits, written messages, and e-mails.
- A school administrator, in conjunction with the student and the student's parent/legal guardian, shall develop a written intervention plan. The intervention plan must include, but is not limited to, the following:
 - A designated person to lead the intervention team (maybe someone from another agency).
 - Reasons for the unlawful absences.
 - Actions the parent/legal guardian and student will take to resolve the causes of the unlawful absences.
 - Documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs.
 - Actions to be taken by intervention team members.
 - Actions to be taken in the event unlawful absences continue.
 - Signature of parent/legal guardian or evidence that attempts were made to include them.
 - Documentation of involvement of team members; and
 - Guidelines for revising the plan.
 - School officials may utilize a team intervention approach to include representatives from social services, community mental health, substance abuse and prevention, and other persons deemed appropriate in formulating the intervention plans.

Referrals and Judicial Intervention.

- The BCSD will not refer a student aged six (6) to seventeen (17) years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the parent/legal guardian. The BCSD will not use a consent order from any local school or district as an intervention plan.
- Refusal by the parent/legal guardian to cooperate with school intervention planning can result in a referral of the student to family court and the filing of a report against the parent/legal guardian with social services in accordance with State law.
- The BCSD will inform the parent/legal guardian and/or the student of their right to legal representation and a trial regarding their student's truancy.
- If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and BCSD will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to Another School. If a student transfers to another public school in the state, the BCSD will forward the student's intervention plan to the receiving school.

Approval of Absences in Excess of Ten (10) School Days.

- After a student accumulates ten (10) lawful or unlawful absences or a combination thereof, the principal shall approve or disapprove each succeeding absence. For the purpose of awarding credit for the school year, the principal must approve or disapprove absences in excess of ten (10) school days, regardless of whether those absences are lawful, unlawful, or a combination of the two.
- A Principal should evaluate individually and approve the following lawful absence situations:
 - Family educational trips.
 - Community and church-related performing groups; and
 - Organized competitive events or related activities.
- Certain factors will be considered by the principal when approving absences, including academic performance, attendance history, and academic standing.

Make-up Work.

Students who have excused absences from class as defined by the state and BCSD Administrative Regulation will be given the opportunity to make up work and be assigned a grade based upon the quality of that work. For excused (lawful) absences, students will be allowed to make up any missed assignments and /or work due to the absence(s). This will include quizzes, tests, writing assignments, etc. The period for making up the work will be at least one (1) class day for each class day missed to a maximum of one (1) week. For example, if a student misses two (2) days of school (Monday and Tuesday) and returns on Wednesday, then Thursday and Friday will be granted as make-up days for missing Monday and Tuesday (one (1) day for each day missed). In this example, all missed assignments or work (tests, quizzes, etc.) would not be due until Monday.

- Students with unexcused absences may be allowed to make up work at the discretion of the principal and teacher during make-up sessions; however, the unexcused absence remains in the student's record.

Participation in After-School Activities. Only if excused by the principal, any student who misses a portion of a school day shall be permitted to participate in any extra-curricular or school-sponsored or authorized or related school activity for the remainder of the day. (*See Administrative Regulations [SS-5 Student Attendance](#), [SS-11 Student Absences and Excuses](#), and [SS-12 Released Time for Religious Instruction](#) for more information*).

STUDENT SUPPORT SERVICES

Students with Special Health Care Needs

Ensuring students have access to health services while at school helps them remain present to learn and engage with peers. We aim to inform parents and guardians of service and program options available to meet students' health needs during the school day, boosting their academic performance. Sharing relevant health information with all staff who supervise students --like recess teachers, bus drivers, and cafeteria workers - helps to ensure meeting the consistent health needs of students, promoting their attendance and success. Connecting students with required health support at school can significantly improve their educational outcomes. When all school staff who encounter students know their health needs, students get the care they require throughout each school day.

Individual Health Care Plans or Individual Treatment Plans (ITPs)

For students with specific healthcare requirements that necessitate assistance from school personnel throughout the day, Individual Health Care Plans, or Individual Treatment Plans (ITPs), are created. These plans are also developed for students the school district has authorized to self-medicate or self-monitor. To obtain further information about ITPs, we encourage you to consult with your child's school nurse or Denise Unruh, BSN, RN, BCSD Nursing Coordinator. They will be able to provide you with detailed insights into the process and requirements. See ([Administrative Regulation SS-47](#), *Individual Health Care Plans/Individual Treatment Plans, for more information*).

Student Medication Procedures

No student shall carry medicine in school except for students permitted by the Individualized Treatment Plan (ITP) to guard against a life-threatening condition. All medications must be brought to the school by a responsible adult and delivered to the school nurse or, in the absence of the nurse, to the school employee designated by the principal. The responsible adult delivering the medication may be required to count the medication with the nurse or school employee. Medication may not be transported to or from school by students. BCSD has established an Administrative Regulation ([AR SS-46](#)) identifying procedures for the safe administration of medications and/or medical procedures performed during school hours.

Medications

- Prescription or non-prescription medication required by a student should be administered at home by a parent or guardian whenever possible.
- Medications prescribed three times a day or less should be given at home unless the physician has prescribed a specific time during school hours. This avoids unnecessary disruption of the student's school day. BCSD recognizes, however, that it may be necessary for a student to receive medication during school hours.
- When home administration is not possible, authorized BCSD staff may assist in administering medications to students during school hours per this Administrative Regulation.
- BCSD School Nurses will comply with the South Carolina Board of Nursing and the Nurse Practice Act at all times and shall not administer medication that conflicts with their professional duties and expectations under the Nurse Practice Act or BCSD policies.
- BCSD reserves the right to deny a parent/legal guardian's request for their child's participation under this Administrative Regulation if inconsistent with professional standards (i.e., manufacturer's guidelines) and/or deemed unsafe for the school setting against the Nurse Practice Act.

(See [Administrative Regulation SS-46](#), *Assisting Students with Medications, for more information*).

Medical Homebound Instruction

Medical homebound instruction is a specialized service offered to students who cannot physically attend school due to a medical condition, even with transportation assistance. To qualify for this service, a physician must confirm the student's medical condition and assess the potential benefits of receiving instruction at home. The school district provides a medical homebound form, which the physician must complete. Subsequently, the school district reviews the information and decides whether to approve the student for medical homebound services. During the evaluation process, various factors are considered, including the severity of the student's illness or injury, the expected duration of their absence from school, the potential effects on their academic progress, and the feasibility of addressing their health needs within the school setting. To learn more about medical homebound services, contact your child's school. See ([Administrative Regulation IS-26](#), *Medical Homebound Instruction*, for more information).

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

Section 504 of the Rehabilitation Act of 1973 ensures that students with disabilities have equal access to participate and learn alongside their peers. Under Section 504, schools must provide accommodations so these students can access educational programs and activities. A student's condition must substantially limit one or more major life activities to qualify for Section 504 services. A team determines if a student is eligible. This team includes the student's parent/guardian, the student (if able), and school staff familiar with the student and their disability- like teachers, counselors, and nurses. If eligible, the team develops an accommodation plan to meet the student's needs at school. These accommodations may include health services during the school day if needed. The 504 plan explains how the school will implement accommodations. Contact your school to learn more about Section 504 and whether it could benefit your child. School staff can discuss Section 504 and determine if an evaluation is warranted.

Individuals With Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) provides services for students ages 3 to 21 who need specialized instruction to access and progress in school. A team determines if students qualify for IDEA by assessing whether they require special education services to benefit from their education program. The team includes the student's parent/guardian, teachers, and other staff. The team develops an Individualized Education Program (IEP) if the student meets federal and state eligibility criteria. The IEP outlines the special education services, accommodations, and supplementary aids designed to provide the student with a free and appropriate public education and help achieve IEP goals. The IEP may also include health services during the school day to ensure students can access their education. Contact your school to learn more about the Individuals with Disabilities Education Act and whether it could benefit your child.

Discipline Procedures For Students With Disabilities

School administrators are given the authority to discipline students. Each school district has a Code of Conduct that informs students of school rules and discipline procedures. The Individuals with Disabilities Education Act (IDEA 2004), Section 504 of the Rehabilitation Act, and South Carolina law tell the school administrators what steps must be taken when disciplining a student with a disability. If a student has an Individual Education Program (IEP) or a 504 plan, then there are special procedures that the school district must follow. A student with a 504 plan has similar protections as a student with an IEP, but there are differences.

South Carolina law states that no student can be suspended from a teacher's class for more than 10 days for any one offense. SC law states that no student can be removed from school for more than 30 days in a school year unless expelled. This applies to both regular education and special education students.

Under South Carolina law, an administrator may only suspend a student from school during the last 10 days of a year if the student can receive credit for the school year. However, if the board approves the suspension, the student can be suspended even if he/she cannot receive credit for the year. If there is a threat to a class or a school, then the board's approval is not required.

When a student is suspended from a class or a school, the parent or guardian must be notified in writing of the reason for the suspension. (This includes in-school suspension as well as out-of-school suspension.) The discipline notice should also state when and where the school administrator will be available for a conference with the parent or guardian. The conference should be scheduled within 3 days of the date of the suspension. After the conference, the parent or legal guardian may appeal the suspension.

Students In Special Education

Students with disabilities can be suspended for 10 days like any other student. However, students with disabilities have special rights if the school district wants to suspend them for more than 10 days or expel them. Expulsion and suspensions over 10 days have such an effect on a special education student that they are considered a change in placement.

The student's IEP team must decide on school services for a special-education child. The IEP team includes the child's parents as well as school members. A school district cannot just decide to change a student's placement. When determining whether a child has been suspended for more than 10 school days, there are two ways to count the days out of school.

Consecutive days of suspension: The rule against being suspended for more than 10 days clearly applies when the suspension days are consecutive (they come one after another in a single period). This means that schools can only give a 15-day suspension to a student in special education with the incident being reviewed by the IEP team.

Cumulative days of suspension: The rule about suspensions can also include cases where the student has been suspended for several short periods, each under 10 days, but where the total would go over 10 days if the new suspension were served. (Example: Student was suspended 3 days once, then 3 more days, and now the school district wants to give a 5-day suspension.) When there are several short periods of suspension totaling over 10 days, the school must look at certain factors to determine if there is a pattern.

These factors include:

- a) The length of each suspension,
- b) The total time the student is suspended and
- c) How close in time the suspensions are to each other.

If there is a pattern, then a change of placement has occurred even though no one suspension period went over 10 days. For example, if all the suspensions happened in just one month, the school should recognize the suspensions make a pattern, and all days get counted. If the two earlier ones were 3 days each, for a total of 6, then the most the school district could now suspend the student is 4 more days without the case being reviewed by the IEP team.

Manifestation Determination Meeting

If a student is expelled or suspended for over 10 days, it must call an IEP team meeting. This meeting is known as a “manifestation meeting,” it must be held within 10 school days of the notice of suspension over 10 days or expulsion. This meeting determines if the behavior was caused by or had a direct and substantial relationship to the child’s disability. The IEP team should also look to see if the child’s IEP was being followed.

If the IEP team decides that the behavior was a manifestation of the student’s disability, the district cannot expel or suspend the student for more than 10 days. If the behavior was NOT a manifestation, the district could expel or suspend the student for over 10 days. The student will still be entitled to educational services while suspended or expelled.

Interim Alternative Educational Setting (IAES) for Students in Special Education

School administrators can remove a student for not more than 45 school days for the following:

- a) Carrying a weapon to school OR a school function,
- b) Knowingly possessing or using illegal drugs at school or a school function,
- c) Inflicting serious bodily injury on another person at school or a school function.

The student will then have to go to some interim alternative educational setting (“IAES”). When there are weapons, drugs, or serious injuries, the student can be sent to an IAES even if the IEP team decides the behavior was a manifestation of the student’s disability. School administrators do NOT get to decide which IAES the special education student will attend once they order the student removed from the current school. The child’s full IEP team meets to determine where the IAES will be. While the student is in the IAES, the IEP team should meet to decide how to improve the IEP and what school placement should follow the IAES. In addition to temporary removal for cases involving drugs, weapons, or where serious injury has already happened, a school district may also seek to remove a student if it believes that a student’s future behavior is “substantially likely to result in injury of the child or others.”

IDEA Due Process

- A. Students with disabilities have a right to a hearing in the same manner as non-disabled students pursuant to the provisions of Administrative Regulation SS-18, Student Code of Conduct, to determine by the preponderance of the evidence whether the student violated the Student Code of Conduct, and, if so, whether the recommended disciplinary action is consistent with the Student Code of Conduct and appropriate to the student's misconduct.
 1. If the Student Discipline Hearing Officer finds that the student did not violate the Student Code of Conduct, the student shall be returned to school immediately.
 2. If the Student Discipline Hearing Officer finds the student violated the Student Code of Conduct, the Student Discipline Hearing Officer shall impose or recommend sanction as provided in Administrative Regulation SS-18, Student Code of Conduct. The Student Discipline Hearing Officer must consider the IEP/§504 Team's manifestation determination before imposing or recommending disciplinary action.

3. If the student, parent, or legal guardian on behalf of the student does not request a hearing, the Chief Instructional Officer, acting as the Superintendent's designee, shall review the Principal's recommendation, apply the Student Code of Conduct, consider the manifestation determination of the IEP/§504, and make a decision regarding the Principal's recommendation.

Expulsion

Expulsion is the most severe discipline that a school administrator can hand down. It usually means that a student is not allowed to attend school for the remainder of the school year. If the behavior is NOT a manifestation of the disability, the student in special education can be expelled like any other student. A school hearing officer will decide if the facts and previous record warrant expulsion. However, unlike other expelled students, the district must still provide educational services for the special education student who has been expelled. The school's expulsion hearing officer does not decide where the student will be schooled during expulsion. The IEP team, including the parent, decides where continued school services will be provided, but it could be an alternative school or home-based.

The Discipline of Students Who Have 504 Plans

Students with 504 plans have similar protections to those with IEPs. The total 10-day suspension limit applies to students with 504 plans. There is also a requirement to hold a manifestation determination before suspensions of more than 10 days or expulsions. The major difference between IDEA and 504 is that under 504 if a student's behavior is determined not to be related to his/her disability, the district is not required to provide any education services during long-term suspension or expulsion. Further, a 504 student whose offense involves drugs or alcohol and is currently using drugs or alcohol can be suspended or expelled like any other student and has no right to a manifestation determination.

OVERVIEW OF ADMINISTRATIVE REGULATIONS

(All BCSD Administrative Regulations can be found at www.beaufortschools.net under the ABOUT US heading)

Title IX Sexual Harassment and Non-Discrimination [Admin. Reg. HRS-3](#)

This Administrative Regulation establishes the Superintendent's basic adult/community education structure in the Beaufort County School District (BCSD). The Administrative Regulation establishes criteria for adult education programs to offer pathways to diplomas and job skills while complying with regulations and allows for optional self-supported community education.

Adult/Community Education [Admin. Reg. IS-33](#)

This Administrative Regulation establishes the Superintendent's basic adult/community education structure in the Beaufort County School District (BCSD). The Administrative Regulation establishes criteria for adult education programs to offer pathways to diplomas and job skills while complying with regulations and allows for optional self-supported community education.

Technology Acceptable Use Policy [Admin. Reg. OS-39](#)

This Administrative Regulation outlines the Superintendent's expectations that the Beaufort County School District (BCSD) educational networks support research education and business activities in and among academic institutions by providing access to unique resources and collaborative work opportunities. This Administrative Regulation aims to establish standards that minimize potential harm. It aims to protect the district, its users, data, and systems by setting guidelines for proper technology and communication use.

Student Attendance [Admin. Reg. SS-5](#)

This Administrative Regulation establishes guidelines for releasing students from school for religious instruction. The purpose is to set the superintendent's expectations around providing released time for religious instruction in a non-discriminatory manner that does not interfere with students' academic requirements.

Released Time for Religious Instruction [Admin. Reg. SS-12](#)

This Administrative Regulation establishes the Superintendent's expectation for the basic structure of released time for religious instruction for Beaufort County School District (BCSD) students.

Discipline Of Students with Disabilities [Admin. Reg. SS-16](#)

This Administrative Regulation establishes the school district's student dress and uniforms expectations. It states that all students must wear an approved school uniform during the school day, with exceptions only as required by law. This Administrative Regulation is to maintain a safe, distraction-free learning environment.

The Administrative Regulation lists essential educational goals of reasonable dress code regulations. These include minimizing distractions, focusing on learning, enhancing safety, avoiding gang paraphernalia, reducing economic disparities, building community, instilling discipline, avoiding peer pressure, preparing for future roles, and fostering academic seriousness.

Student Dress Code [Admin. Reg. SS-17](#)

This Administrative Regulation establishes the school district's expectations for student dress and uniforms. It states that all students must wear an approved school uniform during the school day, with exceptions only as required by law. This Administrative Regulation is to maintain a safe, distraction-free learning environment.

The Administrative Regulation lists essential educational goals of reasonable dress code regulations. These include minimizing distractions, focusing on learning, enhancing safety, avoiding gang paraphernalia, reducing economic disparities, building community, instilling discipline, avoiding peer pressure, preparing for future roles, and fostering academic seriousness.

Code of Student Conduct [Admin. Reg. SS-18](#)

The Code of Student Conduct serves as a guide for students and parents, outlining the expected standards of behavior and the potential disciplinary measures that may be taken. It emphasizes that disciplinary actions can vary depending on the specific circumstances and factors involved, allowing for flexibility in enforcing school policies.

The Student Code of Conduct promotes a positive approach to discipline, recognizing that teaching is most effective when conducted in a positive manner. This includes engaging in individual discussions and counseling with students, involving them in the process of defining acceptable behavioral standards, and actively involving parents or legal guardians in addressing disciplinary issues.

Student Conduct on Buses [Admin. Reg. SS-19](#)

Safety is important for BCSD students as they are transported to and from school and school-sponsored activities. Safety requires cooperation between students, parents/legal guardians, and school personnel. Video technology on BCSD buses enhances a safe and orderly environment while transporting students to and from school and school-related activities by maximizing appropriate student behavior.

The school bus is an extension of school activities. Therefore, the BCSD expects students to conduct themselves on the bus in a manner consistent with the established standards for safety and classroom behavior. All bus riders must cooperate fully with the bus driver and bus monitor and observe the bus rules.

Harassment, Intimidation or Bullying [Admin. Reg. SS-23](#)

This Administrative Regulation establishes the Superintendent's expectation for maintaining a safe and positive environment within the Beaufort County School District (BCSD), free from harassment, intimidation, or bullying. A safe and civil school environment is crucial for students to achieve academic excellence. Harassment, intimidation, or bullying disrupts learning and is prohibited on school property, at school functions, on school buses, and at bus stops. All students and staff are expected to conduct themselves in an orderly and respectful manner, considering the rights and welfare of others.

Tobacco Use by Students [Admin. Reg. SS-24](#)

This Administrative Regulation establishes the superintendent's expectation of maintaining a 100% tobacco-free and smoke-free environment on all district property and at school-sponsored events. Its goals are to exhibit healthy behaviors, prohibit tobacco/nicotine products around students and staff, promote health equity by addressing disparities, help address the youth vaping epidemic, utilize science-based prevention curricula, and provide cessation services for students and staff.

Drug And Alcohol Use by Students [Admin. Reg. SS-25](#)

The district is committed to providing such an environment, as substance abuse in schools threatens student health and safety and undermines the educational mission. This Administrative Regulation outlines the structure for prohibiting student involvement with drugs and alcohol in the school setting to protect students and support the district's educational purpose.

Suspension, Expulsion, And Alternative Program Assignment of Students [Admin. Reg. SS-39](#)

A safe, orderly environment is necessary to support learning. The Administrative Regulation ensures due process procedures are followed when disciplining students, such as suspension or expulsion, as required by applicable laws and to maintain school safety and order while supporting student learning.

Assisting Students with Medications [Admin. Reg. SS-46](#)

This Administrative Regulation establishes guidelines for assisting Beaufort County School District (BCSD) students with medications. It states that medication administration should ideally occur at home but recognizes that there may be instances where students require medication during school hours. In such cases, authorized BCSD staff can assist with medication administration, following the regulations and adhering to the standards set by the South Carolina Board of Nursing and the Nurse Practice Act. The regulation aims to minimize disruptions to students' school days while ensuring medication administration is carried out responsibly and in accordance with professional guidelines.

Mandatory Reporting of Child Abuse & Neglect [Admin. Reg. SS-51](#)

This Administrative Regulation establishes the Superintendent's expectation for the basic structure for reporting child abuse and neglect in the Beaufort County School District (BCSD). The Administrative Regulation requires all BCSD personnel to properly report any suspicions of child abuse or neglect involving students according to mandatory reporting laws in order to protect child welfare and safety.

Student Records [Admin. Reg. SS-54](#)

This Administrative Regulation establishes the Superintendent's expectation for the basic structure for reporting child abuse and neglect in the Beaufort County School District (BCSD). The Administrative Regulation requires all BCSD personnel to properly report any suspicions of child abuse or neglect involving students according to mandatory reporting laws in order to protect child welfare and safety.

STUDENT CODE OF CONDUCT

The Beaufort County School District student code of conduct aims to establish clear behavioral expectations and disciplinary procedures that maintain safety, order, and a productive learning environment for all students. The regulation seeks to teach appropriate conduct through a balanced approach of self-discipline, instruction on positive behaviors, and enforcing rules for students who violate expectations.

This Code of Student Conduct aims to notify students and parents of expected student behavior standards, conduct subject to discipline, and the disciplinary measures used by school officials to enforce Board policies, administrative regulations, school rules, and classroom rules. These guidelines provide flexibility based on the circumstances. Administrators may apply discipline considering aggravating and mitigating factors, consistent with Board policies and procedures.

The code outlines a progressive discipline system with specific response levels for violations. Minor incidents may result in warnings or detention, while major or repeated offenses could involve suspension, expulsion, or alternative placement.

The student code of conduct applies in the following situations:

- While on school premises during school hours or immediately before and after
- The school is being utilized for a school-sponsored event or activity at any time.
- Off-campus at school-sanctioned events, functions, programs, or transportation.
- In transit to and from school or the bus stop using school-provided transportation.
- Whenever the conduct materially and substantially interferes with the educational environment or compromises the well-being of students and staff members.

The Beaufort County School District will enforce the behavior expectations outlined in the code if a student's actions negatively impact the school climate, orderliness, safety, or welfare of individuals within the school community, regardless of location. The jurisdiction extends to protect the learning environment for all. All procedures will be fair, flexible, in students' best interests, and comply with the law, including BCSD Administrative Regulation SS-38 prohibiting corporal punishment.

For disciplining students with disabilities, the school district will follow procedures outlined in the Individuals with Disabilities Education Act (IDEA), Chapter 33 of Title 59 of the South Carolina Code of Laws, related federal regulations, state laws, BCSD Administrative Regulation SS-16, and other applicable district regulations. This ensures adherence to students' legal rights while addressing misconduct.

The Code of Student Conduct provides suggested disciplinary actions for violations. While serving as guidelines, officials may adjust discipline based on circumstances consistent with Board policies and administrative regulations. Separate procedures in BCSD Administrative Regulation SS-39 address discipline for regular education students, and BCSD Administrative Regulation SS-16 outlines procedures for special education students. The approach remains positive, with the goal of teaching appropriate behavior.

PROGRESSIVE DISCIPLINE PLANS

[2023 24 High School Discipline Plan](#)

[2023 24 Middle School Discipline Plan](#)

[2023 24 Third-Fifth Discipline Plan](#)

[2023 24 PreK Second Discipline Plan](#)