

Burke High School Student-Parent Handbook 2023-2024

Success is Inevitable!



ACCELERATE-CELEBRATE-GRADUATE

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MESSAGE FROM THE PRINCIPAL



Dear Burke High School Family,

Welcome to the 2023-2024 school year at Burke High School. We look forward to a productive partnership with you, parents, and all stakeholders to ensure our scholars achieve their highest potential. Our school team and community have worked tirelessly and collaboratively to ensure learning experiences and services support and empower scholars for the most successful year yet.

Academic growth and social-emotional well-being are continuous priorities at Burke High School. Therefore, we are committed to providing a rigorous and robust learning environment led by nurturing and caring adults. We are expanding our AVID (Advancement via Individual Determination) program which includes Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies. These tenets will undergird the development of skills to help all of our scholars learn at a higher level and to increase rigor in the classroom.

We challenge every scholar to “Think Big and Dream Bigger” this school year and to take advantage of the robust course offerings and programs at Burke. College and career readiness is offered through AP courses, Dual enrollment college courses through our partnerships with the National Education Equity Lab (NEEL), the College of Charleston, and Trident Technical College, and the opportunity to complete programs in Health Science, Building & Construction, Business Information Management, Culinary Arts, Health Science, and Project Lead the Way Pre-Engineering.

Please note, the handbook is designed to acquaint you with the 2023-2024 school year’s policies and procedures. It is not intended to be all-inclusive as adjustments may occur during the year. With this in mind, we encourage you to read it completely and inform us of any concerns or questions you might have.

Success is inevitable at Burke High School. Let’s, “Think big and Dream bigger” as we accelerate, celebrate, and graduate all scholars.

Sincerely,

A handwritten signature in cursive script, reading "Cheryl F. Swinton".

Cheryl F. Swinton
Executive Principal

ACCELERATE-CELEBRATE-GRADUATE

GENERAL INFORMATION

School Address and Telephone Numbers

Burke High School
244 President Street
Charleston, South Carolina 29403
Phone: (843) 579-4815
Fax: (843) 722-3651

Charleston County School District Mission Statement

CCSD is a premier school system in which every child is supported in and out of school, every child succeeds academically, every child will graduate high school prepared for employment in the modern workforce or credential completion or postsecondary degree, and every student, teacher, principal, and staff member is valued and respected with the opportunity to learn every day.

Charleston County School District Vision

The mission of CCSD is to educate and support every child in achieving college, career, and citizenship readiness.

Burke High School Mission Statement

The mission of Burke High School is to foster independent and responsible lifelong learners so that upon graduation, students will enter college, the military, or the workforce with the necessary skills to compete with their peers and become positive members of society.

Acceleration Schools Mission

The Acceleration Schools initiative will focus on serving the academic, social, and cultural needs of our students, and work alongside staff, families, and our community to develop and support the whole child. We will equip students with the skills needed to thrive and impact the world while prioritizing equity and building systems that will sustain success and ensure endless possibilities for all scholars. We will empower teachers and school leaders to close the opportunity gap among our communities' most vulnerable and chronically underperforming schools and ensure all students have access to a world-class educational experience.

Equal Educational Opportunity/Nondiscrimination

All schools shall be operated with an atmosphere in which differences are understood and appreciated and shall treat all students fairly, with respect and without discrimination or threats of violence or abuse. Every student shall have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, gender preference, disability, immigrant status or English-speaking status, economic or social conditions. No student shall be admitted or excluded on these criteria. Equal educational opportunity shall guide decisions related to school facilities, personnel employment, selecting educational materials, selecting equipment, selecting curriculum and interpreting regulations affecting students. Each building principal shall be responsible for working with the staff and students in his/her school to ensure equal opportunity for all students in all building level programs and activities.

ACCELERATE-CELEBRATE-GRADUATE

FACULTY AND STAFF

ADMINISTRATION

Cheryl Swinton, Executive Principal
Michael McDonald, Assistant Principal
Dana Rodgers, Assistant Principal
Alan V. Smith, Assistant Principal
Deon Richardson, Athletic Director

CURRICULUM AND INSTRUCTION TEAM

Michele Johnson, Instructional Coach
Chad Williams, Instructional Coach

SCHOOL COUNSELING DEPARTMENT

Michele Garris, School Counseling Director
Nicole Evans, Career Counselor
Leilani Worrell-Sabb, School Counselor
Tirieka Brown, School Psychologist
Shanta Chambliss, Counseling Clerk

SUPPORT STAFF

Enmanuel Robles Acosta, School Resource Officer
Audrey Algere, Edgenuity Coordinator
Joseph Barranca, Autism Itinerant
Clint McPherson, Communities in Schools Student Support Specialist
John Bracey, Transition Specialist
Gloria Burnham, Bookkeeper
Anjene Davis, Auditorium Coordinator
James Edwards, Student Concerns Specialist
Faith Hawkins, School Receptionist
Lori Ireland, School Nurse
Judy Montgomery, Senior Administrative Support Assistant
Rodney Murphy, VSN Teacher Assistant
Rita Pasley, FOCUS/ISS Facilitator
Penzola Scott, Childcare Assistant
Annabel Schizas, Climate Coach
Leslie Sinclair, Behavior Interventionist
Mary Wilmer, Social Worker
Dashonda VanDyke, Parent Advocate
Charles White, Student Data Clerk
James White, Student Concerns Specialist

MEDIA CENTER

David Matthews

ACCELERATE-CELEBRATE-GRADUATE

ACADEMIC AND ELECTIVE DEPARTMENTS

<p>CAREER TECHNOLOGY EDUCATION Elizabeth Brinson Pleshette Grant Emma Jette Ezetta McCray Micheliqye Oliver TBD TBD</p>	<p>ENGLISH/FOREIGN LANGUAGE Patricia Joseph Cassie Keene Kristen Walczak Allison Wiggs</p>
<p>MATHEMATICS Jessica Dydek Richard Smolak Mary Taylor Shawn Torbett</p>	<p>SCIENCE John Poretto Jullianna Ridenhour Alexis Wood</p>
<p>SOCIAL STUDIES Lawrence Bolden Alexis Marianiello Gina Ramsden Daniel Ryan</p>	<p>EXCEPTIONAL NEEDS Shawn Beckner Toni Beninos Janet Morrison Anthony Sterling Karen Thompson Shannon Valle Dionne Wright (SPED Lead Teacher)</p>
<p>FINE ARTS Kenyatta Bailey (Dance) Madeline Hahn (Art) Olga Leon (Spanish) Linard McCloud (Band)</p>	<p>AVID/HEALTH-PE/JROTC Earl Brown PE/Health Keisha Douglass(JROTC) Henry Ford (JROTC) Eboni Trapp, AVID Instructor Andrea Masters PE/Health</p>

NUTRITION SERVICES MANAGERS

Pamela Brown, Lisa Holum

DAY & EVENING PORTERS

The BUDD Group Associates

ACCELERATE-CELEBRATE-GRADUATE

BURKE ACADEMICS

Burke High School is a partial magnet school with a STEAM focus (Science, Technology, Engineering, Art, and Math). At our core is personal attention, academic opportunity, authentic experience, and community connection. Our four academies offer choices for all!

Graduate Prep Academy

Foundational courses at all levels
Visiting professors from our university partners
One-to-One technology enrichment
Extended offerings through virtual classes

Fine Arts Academy

Performing Arts (Band, Dance)
Fine Arts (Studio Art, AP Art, Digital Art)

Lowcountry Tech Academy (magnet)

Engineering, Robotics
Digital Art & Design, Business, Entrepreneurship,
Health Science, Culinary Arts, Building Construction

Advanced Placement/Scholars Academy (magnet)

Rigorous, relevant and advanced curriculum
Advanced Placement and Dual Credit choices
Supportive framework to tackle advanced studies
Competitive opportunities

Advanced Placement/Scholars Academy

Burke High School's Advanced Placement Academy (APA) is a challenging college preparatory/interdisciplinary program emphasizing academic rigor and focusing on the Liberal Arts through Honors and AP (Advanced Placement) courses. The APA is intended to prepare students to be successful upon entry into a selective four-year postsecondary institution and offers the potential for earning college credit while in high school.

The purpose of AP examinations is to allow students to demonstrate college-level achievement in certain subjects. Students who meet AP score exam requirements may receive college credit or advanced standing at a college or university. Juniors typically take the AP exams and seniors enrolled in AP courses, although freshmen and sophomores and students not enrolled in AP courses may also take the exams.

ACCELERATE-CELEBRATE-GRADUATE

The test combines multiple choice, essay, problem-solving and other questions. Students receive a score on a scale of 1 to 5, with a 3 usually considered an indicator of college-level achievement. The exams are given during the month of May and scores reported in July.

By completing the requirements of the Advanced Placement Academy, students have the opportunity to earn prestigious designations, including state and national AP Scholar, AP Scholar with Honor, and AP Scholar with Distinction.

Admittance into the Advanced Placement Academy is by application. Additional Dual Enrollment opportunities also exist with Trident Technical College.

School Grading Norms

Academic Grading

- **Summative Assessments** (End of Unit Test, Chapter Test, Labs, & Final Projects) **50%**
- **Formative Assessments** (Quizzes, Projects, and/or performance-based assessments, Exit Tickets) **30%**
- **Coursework** (formative assessments that provide support for academic skill-building and work toward mastery of course standards / *Homework*: any assignments or practice given to complete at home) **20%**

Subject	Required Number of Units	End of Course Examination
English	4.0	English 2
Mathematics	4.0	Algebra 1
*Science	3.0	Biology 1
U.S. History and Constitution	1.0	USHC
Economics	0.5	NONE
U.S. Government	0.5	
Other Social Studies	1.0	
Computer Science	1.0	
Physical Education or JROTC	1.0	NONE
** Foreign Language or Career and Technology Education	1.0	
*** Electives	7.0	
**** TOTAL	24	

* The South Carolina Commission on Higher Education and the South Carolina Department of Education recommend that college bound students earn three units in laboratory science.

** For Students in a college preparatory program, two units are required.

*** A unit of study, which meets the Comprehensive Health Requirements, must be included in a course completed by the student prior to graduation.

**** Students planning to attend a four -year public college and university in South Carolina might need to meet specific requirements. Please see your School Counselor for the requirements. All curriculum information is subject to change pending school district action.

Promotion Policy for students:

Grade 9

The individual must have met the requirements of the Grade 8 Promotion Standard.

Grade 10

In order to be classified as a tenth grade student, the individual must have completed six (6) units to include: one unit in English and one unit in mathematics.

Grade 11

In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include: one unit in English I, one unit in English II, two units in mathematics, and one unit in science.

Grade 12

In order to be classified as a twelfth grade student, the student must have completed eighteen (18) units to include: one unit in English I, once unit in English II, one unit in English III, three units in mathematics, and two units in science. Additionally, the student must be enrolled in all other units (required electives) needed to complete requirements for graduation. Students enrolled in English 2, Algebra I, Biology, and US History must take a state-mandated end-of-course (EOC) exam, which constitutes 20% of the student's yearly average.

Grading

The South Carolina Uniform Grading Policy utilizes the numeric grade as the basis for grade point averages throughout their high school careers. This system is as follows:

Number Grade	Letter Grade	Grade Point Average
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
Below 60	F	0.0

Textbooks/Chromebooks

DISTRIBUTION OF SCHOOL-OWNED TEXTBOOKS/CHROMEBOOKS

School-Owned textbooks from the State Department of Education (SDE) will be issued individually to students by Mr. Smith per request. Chromebooks will be assigned to individual students. Each student is responsible (financially as well) for his/her chromebook. Minor damages will be fixed by the district technology team. Lost or totaled (not able to be fixed) chromebooks are the student/family's responsibility.

TEXTBOOK/CHROMEBOOK CHECKS

Textbook checks will be conducted at least once per nine weeks. A textbook check is conducted by verifying the name, bar code number, and condition of the textbook issued to each student. The classroom teacher will maintain a list of students without textbooks during this process. Chromebook checks will be conducted at least once a semester. A chromebook check is conducted by verifying the name, bar code, and condition of the chromebook issued to each student. Mr. McDonald and Mr. Matthews will have a list of distributed chromebooks and will conduct chromebook checks.

TEXTBOOKS/CHROMEBOOKS OF TRANSFERRED OR WITHDRAWN STUDENTS

When a student officially withdraws from school, his or her textbooks/chromebook should be returned to the School Counseling Office or Textbook Coordinator (Mr. Smith) or Technology Coordinator (Mr. McDonald). If a student drops a class, the student must return the textbook to the issuing teacher. Similarly, when a student is transferred to another class, the student must return his or her textbook to the previous teacher or Textbook Coordinator.

ATTENDANCE POLICY– STUDENTS

In accordance with state law, all children between the ages of five and sixteen must be enrolled in school. It is expected that they will be in regular attendance, as student achievement begins with regular attendance. Students may be counted present only when they are actually at school, receiving homebound instruction, or are present at a school activity that has been authorized by the school. To receive credit, students must successfully pass the course *and* be present for:

Eighty-five (85) days of each ninety-day semester course to receive a half credit;

OR

eighty-five (85) days of a four by four course to receive one credit;

OR

eighty-five (85) days of a ninety-day course offered on an A/B schedule to receive one credit;

OR

one hundred seventy (170) days of a yearly course to receive one credit.

Students will be counted absent for a full period if they miss more than half of the period. The principal may determine the lawful or unlawful nature of the absences.

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CCSD is requiring parents/guardians to produce a written excuse within three school days of the absence; the written excuse must include the student's name, the parent's/guardian's full name, dates of absence, and the reason for the absence. Absences in excess of 10 days will not be considered excused, even with a written note from a parent/guardian; a legal notification (i.e. doctor's note or court documentation) would be required instead. These changes align with state regulation.

MAKE-UP WORK

Students with an excused absence have five (5) school days to make up work missed. Make-up work should be completed and recorded during the nine weeks period that it was due, unless the absence occurs very late within the nine-week period as to warrant special consideration. In such events, the teacher should seek written approval from the Counseling Director or Assigned Administrator. If approved, the student may receive a grade of "Incomplete" and the teacher may then change the grade as soon as the work is turned in. This exception may not be exercised without the approval of the Counseling Director or Assigned Administrator.

Students who have advanced notice of an absence should check with their teachers regarding upcoming assignments that may possibly be missed. IT IS THE RESPONSIBILITY OF EACH STUDENT TO REQUEST ASSIGNMENTS AND FUTURE WORK WHEN ABSENCES ARE LEGALLY APPROVED.

SCHOOL-WIDE TARDY POLICY

Good attendance and punctuality correlate to higher academic achievement and success in life and careers; that is why Burke High School teachers and administrators emphasize both. Tardiness interrupts learning for everyone in the classroom. Students should be inside the classroom by the conclusion of the tardy bell. Teachers are required to record all absences and tardies in PowerSchool. Students are allotted 5-minutes to transition between classes. If a student fails to report to class on time without an official school pass, the student should report to the Tardy Station to receive a printed Tardy Pass. The Tardy Pass will allow the student entry into the classroom without any further actions. Please see the following consequences for failure to comply with outlined expectations:

Tardy Consequences

1st-3rd = Restorative Practice (Teacher Managed)

4th Tardy = Lunch Detention

5th Tardy = After School/Lunch Detention/Parent or Guardian Contact

6th Tardy = After School/Lunch Detention/Parent or Guardian Contact

7th Tardy = After this infraction, a referral will be submitted for "Refusal to Obey"

****Any student arriving at school after 9:00am should be accompanied by a parent/guardian or present an official excuse to the School's Receptionist.***

STUDENT FEES

Student fees are \$20.00. These fees support activities and special services our students enjoy throughout the school year. Fees may be paid by cash, or online at burkehigh.revtrak.net.

CCSD CODE OF CONDUCT

STUDENT CODE OF CONDUCT

CODE OF CONDUCT - Refer to Policy JICDA

Purpose: To establish the basic structure and vision for a code of conduct and discipline for students.

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

The superintendent shall implement the district's code of conduct and discipline to achieve and maintain order in the schools. In the student code of conduct, the board and the administration offer a list of offenses along with the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

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

The board directs the administration to establish a student code of conduct and progressive discipline plans to create and preserve conditions essential to orderly operation of the schools. The board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy (see policies JKD and JKE).

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

The student code of conduct is effective under the following circumstances.

- on the school grounds during and immediately before or immediately after school hours
- on the school grounds at any other time when the school is being used by a school group
- off the school grounds at a school activity, function or event
- en route to and from school, on a school bus, at the bus stop, or any other mode of transportation
- whenever a behavior negatively impacts school climate, safety, and the well-being of students and staff

Code of South Carolina

Notice of Regulations: Upon admission to school, each student shall have access to the code of conduct and a form of acknowledgement to be signed by the student and parent/guardians and returned to school.

Legal Authority

The Board of Trustees of the Charleston County School District is required by the State Statute (see Sections 59-15-40, 59-19-90 et. seq. and 59-63-210 et. seq. Code of Laws of South Carolina, 1976, and Act No. 340 of the Acts of 1967) to make and adopt rules setting forth standards of scholastic achievement and standards of conduct and behavior that must be met by all students as a condition to the right of such students to attend schools in this District. The rules shall take into account the necessity of proper conduct on the part of all students and the necessity for scholastic progress in order that the welfare of the greatest number of students shall be promoted, even though such rules may result in the ineligibility of students who fail to observe the required standards and may require the suspension or permanent dismissal of such students.

STUDENT CODE OF CONDUCT

Application of Code Jurisdiction

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

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

Progressive Discipline Plan (PDP)




The CCSD Progressive Discipline Plan (PDP) is a guide for all administrators to use when processing office discipline referrals. Administrators may elect to provide additional interventions or assign a lesser consequence based on extenuating circumstances. In addition, administrators may assign a more exclusionary practice with approval from a level leader. The PDP is used to ensure consistency and fairness when assigning interventions, support, and disciplinary consequences to students.

The PDP was created with the assistance of elementary, middle and high school administrators, elementary, middle and high school teachers, district staff, Constituent Board Chairs, parents, and other community organizations. Meetings were held from February 2023-May 2023 to gather input and review data and feedback. To ensure all stakeholders' input was included, as applicable, a representative from the Department of School Support (DoSS) participated in various meetings throughout the district and local community. The final draft was submitted to the Charleston County Board of Trustees for review and feedback.

The infraction title and codes listed in the PDP are assigned by the state. The majority of the behavior levels are directed by the state, however behaviors considered more egregious towards adults, may have been placed in a higher level (for example, profanity is a Level 1 offense based on the state's code, but profanity towards an adult is considered a Level 2 infraction for CCSD). Changes such as the example given, were approved by the planning committee and are outlined in the PDP with the proper interventions and consequences.

SCHOOL-WIDE EXPECTATIONS

Burke High School Behavior Matrix

 Bulldog BARK Matrix 				
	Person to Person	Classroom and Learning Areas	Common Areas	Activities, Assemblies & Sports
Be Your Best Self	Speak openly and kindly	Engage positively and purposefully	Display positivity	Be involved
Act Responsibly	Engage and interact maturely	Arrive prepared and on time	Promote a proud Burke culture	Show Burke pride appropriately
Respect Self and Others	Embrace others' individuality Use respectful language and tone	Ready to learn, ready to engage, willing to share	Communicate and engage with courtesy	Look attentive and uplift others
Keep Growing Your Mind	Learn from the experiences of others Collaborate intentionally (work together!)	Show grit	Be a leader and set good examples	Meet, greet, and welcome peers, visitors, and community members

ACCELERATE-CELEBRATE-GRADUATE

Student Dress Code

CCSD STUDENT DRESS CODE

Students are responsible for dressing in an appropriate manner at all times while on a school campus or while involved in a school or district sponsored event/activity. Wearing appropriate attire promotes a positive influence on the school climate. In addition to clothing, hats, and shoes, student attire includes any jewelry, emblem, badge, symbol, sign, comment, or other items worn or displayed by an individual. Each school principal has the discretion to determine appropriate or inappropriate attire. Please refer to your school's dress code for further clarification and site-specific guidelines.

Guidelines for Attire

- Clothing is to be worn appropriately and in the manner for which it was designed.
- Pants shall be worn at waist level.
- Undergarments shall not be exposed at any time.
- Clothing shall not reveal bare skin between upper chest and mid thigh.
- Shorts, skirts, and dresses shall be of adequate length to assure modesty.
- Hats and hair bonnets shall not be worn in school (unless approved for health or religious reasons).
- Shoes shall be worn at all times.

Prohibited Attire

- Clothing or other attire with words or images depicting or relating to tobacco, drugs, or alcohol
- Clothing or other attire displaying inflammatory, suggestive, racial, or other inappropriate writing, advertisement, or artwork
- Clothing or other attire displaying profanity, obscenity, violence, weapons, symbols of hate, or offensive content
- Clothing, jewelry, accessories, and/or manner of grooming that indicates or implies gang membership or affiliation
- Loungewear, pajamas, and bedroom slippers
- Shirts, tops, or dresses that are backless, strapless, halter-style, cut-out, bare-shouldered, or spaghetti straps
- Extreme clothing or other attire that would interfere with the learning process, cause a disruption of the educational environment, or be a health or safety hazard

Students found to be in violation of the dress code will be subject to disciplinary action.

BURKE HIGH SCHOOL DRESS CODE POLICY (2023-2024)

Burke High School seeks to maintain a safe and orderly environment for learning. To assist in accomplishing this goal, a school uniform policy has been established along with the CCSD Dress Code Policy. All students are expected to adhere to the school dress code policy daily starting the first day of school. The Burke High School uniform consists of the following:

- Students may wear varying styles of bottoms; dresses, skirts, pants, or shorts must be of adequate length to ensure modesty. If bottoms are distressed or have large/oversized holes, leggings or tights must be worn underneath. At no time should students expose undergarments or bare skin.

- Students may wear varying styles of tops without hoods (this includes hooded jackets and sweatshirts). Students may not wear tank tops, midriffs or tops/shirts that expose bare skin from the upper chest to mid-thigh or display alcohol, tobacco, and/or drug messages or paraphernalia.
- Hats, hoods, bandanas, durags, hair bonnets, and ski-masks should not be worn on campus during the instructional day.

All students are subject to dress code inspections daily as deemed necessary by the school administration. Failure to comply with the student dress code expectations will result in consequences aligned with CCSD's Progressive Discipline Plan.

Electronic Device Policy

Electronic Devices: Cellular Phones, Headphones/Earbuds, iPads/Tablets, CD/MP3 Players, iPods. During the school day, cellular phones and devices may be used during lunch, before/after school but not during class, transitions, assemblies, or After School Program without the explicit, direct permission of the teacher. We will strongly enforce our "No See" policy for all electronic devices.

When can communication devices be used?

1. Prior to 8:35am
2. During assigned lunch period
3. After 3:30pm unless in an after-school class or detention

Where can communication devices be used?

Common Areas: Cafeteria and Courtyard.

The Media Center is an instructional area for students who are using the library/media center with a class or who are sent by teachers for classroom assignments. Students may use communication devices in offices only with the permission of the staff member present.

Who is responsible if the device is lost or stolen?

The student must secure his/her device at all times and never leave it unattended. Students should guard against theft as they would in any public building or area. Theft of such devices is a major problem in schools, and often the devices cannot be recovered. Students should keep the devices on their persons at all times or locked away. School personnel and/or administrators are not responsible for the loss or damage of any cell phone or device brought on school property. Learning will not be interrupted to locate electronic devices or chargers, earbuds, etc.

Clarifications:

1. Communication Devices may not be used during instructional time*
2. Students may use communication devices during instructional time ONLY if the classroom teacher gives explicit permission for such things as lesson enhancement, assessment, student organization, etc.
3. Speaker functions may not be used at any time. Others should not hear music or conversations.
4. Earphones, earbuds, and Bluetooth devices must be removed during instructional time and during class transitions.

ACCELERATE-CELEBRATE-GRADUATE

5. Ringtones have to be placed on “vibrate” or “silent.”
6. Students may not activate the video, camera, or sound recording function of the device at any time unless they are acting pursuant to the explicit instructions of a teacher or administrator.



What is Bullying?

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

Harassment, Intimidation, or Bullying - CCSD Policy JICFAA

The board prohibits acts of harassment, intimidation, or bullying of a student by students, staff, and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student. Harassment, intimidation, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical, emotional, or sexual act reasonably perceived to have the effect of any of the following:

- Harming a student physically or emotionally, or 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 characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic.

BHS is a Safe School, No Bully Zone!
Stand Up, Speak Out!

ACCELERATE-CELEBRATE-GRADUATE

Cyberbullying

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

IS IT BULLYING?

NOT NICE

When someone says or does something **unintentionally** hurtful and they only do it **once**.....
.....That is **Not Nice**

MEAN

When someone says or does something **intentionally** hurtful and they do it **once**...
.....That is **Mean**

BULLYING

When someone says or does something **intentionally** hurtful and **they keep doing it, over a period of time**, even when you tell them to stop or show them that you are upset...
.....That is **Bullying**



*If you see something,
say something.*

*You can report bullying to a teacher,
counselor, principal or trusted adult.*

Harassment, Intimidation, Bullying, and Cyberbullying

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

- harming a student physically or emotionally or 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 characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristics.

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

Assistance for Bullying

If you are being bullied, harassed, or intimidated:

- Tell someone you trust – a parent/guardian, a teacher, counselor, administrator or use your CCSD email account to report anonymously to speakup@charleston.k12.sc.us or call 1.877.250.2790.
- Calmly tell the student to stop or say nothing and walk away.
- Try to avoid situations where bullying is likely to happen.

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

- Tell someone you trust – a parent/guardian, a teacher, counselor, or administrator or use your CCSD email account to report anonymously to speakup@charleston.k12.sc.us or call 1.877.250.2790.
- Don't encourage the bully by laughing or joining in.
- Encourage the bullied student to talk to someone he/she trusts about what happened. Engaging in these behaviors or any online activities intended to harm (physically or emotionally) another person will result in disciplinary action. In some cases, cyberbullying may be considered a crime.

SPEAK UP FOR SAFETY

Compartir las preocupaciones sobre sus compañeros de clase o la seguridad escolar.

INFORME DE FÁCILMENTE:

- Acceso escolar
- Amenazas de violencia
- Pelas planificadas
- Armas en la escuela
- Alumnos en crisis
- Otras situaciones urgentes

Desde su cuenta de correo electrónico del CCSD, envíe un correo electrónico a speakup@charleston.k12.sc.us o llama al 1-877-250-2790.

Charleston County SCHOOL DISTRICT

CAMPUS SAFETY AND SECURITY

ID BADGES

Safety, security, and the welfare of students is the first priority on campus. In order to quickly recognize intruders and identify Burke High School students and staff, it is mandatory for all STUDENTS, TEACHERS, and STAFF to wear ID badges. ID badges must be worn using a school-issued lanyard around the neck with the picture visible.

Students may be denied entry into the classroom if he/she does not have a valid ID (appropriately displayed). Students are required to wear his/her ID badge throughout the school day, including inside the classroom. Students are also now required to wear and have their ID scanned before traveling on the school bus.

ID Violation Consequences

1. Students will be allowed a maximum of 5 temporary badges per the entire school year.
2. After a student has acquired 5 temporary badges, the student must purchase a permanent ID badge at the cost of **\$5.00**.
3. Further violations will result in Other Administrative Discretionary Consequences.

BUILDING ACCESS (STUDENTS & VISITORS)

Safety, security, and the welfare of all students and stakeholders is another priority on campus. It is essential that all students and visitors enter the building/campus via the Welcome Center (Bus Loop located on Fishburne Street). All visitors are required to present a valid ID to secure a visitor's pass from the School's Receptionist. When visiting a classroom during instructional hours, visitors are requested to not engage in conversations or any activities that may disrupt instruction. Conferences and other meetings should be scheduled through the School Counseling Department as needed.

SMOKE-FREE CAMPUS

Burke High School is a smoke-free campus, and smoking is prohibited anywhere on campus at any time by adults and students. This includes all tobacco products, E-CIGS, and other Electronic Vapor Pens.

AFTER SCHOOL/DISMISSAL

At the end of the instructional day, students are expected to leave campus within 15-30 minutes after dismissal. Only students who are participating in adult-supervised activities (Tutoring, Sports, Band, JROTC, Robotics, etc.) will be allowed to remain on campus in a designated area.

SCHOOL EMERGENCY PLAN

The safety of our students and staff is top priority in CCSD. National incidents of violence have heightened our focus on enhancing the safety and welfare of the students and staff in our building. The following emergency plan has been developed with the assistance of CCSD Security and Emergency Management. This plan is intended to be as complete as possible, dealing with all types of emergencies. All staff members should be familiar with the guidelines listed in the Standard Response Protocol (SRP).

ACCELERATE-CELEBRATE-GRADUATE

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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ALARM SIGNALS

All students and personnel will be familiar with the alarm signals used for specific reasons. Drills and practices will be used to teach each of these alarms and the appropriate response to each alarm. The following alarms will be used for the stated emergency:

- 1. Fire:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.

ACCELERATE-CELEBRATE-GRADUATE

2. **Bomb or bomb threat:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.
3. **Tornado or Inclement Weather:** Short, intermittent ringing of the bell will signal that tornado or inclement weather procedures are to be followed.
4. **Earthquake:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.

FIRE, BOMB, AND EARTHQUAKE ALARMS ARE THE SAME SINCE THEY WILL ALL NECESSITATE EVACUATION.

2023-2024 CCSD Academic Calendar

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19 Class Days

January

- 1 Winter Break (Schools and Offices Closed)
- 2 Teacher Workday and/or PD (No School for Students)
- 3 School Resumes for Students
- 15 Martin Luther King, Jr. Day (Schools and Offices Closed)
- 23 End of Second Quarter/First Semester
- 24 Teacher Workday (No School for Students)
- 26 Early Release Day for Teacher Planning
- 29 Report Cards Distributed This Week

August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						7 Class Days

August

- 16 School-Based PD @ Principal's Discretion
- 17 Teacher Workday
- 18 CCSD Elementary PD/School-Based Secondary Teacher Workday/PD
- 21 CCSD Secondary PD/School-Based Elementary Teacher Workday/PD
- 22 Teacher Workday
- 23 First Day of School for Students
- 24 First Day of School for Early Head Start
- 28 Staggered Entry for Head Start and Child Development & First Day for PIC

February 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	
						20 Class Days

February

- 16 Early Release for Teacher Planning
- 19 Presidents' Day (Schools Closed, Offices Open)
- 26 Progress Reports Distributed This Week

September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						20 Class Days

September

- 4 Labor Day (Schools and Offices Closed)
- 22 Early Release for Teacher Planning
- 25 Progress Reports Distributed This Week

March 2024						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						21 Class Days

March

- 15 Early Release Day for Teacher Planning
- 28 End of Third Quarter
- 29 Half Day for Students for Teacher Planning

October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22 Class Days

October

- 13 Early Release for Teacher Planning
- 25 Last day of First Quarter
- 27 Half Day for Students for Teacher Planning
- 30 Report Cards Distributed This Week

April 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16 Class Days

April

- 1-5 Spring Break
- 8 Teacher Workday (No School for Students)
- 9 Report Cards Distributed This Week

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						16 Class Days

November

- 7 Family Data Conferences (No School for Students)
- 17 Early Release Day for Teacher Planning
- 20-21* Weather Make-Up Days, if needed (Schools Closed, Offices Open)
- 22-24 Fall Break (Schools Closed)

May 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22 Class Days

May

- 6 Progress Reports Distributed This Week
- 24 Early Release Day for Teacher Planning
- 27 Memorial Day (Schools and Offices Closed)

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						11 Class Days

December

- 1 Early Release Day for Teacher Planning
- 4 Progress Reports Distributed This Week
- 18-29 Winter Break (Schools and Offices Closed)

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						6 Class Days

June

- 10 Half Day for Students (Last Day for Students)
 - Last Day for Head Start/Child Development
 - 11* Weather make-up Day, if needed
 - Last Day for Early Head Start
 - Teacher Workday and/or PD if not used as weather make-up day
 - 12 Teacher Workday and/or PD if weather make-up day is used on 6/11
- *No School for Students unless used as make-up day**

Half Day	Holiday/Break
Teacher Workday/PD (Early Release)	Report Cards Progress Reports
Teacher Workday/PD (no students)	Major Milestone
Weather Make-up Days	

ACADEMIC CALENDAR NOTES:

1. **Weather Make-up Days:** November 20, November 21, June 11
2. **Employees, refer to and follow your attendance calendar for actual workdays and non-workdays.**
3. Charleston County School District is a SCDE approved eLearning district. The current provision allows the district to use up to five (5) days in eLearning. These days are for emergency situations, such as inclement weather or utility interruptions (for example, water line breaks or power outages). They are not planned days on the calendar.

BURKE ALMA MATER

**HAIL! DEAR OLD BURKE SCHOOL,
WE BOW TO HONOR THEE,
THY SPIRIT LEADS US ON
THRU ALL THE YEARS.**

**IN VICTORY OR DEFEAT,
LOYAL WE'LL EVER BE,
THY PRAISE WE'LL EVER SING,
DEAR BURKE TO THEE.**

**HAIL DEAR OLD BURKE SCHOOL,
WE'LL RALLY TO THY CALL,
AND FROM THE CLASSIC HALLS,
ONWARD WE'LL GO.**

**MEMORIES WILL LINGER ON,
WE'LL DEFEND AND FIGHT FOR THEE,
PROUD TO OWN THE NAME
WE BEAR, ALL HAIL TO THEE.**

Composed by Mr. A. D. Greene