KELLY EDWARDS ELEMENTARY

EXCELLENCE • GROWTH • COMMUNITY



KELLY EDWARDS ELEMENTARY SCHOOL

FORWARD

Student & Family Handbook

2026 — 2027

HANDBOOK

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Dear Kelly Edwards Elementary Families,

Welcome to a new school year at Kelly Edwards Elementary! It is my pleasure to welcome both returning and new families as we begin another exciting year of learning, growth, and opportunity. This year's theme, **Forward**, reminds us that every day is an opportunity to take another step toward becoming the very best version of ourselves.

At Kelly Edwards Elementary, we believe that **every student is capable of moving forward**. Whether that means mastering a new reading skill, solving challenging math problems, becoming a more confident leader, or showing greater kindness to others, we celebrate every step of progress. Our goal is for each child to grow academically, socially, and emotionally while developing the determination and perseverance needed to achieve their goals.

As a school, **we are moving forward together**. We remain committed to strengthening instruction, building meaningful relationships, and creating a positive school culture where every child feels safe, valued, and inspired to learn. Together, we are working to improve student achievement, strengthen our school community, and continue moving our school forward on the state School Report Card.

Our families are an essential part of this journey. When schools and families work together, students thrive. We encourage you to stay involved, communicate regularly with your child's teacher, attend school events, and partner with us as we support your child's success. Together, we can help every student reach new heights.

As we begin this new year, I encourage each of us to ask ourselves one simple question:

"How will I move forward today?"

Whether we are learning, leading, encouraging others, or overcoming challenges, every step forward matters. I am excited to see all that our students, staff, and families will accomplish together this year.

Thank you for trusting us with your children. It is a privilege to serve as your principal, and I look forward to an incredible year of learning, leadership, and growth.

Let's Move Forward—Together!

Krystle Speller
Principal
Kelly Edwards Elementary School

KELLY EDWARDS ELEMENTARY

School Expectations

At Kelly Edwards Elementary, every student is expected to live four core values—every day, in every space.

Be Respectful

Honor every person, every space.

- Use kind words and a calm voice
- Listen when others are speaking
- Care for school property and belongings
- Welcome differences in our community

Be Responsible

Own your choices and your learning.

- Arrive on time and prepared each day
- Complete assignments with your best effort
- Follow directions the first time given
- Tell the truth and make things right

Be Safe

Protect yourself and those around you.

- Keep hands, feet, and objects to yourself
- Walk in hallways and stay in your space
- Report unsafe situations to an adult
- Follow all safety drills and procedures

Be Ready to Learn

Show up curious, focused, and willing.

- Bring your materials and a positive attitude
- Ask questions and try new strategies
- Stay focused during lessons and work time
- Believe you can grow—and keep moving forward

FORWARD. Respectful · Responsible · Safe · Ready to Learn



SECTION 02

Attendance, Arrival & Dismissal

Consistent attendance is the foundation of every student's success. This section outlines arrival, dismissal, and absence procedures that keep our school day running smoothly and our students learning.

Drop Off/ Pick Up

Student Morning Arrival

Children should not arrive earlier than 7:15 A.M. or remain on the campus later than 3:15 P.M. Supervision is not provided for students who arrive before 7:15 A.M. or remain later than 3:15 P.M. No exceptions.

For our students' safety, please adhere to all posted signs and parking lot rules.

Morning Drop-Off

- Enter the campus through the road marked Car Riders Pick-up and Drop-off.
- The car line forms a single line. Stop at the activity wing to unload. Please unload from the right side of the vehicle. A staff member will be on duty to monitor student safety. Another staff member will be in the hallway when students enter the building.
- Please stay in the car and allow students to walk into the building without parental assistance. Teachers are located at the drop-off point and hallway making sure students get into the gym safely.
- Students should arrive by 7:40 A.M. If a student arrives after 7:40 A.M., a parent must come to the front entrance of the KEES, park, and come into the main office to sign the student in. School personnel will not send sign-in sheets to a vehicle for a signature. Students are not allowed to sign themselves in.
- If it is necessary to come into the building prior to 7:50 A.M., it is a requirement to park in a parking space not marked for staff to come in. Please do not idle or stop in front of the building.
- Please do not pass cars during drop off or pick up.

These procedures are designed for the safety and well-being of all students who attend KEES.

Afternoon Dismissal

Dismissal will begin at 2:40 P.M. Students fit into one of the following categories: Bus Rider (yellow bus picks up and/or drops off students), Car Rider (someone picks up the student in a car), or Walker (student walks to his/her home). A letter will be completed verifying which category the student falls into. We will tilize the PikMyKid platform for dismissal this year. Information will be sent home.

Afternoon Pick-Up Procedures

- Enter the campus through the road marked: Car Riders Pick-up and Drop-off to Pick Up Students

- The car line forms a double line. Both lines will be allowed to enter between the white lines. A teacher will blow a whistle and at that time, students will be allowed to enter cars in the designated areas. Please put all vehicles in park.

- Once the students are in the respective vehicle, exiting the campus will proceed. There will be no transfer to another lane once the exit process begins. (Ex. If you are in the right lane, you will turn right.)

- Please remain in the car and allow school staff to assist in loading our scholars. Generally, the car line takes no more than 15 -20 minutes. Cars are usually loaded faster than buses. Arrive between 2:50 P.M. and 2:55 P.M to reduce car line wait.

These procedures are designed for the safety and well-being of all students that attend KEES.

Change of Transportation

Students must bring a written note from home stating that a transportation change is requested for that day. If the child is riding a bus, please be sure to provide the specific address for which the parent/guardian desires the child be dropped off. This information is necessary so the bus driver will know specifically where to take the child. Office staff will not write any transportation notes for parents. The students will be taken to his/her normally scheduled drop-off address.

*** Messages will not be delivered to classrooms after 1:00 P.M. You will need to call the front office prior to 1 pm to make the necessary changes. No exception permissible. ***

Staff will not be allowed to make phone calls regarding transportation in the afternoon. Please advise students before he/she leaves for school where he/she is to go once school is dismissed.

In the event that the bus has to bring a student back to KEES, because no one is home to retrieve our scholar, the following actions will be taken:

1. Each occurrence will be documented by letter from the principal/designee.

2. On the third occurrence, the local police department will be notified.

According to state law, it is the obligation of every parent/legal guardian to ensure that every child under their care and supervision, if of compulsory attendance age, attends school. However, the board recognizes that some absences are unavoidable. The board will take all reasonable, educationally sound, and corrective actions prior to resorting to the juvenile justice system.

The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Each building principal is responsible for overseeing attendance procedures and for ensuring that:

- Attendance is accurately checked, recorded, and reported each day for each class.
- All excuses for student absences, both lawful and unlawful, are recorded for each absence.
- Medical homebound instruction for students experiencing a prolonged illness or injury requiring them to be absent from school is expeditiously initiated and consistently provided.
- When excessive absences and/or tardies become a pattern, the principal or his/her designee oversees the development and implementation of a written intervention plan designed to improve student attendance habits and to link students and their families to all appropriate school and community resources in furtherance of this goal.
- When truancy and/or repeated tardies continue following implementation of a written intervention plan, students are referred to the family court, and parents/legal guardians to the Department of Social Services, to address truancy issues as outlined in the administrative rule accompanying this policy.

Excuses

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. The board may grant approval of excessive absences in accordance with board policy.

Any student who misses school must present a written excuse, signed by his/her parent/legal guardian. The excuse will contain such other information as directed by the administration. The school administration will keep all excuses confidential.

If a student fails to submit a valid excuse, he/she will automatically receive an unexcused absence. If a student brings a false (or forged) excuse, the teacher will refer the student to the school administration for appropriate action.

Enrollment

Student enrollment and annual registration are completed online through **FinalForms**. FinalForms allows families to securely complete and update student information, emergency contacts, medical information, and required forms each school year.

To enroll a student, parents or legal guardians must provide:

- An official **birth certificate**
- Two current proofs of residence (such as a utility bill, lease agreement, mortgage statement, or other district-approved documents)
- A current South Carolina Certificate of Immunization (or other documentation required by state law.
- Any custody or legal guardianship documentation, if applicable
- Parents are responsible for ensuring that all information in FinalForms remains accurate and up to date throughout the school year. If your address, phone number, emergency contacts, or medical information changes, please update your FinalForms account as soon as possible.

Attendance (Policy JH)

The board believes that regular attendance is of utmost importance for school engagement, social adjustment, and scholastic achievement. Continuity in the learning process is seriously disrupted by excessive absences. Further, regular attendance establishes a pattern of responsibility and commitment that will serve students throughout their lives, including during post-secondary education and in the workplace.

The district will consider a student lawfully absent under the following circumstances:

- The student is ill and attendance in school would endanger his/her health or the health of others.
- There is a death or serious illness in his/her immediate family.
- There is a recognized religious holiday of the student's faith.
- Prearranged absences for other reasons and/or extreme hardships at the discretion of the principal.A A child in foster care who must be absent due to a certified court appearance or related court-ordered activity including, but not limited to, court-ordered treatment services.

The district will consider a student unlawfully absent under the following circumstances:

The student is willfully absent from school without the knowledge of their parent/ legal guardian.
The student is absent without acceptable cause with the knowledge of their parent/legal guardian.
Suspension is not to be counted as an unlawful absence for truancy purposes.



SECTION 03

Behavior & Code of Conduct

Our school community thrives when every student understands what it means to learn, lead, and treat others with respect. These expectations help every child move forward with confidence and character.

Student Code of Conduct (Policy JICDA)

The board expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. This requirement refers to actions toward other students and staff, language, dress, and general behavior. The board believes instilling self-discipline in students is one important goal of public education.

Students have a responsibility to know and respect the policies, rules, and regulations of the school and district. Violations of such policies, rules, and regulations will result in disciplinary actions.

The district's Code of Conduct is established to achieve and maintain order in the schools. In administrative rule JICDA-R, the administration offers a list of offenses, along with the required or recommended dispositions, for the information of students, parents/legal guardians, and school staff.

Students against who a disciplinary action is contemplated will be provided due process as required by law. The removal of a student from the learning environment will occur only for just cause and in accordance with due process of law. The board authorizes district administration to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy (see policies JKD, *Suspension of Students*, and JKE, *Expulsion of Students*). The administration will consider mitigating and aggravating factors when taking disciplinary action.

The administrative rule is effective during the following times and in the following places:

- 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-sponsored or district-sponsored activity, function, or event
- when being transported in vehicles dispatched by the district or one of its schools, including a school bus or other school vehicle
- at any time or place (including off school grounds and during non-school hours) where conduct directly interferes with the operations, discipline, or general welfare of the school, its students, or its staff



SECTION 05

Discrimination & Equity

Kelly Edwards Elementary is committed to an inclusive learning environment where every student is treated fairly and with respect, regardless of race, color, religion, national origin, sex, age, or ability.

Discrimination, Harassment, and Retaliation (Policy JIAB)

The district is committed to maintaining a learning environment free from discrimination and harassment that is based on a student's race, religion, sex, color, disability, national origin, immigrant status, English-speaking status, or any other applicable status protected by local, state, or federal law. In keeping with this commitment, the district will not tolerate discrimination or harassment of students by any person, including, but not limited to, other students, staff, volunteers, or visitors. Further, the district will not tolerate retaliation against a person who has made a report or filed a complaint alleging discrimination or harassment or who has participated as a witness in a discrimination or harassment investigation.

This policy applies to behavior that takes place:

- in any school or district building or on any school or district premises before, during, or after school
- on any bus or other vehicle as part of a school activity
- during any school or district-sponsored activity or extracurricular activity
- at any time or place when the student is under the care of district staff
- at any time or place when the behavior can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school

It also applies to behavior communicated in writing or electronically through telephones, cell phones, computers, or other telecommunication devices and includes text messaging, instant messaging, and social media. In the situation that the behavior originated from a non-school computer or network but has been brought to the attention of school officials, the decision for the district to take action in accordance with this policy will be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt educational environment of the school.

All students and staff members are responsible for helping to ensure that discrimination, harassment, and/or retaliation does not occur. If a student or staff member feels that he/she has experienced or witnessed discrimination, harassment, or retaliation directed towards a student, he/she is immediately to notify his/her teacher, a supervisor or building-level principal, or file a formal complaint with the district's compliance officer as outlined in the administrative rule associated with this policy. A staff member who does not promptly report what he/she reasonably believes to be discrimination, harassment, or retaliation may be subject to disciplinary action.

Reports of discrimination, harassment, or retaliation may be made anonymously, but formal disciplinary action will not be taken solely on the basis of an anonymous report. The district



SECTION 04

Bullying & Harassment

Kelly Edwards Elementary is committed to a learning environment free from bullying and harassment. This section explains how we prevent, identify, and respond to behavior that has no place in our school.

Intimidation, Bullying, or Harassment (Policy JICFAA)

The board prohibits acts of intimidation, bullying, or harassment of a student by other students, staff, or 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.

For purposes of this policy, intimidation, bullying, or harassment is defined as a gesture, electronic communication, or a written, verbal, or physical act reasonably perceived to have the effect of either of the following:

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or 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

Any student who feels he/she has been subjected to intimidation, bullying, or harassment is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly, and confidentially. All staff members are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or staff may be made anonymously.

The district prohibits retaliation or reprisal in any form against a student or staff member who has filed a complaint or report of intimidation, bullying, or harassment. The district also prohibits any person from falsely accusing another as a means of intimidation, bullying, or harassment.

The board expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. Students and staff have a responsibility to know and respect the policies, rules, and regulations of the school and district. Any student or staff member who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of a staff member. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Students, parents/legal guardians, and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student intimidation, bullying, or harassment.

The superintendent will be responsible for ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers, and members of the community, including its applicability to all areas of the school environment as outlined in this policy.

The superintendent will also ensure that a process is established for discussing the district policy with students.

How to Differentiate Between Bullying and Other Peer Conflicts and Teasing

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.

Friendly Teasing	Hurtful Teasing	Peer Conflicts	Bullying
Equal power Neutral	Unequal power Sensitive topic	Equal power Occurs occasionally	Imbalance of power Occurs repeatedly
Purpose is to be playful	Purpose is to upset	Accidental	Intentional and serious Seeks to gain power
Joins relationships	Excludes	Negotiations and options	
Funny to both parties	Sarcastic	Withdrawing and options Relationship is valued	Victim is vulnerable
			No remorse
		Effort to resolve	No effort to resolve
Friendly Teasing: One student comments to another student that he should turn his/her jersey inside out because his favorite team lost last night.	**Hurtful Teasing:** One girl comments to another girl that she looks chubby in the outfit she is wearing.	**Peer Conflicts:** TwoStudents havea disagreement onthe playground about which one willbe the pitcher in kickball.	**Bullying:** One student repeatedly threatens another student that if he walks down a specific hallway he will get "beat up".Another example is one student repeatedly calling another student a name regarding his sexual orientation.

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

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

will investigate all discrimination, harassment, and retaliation reports impartially, thoroughly, and promptly and take immediate and proportionate corrective action to end the discrimination, harassment, and/or retaliation and prevent the reoccurrence of similar misconduct. Investigations will occur even if the alleged victim does not file a complaint directly or wish to see action taken by district or school administration. On an individualized and appropriate basis, interim measures may be taken following receipt of a complaint to minimize the risk of harm to all parties and to prevent against continued discrimination, harassment, and/or retaliation.

Confidentiality

To the fullest extent practicable, while ensuring a thorough and impartial investigation, the district will keep reports and the terms of their resolution confidential, including the names of individuals who submit reports, witnesses who provide information regarding reports, and the targets of such reports. All records generated under the terms of this policy and related administrative procedures will be maintained with utmost confidentiality to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the complaint process will be advised that their identities may be disclosed to the party being accused of inappropriate conduct.

Parents/Legal guardians of any student making a complaint or against whom any complaint is made will be notified as soon as possible following the filing of the complaint.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion consistent with policy JICDA, *Code of Conduct.*

Staff members found in violation of this policy will be subject to disciplinary action, up to and including termination and may be referred to law enforcement officials, as appropriate.

Visitors or volunteers found in violation of this policy will be subject to appropriate sanctions as imposed by the superintendent or board and may be referred to law enforcement officials, as appropriate.

Sexual Harassment and Retaliation (Policy JIAA)

The district is committed to maintaining a learning environment free from sexual discrimination and harassment. In keeping with this commitment, the district will not tolerate sexual harassment of students in the education program or any district activity (including admission) by any person, including, but not limited to, other students, staff

members, volunteers, or visitors. Further, the district will not tolerate retaliation against a person who has made a report or filed a complaint alleging sexual harassment or who has participated as a witness in a sexual harassment investigation.

This policy applies to behavior that takes place:

- in any school or district building or on any school or district premises before, during, or after school
- on any bus or other vehicle as part of a school activity
- during any school or district-sponsored activity or extracurricular activity
- at any time or place when the student is under the care of district staff
- at any time or place when the behavior can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school

It also applies to behavior communicated in writing or electronically through mail, telephones, cell phones, computers, or other telecommunication devices and includes text messaging, instant messaging, and social media. In the situation that the behavior originated from a non-school computer or network, but has been brought to the attention of school officials, the decision for the district to take action in accordance with this policy will be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school. While the behavior may not be considered a violation of Title IX, it should be treated as a violation of district policy and the applicable code of conduct.

All students and staff members are responsible for helping to ensure that sexual harassment does not occur. If a student or staff member feels that he/she has experienced or witnessed sexual harassment directed towards a student, he/she will immediately notify a teacher, supervisor, or building-level principal, and/or file a formal complaint with the district's Title IX coordinator as outlined in the administrative rule associated with this policy. A staff member who does not promptly report what he/she reasonably believes to be sexual harassment may be subject to disciplinary action.

Reports of sexual harassment may be made anonymously, but formal disciplinary action will not be taken solely on the basis of an anonymous report. The district will investigate all sexual harassment reports impartially, thoroughly, and promptly and will take immediate and proportionate corrective action to end the sexual harassment and prevent the reoccurrence of similar misconduct. Investigations may occur even if the alleged victim does not file a complaint directly or does not wish to see action taken by district or school administration. On an individualized and appropriate basis, interim measures may be taken following receipt of a complaint to minimize the risk of harm to all parties and to prevent continued sexual harassment or retaliation.

Confidentiality



SECTION 07

Drugs, Alcohol & Tobacco

To protect the health and safety of every student, Kelly Edwards Elementary maintains a strict drug, alcohol, and tobacco-free environment on all school property and at all school-sponsored events.

To the fullest extent practicable, while ensuring a thorough and impartial investigation, the district will keep reports and the terms of their resolution confidential, including the names of individuals who submit reports, witnesses who provide information regarding reports, and the individuals named in such reports. All records generated under the terms of this policy and related administrative procedures will be maintained with utmost confidentiality to the extent permitted by law, specifically the Family Educational Rights and Privacy Act (FERPA). Confidentiality, however, cannot be guaranteed. All complainants proceeding through the complaint process will be advised that their identities will be disclosed to the party being accused of inappropriate conduct.

Parents/Legal guardians of any student making a complaint or against whom any complaint is made will be notified as soon as possible following the filing of the complaint.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion, and may be referred to law enforcement officials, as appropriate, consistent with policy JICDA, *Code of Conduct*.

Staff members found in violation of this policy will be subject to disciplinary action, up to and including termination and may be referred to law enforcement officials, as appropriate, consistent with district policy, including GBEB, *Staff Conduct* and GBEBB, *Staff Conduct with Students*.

Visitors or volunteers found in violation of this policy will be subject to appropriate sanctions and may be referred to law enforcement officials, as appropriate.

Tobacco Use by Students (Policy JICG)

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

For purposes of this policy:

> *Tobacco product* means a substance that contains, is made of, or derived from tobacco or nicotine and is likely to be consumed or is intended for human consumption, that can be inhaled, absorbed, or ingested by any other means including, but not limited to, cigarettes, cigars, chewing tobacco, pipe tobacco, snus, or snuff.

Electronic smoking device means any device that may be used to deliver any vaporized or aerosolized substance including e-liquid, to the person inhaling from the device including, but not limited to e-cigarettes, e-cigars, e-pipe, vape pen, or e-hookah. Electronic smoking device also includes any component, part, or accessory of the device including any substance intended to be vaporized or aerosolized while using the device whether or not it contains nicotine.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and also applies to all school-sponsored or school-related events on or off school grounds.

- prohibiting the use of any tobacco product or electronic smoking device by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law
- prohibiting the possession of all tobacco products, electronic smoking devices, or associated paraphernalia
- utilizing a proven and effective science-based tobacco use prevention curriculum
- providing access to cessation counseling or referral services for all students and staff

Drug and Alcohol Use by Students (Policy JICH)

No student, regardless of age, will possess, use, sell, purchase, barter, distribute, or be under the influence of alcoholic beverages or controlled or unauthorized substances in the following circumstances:

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function, or event whether on or off school grounds (including any location where an interscholastic athletic contest is taking place)
- en route to or from or during any field trip, or during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist, or conceal the possession, consumption, purchase, or distribution of any alcoholic beverage or controlled or unauthorized substances by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size, or markings to a controlled or unauthorized substance or to an alcoholic beverage in any of the circumstances listed above.



SECTION 08

Health & Wellness

Caring for the whole child means caring for body and mind. This section covers medication, illness policies, immunizations, and our partnership with families to keep students healthy and ready to learn.

Individual Healthcare Plans

An individual healthcare plan (IHP) is a plan of care designed specifically for an individual student to address the health monitoring and care of the student during the school day or at school-sponsored functions. An IHP is required for students with special health care needs. Special health care needs are defined as chronic health conditions requiring treatments, procedures, medications, and/or monitoring that must be performed by school staff and that are: complicated and/or lengthy require several contacts with the nurse or health assistant during the school day needed to prevent death or disability on an emergent basis needed for students who have medically fragile health conditions

Development of IHPs: The development of an IHP requires an assessment of a student's health condition, identification of potential or existing health problems that need to be addressed at school, the development of goals and the actions that should be taken to meet them, and a method for evaluating the outcomes of care that is provided. IHPs must be developed and coordinated by a registered nurse (RN), however, a licensed practical nurse (LPN) may assist the RN in collection of data for the IHP.

The IHP will be developed with input from, and the approval of, the following individuals: student's healthcare provider who prescribed the medication, treatment, procedure, or monitoring parent/legal guardian student, if appropriate school nurse and other designated school staff member(s) When possible, an IHP should be ready for implementation on the first day the student will attend school or within a reasonable time following the diagnosis requiring an IHP. Contents of an IHP
The student's IHP will contain components as required by the South Carolina Department of Education, including the:

The student's IHP will contain components as required by the South Carolina Department of Education, including the:

- student's name and date of birth
- contact information for the student's parent/guardian
- contact information for an individual to be contacted in the event that the parent/guardian cannot be reached
- contact information for the student's health care practitioner(s)
- contact information for the preferred emergency facility or hospital student's medical
- diagnoses summary of the student's health assessment data
- identification of the student's health problems/nursing diagnoses goals related to the identified health problems/nursing diagnoses actions to be taken during the school day or at school-sponsored functions to address the health problems/diagnoses and either the names or the identifying titles of the individuals who will be responsible for carrying out those actions (when the identifying titles are used, the names of the individuals responsible must be recorded in the student's health record)
- expected outcomes for the student based on the actions outlined in the IHP
- plans for handling emergency situations that may occur as a result of a student's medical diagnosis at school or at school-sponsored functions (if applicable)
- special considerations (equipment, medication, and so forth) for a student's participation in physical activities or sports (if applicable)
- procedures to ensure safety and appropriate health services: when the student is in transit to or from school or school-sponsored activities when vehicles owned or leased by the school district are being used during before-school or after-school activities conducted by the school on school property during school-sponsored field trips and any other school-sponsored activity in which the student is a participant officially representing the school.
- date that the plan is to be reviewed documentation of approval of the IHP by the student's healthcare provider, parent/legal guardian, school nurse and other designated school staff member(s), and, if appropriate, the student

Food Allergies & Dietary Special Needs

The district and schools will follow these rules governing the management of food allergies. Principals will be notified of any student who is unable to consume the meals normally served at the school in which he/she is enrolled.

Schools will provide modified menus or food preparation for students as required by their individual healthcare plan (IHP).

Parental Responsibilities

- Notify the school principal of any food allergy or special dietary need related to a disabling condition or medical necessity.
- Provide medical information from a medical provider to be included in the student's IHP.
- Provide updated medical information annually.
- Participate in any meetings or discussions regarding the student's meal plan.
- Notify the school of any changes relating to the food allergy or special dietary need.
-

SchoolSite Responsibilities

● Identify students requiring special dietary modifications.
● The principal or his/her designee will refer a student with known or suspected special dietary needs for special services as required by law and will notify the

● The principal or his/her designee will make staff members and the student aware of precautions needed related to field trips, classroom parties, allergy alert identification, intervention strategies, and other issues necessary to promote student safety.

● The plan will be communicated to any staff member who should know about the student's condition.
● Monitor and update the student's individualized education plan, Section 504 plan, or IHP as needed.

Food and Nutrition Services Responsibilities

● Provide food item services and/or substitutions for students based on medical need.
● Menus will not be modified based on personal preference.
● Provide training to school nutrition staff on how to react to food allergies and food-related emergencies and how to modify menus.
● Maintain special dietary information on each student identified as having special dietary needs and update this information as needed.

Illness Protocol

Help your child stay healthy and ready to learn! We hope that your child never has to miss school or childcare because of sickness. For many illnesses it is OK to go to school, especially when symptoms are mild. Frequent handwashing and staying up to date with vaccinations

can help prevent illnesses. DPH publishes the School and Childcare Exclusion List each year. The Exclusion List explains how long ill children should stay out of school or childcare, and what is needed before returning. Your child's healthcare provider can also help if you have questions about your child's health.

Should my child stay home?

Cough: A mild cough does not necessarily mean that a child needs to stay home. Your child will need to stay home if the cough is constant, causes shortness of breath, problems breathing, or if they have a fever.

Diarrhea: Keep your child home if he or she has 3 or more loose stools in 24 hours. Your child may return when they have no more than 2 stools above their normal and stool is contained in the diaper for diapered children.

Fever: Keep your child home for a fever of 100.4 degrees or higher AND experiencing behavior change or other signs of illness. Your child may return when they no longer have a fever for 24 hours without using fever-reducing medicine.

Rash: Keep your child home if the rash is associated with change in behavior, fever, tenderness, oozing, or is an open wound that can't be covered.

Vomiting: Keep your child home if unexplained vomiting has occurred 2 or more times in a 24-hour period. Your child may return when well enough to participate in routine activities.

Questions to Consider When Your Child is Sick:

1. Does your child's illness keep him/her from comfortably taking part in activities?

2. Does your sick child need more care than the staff can give without affecting the health and safety of other children?

3. Could other children get sick from being near your child? If the answer to any of these questions is "Yes," please keep your child out of school or childcare.

Inclement Weather

In the event it is necessary to close school due to bad weather or other emergency,

the following radio and television stations will be requested to make announcements. Parents will also be notified via ParentSquare. All students are advised to listen for such announcements when the weather is extremely bad, and they are in doubt about school being closed. Alerts will also be sent out via phone and posted on the district's web site, (https://www.bcsd.net/), and all of KE's Social Media Sites.

WJBF, Channel 6, Augusta; WIS, Channel 10, Columbia; WRDW, Channel 12, Augusta.

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SECTION 09

Parent & Family Partnership

When schools and families work together, students thrive. This section outlines how to stay connected, get involved, and support your child's success throughout the school year.

Parent's Rights and Responsibilities

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful educational experience for each student as well as establishing and maintaining a parent friendly school setting. For purposes of this policy, the term parent refers to custodial and noncustodial parents. Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child.

For example, every parent/legal guardian has the following rights:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, religion, sex, color, disability, age, national origin, immigration status, or any other applicable status protected by local, state, or federal law
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents to participate in his/her child's school activities (unless prohibited by court order)
- Receiving information to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school staff will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to students in the district
- Conferences- to participate in meaningful parent-teacher conferences
- to discuss his/her child's school progress and welfare
- Records- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

Additionally, every parent/legal guardian has the following responsibilities:

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially
- to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers
- to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts
-

ParentSquare

Stay Connected and Informed with ParentSquare!

ParentSquare is used to ensure effective communication and collaboration between school and home. This platform keeps you informed about important school and class happenings and makes it easy to communicate with school staff. ParentSquare offers various tools that benefit the school community.

What ParentSquare Offers:

Centralized Information: Access all school, grade level, and class information in one place. ParentSquare provides a central hub for all relevant notifications about your child.

- Direct Messaging: Easily communicate with teachers, staff, and other parents through a safe messaging system.
- Multi-Language Support: ParentSquare offers translation to over 100 languages, allowing you to receive information in your preferred language.
- Streamlined Processes: Participate in various school activities and initiatives, such as volunteering, signing up for parent-teacher conferences, and completing forms, directly through the platform.
- Privacy and Security: ParentSquare prioritizes data security and adheres to industry-leading protocols.

All parents are encouraged to use ParentSquare to stay connected and actively engage in their child's education. You should receive an invitation to activate your ParentSquare account via email or text. If you need assistance with ParentSquare, contact rharper@bcsd.net.



SECTION 10

Student Safety

A safe school is the foundation for learning. This section covers our weapons policy, use of metal detectors, search and seizure procedures, interrogations, and how we partner with law enforcement to keep every student and staff member safe.

Weapons in School (Policy JICI)

It is the policy of the board to ensure the safety and welfare of its students and staff. The presence of firearms, knives with a blade length of over two inches, blackjacks, dirks, razors, metal knuckles, slingshots, metal pipes, metal poles, or any other deadly instrument used for the infliction of bodily harm or death on school district property poses a severe threat of serious harm or injury to students and staff.

While on school grounds, in school buildings, on buses, or at school-related functions, students will not possess any item capable of inflicting injury or harm (hereinafter referred to as a weapon) to persons or property when that item is not used in relation to a normal school activity at a scheduled time for the student.

No vehicles parked on school property may contain firearms, knives, blackjacks, or other items which are generally considered to be weapons. In accordance with state law, this vehicle restriction applies to any enrolled student regardless of age.

Level of offense

It is a felony offense, punishable by a fine of up to $1,000, or imprisonment for up to five years, or both, to carry firearms, knives with a blade length of over two inches, blackjacks, dirks, razors, metal knuckles, slingshots, metal pipes, metal poles, or any other deadly weapon, device, or object as referenced above on school property.

Expulsions relating to weapons (firearms)

The board will expel any student who brings a firearm to school. The term firearm is defined extensively in federal law, but generally means a weapon (gun) or destructive device (explosive, incendiary).

The period of expulsion will be no less than one year.

The superintendent will make recommendations for expulsion consistent with this policy except that the superintendent, on a case-by-case basis, may modify this expulsion requirement.

The district may provide educational services in an alternative setting to students expelled under this policy.

The district will refer each expelled student to the local county office of the Department of Juvenile Justice.

Use of Metal Detectors (Policy JIHC)

To ensure an effective learning environment through maintenance of a safe and secure campus, the superintendent is authorized to develop procedures for random metal detector searches at middle and high schools in the district and for district-sponsored events.

These searches should only be authorized when the administration has reason to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at schools, when violence involving weapons has occurred at the schools or at school-sponsored events, or when other circumstances indicate a security threat.

All such procedures should be designed to:

- Minimize inconvenience to students and interference with the educational process
- Maximize detection and deterrent value by regularly searching significant numbers of students
- Ensure that patterns are not established that would allow students to avoid searches by predicting the time and location of a search
- Avoid the appearance that a particular student or group of students is either being favored or targeted by adopting processes in advance of the search that leaves the operator of the metal detector(s) a minimum of discretion

To ensure that metal detector searches are conducted uniformly and equitably, administrators will conduct searches in a reasonable and nondiscriminatory manner and will not base such searches solely on physical appearance, manner of dress, association with any group, gender, race, ethnicity, or any other protected class.

The superintendent or his/her designee is responsible for scheduling training and re-training for all staff using metal detectors and coordinating metal detector tests in accordance with the requirements as outlined in the manufacturer's specifications.

Student Interrogations, Searches, and Arrests (Policy JIH)

The board seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be

necessary for school staff to search the person and/or the personal property of a student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Students and their belongings are subject to reasonable searches and seizures when administrators have a belief considered to be reasonable under these circumstances:

- A student committed a crime or a violation of a school rule.
- Such a search may reveal contraband or evidence of a violation of a school rule or a criminal law.

Any search conducted must be reasonable in scope given the age and sex of the student and the nature of the alleged infraction.

Only the principal or his/her designee may conduct such searches within the Constitutional parameters outlined above unless exigent circumstances exist which require another staff member to take immediate action for safety reasons.

School Lockers and Desks

All lockers are the property of the district. School staff may conduct searches of lockers in accordance with publicized administrative rules.

Motor Vehicles

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow a search of that motor vehicle when there is reasonable suspicion for such a search. School officials may conduct searches of motor vehicles in accordance with publicized administrative rules.

Interrogations by School Staff

Teachers and principals may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The staff member will conduct the questioning discreetly and under circumstances which will avoid unnecessary embarrassment to the student being questioned. Any student who answers falsely or evasively or who refuses to answer a proper question may be disciplined in accordance with the Code of Conduct.

Contacting Law Enforcement

School administrators will contact law enforcement authorities immediately upon notice that a student is engaging in, or has engaged in, certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones which may result, or do in

fact result, in injury or serious threat of injury to the person or to another person or his/her property.

Interrogations by Police

When law enforcement officers find it necessary to question students during the school day, the school principal or his/her designee may be present. Officers will conduct the questioning discreetly and under circumstances which will avoid unnecessary embarrassment to the student being questioned. The principal or his/her designee will attempt to contact the parent/legal guardian and request his/her attendance.

Custody or Arrest

Law enforcement authorities have the right to enter the school to take a student into custody or to make a lawful arrest of a student provided that they act pursuant to lawful procedure. The principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed. If a student is arrested or taken into custody at school, the principal or his/her designee will make a reasonable effort to notify the parents/legal guardians.

Cell Phones (Policy JICJ)

Beginning with the 2025 school year, South Carolina requires all public school districts to have policies that limit student access to personal electronic devices during the school day. This statewide initiative, called **Free to Focus**, is designed to reduce distractions, increase student engagement, improve school safety, and help students build healthy relationships with their peers.

What this means for families at Kelly Edwards Elementary:

We want every student to be fully engaged in learning from the time they arrive until dismissal. Students should keep personal electronic devices, including cell phones, smartwatches with communication features, earbuds, and similar devices, turned off and stored away during the school day unless a teacher specifically authorizes their use for an instructional activity.

If you need to reach your child during the school day, please call the school office. Likewise, if your child needs to contact you, a staff member will assist them through the office. This ensures important messages are delivered while minimizing classroom disruptions.aa



SECTION 06

Dress Code

Our dress code helps create a focused, respectful learning environment. These guidelines ensure students are comfortable, safe, and ready to learn each day.

Policy JICA Dress Code

The board believes that a student dress policy is an essential aspect of creating a school environment that is safe, conducive to learning, and free from unnecessary disruption. During the school day, while riding in school district vehicles, and at all school-related activities or functions, students will be expected to adhere to a standard of dress and appearance that is appropriate. Principals and their designees have the final authority to decide what is appropriate attire for students in school or participating in school related activities.

Kelly Edwards Elementary Dress Code

The following dress code has set by administration:

- No spaghetti strap or shirts that excessively reveal parts of the body such as halter tops or strapless.
- No hats or hoods covering the head will be worn in the building.
- All pants/shorts will be worn at the waist. (NO SAGGING)
- All clothing (shorts, skirts, etc.) must be worn at knee length or below with arms extended.
- No unfastened clothes or belts.
- No clothing displaying profane language or pictures or promoting the use of drugs, alcohol, or tobacco products.
- No flip flops, as they are a hazard when students are on the playground running.
- Other items that may be considered inappropriate for school will be determined by the administration. ***The Principal, Assistant Principal or designee will handle dress code violations according to the Discipline Code.



Student Records & Privacy

Student records are confidential and protected under federal and state law. This section explains your rights.

Your FERPA Rights

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Parents and eligible students have four key rights.

01

Inspect & Review

You may inspect and review your child's education records within 45 days of submitting a written request to the principal.

02

Request Amendment

You may ask the school to amend records you believe are inaccurate, misleading, or in violation of privacy rights.

03

Consent to Disclosure

Your written consent is required before personally identifiable information is disclosed, with certain legal exceptions.

04

File a Complaint

You may file a complaint with the U.S. Department of Education if you believe the school has failed to comply with FERPA.

DIRECTORY INFORMATION

The school may release directory information (name, grade level, participation in activities, photos) without consent. To opt out, submit a written request to the main office within 30 days of the school year start.



Technology & Acceptable Use

Technology supports learning when used responsibly. These guidelines help students use devices safely and respectfully.

Social Media and Electronic Communications (Policy JICJA)

The board recognizes that social media and other methods of digital communication are essential forms of interaction in modern society. The board believes that responsible use of these platforms is essential to student success, both in college and in their future careers.

For purposes of this policy, *digital communications* are defined as communications made via any online platform for purposes of collaboration, interaction, and/or active participation, whether accessed via the Internet or via cellular phone, and include, but are not limited to, email, social media, apps, blogs, chat rooms, instant messages, and gaming platforms.

While the district does not monitor digital communications/student social media accounts, it has the right to act on information provided by students, parents/legal guardians, and community members. Therefore, the district may investigate students' digital communications/social media accounts, including off-hours use, in the event of creditable allegations of conduct that violates student discipline policies, violates any law or regulation, or otherwise causes a material and substantial disruption to the school environment or constitutes a serious safety risk.

Examples of inappropriate digital communications that may result in disciplinary action include, but are not limited to, those that:

- contain verbal or physical conduct that threatens another with harm
- seek to coerce or compel someone to do something in violation of the law or district policy
- constitute cyberbullying, or otherwise exclude or promote the exclusion of individuals from peer groups for purposes of humiliation or isolation
- contain discriminatory statements or hostile acts based on a race, religion, sex, color, disability, national origin, immigrant status, English-speaking status, or any other applicable status protected by local, state, or federal law

The district will report violations of state or federal law to the appropriate authorities.

SECTION 14

Gavin's Law & Erin's Law

State laws that protect students from sexual extortion and require age-appropriate education on personal body safety, child sexual abuse awareness, and prevention.

Gavin's Law – Sexual Extortion (Policy JICFB)

The district is committed to maintaining a learning environment free from intimidating or harassing behavior of any kind, including sexual extortion. In keeping with this commitment, the district prohibits any student, staff, or third parties from engaging in any behavior that would satisfy the definition of sexual extortion or aggravated sexual extortion as described in state law. Further, the district will not tolerate retaliation against a person who has made a report or filed a complaint alleging sexual extortion or who has participated as a witness in an investigation.

Definitions

Adult means a person 18 years or older.

Minor means any person under 18 years of age at the time of the alleged offense.

Great bodily injury means bodily injury which causes a substantial risk of death, or which causes serious, permanent disfigurement or protracted loss or impairment of the function of
a bodily member or organ.

Private image means an image depicting sexually explicit nudity, sexual activity, or sexual conduct as defined in state law.

Image means a photograph, film, videotape, recording, live transmission, digital or computer-generated visual depiction, or any other reproduction made by electronic, mechanical, or other means.

Disclose means exhibit, transfer, publicize, distribute, or reproduce.

Sexual extortion means intentionally and maliciously threatening to release, exhibit, or distribute a private image of another in order to compel or attempt to compel the victim to do any act or refrain from doing an act against his/her will, with the intent to obtain additional private images or anything else of value.

The following information provides descriptions of the different sexual extortion offenses and includes the applicable criminal penalties. The district's authority does not extend to enforcement of criminal penalties. However, the district will assist with the process by notifying the appropriate law enforcement agency of violations as is anticipated by state regulation governing minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Felony Sexual Extortion

A person commits felony sexual extortion if the actor intentionally and maliciously threatens to release, exhibit, or distribute a private image of another in order to compel or attempt to compel the victim to do any act or refrain from doing any act against his/her will, with the intent to obtain additional private images or anything else of value.

A person convicted of felony sexual extortion is subject to the following:

- imprisonment for not more than five years for a first offense
- imprisonment for not more than ten years for a second offense; or
- imprisonment for not more than twenty years for a third or subsequent offense

Aggravated Felony Sexual Extortion

A person commits aggravated felony sexual extortion if the actor intentionally or maliciously threatens to release, exhibit, or distribute a private image of another in order to compel or attempt to compel the victim to do any act or refrain from doing any act against his/her will, with the intent to obtain additional private images or anything else of value and either: the victim is a minor or a vulnerable adult and the person convicted of sexual extortion is an adult; or the victim suffers great bodily injury or death and the finder of fact finds beyond a reasonable doubt that the sexual extortion of the victim was the proximate cause of the great bodily injury or death.

A person convicted of aggravated felony sexual extortion is subject to imprisonment for not more than twenty years.

Misdemeanor Sexual Extortion

A minor convicted of sexual extortion is guilty of a misdemeanor and must be sentenced by the family court. As a condition of sentencing the family court may order behavioral health counseling from an appropriate agency or provider.

Notification

This policy and information regarding Gavin's Law will be communicated through a variety of efforts to educate students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public.

Reporting

Any student who feels he/she has been subjected to sexual extortion is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly, and confidentially. All staff members are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or staff may be made anonymously but formal disciplinary action by the district will not be taken solely on the basis of an anonymous report.

The district prohibits retaliation or reprisal in any form against a student or staff member who has filed a complaint or report of sexual extortion. The district also prohibits any person from falsely accusing another as a means of intimidation, bullying, or harassment.

Students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public are required to comply with this policy. The district will enforce this policy through appropriate disciplinary actions for violators.

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion, and will be referred to law enforcement officials, as appropriate, consistent with policy JICDA, *Code of Conduct*.

Staff members found in violation of this policy will be subject to disciplinary action, up to and including termination and will be referred to law enforcement officials, as appropriate, consistent with district policy, including GBEB, *Staff Conduct* and GBEBB, *Staff Conduct with Students*.

Visitors or volunteers found in violation of this policy will be subject to appropriate sanctions and will be referred to law enforcement officials, as appropriate.

Erin's Law – Sexual Abuse and Exploitation Prevention Education(Policy IHAM)

The Barnwell County School District is committed to promoting student safety and well-being. In accordance with South Carolina's Erin's Law, students receive age-appropriate instruction designed to help them recognize, avoid, and report sexual abuse and exploitation.
The purpose of this instruction is to provide students with the knowledge and skills needed to protect themselves and seek help when necessary.

Instruction May Include
Students may receive age-appropriate lessons on:

- Personal body safety;
- Healthy boundaries and personal space;
- Recognizing unsafe or inappropriate behaviors;
- The difference between appropriate and inappropriate physical contact;
- How to respond to situations that make them feel uncomfortable or unsafe;
- Identifying trusted adults who can provide help and support; and

- How to report suspected abuse, neglect, or exploitation.
-

Student Safety and Support

Students are encouraged to speak with a trusted adult if they feel unsafe, have concerns about inappropriate behavior, or believe they or another person may be experiencing abuse or exploitation.

Trusted adults may include:

- Parents or guardians;
- Teachers;
- School counselors;
- School administrators;
- School nurses; or
- School Resource Officers.
-

Reporting Concerns

School employees are required by law to report suspected child abuse or neglect to the appropriate authorities. Reports will be handled in accordance with state law and district procedures.

The district will work with families, law enforcement agencies, and child protection professionals to help ensure student safety and well-being.

Commitment to a Safe Learning Environment

The Barnwell County School District is dedicated to providing a safe and supportive educational environment where students are respected, protected, and empowered to seek help when needed.



SECTION FIFTEEN
KELLY EDWARDS ELEMENTARY • FORWARD 2026-2027

Protocols & Procedures

The systems and procedures that keep our school running smoothly — promotion and retention standards, grading practices, assessment, and the academic protocols that support every student's success.

ACT 204 of 2026

School Grading Practices

establishes statewide requirements for consistent grading practices in public school districts and charter schools

No grading floors. Districts and schools may not require teachers to assign a minimum grade or score that exceeds a student's actual performance on required assignments. This provision is intended to prevent grade inflation and ensure grades accurately reflect student achievement.

No required inclusion of formative or district-selected benchmark assessments in calculating a student's final grade. This provision does not apply to the End of Course Examination Program (EOCEP).

Set policies for credit and content recovery. Districts must define "required assignments" and "timely submission of student work." These definitions should be applied consistently and align with the intent of credit and content recovery opportunities in South Carolina's Uniform Grading Policy.

What does this mean for Barnwell County School District?

1. BCSD may no longer allow teachers to assign a minimum grade (e.g., 50, 55, or 60) if a student's actual performance on a required assignment is lower.

Implications:

- Grades must accurately reflect student mastery and performance.
- Teachers maintain professional responsibility to assign grades based on evidence of learning.
- A zero should ALWAYS be entered as a placeholder when a required assignment is missing (see Required Assignments on next page).
- Once the assignment is complete, the 0 is replaced with the actual grade.
- If the assignment is not complete within given time frame, the 0 remains.
- A teacher is allowed to provide retakes after additional instruction (study sessions) to demonstrate proficiency and earn a higher grade.

2. BCSD may NOT count iReady formative assessment or any district benchmark as a grade that calculates into the final grade.

Implications:

- Formative assessments and district benchmark data should be used to inform instruction, make decisions on lesson planning and pacing, and provide remediation and acceleration as needed to students.

Promotion and Retention

The district affirms academic excellence for students. This promotion, retention, and acceleration policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Program (IEP). The district will administer this policy fairly, equitably, and consistently in the schools

Kindergarten & First Grade

Kindergarten students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies.

Kindergarten and first grade students will be promoted to the next grade level if the student achieves the following:

• exceeds or meets the end of year benchmark on Fountas & Pinnell Literacy assessment

• exceeds or meets the end of year benchmark on iReady diagnostic assessment

• exceeds or meets 70% of State Academic Standards as reported on the Standards-Based Report Card

• meets compliance with attendance policy

The Barnwell County School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 9 points out of 15 to qualify for promotion. Students that earn between 0 and 8 points will be scheduled for a Committee Meeting where the student's progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child.

No student will be retained in kindergarten or first grade more than one time unless approved by the superintendent.

Second grade

Second grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies.

Second grade students will be promoted to the next grade level if the student achieves the following:

• exceeds or meets the end of year benchmark on Fountas & Pinnell Literacy assessment

• exceeds or meets the end of year benchmark on iReady diagnostic assessment

• scores a 70 or higher in both reading and math on end of year report card

• scores a 60 or higher in science and/or social studies on end of year report card

• meets compliance with attendance policy

The Barnwell County School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 11 points out of 18 to qualify for promotion. Students that earn between 5 and 10

points will be scheduled for a Committee Meeting where the student's progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child. Students that earn 5 or less points will be retained in their current grade.

No student will be retained in kindergarten-second grade more than one time unless approved by the superintendent.

Third grade

Third grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies.

Third grade students will be promoted to the next grade level if the student achieves the following:

- exceeds or meets the end of year benchmark on iReady diagnostic assessment
- scores a 70 or higher in both reading and math on end of year report card
- scores a 60 or higher in science and/or social studies on end of year report card
- meets compliance with attendance policy

Act 114 requires that beginning with the 2024-2025 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency by scoring Does Not Meet Expectations on SC READY Reading. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. GCEs remain the same except for the reading portfolio which has been removed as a GCE. Successful completion of Summer Reading camp is defined more narrowly to include alternate formative assessments or reassessment of SC READY and revised cut scores to reflect the requirements of Act 114.

The Barnwell County School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 11 points out of 18 to qualify for promotion. Students that earn between 5 and 10 points will be scheduled for a Committee Meeting where the student's progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child. Students that earn 5 or less points will be retained in third grade.

No student will be retained in third-fifth grade more than one time unless approved by the superintendent.

Fourth-Fifth grade

Fourth-fifth grade students are expected to learn the South Carolina College and Career Ready Standards in English Language Arts and Mathematics and South Carolina Academic Standards in Science and Social Studies.

Fourth-fifth grade students will be promoted to the next grade level if the student achieves the following:

• exceeds or meets the end of year benchmark on iReady diagnostic assessment

• scores a 70 or higher in both reading and math on end of year report card

• scores a 60 or higher in science and/or social studies on end of year report card

• meets compliance with attendance policy

The Barnwell County School District Promotion/Retention Rubric will be used to determine eligibility for promotion. Students will need to obtain a minimum of 11 points out of 18 to qualify for promotion. Students that earn between 5 and 10 points will be scheduled for a Committee Meeting where the student's progress and best placement will be discussed. The team will decide if retention or promotion is in the best interest of the individual child. Students that earn 5 or less points will be retained in their current grade.

No student will be retained in the fourth-fifth grade more than one time unless approved by the superintendent.

Read to Succeed State-Mandated Retention

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

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

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to those:

- with limited English proficiency and less than two years of instruction in an English as a Second language program
- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has

received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency

- who demonstrate third-grade reading proficiency on an alternative assessment approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading and who have received two years of reading intervention and were previously retained

- who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio

- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment

Parent/Guardian Notification

Early in the school year and/or when a third-grade student transfers into a district or school, parents/legal guardians will be given a general notice regarding the requirements for promotion and retention.

Retention conference

During the second grading period of the third grade, parents/legal guardians of students that are not demonstrating third grade reading proficiency will be notified in writing that their child is being considered for retention. A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's intensive instruction and intervention plan. Within two weeks following the parent/teacher conference, copies of the plan will be provided to the principal, parent or legal guardian, teacher, and other school personnel who are working with the child on literacy.

If a parent/legal guardian is unable to attend the conference after two varied attempts at contact, the parent should be mailed a copy of the student's intensive instruction and intervention plan.

An additional parent/teacher conference will be held during the third nine week grading period for students still being considered for retention.

Retention determination

The principal, classroom teacher, and other school personnel who are working with the child on literacy will review the recommendation for retention and provide suggestions for supplemental instruction. Recommendations and observations of

the principal, teacher, parent/legal guardian, and other school personnel who are working with the student on literacy will be considered when determining whether to retain the student.

If it is determined that retention is appropriate, the student may be eligible to enroll in a summer reading camp provided by the district. District summer reading camps will be operated in accordance with the guidelines provided by the South Carolina Department of Education. Parents/Legal guardians may elect to opt their child out of participation in summer reading camp, with the understanding that the child will be unable to qualify for a good cause exemption on that ground. Information regarding the summer camp will be provided by the school or requested from the district office.

Good cause exemption determinations

To request an exemption for good cause, the teacher of a student identified as potentially meeting one of the state approved exemptions will submit documentation to the principal on the proposed exemption and include evidence that promotion of the student is appropriate based on the student's academic record. This evidence will be limited to the student's Individualized Education Program (IEP), alternative assessments, or student reading portfolio.

The principal will review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal will submit a written recommendation for promotion to the superintendent for final determination.

The superintendent will determine whether a student may be exempted from the mandatory retention policy. The superintendent's acceptance or rejection of the principal's recommendation will be in writing and a copy will be provided to the child's parent/legal guardian.

Good cause exemption determinations for students with disabilities

A third-grade student with disabilities will be exempt from the mandatory retention policy if the student is eligible to take a South Carolina alternative assessment and receives instruction aligned to the state's alternative achievement standards, or the student has received intensive remediation in reading for more than two years.

To demonstrate intensive remediation in reading, there must be:

- documentation that the student's present levels of academic achievement and functional performance have resulted in one or more annual goals and specialized instruction and/or related services in the area of reading for two or more years

- documentation of intensive general education interventions in the area of reading for two or more year.

- a combination of special education services and intensive general education intervention in the area of reading for two or more years

Any evidence submitted to document intensive remediation or evidence-based interventions will be in addition to the student's 90 minutes of daily reading and writing instruction as required by law.

Appointment of an education advocate

Parents/Legal guardians are permitted to designate another person as an education advocate to act on their behalf to receive notification of their child's level of reading proficiency and to assume the responsibility of promoting the reading success of the child. Parents/Legal guardians interested in appointing such an advocate should contact the building level administrator.

Report Cards, Interim Reports & Student Recognition

Each student will receive a report card after each grading period of school. The report card will be given to your child. Parents or guardians will retrieve it for examination. If a report card is sent home by students, review and return to school the next day. Report cards will not be issued if all fees and fines have not been paid. Final report cards will generally be issued on the last day of school, if no fees are owed. Each student will receive an interim report midway through each nine-week period. Parents should contact teachers if their child is experiencing academic difficulties at interim report time.

Kindergarten will have personalized awards deemed appropriate for the grade level.

Principal List: Grade 1-5 -Students must have a 90 or above in all subjects

Honor Roll: Grade 2-5 - Students must have an 80 or above average in all subjects.

Student of the Month: A student who consistently exhibits one or more of the following: making positive choices, respecting others; being responsible; showing compassion; learning to be fair, honest, and cooperative; practicing good citizenship; and/or developing self-esteem.

Perfect Attendance: Students who have been present the entire 9-week period.

Related Arts Awards: Students who are recognized for outstanding performance in one of the related arts classes.

Sending Money to School

If it becomes necessary to send money/check to school for any reason, please adhere to the following procedure:

1. Send the money/check directly to the teacher.
2. Place the money/check in an envelope.
3. On the front of the envelope write the teacher's name, student's name, amount of money enclosed and the purpose for sending the money.
4. Send the exact amount of money, as we do not have money to create change.

Fees/ Fines

Cafeteria

BCSD has a "no charge" policy in place for students and adults. As of school year, FY 2017-18 BCSD is a Community Eligibility Program (CEP) district; every student eats breakfast and lunch at no charge. Any "extra" items such as smart snacks or specials will have to be paid with cash or check at time of purchase.

Textbooks

All textbooks are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Student's names are written on the inside cover of each book. This procedure aids in locating your text if it is misplaced. Students are required to pay for lost or damaged books.

The principal or designee will issue student textbooks using the Destiny scan system. Once books have been issued to students, they become the students' property and responsibility until textbooks are returned to the principal or designee. If the textbook has not been properly cared for, damages will be assessed according to the guidelines of the State Department of Education. South Carolina Law requires parents to pay for missing books and also states that this requirement must be complied with before replacement books are issued.

Library .

Students check-out books during their library time each week. If a library book has been lost or damaged, fees will be assessed.

Visitation Protocol

1. Parents are allowed to schedule short classroom observations with their child's teacher.
2. Parents must bring ID and check in at the Main Office.
3. The teacher reserves the right to deny an observation on a day that would interfere with testing or other activities as deemed appropriate.
4. Observations should be conducted as discreetly as possible. Please enter the room quietly and do not interrupt instruction. If there is a need to speak with the teacher, please do so by calling the teacher after school or leaving a message in the office for a return phone call. Please do not "take just a moment" of time when students are in the room. We guard instruction; every minute counts!

5. Please note that a child may behave differently when a parent is in the classroom. Students often complete work or have better behavior when a personal visitor is present. Oftentimes, specific concerns will not be observed during a parent visit.
6. Teachers may not greet visitors until there is an appropriate break in instruction. Please do not be offended or think teachers are being rude because teachers have been instructed to make every minute count and to guard instructional times. If appropriate, teachers will speak with a visitor as time permits.
7. Please remember that confidentiality is very important. While an observation is being held, it is extremely important that specific children not be discussed with anyone.
8. During a visit, if a child is in the office awaiting a staff member, it is crucially important that that child's parent not be notified by anyone other than a staff member.
9. When visiting a class, please respect everyone's privacy and refrain from videotaping or taking pictures in which other children can be captured.

Classroom Courtesies

School personnel strive to make all children feel special at Kelly Edwards Elementary. Please follow these few rules:

- Please do not send party invitations to school to pass out unless every child is included.
- Parents will not be allowed to walk items to classrooms
- Please do not send balloons, flowers, or gifts to a child at school. These items will not be delivered to classrooms and cannot be taken home on the bus.

When sending Valentines, cards, treats, etc., please include one for all children in the class.

Due to privacy issues, the school cannot give out students' addresses and phone numbers.

SECTION 16

Student Code of Conduct

PRIMARY SCHOOL • PK–2ND

Student Code of Conduct

Pursuant to district policy JICDA-R, the student code of conduct is a list of disciplinary infractions and the consequences for students who violate these infractions. Disciplinary actions will include appropriate hearings and review, and the removal of a student from the learning environment will occur only for just cause and in accordance with due process of law. The following rules, regulations, and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student under the following conditions:

- On the school or district property;
- Who is in attendance at school or any school-sponsored activity whether on or off school grounds;
- Who is en-route to and from school on a school bus or other district vehicle;
- Whose conduct at any time or in any place has a direct effect on maintaining order and discipline in the schools and school district.

The following code of conduct will be applied to school and school-related activities. School administration reserves the right to modify any consequence of a rule violation when the change is deemed appropriate and necessary. The principal or designee may reduce the penalty where there is a finding of mitigating circumstances.

CONSEQUENCES

The following list of consequences may be utilized to address violations of the student code of conduct.

CONSEQUENCE	ABBREVIATION
Contact Parent	**CP**
Conference with Parent	**CONF**
Warning	**W**
Detention	**D**
In-School Suspension	**ISS**
Out-of-School Suspension	**OSS**
Recommendation for Expulsion	**RE**

A '+' appended to the consequence indicates that multiple days can be administered for the corresponding infraction. For example, ISS+ indicates that a student will serve at least one day of ISS.

CONSEQUENCE FORMULA

Referral Count × Nature of Offense = Disciplinary Consequences

The more previous office discipline referrals a student acquires multiplied times the seriousness of the present infraction equates to more severe consequences.

CLASSROOM MANAGED BEHAVIORS

Classroom managed behaviors adversely affect a student's educational progress. These infractions are handled by the classroom teacher and documented, but not processed through formal referral. Chronic offenses may require administrative or guidance action.

Cheating	Horseplay	Inappropriate Behavior
Dishonesty	ID Violation	Inappropriate Language
Disrupting Class	Improper Use of Technology	Inappropriate Materials
Dress Code Violation	Inappropriate Affection	Unauthorized Area Violation
Failure to Complete Work		

LEVEL ONE — DISRUPTIVE CONDUCT

Disruptive Conduct (Level One) is any behavior which adversely affects a student's educational progress.

INFRACTION	OFFENSE 1	OFFENSE 2	OFFENSE 3	OFFENSE 3+
Cellular Device Violation	CONF	CONF / D	CONF / D+	CONF / ISS
Cheating (Chronic)	CONF	CP / D	CP / D+	CP / ISS
Computer Violation – Noncriminal	CONF	CP / D	CP / D+	CP / ISS
Confrontation / Altercation	CONF	CP / D	CP / ISS	CP / OSS
Contraband	CONF	CP / D	CP / ISS	CP / OSS
Cutting Activity / Class	CONF	CP / D	CP / D+	CP / ISS
Detention Violation	CONF / ISS	CP / ISS+	CP / ISS+	CP / ISS+
Dishonesty (Chronic)	CONF	CP / D	CP / D+	CP / ISS
Disrespect	CONF	CP / D	CP / ISS	CP / OSS
Disrupting Class (Chronic)	CONF	CP / D	CP / D+	CP / ISS
Dress Code Violation	CP / W	CONF	CONF / D	CONF / D+
Electronic Device Violation	CONF	CONF	CONF / D	CONF / D+

LEVEL ONE — DISRUPTIVE CONDUCT (CONTINUED)

INFRACTION	OFFENSE 1	OFFENSE 2	OFFENSE 3	OFFENSE
Gambling	CONF	CP / D	CP / D+	CP / ISS
Horseplay (Chronic)	CONF	CP / D	CP / D+	CP / ISS
Inappropriate Physical Contact	CONF	CP / D	CP / ISS	CP / OSS
Leaving Class	CONF	CP / D	CP / D+	CP / ISS
Loitering	CONF	CP / D	CP / D+	CP / ISS
Obscene Gesture (Indirect)	CONF	CP / D	CP / D+	CP / ISS
Profanity (Indirect)	CONF	CP / D	CP / D+	CP / ISS
Property Misuse	CONF	CP / D	CP / D+	CP / ISS
Refusal to Obey	CONF	CP / D	CP / ISS	CP / OSS
Slap Boxing	CONF	CP / D	CP / ISS	CP / OSS
Truant	See Truancy Policy			

Please note this is not an exhaustive list of misconduct infractions.

LEVEL TWO — DISRUPTIVE CONDUCT

Disruptive Conduct (Level Two) is any behavior which significantly disturbs the positive learning environment and/or endangers the health or safety of oneself or others.

INFRACTION	OFFENSE 1	OFFENSE 2	OFFENSE 3	OFFENSE
Bite / Pinch / Spit	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Bullying	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Disrespect	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Fighting	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Fire Alarm	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Fireworks	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Harassment	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Hit / Kick / Push	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Inciting a Fight	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Indecent Exposure	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Major Disruption	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Obscene Gesture (Direct)	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Pornography – Not Criminal	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Possession/Use of Unauth. Substances	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Profanity (Direct)	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Refusal to Obey	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Sexual Offense – Non Forced	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Sexual Violation	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Stolen Property	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Theft / Larceny	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Threat	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Tobacco Violation	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Trespassing	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Vandalism	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Miscellaneous Weapons	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+

Between 5 and 10 days of OSS may be assigned for Fighting along with criminal charges. Please note this is not an exhaustive list of misconduct infractions. Level Two 2nd offense violators will require counseling.

LEVEL THREE — CRIMINAL CONDUCT

Criminal Conduct (Level Three) is any behavior which significantly disrupts the learning environment or poses a direct and serious threat to the safety of oneself or others.

Arson	Cyberbullying	Other Offenses
Assault, Aggravated	Disturbing School	Pornography – Student or Minor
Assault by Mob	Drug Distribution	Sexual Harassment
Assault, Simple	Possession of Alcohol / Controlled Substance	Sexual Offense – Forced
Bomb Threat	Gang Activity	Under the Influence of Alcohol / Controlled Substance
Bullying	Indecent Exposure	Vandalism (Severe)
Burglary	Intimidation	Weapons
Computer Violation – Criminal		

CONSEQUENCES

OSS 5–10 Days • Expulsion Recommendation • Referral to Law Enforcement

Please note this is not an exhaustive list of criminal misconduct infractions. Other infractions which violate state and federal laws may fall into this category.

CLOSING NOTES

- Discipline procedures will include parent contact and, when necessary, a parent conference.
- Administrative discretion can be exercised regarding violations and consequences.
- Law enforcement will be involved as warranted.
- South Carolina law regarding possession/use of weapon(s) will be applied.
- All students are expected to demonstrate integrity, civility, responsibility, and self-control.

While this document is intended to provide notice to students and parents of general expectations for behavior and consequences for misconduct, discretion must be used in dealing with the wide range in age and maturity of students, and consideration must be given to the seriousness of the infraction(s) when determining the severity of the consequences. Other inappropriate behavior not covered in this document will be dealt with by the principal and/or designee.

Use of community service/work may be utilized by school personnel when dealing with Level One and Two violations. Community service/work may be used in conjunction with discipline consequences or to reduce discipline consequences.

ELEMENTARY SCHOOL (3RD–5TH) — CODE OF CONDUCT

Pursuant to district policy JICDA-R, the student code of conduct is a list of disciplinary infractions and the consequences for students who violate these infractions. Disciplinary actions will include appropriate hearings and review, and the removal of a student from the learning environment will occur only for just cause and in accordance with due process of law. The following rules, regulations, and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student under the following conditions:

- On the school or district property;
- Who is in attendance at school or any school-sponsored activity whether on or off school grounds;
- Who is en-route to and from school on a school bus or other district vehicle;
- Whose conduct at any time or in any place has a direct effect on maintaining order and discipline in the schools and school district.

The following code of conduct will be applied to school and school-related activities. School administration reserves the right to modify any consequence of a rule violation when the change is deemed appropriate and necessary. The principal or designee may reduce the penalty where there is a finding of mitigating circumstances.

CONSEQUENCES

CONSEQUENCE	ABBREVIATION
Contact Parent	CP
Conference with Parent	CONF
Warning	W
Detention	D
In-School Suspension	ISS
Out-of-School Suspension	OSS
Recommendation for Expulsion	RE

A '+' appended to the consequence indicates that multiple days may be administered for the corresponding infraction. For example, ISS+ indicates that a student will serve at least one day of ISS.

CONSEQUENCE FORMULA

Referral Count × Nature of Offense = Disciplinary Consequences

The more previous office discipline referrals a student acquires multiplied by the seriousness of the present infraction equates to more severe consequences.

CLASSROOM MANAGED BEHAVIORS

Classroom-managed infractions are handled by the teacher and are documented but not formally referred. Chronic or multiple offenses may warrant administrative or guidance intervention.

Cheating	Horseplay	Inappropriate Behavior
Dishonesty	ID Violation	Inappropriate Language
Disrupting Class	Improper Use of Technology	Inappropriate Materials
Dress Code Violation	Inappropriate Affection	Unauthorized Area Violation
Failure to Complete Work		

LEVEL ONE — DISRUPTIVE CONDUCT

Disruptive Conduct (Level One) is any behavior which adversely affects a student's educational progress.

INFRACTION	OFFENSE 1	OFFENSE 2	OFFENSE 3	OFFENSE 3+
Cellular Device Violation – See Policy	CONF / D	CONF / ISS	CONF / ISS+	CONF / OSS
Cheating (Chronic)	CONF / D	CP / D+	CP / ISS	CP / ISS+
Computer Violation – Noncriminal	CONF / D	CP / D+	CP / ISS	CP / ISS+
Confrontation / Altercation	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Contraband	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Cutting Activity / Class	CONF	CP / D	CP / D+	CP / ISS
Detention Violation	CONF / D	CP / ISS	CP / ISS+	CP / ISS+
Dishonesty (Chronic)	CONF / D	CP / D+	CP / ISS	CP / ISS+
Disrespect	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Disrupting Class (Chronic)	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Dress Code Violation	CP / W	CONF / D	CONF / D+	CONF / ISS
Electronic Device Violation	CP / W	CONF / D	CONF / ISS	CONF / D+

LEVEL ONE — DISRUPTIVE CONDUCT (CONTINUED)

INFRACTION	OFFENSE 1	OFFENSE 2	OFFENSE 3	OFFENSE 3+
Gambling	CONF	CP / D	CP / D+	CP / ISS
Horseplay (Chronic)	CONF	CP / D	CP / D+	CP / ISS
Inappropriate Physical Contact	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Leaving Class	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Loitering	CONF / D	CP / D+	CP / ISS	CP / ISS+
Obscene Gesture (Indirect)	CONF / D	CP / D+	CP / ISS	CP / ISS+
Profanity (Indirect)	CONF / D	CP / D+	CP / ISS	CP / ISS+
Property Misuse	CONF	CP / D	CP / D+	CP / ISS
Refusal to Obey	CONF / D	CP / ISS	CP / ISS+	CP / OSS
Slap Boxing	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Truant	See Truancy Policy			

Please note this is not an exhaustive list of misconduct infractions.

LEVEL TWO — DISRUPTIVE CONDUCT

Disruptive Conduct (Level Two) is any behavior which significantly disturbs the positive learning environment and/or endangers the health or safety of oneself or others.

INFRACTION	OFFENSE 1	OFFENSE 2	OFFENSE 3	OFFENSE 3+
Bite / Pinch / Spit	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Bullying	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Disrespect	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Fighting	CONF / OSS+	CONF / OSS+	CONF / OSS+	CONF / OSS+
Fire Alarm	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Fireworks	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Harassment	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Hit / Kick / Push	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Inciting a Fight	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Indecent Exposure	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Major Disruption	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Obscene Gesture (Direct)	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Pornography – Not Criminal	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Possession/Use of Unauth. Substances	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Profanity (Direct)	CONF / ISS+	CP / OSS	CP / OSS+	CP / OSS+
Refusal to Obey	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Sexual Offense – Non Forced	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Sexual Violation	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Stolen Property	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Theft / Larceny	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Threat	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Tobacco Violation	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Trespassing	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Vandalism	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+
Miscellaneous Weapons	CONF / ISS	CP / ISS+	CP / OSS	CP / OSS+

Between 5 and 10 days of OSS may be assigned for Fighting along with criminal charges. Please note this is not an exhaustive list of misconduct infractions. Level Two 2nd-offense violators will require counseling.

LEVEL THREE — CRIMINAL CONDUCT

Criminal Conduct (Level Three) is any behavior which significantly disrupts the learning environment or poses a direct and serious threat to the safety of oneself or others.

Arson	Cyberbullying	Pornography – Student or Minor
Assault, Aggravated	Disturbing School	Possession of Alcohol/Controlled Substance
Assault by Mob	Drug Distribution	Sexual Harassment
Assault, Simple	Gang Activity	Sexual Offense – Forced
Bomb Threat	Indecent Exposure	Under the Influence of Alcohol/Substance
Bullying	Intimidation	Vandalism (Severe)
Burglary	Other Offenses	Weapons
Computer Violation – Criminal		

CONSEQUENCES

OSS 5–10 Days	Expulsion Recommendation	Referral to Law Enforcement

- Please note this is not an exhaustive list of criminal misconduct infractions. Other infractions which violate state and federal laws may fall into this category.
- Discipline procedures will include parent contact and, when necessary, a parent conference.
- Administrative discretion can be exercised regarding violations and consequences.
- Law enforcement will be involved as warranted.
- South Carolina law regarding possession/use of weapon(s) will be applied.
- All students are expected to demonstrate integrity, civility, responsibility and self-control. Use of community service/work may be utilized by school personnel when dealing with Level One and Two violations, in conjunction with or in place of other consequences.



Forms & Acknowledgments

Please review and complete the following forms with your child. Return signed copies to the front office.

SECTION 17

Acknowledgement of Receipt

Please review this handbook with your student, complete the acknowledgement below, and return this page to your student's homeroom teacher within the first two weeks of school.

BY SIGNING BELOW, WE ACKNOWLEDGE THAT:

- We have received and reviewed the 2026-2027 Kelly Edwards Elementary Student & Family Handbook.
- We have read, discussed, and understand the school's policies, including the Student Code of Conduct, Attendance, Dress Code, and Technology expectations.
- We agree to support these expectations and partner with the school to help our student move Forward this year.

SIGNATURES

STUDENT NAME _____

GRADE _____ HOMEROOM TEACHER _____

PARENT / GUARDIAN SIGNATURE _____ DATE _____

STUDENT SIGNATURE _____ DATE _____

PLEASE RETURN THIS PAGE

Detach and return to your student's homeroom teacher by Friday, September 4, 2026.