

GREENVILLE COUNTY SCHOOLS



**BONDS MIDDLE SCHOOL ALTERNATIVE PROGRAM
505 N. MAIN, GREER, SC 29650 (864) 355-8273**

Student / Parent Handbook

2021-2022

Mrs. Latonia Copeland –M.S.A.P. Coordinator

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864-355-8269(Phone) 864-355-8288 (Fax)

Dr. Kathie Greer –Director of Alternative Education

MESSAGE FROM THE COORDINATOR

Dear Students,

The staff of Bonds Middle School Alternative Program looks forward to assisting you in your academic and social development. We expect you to cooperate with the staff and accept responsibility for your actions. You are expected to become familiar with this handbook and obey all rules of M.S.A.P. and the School District of Greenville County.

We hope you will take advantage of the opportunities offered by M.S.A.P. We encourage you to make good choices concerning your behavior and academic success. It is our goal to help you successfully return to a regular school setting or make a smooth transition to the Life Long Learning Program.

Dear Parents,

We look forward to working with your child while he / she is attending the Middle School Alternative Program. This important time in your child's life is most likely to be successful when students, parents, and school work together. We want to be involved with your child's development and we feel your support and encouragement are essential.

Please go over this handbook with your child! Also, remind your child that he / she is expected to obey all rules, respect others, and accept responsibility for his / her own actions. Let's work together to help your child be successful in his / her education and social development.

DISCLAIMER

Neither this handbook nor any part of it should be construed as a contract itself. This handbook is not intended to be comprehensive and is advisory only to guide the student and parent. The school reserves the right to make changes or exceptions to statements in this handbook. Final interpretation of all school rules is left up to the Director of Alternative Education.

Latonia Copeland, Coordinator Bonds MSAP

The Middle School Alternative Program

The Middle School Alternative Program provides services to students in grades six through eight who are experiencing difficulty at the middle school level. Students with frequent discipline problems and academic deficiencies are considered for acceptance into the program. These students are identified as those that interfere with the learning of other class members and refuse to follow The School District Discipline Code. Students attending this program receive intense instruction in "Life Skills" and are placed on a behavior management system. Transportation and lunch are provided. For additional information call: Bonds MSAP 355-8273.

Education Plan

1. Raise the academic challenge and performance of each student
2. Ensure quality personnel in all positions
3. Provide a school environment supportive of learning
4. Effectively manage and further develop necessary financial resources
5. Improve public understanding and support of public schools

Mission

The Alternative Programs of The School District of Greenville County will provide short term educational settings which offer instructional programs to address the behavioral, academic and social needs of at-risk students.

Beliefs

1. All students are capable of learning.
2. All students are individuals with unique needs.
3. Students have a desire to be successful.
4. Students deserve respect, acceptance and encouragement.
5. Students should be provided a safe environment for learning.
6. Students need a curriculum that provides opportunities for academic and social development.
7. Education is the responsibility of the home, school, student, and community.

Objectives/Goals

1. Assist students in developing skills necessary to be successful in a regular school setting.
2. Assist students in developing self-discipline and a sense of personal responsibility for their own actions.
3. Assist students in improving academic skills.
4. Provide students with a safe and nurturing environment for learning.
5. Provide differentiated instruction with a standards based curriculum that meets the needs of students.
6. Provide opportunities for students to develop a more positive self-concept.

7. Assist students in identifying barriers that inhibit their educational and social development.

INFO Line = 355-3100

School Information - Student Registration - Questions and Concerns - and More!

Call Monday through Friday from 7:30 a.m. until 5:15 p.m. to speak to a service representative who will assist you with your request or concern.

Email INFO Line: info@greenville.k12.sc.us

2021-2022 Calendar Dates to Remember

4K-12 School Start/End Dates

First Day Aug 17th

Last Day June 3rd

Student Holidays

Labor Day..... Sept. 6

Teacher Prof. Dev./Workdays Oct.18

Thanksgiving Break.....Nov.24-26

Winter Break.....Dec. 20-31

MLK Day Jan. 17

Student/Teacher Holiday Feb 18

Presidents' DayFeb. 21

Spring Break..... March 21-25

Memorial DayMay 30

Half Days

Half Days.....Dec.17 June 2-3

Grading Periods/Report Cards Issued

End 1st Quarter Oct. 15/Oct 21

End 2nd Quarter Jan 13/Jan 20

End 3rd Quarter.....March 17/March 30

End 4th Quarter..... June 3/Mailed

BONDS MSAP STAFF

Director of Alternative Programs	Dr. Kathie Greer
MSAP Coordinator	Mrs. Latonia Copeland
Teacher Assistant	Ms. Melissa Gough
Math Instructor	Mrs. Dashia Meeks
Language Arts/Social Studies Instructor	Mr. Michael Townes
Science/Social Studies Instructor	Mrs. Shameka Lieberman
Guidance Counselor	Ms. Leslie Benson
Teacher Assistant	Ms. Carol Bird
Special Education Teacher	

Daily Schedule

Bonds MSAP DAILY SCHEDULE

Period	Time	Townes	Lieberman	Meeks
Arrival	8:00 -9:15	Student Arrival/Breakfast/Bathroom		
1 st period	9:15 – 10:10	Level Work 1	Level Work 2	Level Work 3
2 nd Period	10:10 – 11:10	8 th Grade ELA	6 th Grade Science	7 th Grade Math
3 rd Period	11:10 – 12:10	6 th Grade ELA	7 th Grade Science	8 th Grade Math
Lunch/PE	12:10 – 1:10			
4 th Period	1:10 – 2:10	7 th Grade ELA	8 th Grade Science	6 th Grade Math
5 th Period	2:10-3:00	6 th Grade Social Studies	7 th Grade Social Studies	8 th Grade Social Studies
Dismissal	3:00-3:30	Studies will remain with 5 th period teacher during dismissal		

STUDENT MATERIALS

Students are expected to come to school prepared to learn. To that end, **students are required to bring: Charged Chromebook, three ring binder, paper, pencils and student ID badge.** Students coming to school without required materials will be required to call their parent to have them bring the materials. Students are allowed to bring empty water bottles.

Students will not bring book bags, cellphones, candy, chewing gum outside food/drink, or anything else that is considered as contraband.

Entrance Requirements

Students are placed in the Bonds Middle School Alternative Program through one of the following ways:

1. Administrative Placement By District Level Staff/School Principal
2. Board placement

EXIT REQUIREMENTS

Students will be required to complete Level Work assignments during their time in our program. The three levels and assignments students are required are listed below as well as with an approximate timeline to complete each level. We require that students demonstrate over a substantial period of time the ability to function academically and socially in the regular school environment. Our staff will consistently contact parents as needed to answer questions and share student progress. Students will also complete Success Folders during their time with us. Students will share these folders during their exit meetings.

MSAP Level Work Overview

Level One	Level Two	Level Three
<ul style="list-style-type: none"> <input type="checkbox"/> Join Level One Google Classroom <input type="checkbox"/> Behavior, academic and career assessments- <input type="checkbox"/> Entry reflection project <input type="checkbox"/> Maintain acceptable academic progress <input type="checkbox"/> Display positive behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Join Level Two Google Classroom <input type="checkbox"/> Mentor request letter <input type="checkbox"/> Receive homeschool teacher questions <input type="checkbox"/> Self-report progress to mentor via email <input type="checkbox"/> Begin mentor notebook <input type="checkbox"/> Maintain acceptable academic progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Join Level Three Google Classroom <input type="checkbox"/> Program completion project and email to home school staff <input type="checkbox"/> Self-report progress to mentor via email <input type="checkbox"/> Complete mentor notebook <input type="checkbox"/> Complete post assessment and survey

Accountability

Complete the lesson in bold and then choose one more to complete independently

<input type="checkbox"/> Making an appointment <input type="checkbox"/> SMART Goals <input type="checkbox"/> Positive Negotiation <input type="checkbox"/> Teamwork <input type="checkbox"/> Planning Events <input type="checkbox"/> Complete Level One Accountability Assessment	<input type="checkbox"/> Time Management <input type="checkbox"/> Social Media Boundaries <input type="checkbox"/> Backward Planning <input type="checkbox"/> Securing and Managing Resources <input type="checkbox"/> Teamwork <input type="checkbox"/> Complete Level Two Accountability Assessment	<input type="checkbox"/> Utilization of school counselors and career staff <input type="checkbox"/> Understanding the IGP <input type="checkbox"/> Monitoring academic progress <input type="checkbox"/> Complete Level Three Accountability Assessment
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Communication

Complete the lesson in bold and then choose one more to complete independently

<input type="checkbox"/> Reflective Listening <input type="checkbox"/> Respectful questioning <input type="checkbox"/> Expressing opinions <input type="checkbox"/> Voice volume and tone <input type="checkbox"/> Personal space <input type="checkbox"/> Complete Level One Communication Assessment	<input type="checkbox"/> Dealing with Authority <input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Giving and Accepting Apologies <input type="checkbox"/> Non-Verbal Communication <input type="checkbox"/> Complete Level Two Communication Assessment	<input type="checkbox"/> Managing relationships <input type="checkbox"/> Flipping the Script <input type="checkbox"/> "I" Statements <input type="checkbox"/> Conversational Boundaries <input type="checkbox"/> Complete Level Three Communication Assessment
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Self-Regulation

Complete the lesson in bold and then choose one more to complete independently

<input type="checkbox"/> Focused Breathing <input type="checkbox"/> Mindfulness <input type="checkbox"/> Time outs <input type="checkbox"/> Exiting Negative Situations <input type="checkbox"/> Positive Action/Reflection <input type="checkbox"/> Complete Level One Self-Regulation Assessment	<input type="checkbox"/> Controlling Impulses <input type="checkbox"/> Stress <input type="checkbox"/> Self-Regulation <input type="checkbox"/> Preemptive Actions <input type="checkbox"/> Triggers <input type="checkbox"/> Complete Level Two Self-Regulation Assessment Ref	<input type="checkbox"/> Self-Care <input type="checkbox"/> Reflection and Goal Setting <input type="checkbox"/> Nutrition <input type="checkbox"/> Exercise <input type="checkbox"/> Leisure Activities <input type="checkbox"/> Purposeful Practices <input type="checkbox"/> Complete Level Three Self-Regulation Assessment
<input type="checkbox"/> Five Required Ripple Effects and reflections	<input type="checkbox"/> Choice of five Ripple Effects and reflections	<input type="checkbox"/> Choice of three Ripple Effects and reflections
<ul style="list-style-type: none"> • Level One Progress Check 	<ul style="list-style-type: none"> • Level Two Progress Check 	<ul style="list-style-type: none"> • Level Three Exit Conference

Follow Up
 "Don't let what you cannot do interfere with what you can do"

<input type="checkbox"/> Execute transition plan <input type="checkbox"/> Attend meetings with mentor <input type="checkbox"/> Maintain contact with transition coach or other assigned coach <input type="checkbox"/> Complete data collection surveys <input type="checkbox"/> Ensure contact information remains current

Total Days Required For Level Work

Lesson	Required Number	Estimated Time
Google Slides Lessons	18	18 days
Ripple Effects	13	10 days
Entry Project	1	3 days
Exit Project	1	3 days
Assessments	3	1 day
Level Area Assessments	9	2 days
Surveys and follow up	1	1 day
Mentor Notebook	1	3 days
Progress Meetings	3	2 days
Totals	43	43 days

Academic Plan

The Bonds Middle School Alternative program offers the same four academic core classes as the regular home schools. There are no electives or related art classes.

Grading Scale

The method for computing semester and final grades is uniform throughout the district.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

Guidance Counselor

The counselor will conduct individual and group Life Skill lesson. Our counselor will also assist with academic plans, responsive services, support services, and testing.

SCHOOL / OFFICE HOURS

The school day for students begins at **8:00 A.M.** and ends at **3:30 P.M.** Someone will be available in the office to assist parents and / or students between the hours of 8:00 A.M. - 4:00 P.M. If special assistance is needed, please schedule a conference to meet with the appropriate personnel. Students may be dropped off at 8:00 AM. Students who are picked up by car should be picked up by 3:05 PM. Parents must contact the Main Office and submit

written permission should their child request to ride with someone other than the designee assigned by the parent during the intake procedure. Parents must also give written permission for a student to walk home from Bonds MSAP.

ADDRESS / PHONE CHANGES

Any student who has a change of address or phone number during the school year should report the new information to the office immediately.

MEDICATION

All medications shall be maintained in the main office. Proper forms from parent and physician must be completed and on file. We cannot dispense any medication without parental and physician consent.

TEXTBOOKS

Textbooks are the property of the School District of Greenville County. If a student should lose or damage a textbook, he / she will be charged a fee to cover the damages or replacement cost.

HOMEWORK

The Alternative Program considers homework an integral part of the curriculum. Teachers will assign homework according to the objectives of the course. Homework assignments count toward a student's grade and should be completed and turned in when assigned.

Lunch

How Much Do Meals Cost?

Lunch (Full Pay) \$2.50 daily or \$12.50 weekly

Reduced \$0.40

Breakfast: No Charge

Extra Milk \$0.65

For further information, contact Food and Nutrition Services at 355-1246.

Payment

Food and Nutrition Services expects payment either in advance or at the point of service. Students at elementary and middle schools are allowed to charge meals on an emergency basis only. Students at high schools and adults at all locations are not allowed to charge meals. If parents or guardians find it impossible to pay for student meals, please apply for

free and reduced meals by completing an application available from your local school Cafeteria Manager. For more information call 355-1251

Free and Reduced Price Meals

Greenville County Schools participates in the free and reduced price meals for children served in schools under the National School Lunch Program and the School Breakfast Program. Local school officials have adopted household size and income. You may use the website below for eligibility information. Feel free to call Food and Nutrition for questions (355-1251). <http://www.greenville.k12.sc.us/district/news/release/2004b/free.asp>

Families who earn less than 130 percent of the poverty level are eligible for free meals and those with incomes between 130 and 185 percent of poverty level qualify for reduced price meals. Today, approximately 31 percent of the student re-enrollment qualify for free and reduced price meals. The School Board determines the prices for paid breakfast and lunch. The price of reduced price meals is established by the federal government. To meet all students with reduced price meals eligibility, Food and Nutrition Services has reduced these prices to 40 cents for lunch and 30 cents for breakfast. They are subsidizing these meals from other food sales and a la carte. Here is more information from the USDA on [Free and Reduced Price Meals - FAQ](#).

Schools participating in the National School Lunch Program are required to plan menus that meet at least one third of a child's Recommended Dietary Allowance

TRANSPORTATION / STUDENT PARKING

All students will have the opportunity to take advantage of District Bus Transportation Services. Students not permitted to be transported on the bus will be dropped off at the designated area specified during the intake conference. No student will be allowed to ride with other drivers unless specified by the parent/guardian. Parents wanting to pick up students in the afternoon must do so prior to bus pickup. This would mean that parents should plan to pick up their student by 3:05 pm. Any student not picked up by 3:05 pm will be placed on the bus to insure that he or she has transportation home.

Contact Number for Bus Service (355-7330)

Transportation Rules

The School District of Greenville County must ensure that the bus ride to and from school is a safe one. All bus riders are required to follow bus safety rules at all times. Failure to do so will result in disciplinary sanctions, possibly including exclusion from the bus. Usual school disciplinary sanctions, such as suspension and expulsion, may also be imposed.

Each bus rider is expected to:

- follow the driver's directions;
- sit in the assigned seat;
- keep hands, arms, legs, and objects to himself and inside the bus;
- refrain from cursing, name calling, gestures, or loud talking;
- refrain from pushing, shoving, or annoying other students;
- refrain from eating, drinking, chewing gum, or littering;
- obey all points of the Code of Conduct.

What is expected of students who ride the bus?

To ensure the safety of students who ride school buses, The School District of Greenville County has trained bus drivers in the Assertive Discipline Program. This program is based on bus riders' adherence to rules for appropriate conduct and certain consequences that will follow if these rules are not followed.

Appropriate disciplinary action will be taken for incidents which involve severe offenses, such as: fighting, possession of weapons, drugs or alcohol, use of tobacco products, any action which endangers the safety of the driver and other students, or damage to the bus. Such action could involve a longer suspension from the bus or other sanction.

The bus supervisor and transportation officials have the authority to remove a student from the bus if the student becomes uncontrollable while on the bus. The student may not board the bus again until granted permission by the principal.

If a student damages a school bus, the student will be charged the assessed repair rate set by the State Department of Education. The student responsible for the damage will be suspended from riding the bus until restitution is made. The principal may set up a payment plan for students who are not able to pay the entire amount at one time. Total restitution must be made or the bus privilege will be lost. Appropriate action for disabled students who violate bus rules will be taken by the principal and may involve other intervention as indicated by the student's Individual Education Plan (IEP) Committee or as required by law.

Students and parents should not attempt to discuss bus rule violations or suspension matters with the bus driver at a bus stop. Students who attempt to board the bus while suspended and/or adults who attempt to board or interfere with the operation of the bus may be prosecuted under applicable South Carolina law.

The School District of Greenville County must safely transport all bus riders to and from school. Bus riders will be denied the privilege of riding the bus if their behavior is unacceptable or infringes on the rights of other bus riders. It will be the responsibility of the parent or guardian to see that the student is transported to school during this time.

The following behaviors are not permitted:

- Riding the bus when the student has been suspended
- Riding a bus other than that assigned
- Disobeying the instructions of the driver
- Physical or verbal abuse of the driver or displays of disrespect
- Physical or verbal abuse of another student
- Possession of weapons or other dangerous objects
- Possession of drugs, alcohol, lighters, or other ignitable
- Possession of pagers, telephones or other telecommunications devices
- Leaving a seat while the bus is in motion
- Failure to sit properly in seat
- Failure to sit in assigned seat
- Throwing objects on the bus or out of the windows
- Placing any item or any part of body outside bus windows
- Yelling out of the windows
- Fighting
- Eating or drinking
- Selling items
- Horseplay
- Spitting
- Using profanity
- Making obscene gestures

- Making disruptive noise and gestures

From time to time we experience inaccurate information concerning transportation from students. An example would be that the student has informed the staff that a parent or relative will pick them up after school and their ride does not come or the ride arrives late after all buses have departed. To prevent students from being left at school without transportation, it will be necessary to place all students on their appropriate bus at the designated time of departure in the afternoon. Parents wanting to pick up students in the afternoon must do so prior to bus pickup. This would mean that parents should plan to pick up their student by 3:00 pm. Any student not picked up by 3:00 pm will be placed on the bus to insure that he or she has transportation home. Feel free to contact the office for any question you may have (355-8273).

VISITORS

Visitors are not allowed on campus unless permission has been granted from the office. Students are not to invite relatives or friends to school for class visits. With permission, parents are welcome to visit school. **Expelled or suspended students are not allowed on school grounds.**

PARENT / TEACHER COMMUNICATION

Parents should receive a progress report from the teacher on their child approximately every 3 ½ - 4 weeks. Parents should also expect an occasional phone call from teachers to update the student's progress. All parents are encouraged to contact the school to set up a conference with a student's teacher(s) by calling 355-8273. Teachers may also request conferences if needed.

EARLY DISMISSALS

When a student needs to leave school early, he or she must bring a note stating the reason for the early dismissal and the phone number where parent(s) or guardian(s) may be reached. This note must be in the office by 8:45 A.M. Students will not be dismissed by a telephone call. Although parent notes will be honored, early dismissal will be classified as excused or unexcused. Work may not be made up for unexcused dismissals.

PERSONAL BELONGINGS

Cellphones, Bookbags, backpacks, bluetooth speakers, electronics and duffle bags are not allowed within the school. Any items of value should be left at home. Furthermore, students are encouraged not to bring excessive amounts of money to school. Bonds MSAP and the School District of Greenville County are not responsible for theft or loss of personal belongings. **There will be absolutely no food, drink or gum allowed in class.**
Students may bring an empty water bottle.

CARD PLAYING / GAMBLING

Card playing and gambling are not allowed on school grounds. Cards, dice, etc. should be left at home. These items will be confiscated and returned to a parent with the understanding that if taken again, the items will not be returned. Students not cooperating with this policy will be disciplined.

HALL PASSES

Students should be in the halls only at the beginning and the close of school or while moving from one class to another. Students must have a pass from their teacher.

LIFE SKILLS

M.S.A.P. not only focuses on the academic success of student, but also their social development. All students attending M.S.A.P. will receive Life Skills instruction. Some of the subjects covered in Life Skills are communication, anger management, conflict resolution, decision making, and alcohol & drug abuse. There is no grade or academic credit given for Life Skills.

E-Learning Attendance Policy

Traditional School (In-Person and e-Learning)

Students should physically attend school on the day indicated by their color group. On Attendance Plan 1, this means students in the blue group attend on Monday, red on Tuesday, green on Wednesday and purple on Thursday. Under Attendance Plan 2, blue and green students attend Monday and Wednesday, while red and purple are expected in-person on Tuesdays and Thursdays.

Students who do not attend school on the prescribed day(s) are not allowed to attend a different day of the week. Student groups are divided to maintain social distancing, and that is not possible if students do not follow the color groupings. Students that do not attend school / class on their in-person day will be counted absent, and the parent will be notified of the absence via the School Messenger system. If a student is unable to physically attend school or login and complete work, the parent should provide a note/excuse explaining the absence. Parents may submit excuses for absences to the attendance clerk either by fax, email, or on-line Google form. The attendance clerk will be responsible for entering excuses into powerschool.

Students who are on eLearning will be marked present so long as they log in to Google Classroom and work on the day's assignments. Teachers are expected to "check in" with e-learning students at least one other time during the week other than the day the student is participating in actual in-person attendance. If a student goes more than two days without logging in to Google Classroom or contacting their teacher via phone, email, or virtual meeting, the student will be referred to the administration and an administrator and/or attendance clerk will attempt to follow up with the parent/student to discuss the issues and document the attempts to resolve the issue. If communication is unsuccessful, or efforts to engage the student fail, the student will be referred to district-level personnel for further intervention / follow-up.

Teachers will mark absences for e-learning students on the following day in order to accurately record any student that logged in and worked in Google Classroom during the previous day. Attendance must be entered into the system by 4:00 PM in order to allow School Messenger to be able to run that evening to notify parents of the absence from e-learning. Although the deadline to enter attendance is 4:00 PM, it is suggested that the teachers enter attendance for the previous day's e-learning students at the same time they are entering attendance for students attending in person during each class period. In other words, while taking attendance for students attending on a Tuesday for a 3rd period class, the teacher would also enter attendance for students from the same class period who were on e-learning the previous day (Monday).

The laws for truancy have not changed. Therefore, schools are still responsible for completing intervention plans for students assigned to their schools. Schools should document all attempts made to reach students and contact with parents related to student absences. These records will be used to determine compliance with e-learning and for reporting possible truancy issues. The state will require districts to report the number of “no contact” students.

Should efforts to intervene and improve a student’s attendance prove unsuccessful, the case should be referred to the appropriate Attendance Supervisor for further intervention. The IMS system will continue to track truant students based on their accumulated unexcused absences and generate automated emails / phone calls to parents for truant students.

Principals have the authority to excuse absences at their discretion (in accordance with district policy). If a student has exhausted his/her limit of 10 parent notes and cannot get medical excuses, the principal may choose to administratively excuse an absence or allow the parent to write another note to excuse the absence.

GENERAL ATTENDANCE Policy

School is compulsory between the ages of six and seventeen, by state statute. The maximum age for public school attendance is 21. However, a student who reaches his twenty-first birthday while enrolled as a high school senior and is a candidate for graduation may remain to complete that school year.

Absences in High School are accrued per course. Note: Classes missed during early dismissals count toward the maximum number of allowable absences in any one class.

Standard / Regular Schedule (Full Year Courses) - Students must attend at least 170 days of each 180-day (year) course and at least 85 days of each 90-day (semester) course, as well as meet all minimum requirements for each course. The first ten (10) absences may be lawful, unlawful, or a combination. Absences in excess of ten (10) may cause students to lose credit for the year. All absences beginning with the eleventh (11th) must be lawful and will be excused if they fall within the guidelines of lawful absences.

A. Lawful Absences

1. Absences caused by a student's own illness* and whose attendance in school would endanger his or her health or the health of others.
*Verified by a statement from a physician within two (2) days of the student's return to school. Absences for Chronic or Extended illness will be approved only when verified by a physician's statement.
2. Absences due to an illness or death in the student's immediate family verified by a statement from the parent within two (2) days of the student's return to school.
3. Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the principal in writing.
4. Absences for students whose parents/guardians are experiencing a military deployment. A principal may grant up to five days of excused absences provided that 1) the absence is pre-approved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time period. 5. Absences due to activities that are approved in advance by the principal. This would include absences for extreme hardships. Such approval should be prearranged when possible. * Including doctor's appointments.

B. Unlawful Absences

1. Absences of a student without the knowledge of his or her parents.
2. Absences of a student without acceptable cause with the knowledge of his or her parents.
3. Suspension is not to be counted as an unlawful absence for truancy purposes.

C. Approval of Absences in Excess of Ten (10) Days and Approval Credit

1. The district board of trustees, or its designee, shall approve or disapprove any student's absence in excess of ten (10) days, whether those absences are lawful, unlawful, or a combination of the two.
2. High School Credit - 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. Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Local school boards should develop policies governing students' absences giving appropriate consideration to unique situations that may arise within their districts when students do not meet the minimum attendance requirements.

D. Procedures for Makeup Work

1. Provision for make-up of school work missed during excused absences shall be worked out with the teacher(s) concerned at the earliest time possible but should not exceed five (5) school days after the student returns to school.
2. Make up of school work missed during unexcused absences may be approved only with permission of the principal after consultation with the teacher(s) concerned.

Intervention

1. Attendance clerks shall make daily contact (phone, letter or e-mails) to the parent(s)/guardian(s) of students who are absent. It is recommended that each school form an attendance intervention team to assume the responsibility of intervention or attendance matters. It is suggested that members of the attendance intervention team should be but not limited to the attendance clerk, counselor, assistant principal, mental health counselor, social worker, teacher and the special education coordinator. The principal would designate an attendance intervention coordinator from the intervention team.
2. After a student has accumulated three (3) consecutive or a total of five (5) unexcused absences, the attendance clerk will submit an attendance printout and dates of contact to the intervention team coordinator. The intervention team shall:
 - a. Hold a conference with the student and the parent(s) or guardian(s).
 - b. Identify reasons for the student's unlawful absences.
 - c. Develop a plan in conjunction with the student and the parent(s)/guardian(s) to improve attendance.
 - d. Apprise the parent(s)/guardian(s) of the South Carolina Compulsory Attendance Law.
 - e. Document the conference by having all appropriate conferees sign and date a *Student Attendance Intervention Plan* Form in the spaces provided.

3. Upon the seventh consecutive or eighth accumulated unexcused absence, the attendance clerk or the intervention team coordinator shall send an Attendance Referral to an attendance supervisor with the following information:
 - a. List of courses and grades currently enrolled in.
 - b. A summarized copy of the student's attendance signed and dated by the Principal.
 - c. Written excuses for absences.
 - d. Copy of current discipline record.
 - e. A completed Student Attendance Intervention Plan Form.
4. Upon receipt of a referral, the attendance supervisor shall immediately intervene to improve the student's attendance. Intervention shall include but not be limited to:
 - a. Convene a conference with the parent(s)/guardian(s) and the student.
 - b. Review the plan for improving attendance developed by the parent(s)/guardian(s), student, and intervention team, and make adjustments as necessary.
 - c. Follow-up on recommendations made by the intervention team.
 - d. Review with the parent(s)/guardian(s) the South Carolina Compulsory School Attendance Law and give the parent(s)/guardian(s) a copy of the law.
 - e. Inform the parent(s)/guardian(s) and student that any additional unexcused absence will result in referral to the appropriate agency.
 - f. Document the conference by having the parent(s)/guardian(s) and student sign and date the Student Attendance Intervention Plan Form. Include your written findings on recommendations made by the intervention team.

Continuing contact, as needed, will be maintained between the referring school and the attendance supervisor.

The School District of Greenville County has adopted uniform rules to insure that students attend school regularly. All children are required to attend a public or private school or kindergarten beginning at age 5 and continuing until their 17th birthday. Students are counted present only when they are actually in school, on homebound instruction, or are present at an activity authorized by the school principal.

- I. The school year consists of 180 days. To receive credit, students must attend 85 days of each 90 day semester course and at least 170 days of each 180 day year course. **Accrued student absences may not exceed five (5) days during the semester. Any absence in excess of five (5) may cause the student to lose credit for a semester course.**
- II. Because 170 days are the minimum required by the state, the first five (5) absences per semester course may be lawful, unlawful, or a combination. All absences beginning with the sixth (6th) must be lawful and will be excused if they fall within the following guidelines:

A. Lawful Absences

1. Personal illness (including doctor's appointments) of a child shall be verified by a statement from a physician within two (2) days of the student's return to school. Absences for CHRONIC or EXTENDED illness will be approved only when verified by a physician's statement.
2. Serious illness or death of an immediate family member shall be verified by a statement from the parent within two (2) days of the student's return to school.
3. Absences for religious holidays shall be requested in advance. Such requests must be made to the Coordinator in writing.

4. Absences for extreme hardships may be approved by the Coordinator. Such approval should be prearranged when possible.

A. Unlawful Absences

Any student absence, with or without the knowledge of the parent, which does not meet the condition of a lawful absence shall be counted as unlawful. The absence will not be excused.

B. Procedure For Makeup Work

1. Provision for makeup of schoolwork missed during **excused absences** shall be worked out with the teacher(s) concerned at the earliest time possible but should not exceed five (5) days after the student returns to school.
2. Make up of schoolwork missed during **unexcused absences** may be approved only with the permission of the Coordinator.

III. Intervention

1. Attempts will be made to contact a parent / guardian by phone each day that a student is absent. Absences will also be phoned in to the base school.
2. On the 3rd consecutive or 4th cumulative **unexcused absence**, an intervention conference will be held with the student and parent to identify the reasons and to complete a Notice of Excessive Absence Form, while trying to correct the problem.
3. On the 4th consecutive or 5th cumulative **unexcused absence**, the student will be referred to the Attendance Supervisor, who will contact the parent and. If the problem continues, the Attendance Supervisor may request that the school complete and submit a Truancy Referral to the court system.

Bonds MSAP Discipline Plan

Bonds MSAP will assess each student's daily performance based on the following criteria:

1. Dress
2. Cooperation with staff and students
3. Respect for staff and students
4. Calm and in control
5. Productive in academic and extra curricular activities

Behavioral interventions are based on daily behavioral performance within the classroom to removal from the classroom environment. The following steps are implemented for most problem behaviors:

- The student may be assigned to time out within the classroom. Failure to complete time out requirements will result in Refocus Time.
- Students may earn the right to re-enter class by successfully completing Refocus Time. There is to be no talking in Refocus Time. The parent/guardian will be contacted and informed of the situation.
- Refocus Time is an opportunity for the student to identify what took place that was inappropriate. Students may be re-admitted to class when they are calm and refocused on how they will fix their problem and become a productive student.
- Students that choose Refocus Time will fix the problem at the end of the day.
- If the student continues to refuse to cooperate, the parent must come and pick the student up. If the parent can not be reached the student will be suspended out of school the following day. A parent conference will be held to assist the parent and student in correcting this behavior
- Students may be charged by Law Enforcement for fighting and disturbing school.
- Pink sheets will be written when a disturbance in the classroom has happened. Parents will be notified and students will fix the problem during the end of the day. Too many pink sheets can lead to a suspension from school.

Student Behavior Code

(July 1, 2009)

<http://www.greenville.k12.sc.us/gcsd/channel/codes.asp>

Student Behavior (Policy JCDA)

The Board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. This requirement refers to their actions toward other students and teachers, their language, their dress and their manners. The Board believes self-discipline is an interpersonal 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 Board directs students to the District's Behavior Code set forth in this policy and the student handbook for their individual school. The Board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

It is the philosophy of the District to handle all student disciplinary matters at the lowest supervisory level possible and in the most reasonable manner possible. Disciplinary action will be taken in accordance with appropriate procedural rights being afforded to students and their parents/guardians as provided by state law, State Board of Education regulation, and/or the policies of this District.

The Board and the administration offer the following listing of offenses and the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

Application of this Policy

The following rules regarding student conduct are in effect 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 activity, function or event
- en route to and from school or a school activity on a school bus or other school vehicle
- at any time or in any place that impacts the school's ability to maintain order and discipline in the Greenville County School District

Student Conduct Away from School Grounds or School Activities

The Board expects administrators to take appropriate action when information becomes available about student misconduct away from school grounds or school activities that may

have a direct and detrimental effect on or seriously threaten the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the District. When assessing the impact of out-of-school behavior on a District school, the administrator should take into consideration the seriousness of the alleged out-of-school offense and the protection of students, faculty, staff and administrators from the effects of violence, drugs and/or disruptions.

Administrators are directed to evaluate each situation on a case-by-case basis. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns based on the reported out-of-school behavior and allow the student an opportunity to present his/her side of the story. Based upon all of the circumstances, including a finding that the alleged conduct will have a direct and immediate effect on the school or threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the school, the administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school.

At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action which may include, but is not limited to, one or more of the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue class work, but restricting the student's participation in extracurricular activities and/or designated school activities, for example, clubs, study halls, pep rallies, student government activities and so forth
- suspending the student
- recommending placement in the District's alternative school
- recommending expulsion of the student for the remainder of the year

The disciplinary action taken must be supported by the evidence and take into full consideration the impact of the student's presence at school on the discipline, educational environment and safety or general welfare of other students, faculty, staff and/or administrators of the school.

Levels of Offenses

Students who engage in an ongoing pattern of behavior that is disruptive to the orderly operations of the school shall be recommended for expulsion. The following is a general listing of offenses and the required or recommended disciplinary actions which should be taken as a result of such offenses being committed.

Disorderly Conduct - Level I

Disorderly conduct is defined as any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school or the frequency or seriousness of which disturbs the classroom or school.

Acts of disorderly conduct may include, but are not limited to, the following:

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- blackmail of other students or school personnel
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students, to include profane language
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- violation of school bus regulations
- cutting class
- possession or use of a paging device in violation of District policy
- school tardiness
- truancy
- use of obscene or profane language or gestures
- other disorderly acts as determined at the school level, which are not inconsistent with Board policy

The administration may apply sanctions in cases of disorderly conduct which may include, but are not limited to, the following:

- verbal reprimand
- withdrawal of privileges (a privilege, as defined by the Greenville County School Board, is a student's opportunity to participate in any function of the school beyond attending class, riding buses and participating in the school District's food service program)
- demerits
- detention
- in-school/out of school suspension
- other sanctions approved by the Board or administration

Disruptive Conduct - Level II

Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three or more times.

Acts of disruptive conduct may include, but are not limited to, the following:

- fighting
- vandalism (minor)
- stealing
- use or possession of laser pointers, fireworks, smoke bombs, pepper-style sprays, and other similar devices or materials
- threats against others
- trespass

- abusive language to staff, to include profane language
- other disruptive acts which interfere with the educational process
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances, including tobacco and tobacco products, non-prescription drugs, "look-a-like" drugs, and drug paraphernalia, including rolling papers
- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- inappropriate verbal or physical conduct of a sexual nature
- misuse of District technology resources
- gambling on school property
- unlawful assembly
- disrupting lawful assembly
- harassment, intimidation or bullying
- intimidating, threatening, or physically abusing another student
- any other acts as determined at the school level that are not inconsistent with Board policy

The administration may apply sanctions in cases of disruptive conduct which may include, but are not limited to, the following:

- in-school suspension
- withdrawal of privileges (a privilege, as defined by the Greenville County School Board, is a student's opportunity to participate in any function of the school beyond attending class, riding buses and participating in the school District's food service program)
- temporary removal from class
- out-of-school suspension
- referral to outside agency
- assignment to alternative school
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities
- other sanctions as approved by the Board or administration

Criminal Conduct - Level III

Criminal conduct is defined as those activities engaged in by students (whether or not they result in criminal charges) that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and/or action by the Board.

Whenever a student is engaging or has engaged in activities including, but not limited to, one of the acts specified below, while on school property or at a school sanctioned or sponsored activity which a principal or his/her designee has reason to believe may result, or has resulted, in injury or serious threat of injury to a person or to his/her property, the principal or his/her designee is required to notify law enforcement officials.

Acts for which principals must recommend students for expulsion include, but are not limited to, the following:

- bomb threat
- possession, use or transfer of weapons - a weapon is defined as a firearm (rifle,

- shotgun, pistol or similar device that propels a projectile through the energy of an explosive); a knife, razor, bludgeon, blackjack, metal pipe or pole, brass knuckles (to include multi-finger rings); incendiary or explosive device; or any other type of device or object which may be used to inflict bodily injury or death
- sexual offenses (which include sexual acts that do not result in a criminal offense)
- arson
- distribution, sale, purchase, manufacture, use, being under the influence of, or unlawful possession of alcohol or a controlled substance, as defined in S.C. Code Ann. §§ 44-53-110 through 44-53-270. (See Policy JCDAC)
- threatening to take the life of or inflict bodily harm upon a school employee or member of their immediate family
- ganging ("Ganging" or participating as a member of a gang and inflicting a violent act of bodily harm, however slight, upon another person will not be tolerated. A "gang" shall consist of two or more persons acting together for and with the purpose of committing an act of violence against another person. "Participation" also includes any act that interferes with or hinders a staff member from stopping the infliction of bodily injury that is the objective of the gang.)

Additional acts for which principals may recommend students for expulsion include, but are not limited to, the following:

- vandalism (major)
- theft, possession or sale of stolen property
- disturbing the schools
- possession, use, or transfer of "look-a-like" weapons
- assault and battery
- extortion
- any other acts as determined by the Board

Note Regarding Students Under the Influence: In determining whether a student is under the influence of alcohol or a controlled substance, the student's appearance, behavior, manner, presence of an odor of the substance, and statements made by the student as to the use of controlled substances or alcohol may be considered without regard to the amount of alcohol/controlled substance consumed.

Note Regarding Recommendations for Expulsion

Recommendations for expulsion do not automatically result in expulsion. Hearing officers have the authority and flexibility to consider other disciplinary action based on the offense, age of student, previous disciplinary record, extenuating circumstances, and totality of the incident.

The principals must recommend students for expulsion if they have committed offenses which are underlined above. If a student commits an offense that is not underlined, the principals may recommend the student for expulsion when the circumstances warrant it. The administration may apply sanctions in cases of criminal conduct which may include, but are not limited to, the following:

- withdrawal of privileges (a privilege, as defined by the Greenville County School Board, is a student's opportunity to participate in any function of the school beyond attending class, riding buses and participating in the school District's food service program)
- out-of-school suspension
- assignment to alternative school
- expulsion

- restitution of property and damages, where appropriate, should be sought by local school authorities
- other sanctions as approved by the Board or administration

Extenuating, Mitigating or Aggravating Circumstances

The Board confers upon the Superintendent or his/her designee the authority to consider extenuating, mitigating or aggravating circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

Discipline of Disabled Students

Students identified as disabled pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA disabled") will be disciplined in accordance with federal and state law as set forth in the special education procedures developed by the administration.

Paging Devices, Telecommunications Devices, and Cell Phones

For purpose of this policy, paging devices are defined as telecommunications devices, to include mobile telephones, which emit an audible signal, vibrate, display a message or otherwise summon or deliver a communication to the possessor.

Students who choose to bring paging devices to school must keep them in their vehicles or lockers, or another appropriate location determined by the school principal. During school hours while on school grounds, no student may use, or have turned on, a paging device without the prior permission of the principal, as set forth below. "Turned on" includes a paging device that is activated and set or programmed to ring, vibrate or otherwise send or receive a signal.

The principal or his/her designee may authorize a student to otherwise possess a paging device if the student is an active member of an emergency service organization, needs the paging device for a legitimate medical reason or otherwise needs the paging device for a legitimate reason, as determined by the principal. In such cases, the student must have prior written consent from the principal or his/her designee.

A person who finds a student in possession or use of a paging device in violation of this policy, must report the student to the school principal. The principal or his/her designee must confiscate the device. The device will be returned to the student's parent/legal guardian according to the terms set forth below. A student who violates this policy regarding use and possession of paging devices is subject to discipline as follows:

First offense – confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the adult.

Second offense - confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the adult 30 days after the confiscation.

Third offense - confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the adult 60 days after the confiscation and the student may be subject to additional disciplinary consequences including: detention (during or after school), in-school suspension, out of school suspension, and work detail assignment.

Fourth and subsequent offenses - confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned at the end of the school year and the student may be subject to additional disciplinary consequences including: detention (during or after school), in-school suspension, out of school suspension, and work detail assignment.

Suspension (Summary of Policy JDD)

The Board provides due process of law to students, parents/legal guardians and school personnel through procedures for the suspension of students, which are consistent with federal law, state law and regulation and local policy.

According to state law, the Board may authorize the suspension of a student from school for commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations established by the District Board of Trustees (Student Behavior Code Policy JCDA), or the State Board of Education. The Board may also authorize the suspension of a student when the presence of the student is detrimental to the best interest of the school. Suspension means a student cannot attend school or be on the school grounds, cannot attend any program at the school in the daytime or at night and cannot ride a school bus.

Suspension is the exclusion of a student from school and school activities for a period of time not to exceed 10 school days for any one offense. The Board uses the word suspension in this policy to mean either suspension from school or in-school suspension as determined by the principal.

The Board delegates the power of suspension to District administrators.

Requests for review of suspensions may be made to the principal and the Superintendent's designee. The decision of the Superintendent's designee ends the appeal process for suspensions. However, the Board must review suspensions that occur within the last 10 days of the school year if such suspension would make a student ineligible to receive credit for the school year.

Suspension of students who are classified as disabled will be handled consistent with federal and state law and with procedures established by the Board.

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Missed Work

Students who are suspended must make up missed work.

Expulsion (Summary of Policy JDE)

Expulsion is the removal of a student from a school for the remainder of the school year, except in cases of permanent expulsion.

A student may be expelled for any reason listed in the Student Behavior Code Policy JCDA, for the commission of any crime, gross immorality, gross misbehavior or the violation of any other written rules and regulations established by the Board or the State Board of Education, or when the presence of the student is deemed to be detrimental to the best

interests of the school. Students who engage in an ongoing pattern of behavior that is disruptive to the orderly operations of the school shall be recommended for expulsion, as set forth in Policy JCDA. Expulsion means the student cannot attend school or be on the school grounds, cannot attend any school-related events or activities on or off campus, and cannot ride a school bus.

The Board delegates to a District hearing officer the authority to conduct administrative hearings and expel students. The decision of the hearing officer may be appealed by either the student or the administration to the Board as indicated in Policy JDE.

Harassment, Intimidation, and Bullying (Summary of Policy JCDA)

As provided in the South Carolina Safe School Climate Act, the District prohibits acts of harassment, intimidation or bullying of a student by another student or 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.

The District expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and District.

Definitions

"Harassment, intimidation, or bullying" is defined as a gesture, an electronic communication, or a written, verbal, physical, or sexual act that a reasonable person should know will have the effect of:

- a) harming a student, physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or damage to his property; or
- b) Insulting or demeaning a student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Reporting

Any student who believes he/she has been subject to harassment, intimidation, or bullying should file a complaint with the principal or his or her designee. Such a complaint may also be filed by a student's parent. If an employee receives a complaint of harassment, intimidation, or bullying or observes any behavior which could amount to harassment, intimidation, or bullying, the employee must transmit the complaint to the school's principal or other designated contact person as soon as practicable.

Consequences for Engaging in Harassment, Intimidation, or Bullying

If the investigation determines that harassment, intimidation, or bullying has occurred, the administration shall take reasonable, timely, age-appropriate, and effective corrective action. Examples of corrective action include, but are not limited to, disciplinary action against the aggressor, up to and including termination of an employee or expulsion of a student; special training or other interventions; apologies; dissemination of statements that the school does not tolerate harassment, intimidation, or bullying; independent reassessment of student work; and/or tutoring.

Individuals, including students, employees, parents, and volunteers, may also be referred to law enforcement officials. The District will take all other appropriate steps to correct or rectify the situation.

Sexual Harassment (Summary of Policy JCA)

All students and employees must avoid any action or conduct that could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing or electronically. Sexual harassment or inappropriate conduct of a sexual nature directed at students, either male or female, by District employees, other students, volunteers or third parties associated with schools is strictly prohibited. Such conduct is considered a violation that is disorderly, disruptive, and/or criminal in nature and will not be tolerated. Any employee who engages in such conduct may be subject to disciplinary action, up to and including a recommendation for termination. A student who engages in such conduct may be disciplined up to and including expulsion.

Any student who believes he/she has been subjected to sexual harassment or inappropriate conduct of a sexual nature by an employee, another student, a volunteer, or a third party, is encouraged to file a complaint in accordance with JCA/JCA-R. A parent may also file a complaint on behalf of his/her child. Students will not be subject to retaliation or reprisal for having filed a complaint.

Gang Activity or Association (Summary of Policy JCDAE)

Gangs and activities of gangs are prohibited on or near school property and at school-sponsored events. A "gang" consists of two or more persons acting together for and with the purpose of committing an act of violence against another person.

The following conduct is prohibited at all times on school property and at school-sponsored events, regardless of where the events are held:

- Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign, manner of grooming or other item that evidences or reflects membership in or affiliation with any gang
- Engaging in any act, either verbal or nonverbal, including, but not limited to, gestures or handshakes, that indicates membership in or affiliation with any gang
- Engaging in any act in furtherance of the interests of any gang activity, including, but not limited to, soliciting membership or affiliation with a gang; soliciting any person to pay for "protection"; or soliciting any person to engage in physical violence against any other person
- Painting, writing, engraving, or otherwise inscribing any gang-related graffiti, messages, symbols or signs on school property

In determining as part of the implementation of this regulation whether certain acts or conduct are gang-related, school officials should consult with local law enforcement.

If the District determines that a student has violated the prohibitions set forth in this policy, the student will be subject to exclusion from participation in extracurricular activities,

detention, suspension, and/or expulsion, dependent upon the specific circumstances of the offense. Students also may be referred to law enforcement. The District also reserves the right to permanently prohibit any student from wearing or displaying any article of clothing or accessory which the District has determined to be a gang indicator.

Searches, Student Interrogations, and Arrests (Summary of Policy JCAB)

The Board recognizes that both state law and the Fourth Amendment to the United States Constitution protect citizens, including students, from unreasonable searches and seizures. The Board accordingly directs all District personnel to conduct searches and seizures on District property or during District sponsored events in accordance with applicable federal and state law.

Searches

As authorized by state law, District and school administrators and officials may conduct reasonable searches on District property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels, with or without probable cause, subject to the limitations and requirements of this policy.

Contacting Law Enforcement

As provided in S.C. Code Ann. § 59-24-60, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity, which may result, or results in, injury or serious threat of injury to the person, or to another person, or his property. Such reportable activities or conduct may include, but are not limited to, the examples of criminal conduct referenced in Level III of Board Policy JCDA (Behavior Code).

The Board recognizes that, when law enforcement authorities are contacted pursuant to S.C. Code Ann. § 59-24-60, the law enforcement authorities must make the determination whether they will conduct an investigation into the matter.

Interrogations by School Personnel and School Resource Officers

Administrators and teachers, as well as school resource officers, may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The questioning shall be conducted discreetly and under circumstances which will avoid, to the extent practical under the circumstances, unnecessary embarrassment to the person being questioned. School resource officers shall act consistently with law enforcement guidelines should any routine questioning turn into a criminal investigation. Any student who answers falsely or evasively or who refuses to answer an appropriate question may be disciplined.

Interrogations by Law Enforcement

When law enforcement officers find it necessary to question a student during the school day regarding matters not connected to the school, the principal or his/her designee shall cooperate with law enforcement and shall request to be present, so long as his/her presence does not impede the investigation. The principal or his/her designee should make a reasonable attempt to contact the student's parent/legal guardian and request his/her presence.

Weapons in School (Summary of Policy JCDA)

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 addition to disciplinary action, having a weapon is a felony offense.

Weapons (firearms)

The Board or its designee will expel for no less than one calendar year any student who has brought or possessed a firearm on school property, at District or school related functions, or at any setting under the jurisdiction of the Greenville County Schools. For purposes of this section of the policy, weapon is defined as a firearm. The term firearm is defined extensively in the U. S. Code, but generally means a weapon (gun) or destructive device (explosive, incendiary).

Alcohol Use/Drug Use (Summary of Policy JCDAC)

No student, regardless of age, will possess, use, sell, purchase, barter, distribute, or be under the influence of alcohol or a controlled substance, as defined in S.C. Code Ann. §§ 44-53-110 through 44-53-270, (see the Behavior Code) 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 place where an interscholastic athletic contest is taking place)
- en route to or from, or during any field trip
- during any trip or activity sponsored by the Board or under the supervision of the Board or its authorized agents

NOTE: In determining whether a student is under the influence of alcohol or a controlled substance, the student's appearance, behavior, manner, presence of an odor of the substance, and statements made by the student as to the use of controlled substances or alcohol may be considered without regard to the amount of alcohol/controlled substance consumed.

The administration will recommend students who violate this policy for expulsion. The Board intends to expel all students who are determined to have distributed any controlled substance on school grounds.

Tobacco Use (Policy JCDAB)

Students are not permitted to use or possess any tobacco products while in school buildings, on school grounds, on school buses, or at any time that a student is under the direct administrative jurisdiction of the school or school officials. Disciplinary actions will be handled in accordance with the Behavior Code.

Computer Acceptable Use Rule

Each school year every person who uses a Greenville County School District computer must review the Acceptable Use Rule (Board Rule EFE). This rule is available on the GCS website at www.greenville.k12.sc.us/gcsd/depts/ets/policy/aup.asp.

Participation in Extracurricular Activities

Student participation in extracurricular activities is a privilege (not a right) that a student earns through proper conduct and academic achievement. Students here at Bonds MSAP must gain permission from the school principal to attend or watch an extracurricular activity at any school in Greenville County. A student may be denied the privilege of participating in an extracurricular activity and/or an event when the student's conduct is not consistent with District Policy; the District's Behavior Code and/or academic standards; the conduct expectations and/or academic standards of the student's school; and/or the conduct expectations and/or academic standards of the particular activity. Extracurricular activities include, but are not limited to, athletic teams, academic clubs/teams, prom, graduation exercises, and attendance at any school function outside of the normal school day.

Dress Code

(Policy JCDAF)

Greenville County School District students are expected to dress and be groomed in such a way as to not distract or cause disruption in the educational program or orderly operation of the school. Personal appearance of students should promote health and safety, contribute to a climate conducive to teaching and learning, and project a positive image of the District to the community. Students should dress for the educational setting and not the recreational one. The principal may create further guidelines regarding student dress, which are consistent with this policy.

- Clothing and/or hair should not be so extreme or inappropriate to the school setting as to disrupt the education process. Therefore, clothing deemed distracting, revealing, overly suggestive or otherwise disruptive will not be permitted.
- Wearing accessories or clothing that could pose a safety threat to oneself or others is not allowed.
- Hats and sunglasses may not be worn in the building.
- Attire must not evidence membership or affiliation with a "gang" in any negative sense of the term.
- Proper shoes must be worn at all times. No sandals or flip flops are allowed. Only closed toe shoes are allowed such as sneakers or dress shoes.
- Attire must not be immodest, obscene, profane, lewd, vulgar, indecent or offensive.
- Clothing that inappropriately exposes body parts is not permitted. Students shall not expose undergarments.
- Pants must be worn at the natural waistline and undergarments are not to be visible. Pants and slacks must not bag, sag, or drag.
- No clothing, jewelry, or tattoos are permitted that display profanity, suggestive phrases, or advertisements for, or messages or pictures depicting or suggesting alcohol, tobacco, drugs, or sex.
- No Shorts allowed
- No T-Shirts allowed. Only collared shirts will be worn.
- No Joggers
- All students must wear khaki(tan/beige) color cotton pants(not denim material)

- No Holes are allowed on pants.
- No see-through, mesh, lace sort of garments
- Hoodies are NOT allowed in the building, Only sweatshirts or pullovers can be worn inside.
- All shirts/sweatshirts/pullovers must be tucked in at all times
- Belts are required and all pants must be worn around the waist (never any sagging).
- Shoes must cover entire foot (no slides or bedroom slippers)
- No chains hanging from clothing
- Piercings are allowed as long as they do not become a distraction in class.
- **Students cannot wear athletic shorts, sweatpants, or leggings underneath their khaki pants to school.**

The administration will make the final judgment on the appropriateness of clothing and/or appearance and reserves the right to prohibit students from wearing any articles of clothing or other items which lead to or may foreseeable result in the disruption of or interference with the school environment. In the event the administration determines a student's dress is inappropriate for school in accordance with this policy, the administration will either require the student to change or will inform the student not to wear the garment to school again. Repeated violations of the Dress Code will be treated as disruptive behavior in violation of the District's Behavior Code.