



Student/Parent Handbook 2026-2027

Learn4Life High School-Charleston

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SCHOOL HOURS OF OPERATION

Learn4Life High School-Charleston office operates all year, with enrollment available at any time of the year. Learn4Life High School-Charleston will follow the state of South Carolina Public Charter School District enrollment and lottery processes outlined in the state of South Carolina regulations (see page 5).

The school office hours of operation are 7:30 am – 4:30 p.m. The school offers a flexible schedule including an AM Cohort (8:00am-12:00pm) and PM Cohort (12:15pm-4:15pm) for students. The Cohort schedule will be implemented Monday-Thursday. Students will be assigned to cohorts based on choice and available space, per administrator approval. Students will be required to log in and participate in an online advisory check in for attendance and academic advising on Fridays, then independent learning from home on Fridays.

VISION STATEMENT

The vision of Learn4Life High School-Charleston is to provide personalized learning, career training, and life skills to the students they serve to improve their lives and the greater community. Learn4Life-Charleston strives to re-engage students who have either dropped out or who are in danger of dropping out of school and ultimately create a community where dropouts don't exist. Learn4Life High School-Charleston has a proven model that includes personalized learning, flexibility, one-on-one instruction and workforce readiness programs that is committed to supporting students in becoming career, college, and/or military ready according to their own personal paths.

This vision is in direct alignment with the principles of the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 et seq.) and is specifically designed to:

- Improve student learning
- Increase learning opportunities for students
- Create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups.

MISSION STATEMENT

Learn4Life High School-Charleston's mission is *"Helping students overcome barriers to attaining a high school diploma and prepare for life beyond high school."*

WHAT IT MEANS TO BE AN "EDUCATED PERSON" IN THE 21ST CENTURY

An "educated person" in the 21st century is, at the least, a high school graduate who understands that education is a lifelong process, and that people are continually learning. An educated person in the 21st century has developed self-motivation and confidence to accomplish multiple responsibilities and handle daily life challenges successfully. He or she has successfully obtained a certificate or degree related to a career pathway and is able to apply knowledge and skills in the workplace. He or she fits the profile of the South Carolina graduate and shall have the knowledge, skills, and opportunity to be college ready, career ready and life ready for success in the global, digital and knowledge-based world.

STUDENT LEARNING OBJECTIVES

1. High School Completion: Learn4Life High School-Charleston students attain higher levels of education by acquiring a high school diploma, career pathway exploration and guidance, and occupational skills training.
2. Leadership: Learn4Life High School-Charleston students actively serve their local community and workforce system by mastering skills of financial literacy, entrepreneurship (or professional skills), and teamwork.
3. Post-secondary Success: Learn4Life High School-Charleston graduates are lifelong learners who are prepared to contribute to the workforce through continuing education offered in the context of aligned industry occupations, obtainment of a certificate or degree, or job placement.

SCHOOL OBJECTIVES

Learn4Life High School-Charleston utilizes an Individualized Learning Plan, and the state required Individualized Graduation Plan to track and monitor credit attainment, career interests, and help students plan for their future. High School credits will be awarded in specific subjects, as designated by South Carolina state standards and course requirements for high school graduation requirements. The education program offered in grades 9 through 12 shall include a course of study that provides an opportunity to meet the requirements necessary to complete a South Carolina accredited high school diploma, and prepare students for post-secondary admission into college, technical programs, workforce certifications, and military entrance. Learn4Life High School-Charleston collaboratively sustains a variety of partnerships with community organizations and stakeholders to ensure the delivery of comprehensive support services to students. Partners include businesses, non-profits, other secondary and post-secondary education institutions, and social service agencies.

Students will be assigned an advisory teacher who will evaluate their academic progress, assessment data, and provide guidance on plans for future goals. Each student will also have access to a school counselor that will implement the individualized graduation plan according to the South Carolina Department of Education regulations.

On a regular and consistent basis, the assigned teacher and/or school counselor, student, and parent, as applicable, shall evaluate the student's Individualize Learning Plan (ILP) and Individualized Graduation Plan (IGP). The assigned teacher in collaboration with the school counselor and administration will make decisions regarding the student's educational program, except students who qualify for special education services whose services and outcomes will be determined by an Individual Education Plan (IEP) team, pursuant to law.

GRADUATION REQUIREMENTS

Students are required to successfully complete 24 credits for graduation. The following subjects and credits are requirements for graduation:

Subject	Credits Required
ENGLISH	4.0
MATHEMATICS	4.0
SCIENCES	3.0
U.S. HISTORY	1.0
ECONOMICS	0.5
GOVERNMENT	0.5
OTHER SOCIAL STUDIES	1.0
PHYSICAL EDUCATION OR JUNIOR ROTC	1.0
COMPUTER SCIENCE (INCLUDES KEYBOARDING)	1.0
WORLD LANGUAGE OR CAREER AND TECHNOLOGY ELECTIVE	1.0
PERSONAL FINANCE	0.5
ELECTIVES	6.5
TOTAL	24

Learn4Life High School-Charleston offers courses in multiple formats, including in-person, online courseware platform, independent learning packets, dual enrollment and Career Technical Education (CTE) courses. Students are placed in a course based on previous credits earned, assessment scores, and career interests, when applicable. Students shall have the opportunity to earn certifications and endorsements within each high school CTE pathway; however, earning a certification or endorsement is not a requirement for graduation.

Students enrolling at Learn4Life High School-Charleston entering their freshman year, who have been awarded HS credit in middle school, will need to show a transcript or other documentations that shows satisfactory completion of high school content course or equivalent, and credit awarded by the previous school. The high school courses on the transcript must be approved courses for grades 9-12 in the state of South Carolina or equivalent.

INDIVIDUAL GRADUATION PLAN (IGP)

The Individualized Graduation Plan is a state requirement to be completed every year between a certified school counselor, student and parent. The School Counselor will schedule an IGP annually with parents and students to discuss post-secondary planning, progress in graduation requirements and career interests.

- All students (diploma and non-diploma to include students participating in alternate assessment) must complete an Individual Graduation Plan (IGP).
- The IGP will align career goals and a student's course of study with the post-secondary consideration's section of the IEP.
- The IGP must be approved by a certified school counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.
- All students with an IEP should be scheduled for IGP conferences during the same time frame that other IGP conferences are scheduled, to the greatest extent possible. It is preferred that IEP/IGP meetings are scheduled together (back-to-back if possible).

GRADUATION CEREMONY AND HONORS

Learn4Life High School-Charleston offers two graduation ceremonies – one in the Spring and one in the Fall – for our graduating seniors. The Graduation Ceremonies celebrate graduating students that have culminated their high school studies during the year. Learn4Life High School-Charleston also invites graduating seniors to be considered candidates for delivering a speech during the graduation ceremony. Students will be notified of their graduation status and asked to make a commitment to satisfactorily complete course load to be eligible for graduation. Information will be provided to the student and parent about the specifics of graduation and other ceremonial requirements.

CLASS RANK POLICY

I. Purpose

Learn4Life High School-Charleston is committed to recognizing academic excellence while providing equitable opportunities for students pursuing postsecondary education.

As an Alternative Education Campus (AEC), Learn4Life serves students whose educational paths have often been interrupted due to circumstances including, but not limited to:

- Credit deficiencies
- Previous withdrawal from school
- Over-age/under-credited status
- Family responsibilities
- Employment obligations
- Homelessness or housing instability
- Juvenile justice involvement
- Medical or mental health challenges
- Other significant barriers to educational success

Because many Learn4Life graduates pursue technical colleges, community colleges, military service, apprenticeships, and four-year institutions, this policy establishes a fair and transparent method for determining class rank while complying with South Carolina Department of Education requirements for state scholarship eligibility. ([South Carolina](#))

II. Authority

This policy is adopted pursuant to:

- South Carolina Uniform Grading Policy
- South Carolina Uniform Grading Scale
- SCDE guidance regarding class rank
- State lottery scholarship eligibility requirements
- Applicable provisions governing Alternative Education Campuses (AECs). ([South Carolina](#))

III. Philosophy

Learn4Life believes class rank should:

- recognize sustained academic achievement;
- provide students access to scholarship opportunities;
- reflect academic performance completed under South Carolina grading standards; and
- account for the unique instructional model of an alternative high school.

Class rank shall never be used to penalize students for previous academic failure, interrupted enrollment, or delayed graduation prior to enrollment at Learn4Life.

IV. Students Eligible for Class Rank

Students shall be included in class rank if they:

1. Graduate with a South Carolina High School Diploma from Learn4Life High School–Charleston;
2. Meet all South Carolina graduation requirements;
3. Have earned sufficient transcribed coursework to establish a cumulative South Carolina GPA.

Students who complete graduation requirements but do not receive a South Carolina diploma shall not receive a class rank.

V. Cohort for Ranking

Because Learn4Life serves students graduating on individualized timelines, students shall be ranked only among students graduating within the same cohort schedule to graduate that year.

For purposes of this policy, the graduation cohort consists of all students officially approved to graduate during Fall and Spring of the same academic year.

This approach reflects the rolling enrollment and flexible pacing model of Learn4Life while maintaining equitable comparison among graduating students.

VI. Calculation of Class Rank

Class rank shall be based solely upon the student's cumulative South Carolina Uniform Grading Scale GPA.

The GPA shall include only:

- state-approved Carnegie unit courses;
- transfer credits accepted according to SCDE regulations;
- weighted coursework as authorized by the South Carolina Uniform Grading Scale.

No additional weighting shall be assigned by Learn4Life.

VII. Transfer Credits

Because Learn4Life serves a highly mobile student population, transfer coursework shall be handled as follows:

- A. Grades earned from South Carolina public schools shall be accepted in accordance with SCDE policy.
- B. Grades from accredited private schools, charter schools, virtual schools, military schools, home schools, or out-of-state schools shall be converted in accordance with SCDE transfer procedures.
- C. Only courses accepted for graduation credit shall be included in GPA calculations.
- D. Credit recovery courses shall receive the same weighting prescribed by SCDE regulations.

VIII. Timing of Rank

Official class rank shall be calculated:

- after final grades have posted;
- after graduation eligibility has been verified; and
- prior to issuance of final transcripts.

Unofficial rankings may be generated during the year for scholarship verification when required.

IX. Ties

Students with identical cumulative GPAs shall receive the same numerical rank. Subsequent rankings shall skip the appropriate number.

Example:

- Rank 1
- Rank 1
- Rank 3

No additional tie-breaking procedures shall be used.

X. Valedictorian and Salutatorian

Because Learn4Life is an Alternative Education Campus with individualized pacing and continuous enrollment, the school shall designate Valedictorian or Salutatorian based on graduate cohort, not the traditional 9GR cohort.

In addition, Learn4Life recognizes academic excellence through:

- Highest Academic Honors
- High Honors
- Honors
- Principal's Academic Recognition
- Career Readiness Recognition
- College Readiness Recognition

This approach best reflects the mission of the school while ensuring all scholarship eligibility requirements remain intact.

XI. Scholarship Reporting

Learn4Life shall report:

- cumulative GPA;
- official class rank;
- class size;
- graduation date;

on official transcripts and other documentation required by: South Carolina Commission on Higher Education; technical colleges; colleges and universities; scholarship agencies.

XII. Students with Interrupted Enrollment

Students shall not be excluded from class rank because they:

- previously dropped out;
- transferred from another district;
- experienced homelessness;
- attended multiple schools;
- participated in alternative education or partnership enrollment location;
- recovered credits.

Students shall be ranked solely upon the GPA established under South Carolina regulations. This provision reflects Learn4Life's commitment to educational equity and second-chance opportunities.

XIII. Confidentiality

Class rank information shall be released only:

- to the student;
- parent/guardian (if applicable);

- postsecondary institutions;
- scholarship organizations;
- agencies authorized by law.

Learn4Life shall not publish class rankings publicly.

XIV. Appeals

A student may appeal a class rank calculation by submitting a written request to the Principal within ten (10) school days after receiving official notification.

Appeals may address:

- transcript errors;
- GPA calculation errors;
- transfer credit discrepancies;
- clerical errors.

Appeals shall not challenge the policy itself. The Principal's decision shall be final.

WHO ENROLLS AT LEARN4LIFE HIGH SCHOOL-Charleston

Students enroll at Learn4Life High School-Charleston for a great variety of reasons. Most have left school before graduation and now want the opportunity to move toward their goals. Some students have found the personalized instruction and flexible time requirements suit their needs better than a traditional school. Some students come to us to make up classes and then return to traditional campuses; others only need a few classes to graduate. Learn4Life High School-Charleston provides appropriate support and guidance to employed students or to those who are seeking employment. It is Learn4Life High School-Charleston's desire to accommodate everyone's individual need.

We welcome all students at Learn4Life High School-Charleston. You might belong at Learn4Life High School-Charleston if you:

- Have stopped going to school
- Have not graduated
- Have adult responsibilities
- Work better in a personalized learning/independent study mode
- Need to make up classes in order to be prepared for graduation
- Have unavoidable scheduling conflicts that keep you from attending a traditional school
- Interested in early graduation
- Enjoy a small educational setting or have needs that require a smaller school setting

Grades Served and Age Limits

Learn4Life High School-Charleston serves students in grades 9 through 12 and ages 14- 21. Twelfth grade students who turn 21 while enrolled at Learn4Life High School-Charleston will remain enrolled at Learn4Life High School-Charleston until the end of that school year of enrollment.

ENROLLMENT PROCEDURES

Students may submit enrollment forms on an ongoing basis. After student enrollment is confirmed, students are required to submit enrollment documents, including immunization records, updated transcripts, proof of residency and other enrollment paperwork before moving forward with enrollment. Students are accepted throughout the entire school year from July 1 to June 30 for enrollment in the current or following school year. Learn4Life High School-Charleston will request an official transcript, academic and behavior record from the previous school prior to official enrollment. Student and parent must complete orientation to begin attending school.

Per the McKinney-Vento Act, homeless youth have the right to immediate enrollment, even if they do not have transcripts, immunization records, or proof of residence. Unaccompanied homeless youth have the right to immediate enrollment without proof of guardianship.

The Alternative Education campus definition does not preclude students that are NOT high risk from enrolling at Learn4Life High School-Charleston. While preference is given to students who are “high risk” is it not exclusive. Learn4Life High School-Charleston is open to enrollment for all students that fall within the age and grade range of an alternative education high school.

Parents and students need to inform the school office of any changes that occur during the school year regarding addresses, telephone numbers, and emergency and alternate emergency contact persons. Information provided within the emergency cards will only be used to respond to specified emergency situations, not for any other purpose.

Lottery

Timing and Notice

As directed by the charter of Learn4Life High School–Charleston, when the number of applications exceeds capacity, Learn4Life–Charleston will implement a lottery in compliance with S.C. Code Ann. Sect. 59-40-50, to determine student enrollment. A lottery is a random selection process that determines the order of enrollment of student applicants. The lottery shall take place within 30 days after the closing date of the application period. Parents and/or guardians of all affected applicants will be notified of the date on which the lottery will occur.

Process

The lottery will be conducted via lottery selection software. Due to Learn4Life High School-Charleston’s designation as an Alternative Education Campus (AEC), the enrollment lottery will be weighted for students who are classified as “high-risk” in accordance with South Carolina Code 59-40-111(A)(3)(a)-(l). The principal or designee will conduct the computerized lottery. This ensures that the admissions list and the waiting list are selected randomly.

Procedures

The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly selected students will be used to create a waiting list. As space becomes available, applicants on the waiting list will be called in the order that they were selected, beginning with the student selected first.

Wait List

The roster for admission will include the students whose names were drawn in the lottery order equal to the number of enrollment openings. The remaining names will compose the wait list by order of the students’ lottery numbers.

Single Year Wait List

There is no appeal process when an applicant is denied admission because of lottery results. Acceptance to the school, through standard enrollment or the lottery, may not be deferred to another year.

Student Appeal Process

In the event that an applicant believes they were denied admission for a reason other than the results of a lottery, the student may appeal the denial to the school’s sponsor, South Carolina Public Charter School District (SCPCSD). The appeal must be in writing and state the grounds on which the appeal is based, and the written appeal must be provided to both SCPCSD and to the school. The decision made by SCPCSD will be binding on the student and the school per S.C. Code Ann. Sect. 59-40-50(C)(1).

Racial Composition

Learn4Life–Charleston serves students statewide and strives to mirror the racial composition of the SCPCSD. Racial composition is not a factor in lottery placement.

Immunizations

All students must provide proof that all state required immunizations are up to date as a condition of enrollment. The immunization status of all students will be reviewed periodically. Pursuant to South Carolina Code Ann. Sect. 44-29-180, and South Carolina Code of Reg. 61-8, “no superintendent of an institution of learning, no school board or principal of a school...may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control.... Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted.” A South Carolina Certificate of Immunization must be signed by a licensed physician or his/her authorized representative. The state of South Carolina Department of Health and Environmental Control (DHEC) will update and provide the requirements for immunizations each year for school attendance. Students will have a maximum of 60 days from the start of school to meet this requirement for the 2022-2023 school year.

South Carolina state law requires a valid SC Certificate of Immunization or valid exemption. Children without a valid certificate or exemption will not be allowed to attend childcare and/or school. Failure to comply with this law may result in audits and/or legal action.

Immunization Exemptions

Medical Exemptions

The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from the receipt of vaccine(s). The Medical Exemption section must be completed by a licensed Physician (MD or DO) or his/her authorized representative (e.g., Physician’s Assistant or Advanced Practice Registered Nurse). For temporary medical exemptions, an expiration date in the future is documented when the next immunizations are due.

Religious Exemptions

A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption can only be obtained from a DHEC health department. The parent or guardian must sign the DHEC form in the presence of a notary.

Special Exemptions

The school may issue a SC Certificate of Special Exemption signed by the principal to transfer students while awaiting arrival of medical records or who have been unable to secure immunizations or documentation of immunizations already received. This exemption is only valid for 30 calendar days for the current enrollment and may be issued only once. At the expiration of the Certificate of Special Exemption, a student must produce a valid SC Certificate of Immunization, a valid SC Certificate of a Medical Exemption, or a valid SC Certificate of Religious Exemption.

Students Not Meeting Requirements

Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school. Students who do not meet the State requirements shall be referred to their physician or local health department. The school will provide families a written notice indicating which doses are lacking.

NOTICE OF NON-DISCRIMINATION

Learn4Life High School-Charleston is committed to providing a safe working and learning environment where all individuals are afforded equal access and opportunities. Learn4Life High School-Charleston does not discriminate based on race, sex, gender, gender identity, religion, color, national origin, age, handicap, or veteran status in the provision of educational opportunities and benefits, in compliance with Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972.

Learn4Life High School-Charleston adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

Learn4Life High School-Charleston does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor, or another person with which Learn4Life High School-Charleston does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position, gender or other characteristics. Learn4Life High School-Charleston will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

STUDENTS, PARENTS, GUARDIANS: KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education

- All children in the United States have a right to a free public education. The Constitution requires that all students have an equal educational opportunity regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

Information Required for School Enrollment

When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency. You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school must provide parents/guardians with written notice of the school's directory information policy and let you know of your option to refuse the release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult, the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a crime or file a complaint to the school if he or she is discriminated against, harassed, intimidated, or bullied based on his or her actual or perceived nationality, ethnicity, or immigration status.

ACADEMIC STANDARDS AND PROCEDURES

Learn4Life High School-Charleston offers a curriculum enabling and preparing students for entrance into college, trade school, and/or the workforce. We offer a diploma that meets all the State of South Carolina requirements and enables the student to be enrolled in a wide array of colleges, universities, and other institutions, which require a high school diploma.

COURSE OFFERINGS

Our classes consist of core curriculum, career technical education, and electives developed to continually ensure that all content areas are infused with college and career readiness content. Students will have their transcripts evaluated and take assessment tests to determine the appropriate level of instruction. The order in which the instruction is offered is purposely done to maximize learning. Intervention courses, such as Read 180 or Math 180, will be required of students who need additional academic support in English Language Arts and Mathematical foundations, as determined by district assessments. Learn4Life High School Charleston offers the required core classes necessary to meet all state standards and graduation requirements, according to South Carolina State law. For English for Speakers of Other Languages (ESOL) students, Learn4Life High School-Charleston will administer an English language proficiency assessment, and written communication will be provided by Learn4Life High School-Charleston to notify the parent/guardian when their student has been identified as an English for Speakers of Other Languages (ESOL) student. This notification also describes the school's language development program placement, which allows the parent/guardian to make an informed choice regarding the best program option for their student learning English. Learn4Life High School-Charleston provides tutoring, specialized reading instruction and/or academic skills-targeted support depending on the students' Individual English Language Development Plan (IELDP).

Course Drop/Add Policy

The school counselor will work individually with students, and parents, when necessary, to create a student schedule according to student Individualized Learning Plan (ILP) and state graduation requirements, as well as elective preferences. Once scheduled into a course, a student will have two weeks from the add day to request to be dropped from the class. Students should complete a drop/add form and detail the reason for the drop. The principal or designee will be required to sign off on the form to process the drop. The course will not be dropped after the two week drop/add period, except in extenuating circumstances. In this case, the course will remain on the student's schedule, and the resulting grade will be calculated in the student's grade point average (GPA). Request to drop a class outside of the two weeks drop window will be considered by the principal for approval. These changes in course must be approved by the principal.

Once a student completes a course, and the required assessment is scheduled, a student may request that a new course be added to their schedule. The counselor will review the audited transcript to determine the best course to add to the student's schedule, while prioritizing the core courses when appropriate. The counselor will work with the student to select a course that aligns with the student's interests and graduation requirements. Granting requests will be paused for additional considerations (course progress, completion, pacing, ILP, student motivation, academic needs/plans and other factors), when there is 8 or less weeks left in the academic calendar, before an additional course is added.

CAREER TECHNICAL EDUCATION (CTE)

The changing nature of work in our society requires that students develop the appropriate work skills, habits, and attitudes that may be transferred to a variety of employment situations. The Career Technical Educational program aims to provide students with relevant career education and experience in preparation for the working world while earning credit.

The CTE Program design ensures that all students gain awareness of their own interests and talents and the opportunity to explore related careers in specific sectors and industries. In the introductory CTE program, all students learn basic employability skills that, in combination with the results of unique career surveys, direct them to possible career and post-secondary education pathways. Students may proceed beyond the introductory CTE program into a more specialized pathway program and course of study that aligns with a chosen career field. CTE pathway programs offer SC CTE

Curriculum Standards-aligned concentrator and capstone courses, which provide deeper instruction and hands-on learning opportunities. Work-based learning experiences are combined with coursework and can serve as a bridge to internships and employment after graduation.

Career Cluster Guides

The nationally recognized career clusters are represented by these South Carolina-specific documents. These guides support efforts by school guidance personnel, career specialists, students, and parents as course-taking choices and career decision making activities take place.

You are encouraged to use the 16 editions of *Pathways to Success* that have been created for South Carolina students – each of which focuses on one of our state's 16 career clusters – as part of your local career program.

Career Cluster Guides	
• Agriculture, Food, & Natural Resources • Architecture & Construction • Arts, A/V Technology, & Communications • Business Management & Administration • Education & Training • Educators Guide • Finance • Government & Public Administration • Health Science	• Hospitality & Tourism • Human Services • Information Technology (IT) • Law, Public Safety, Corrections & Security • Manufacturing • Marketing • SCDE Career Specialist Toolkit • Science, Technology, Engineering & Math (STEM) • Transportation, Distribution, & Logistics

TEST SECURITY POLICY

According to S.C. Code Ann. Regs. 43-100 (2015), "Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, online-based, and customized assessments. "District" in this instance means charter school.

Learn4Life High School-Charleston publishes this test security policy, in accordance with the state requirement, to maintain the integrity of its assessments and to assist with the implementation of and adherence to test security practices. School Test Coordinator, school administrators and testing personnel are responsible for following these procedures and ensuring that staff and students are aware of and follow said procedures. It is the legal responsibility of the principal, School Test Coordinator or other testing personnel to enforce securing testing materials upon all staff taking delivery of materials and afterward. Only testing personnel and others qualified as part of the testing process may have access to any testing materials. Security of Testing Materials: All testing materials must be kept secure. This includes but is not limited to computerized-testing versions, test booklets, answer sheets, test administrator manuals (TAMs) and other test related materials (scratch paper, test tickets, etc.). Test delivery should be coordinated with the School Test Coordinator and staff who receive mail. Test materials should be immediately secured and inventoried, by reporting the delivery to the School Test Coordinator as soon as possible.

Authorized Personnel

No unauthorized personnel should be allowed access to test materials either online or paper-pencil versions for both district and state-level tests. Security procedures for computerized testing and paper test booklets must be held to the same standard. Testing personnel must remain in the testing room throughout an entire test session to ensure that everyone follows all testing rules. Testing personnel must ensure that they follow all test administration directions as dictated in the Test Administration Manual.

Electronic/Online Test

Online testing will take place in a designated test area, at a designated test area under the supervision of a trained proctor (staff member). All test materials (test tickets, login credentials, scratch paper, etc.) should be collected after each test session. Students who are not testing should not enter the test room/test area during the designated testing time. Further, students taking the test should not possess or use any electronic devices of any kind while testing.

Paper test booklets

Paper-based test booklets and related test materials should be always kept in locked storage, when not in use. Prior to the distribution of test booklets, the test administrator must account for all test booklets through a sign-out/sign-in process for tracking purposes. As examinees finish a test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

Confidentiality

No tests materials or test items may be used in any form – published or unpublished – as a tool to prepare examinees for the testing process. Test materials may never serve as practice tests in any capacity or for any purpose. Test items may not be reviewed, discussed, or explained to anyone at any time. The School Test Coordinator will store, dispose of, pack and return mail test materials in accordance with each test regulation set forth by the testing agency (SCDE, College Board, local district, etc.).

Copyright Infringement

No test materials may be duplicated, photocopied, or reproduced in any manner. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. All testing personnel must be trained in accordance with and adhere to the training stipulation outlined by the testing agency. Learn4Life High School-Charleston reserves the right to take appropriate action to rectify the violation of its test security policy.

Student Violation

Students who knowingly and intentionally violate the test security policy will receive consequences, up to and including out-of-school suspension. Parents will be notified of the violation, and the appropriate consequences will be applied. Additionally, test violations will be reported according to the regulations set forth by the testing agency.

DUAL ENROLLMENT POLICY

Learn4Life High School–Charleston currently partners with Trident Technical College to provide dual enrollment courses with an established memorandum of understanding. Scholars can take courses on campus, online or at Learn4Life when courses are offered on campus.

Dual Enrollment is a college program that allows high school students who are capable of college-level work to take college courses for which they can earn college credit and apply it to high school graduation requirements. Scholars who desire to take a dual enrollment course must meet the requirements to receive approval from the School Counselor or administration. With permission from their high schools, qualified students may enroll in college courses that apply toward a baccalaureate or associate degree offered by accredited institutions in South Carolina. It is important that students work with the school counselor and administrator to determine students' eligibility to enroll. Students taking dual credit courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript.

Please note the following information regarding the Dual Enrollment:

- A 3-semester-hour college course transfers as one unit of credit towards high school graduation.
- One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited

institutions per established district articulation agreements (*see SBE Regulation 43-234, Defined Program, Grades 9–12, and Regulation 43-259, Graduation Requirements*).

- Tuition costs and any other college fees (registration, books, equipment, etc.) are the responsibility of the individual student and parent or legal guardian. *Students who are eligible to receive Free/Reduce Lunch may solicit Trident Technical College high school program office for scholarship and grant aid opportunities.*
- Scholars must work with the school counselor to determine appropriate courses that align with a career or college pathway, per the student's IGP.
- The principal will make the final decision for eligibility to participate in the dual enrollment program.

Scholars must meet the **minimum requirements** to be approved to participate in the Dual Enrollment program at Learn4Life High School-Charleston:

- A strong work ethic and demonstrated responsibility.
- Students should have earned eight credits before being considered for dual credit.
- For seniors, dual credit courses must be completed, and grades received prior to graduation.
- Demonstrated ability to compete at the college level based upon the administrator's estimation of the student's preparation for the course, prior academic performance, and the appropriateness of the course for the student's educational goals and graduation requirements.
- A transportation plan must be verified. Parents are solely responsible for transportation to/from college campus.
- Demonstrated maturity and are in good standing behaviorally.

The following steps must take place for participation in the Dual Enrollment program:

1. The scholar must complete a Learn4Life Dual Enrollment program application to indicate interest.
2. Schedule a meeting with the School Counselor which will involve a parent/guardian, if under the age of 18 years.
3. After acceptance in the program, the scholar must apply to Trident Technical College online and get accepted to the program.
4. Trident requires ACT/SAT scores, or students must take an Accuplacer test to determine course placement.
5. Course registration will happen after acceptance to Trident Technical College. Students must adhere to course registration timelines and withdrawals deadlines set by Trident Technical College.
6. Upon completion of dual enrollment courses, the college shall provide documentation of the final grade to the high school in the form of an official/secure grade report. These grades will appear on the student report card and transcripts.

Passing/Failing Grades

Scholars who take Dual Enrollment classes and receive a failing grade will not be dropped from the program and not be allowed to continue in the program the following semester. Student eligibility must be determined and granted by both the counselor and principal to re-enter the Dual Enrollment program at Learn4Life High School Charleston. Failed courses will be added to the high school transcript and will negatively impact the student's GPA.

ADVANCE PLACEMENT (AP) COURSE POLICY

Advanced Placement (AP) courses are sponsored by The College Board ®. These courses are college-level and give students an opportunity to potentially earn college credits while in high school. Scholars who complete an AP course and pass will earn credit towards high school graduation and have an opportunity to take an exam for the class. An exam score of 3-5 will earn college credit that is equivalent to introductory level college credit. The number of college credits awarded is based on the course taken and determined by College Board ®.

Learn4Life High School–Charleston currently offers AP Courses through the VirtualSC platform. VirtualSC offers these courses at no cost. Scholars must be enrolled in the AP courses by the designated deadline set by VirtualSC. Scholars in grades 9-12 are eligible to take an AP course and must sign up with the school Counselor to get support in registering with VirtualSC. The school Counselor will provide a weekly check-in day and time for students to get support with progress monitoring and resources.

PART-TIME WORK

Learn4Life High School-Charleston recognizes that part-time jobs can give students needed supplementary income, valuable work experience, and enhanced self-esteem. We provide a flexible schedule which consists of two cohort options for school attendance. This allows students to work a part-time job and still maintain school attendance and academic progress.

ATTENDANCE AND CREDIT

Students must attend school daily and on time. Each student's attendance is taken daily, and per class period; failure to attend school will be considered an absence, thus, subject to local truancy laws.

Grading, Coursework Completion, and Credit Accrual Policy

In accordance with [South Carolina State Board of Education Regulation 43-234](#), high school course credits are determined by rigorous standards-based instructional content equivalent to established Carnegie units. Under South Carolina law, **1.0 unit of credit requires a minimum of 120 hours of instruction** (or its equivalent), and a **0.5 unit of credit requires a minimum of 60 hours of instruction**.

Because Learn4Life utilizes a unique, self-paced instructional model, traditional "seat-time" requirements are flexible. The curriculum offered at Learn4Life meets the state content standards for each course.

- **Curriculum Design:** All courses—whether delivered via our packet-based curriculum or our online learning platforms—are structured to encompass the required 120 hours (for 1.0 credit) or 60 hours (for 0.5 credit) of learning activities, lectures, study materials, and assessments.
- **Credit Earning Mandate:** Due to this flexible scheduling model, students do not earn credit simply by the passage of time. Students **must complete 100% of the assigned curriculum** and satisfy all grading benchmarks for a class to be awarded academic credit. Partial credit will not be granted for incomplete packets or unfinished online units

Academic Progress Policy

Learn4Life High School-Charleston is an alternative education campus (AEC) which targets students who need to attain and recover academic credit, often at an accelerated rate in effort to graduate in time or close to their original GR9 graduate year. Because it is imperative that students commit to making academic progress in accordance with their individualized learning plan:

- Learn4Life High School-Charleston will provide academic support, 1-on-1 and small group instruction, tutoring, and an academic pacing guide to all students. Further, all students will receive progress monitoring assessments, and have access to a school counselor, and advisory teacher.
- Students who consistently fail to demonstrate academic progress towards graduation will be placed on academic probation.
 - School will send monthly progress reports to parents, place parent phone calls from teachers, and send absence notifications.
 - School will request a mandatory parent-student-school meeting, forming an academic wrap-around team.
 - The Academic Wrap-around team will identify goals, strategies and additional support and resources to support the students' academic achievement.
 - The team will reconvene 4 weeks later to review student progress and implementation plan. If the student does not show progress or refuses to use supports/resource or comply with the plan, he/she will be referred to a program better situated for the student's needs (dropped from L4L enrollment.)

Attendance policy

Students are expected to attend school on time, every day. School start time depends upon the cohort selected, AM (8:00AM-12:00PM) or PM (12:15-4:15PM). Consistent daily attendance is expected in order for students to make academic progress. Students may not accumulate ten (10) or more consecutive days of unlawful absences within a school year, or they will be dropped from enrollment.

Lawful absences -

- student illness or other health complications
- Death or serious illness of family member
- Religious holiday or other religious excuse
- Schedule doctor's appointments
- extenuating family circumstances
- Other absences approved by the principal in advance.

Unlawful absences –

- Student overslept or just stayed home.
- Skipping school
- Student choosing to leave school due to behavior, not meeting expectations, or frustration.
- Work schedule; our model is flexible to allow a work schedule opposite our cohort time.

Parents should contact the school when their students are absent and complete an absence excuse form. Notes should be turned in as soon as possible, or the note may not help the absence count as lawful. If you do not contact your child's school about the absence by the designated date, it will be an unlawful absence no matter what the reason. The principal has the final decision in all matters concerning attendance. Days missed because of an approved school function are counted as school-related absences. All absences of three days or more must be pre-approved by the principal.

Please turn in all excuse notes to the front desk or using the online form.

Excuses

Within one week after returning to school, students must submit a written excuse or complete an online absence form to the front desk explaining the absence, signed by parent(s) or guardian, and accompanied, if applicable, by a doctor's statement. If students do not do so, the absence will be considered unlawful. The excuse should contain the following information:

- Date excuse was written.
- Reason for the absence.
- Date of absence.
- Telephone number where parent or guardian can be reached.
- Signature of parent, guardian, and/or doctor.

Note: Attendance is taken by –class period; therefore, sign-in or sign-out may cause a variance in the number of absences in individual classes.

Truancy

When a student accumulates 3 unexcused/unlawful absences, the truancy process will be initiated. The school will work with the family to create an Attendance Support Plan to help the student avoid additional absences. The school will make every effort to develop strategies and intervention to support the student's positive attendance. Student and parent are required to participate in the Attendance Support Plan. Failure to do so will result in continued absences that will have a negative impact on the student academically. Continued unlawful absences equal to 5 days are considered habitually absent and may result in a referral to the Department of Social Services. Additional absences, more than 7, are considered chronically absent and may result in a referral to the Family courts.

Attendance & Truancy Policy

SC Code of Law 59-65-10 "South Carolina Compulsory Attendance Law requires that a parent or guardian shall require his child to attend regularly a public or private school or kindergarten of this State which has been approved by the State Board of Education, a member school of the South Carolina Independent Schools and Association, a member school of the South Carolina Association of Christian Schools, or some similar organization, or a parochial, denominational, or

church-related school, or other programs which have been approved by the State Board of Education from the school year in which the child is five years of age before September first until the child attains his seventeenth birthday or graduates from high school.”

At Learn4Life students are expected to attend school daily and attend classes on their class schedule, as research shows attendance in school and class is critical to academic success. According to SC state law, any student absent for 10 consecutive days will be withdrawn from school.

Learn4Life policy indicates that a student who does not attend school regularly is subject to the following support steps:

- Every 1-day absence, the family will receive an auto- call and email indicating that the student was not in attendance at school.
- After 3 consecutive days or 5-total days a personal attendance phone call will be made to the parent to provide support.
- After 5 consecutive days or 7 total days, parents and students will be required to attend a truancy planning meeting. Student and family will be placed on attendance and academic probation and mandated to receive intervention supports, including but not limited to academic intervention such as tutoring, parent weekly check-ins, identifying attendance barriers and solutions, and other wrap-around services.
- The probationary period will last not less than 2 months, with a check-in and service assessment at the end of the four weeks.
- At the four-week check-in, additional services will be added, or removed based on the needs of the family, and monitored for another four weeks.
- Students and families who comply with the truancy plan will graduate from the plan after 8 weeks of successful truancy intervention and support.
- Students and families not adhering to the truancy plan with provided intervention/wrap around services will be referred to Family Court or dropped from enrollment.
- Student will be eligible for re-enrollment after one semester away from Learn4Life and enter on academic probation contract.

Online Class Attendance Policy

Online class attendance is determined by whether a student participates in assigned activities in accordance with the online site. Students who participate in assigned learning experiences or submit completed assignments during the week the assignment is assignment, will be considered present. Students who fail to participate in assigned learning experience(s) should be considered absent. Whether the absence is “excused” or “unexcused” will be established by school procedures and policies and be consistent with state law and regulations. An online class is defined as a class that is offered as an online synchronous or asynchronous Learning Management platform as determined by and named by the school. This does not constitute courses that are offered on a virtual platform only.

In order for a student to receive credit, a passing grade of “D” or better is required. If the failed course is required to meet SC Graduation Requirements, the student will be scheduled to retake the class. If the course is a prerequisite for a later/higher level course, the failed course must be successfully completed before advancing to the next class. If the failed course was an elective, the student has the option to retake the course to receive credit and recalculate their GPA.

ACADEMIC ASSISTANCE

Students who are functioning below grade level, may be required to take an intervention course in math or English and satisfactorily complete it in order to advance to grade-level math and English. Students are encouraged to make an appointment with their content area teacher for individual support, log in to weekly teacher office hours and use our tutoring support program (via online/phone support). Personal, one-on-one assistance is offered to encourage and build academic excellence. All students are encouraged to participate in our tutoring program.

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Learn4Life High School-Charleston will provide textbooks, supplemental materials, and other learning supplies for the student's use. If these materials are lost, damaged, or abused, the student may be charged a replacement cost in accordance with state law.

SPECIAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES

Learn4Life High School-Charleston shall comply with all the applicable State and Federal laws to serve students with disabilities, including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities in Education Act.

Students with Exceptional Needs/Individualized Education Plan (IEP)

A student with exceptional needs who has an IEP and enrolls into Learn4Life High School-Charleston from a district not operating programs under the same special education local plan will receive free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, for a period not to exceed 30 days. By that time, Learn4Life High School-Charleston shall adopt or amend the previously approved IEP or develop, adopt, and implement a new IEP consistent with federal and state law.

In the case of an individual with exceptional needs who has an IEP and transfers into Learn4Life High School-Charleston, the school shall continue, without delay, to provide services comparable to those described in the existing approved IEP that is consistent with federal and state law.

Section 504

Learn4Life High School-Charleston recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the school. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the school. The parent of any student suspected of needing or qualifying for accommodation under Section 504 may make a referral for an evaluation to the principal or designee. A copy of Learn4Life High School-Charleston's Section 504 policies and procedures is available upon request.

If a parent is concerned that their child needs special education services or accommodations due to a disability or exceptionality, that parent shall notify the school in writing, indicating the concern as to why they believe their child will benefit from such services. The school will begin the process of observation, data collection and evaluation of the students within 30 days of the parents notice. The parent(s) is expected to participate in any Individualize Education Plan (IEP) or 504 meetings or pre-meeting convened for the purposes of data collection, review or to determine if services are required.

Homeless/Migrant/Foster Policy

Title IX, Part A McKinney-Vento Homeless Assistance Act (McKinney-Vento) is authorized by the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA). McKinney-Vento ensures that students who lack a fixed, regular, and adequate nighttime residence due to loss of housing, due to economic hardship, or a similar reason are provided a free, public education.

McKinney-Vento Act ensures educational rights and protection for children and youth experiencing homelessness and includes:

- Enrollment procedures must be intentionally structured to eliminate unnecessary delays or barriers, ensuring that all students—including foster care, migrants, students experiencing homelessness, MLs, immigrant children and youth, and other diverse populations—have access to begin school promptly.

Per the McKinney-Vento Act, homeless youth have the right to immediate enrollment, even if they do not have a permanent address, transcripts, immunization records, or proof of residence. Unaccompanied homeless youth have the right to immediate enrollment without proof of guardianship. Homeless youth have the right to services comparable to those received by housed schoolmates and the right to attend and fully participate in school activities along with children not experiencing homelessness

Homeless Children and Youth (HCY) - Defined by the McKinney-Vento Homeless Assistance Act as individuals who lack a fixed, regular, and adequate nighttime residence, including:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up)
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or abandoned in hospitals
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

Migratory children who qualify as homeless because the children are living in circumstances described above. Immigrant Children and Youth are Individuals who:

- are aged 3 through 21;
- were not born in any state (defined as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more States for more than three full cumulative academic years.

WITHDRAWAL PROCEDURES

Any students desiring to transfer to another school will need to return all textbooks and other school issued materials and complete a withdrawal form. Students under 18 years of age will need a parent to accompany them during the withdrawal process. All required documents will be available in the school's office.

PUPIL RECORDS, INCLUDING CHALLENGES, DIRECTORY INFORMATION AND INFORMATION SHARING

Annual Notification

The following shall serve as Learn4Life High School-Charleston's annual notice to parents/guardians and students of Learn4Life High School-Charleston's general information policies regarding Pupil Records, Including Challenges, Directory Information, and Information Sharing.

FERPA Information

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

1. The right to inspect and review the student's education records within forty-five (45) days after the day Learn4Life

High School-Charleston receives a request for access. Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. Learn4Life High School-Charleston official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask Learn4Life High School-Charleston to amend a record should write the school Principal, clearly identify the part of the record they want changed and specify why it should be changed. If Learn4Life High School-Charleston decides not to amend the record as requested by the parent or eligible student, the parent or eligible student of the decision and their right to a hearing regarding the amendment request. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before Learn4Life High School-Charleston discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent as described below.
4. Learn4Life High School-Charleston's request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for the release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. Learn4Life High School-Charleston shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent to release student information that is not otherwise subject to release, Learn4Life High School-Charleston shall not release the information.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Learn4Life High School-Charleston to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office: U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Learn4Life High School-Charleston shall avoid disclosing information that might indicate a student's or family's citizenship or immigration status if FERPA does not authorize the disclosure. Charter School personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify a designated Charter School official about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

FERPA does permit Learn4Life High School-Charleston's disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires Learn4Life High School-Charleston to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Learn4Life High School-Charleston may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student in the following instances:

1. To other school officials, including teachers, the school has determined to have legitimate educational interests within the educational agency or institution. This includes contractors, consultants, volunteers, or other parties to whom Charter School has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1)- (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
6. To organizations conducting studies for, or on behalf of, Learn4Life High School-Charleston, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).*
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
11. Information that Learn4Life High School-Charleston has designated as "directory information" under §99.37 (§99.31(a)(11)), as more fully described below.

** Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on Learn4Life High School-Charleston prohibits disclosure, Learn4Life High School-Charleston shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.*

Directory Information

The following shall serve as Learn4Life High School-Charleston's annual notice to parents/guardians and "eligible students" to attend Learn4Life High School-Charleston's directory information policies.

FERPA requires that Learn4Life High School-Charleston, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. Learn4Life High School-Charleston shall require written parental or guardian consent to release student information unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to

immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Directory information does not include citizenship status, immigration status, birthplace, or any other information indicating national origin (except where Learn4Life High School-Charleston receives consent as required under state law).

Learn4Life High School-Charleston may disclose appropriately designated “directory information” without written consent unless you have advised Learn4Life High School-Charleston to the contrary in accordance with school procedures. The primary purpose of directory information is to allow Learn4Life High School-Charleston to include this type of information from your child’s education records in certain school publications. Examples include, but are not limited to:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists or postings;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings, publish yearbooks or are identified by Learn4Life High School-Charleston as entities that have a legitimate need to know and/or organizations who request directory information in the furtherance of Learn4Life High School-Charleston’s valid interests. Learn4Life High School-Charleston has determined that it will release directory information to requestors that engage in information dissemination related to South Carolina charter school issues. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised Learn4Life High School-Charleston that they do not want their student’s information disclosed without their prior written consent. (Section 9528 of the Elementary and Secondary Education Act)

Learn4Life High School-Charleston has designated the following information as directory information:

- Student’s name
- Student’s address
- Parent/guardian’s address
- Telephone listing
- Student’s e-mail address
- Parent/guardian’s e-mail address
- Photograph
- Date of birth
- Major field of study
- Dates of attendance
- Grade level
- Participating in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- Intended future plans, such as college acceptance, workforce attainment, etc.
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, a password, etc. (However, a student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want Learn4Life High School-Charleston to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Learn4Life High School-Charleston in writing within ten (10) days of your enrollment date.

CELL PHONE POLICY

Our goal at Learn4Life High School-Charleston is to foster an environment where students can focus on learning and develop the self-management skills needed for academic and personal success. While cell phones can be valuable tools for communication and learning, their use can also distract from the educational process. To support a focused and productive learning environment, we have established the following cell phone policy, in accordance with the South Carolina Model Cell Phone Policy, Proviso 1.103.

Proviso 1.103. (SDE: Anti-Bullying/School Safety) To receive state funds allocated for State Aid to Classrooms, a school district shall implement a policy adopted by the State Board of Education that prohibits access to personal electronic communication devices by students during the school day. For purposes of this provision, a personal electronic communication device is considered to be a device not authorized for classroom use by a student, utilized to access the Internet, wi-fi, or cellular telephone signals.

1. Classroom Settings/Instructional Time

- Cell phones, and other devices used as a phone must be turned off and out of sight during all instructional periods, including lectures, group work, independent learning, and teacher-led activities.

2. Independent Learning Time (Flexible Periods)

- Learn4Life will provide a learning device to all students for support during independent learning time and academic achievement (e.g., research, managing assignments, or using educational apps) or for a limited, brief personal check-in.
- Social media, gaming, and streaming are not permitted during school hours, even during independent learning periods.

3. Hallways, Common Areas, and Lunchtime

- Students may use their cell during lunch/dismissal to ensure transportation is arranged, provided they do so responsibly and do not disrupt others.
- Respect for Privacy: Taking photos, videos, or audio recordings of others is strictly prohibited, in accordance with school privacy policies.

4. General Guidelines and Reminders

- Emergency Contacts: Parents and guardians should call the main office for urgent or emergency communication through the main office during class time to avoid disrupting instructional time.
- Self-Responsibility/Accountability: Students are responsible for keeping their cell phones secure. The school is not liable for lost or stolen devices.

CONSEQUENCES

Consequences for Violations: If students use their cell phone or other non-school issued device during instructional time, the teacher will confiscate the device until the end of the day. Repeated offenses may result in additional consequences, including parent/guardian contact, parent meeting, or suspension.

Consequences for Misuse: Damage or loss of school issued technology will result in a fine issued to the student/parent, with a requirement of pay before a device is reassigned or fixed and reissued.

This policy is intended to provide students with the opportunity to manage their phone use responsibly and to support a positive, focused learning environment. We appreciate the cooperation of students and parents in upholding these guidelines.

OTHER SCHOOL POLICIES AND PROCEDURES

Learn4Life High School-Charleston has the right and responsibility to control access and activity to ensure the safety, physical, and mental well-being of those on its campus. Please remember that you, as a student, have enrolled subject to these conditions. Students will be issued an ID card at the time of enrollment. Students shall wear their ID cards at all times when on campus. Students that come to school without their school-issued ID will receive a verbal reminder that student IDs are required for safety and immediate verification of students' identity. Students that continually do not bring their ID may be subject to disciplinary action. Students that have lost their school-issued ID will be assessed a replacement ID one time at no cost.

School Environment:

- Learn4Life High School-Charleston is an alcohol, tobacco, vape/e-cigarette, drug, and weapon-free environment. The student understands that his/her teachers cannot administer nor provide non-prescription or prescription medications except for epinephrine auto-injectors pursuant to S.C. Code Ann. Sect. 59-63-95.
- Loitering is not permitted in or near the school area.
- Students are allowed to take a nutrition break if needed and approved by the student's teacher.
- Students are asked not to play car audio systems loudly while parked near the school.

Classroom area:

Parents, guardians, family, or friends are welcome to set up an appointment to meet with teachers or other staff members. During school hours access to the classroom area will be limited in order to protect academic time. The reception area is available for anyone waiting for a student to complete his/her classroom appointments.

Students must understand that when they enter the Learn4Life High School-Charleston learning center area or classroom area, they are expected to engage in instruction and complete their work. Students are not permitted to leave and re-enter the learning center/classroom area at will. Learn4Life High School-Charleston has a closed campus. A parent will be required to sign a student out if a student's needs to leave early for an appointment or other reasons. Students must always wear their IDs while on campus.

Cell phones are NOT permitted in the learning area, due to privacy and safety measures. Students will be provided with a safe space to store cell phones during the learning time. We are committed to providing a focused, quiet and structured learning environment; therefore, cell phones must be turned in daily. In the event of an emergency, parents may call the front office, or students may use the phone in the reception area to avoid distraction or disruption of other students.

Student Behavior:

- Learn4Life High School-Charleston practice Positive Behavior Intervention and Support (PBIS) to teach, practice and reinforce behavior expectations with students. Students are expected to meet expectations. When expectations are not met, consequences will be assigned up to suspension or expulsion. There are a variety of consequences, rewards and supports that will help students experience success behaviorally. Learn4Life High School-Charleston staff will also use restorative and trauma informed practices in their approach to student behavior and social emotional needs.
- In the event of any direct threat, violent act, possession of any weapon, narcotics, illegal substance, or any other

act considered illegal by the State of South Carolina, the student will be suspended and/or expelled from Learn4Life High School-Charleston, and criminal charges may be filed against the student. In the case of a student with exceptional needs who has an individualized educational program, an IEP team meeting would take place to determine if a change of placement is necessary for the student.

Students are expected to follow a class schedule and attend small group instruction as well as individual appointments scheduled with teachers, tutors, educational aide, counselors, or principal. Students are not allowed in the learning center area if it is not a scheduled time for the student.

Dress Code:

- Any dress that is considered gang-related, vulgar, or that mocks others based on race, gender, religion, color, national origin, or any other protected class may be prohibited. Students shall not wear clothing that exposes their midriffs, buttocks, or undergarments. Hats are not allowed in the building.

Lobby Telephone Access:

- The student telephone, provided in the reception area, is not for personal use. Students needing to make transportation arrangements or emergencies may use the telephone.

Rules:

- Teachers will post, discuss, and reinforce classroom rules within the classroom setting. These rules are specific to the classroom, and work in concert with schoolwide expectations.

Safety Drills:

- According to state regulation Learn4Life High School-Charleston will schedule and implement emergency protocol and activate emergency practice drills throughout the school year. Students shall participate in and practice all safety drills that occur while they are on campus. It is imperative that all students know and understand all safety protocols. You may request to review the complete updated management plan for asbestos-containing material in school buildings. (40 CFR 763.93).

Academic Dishonesty including plagiarism, cheating, or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. Teachers often expect, even encourage, students to work on assignments collectively. This is okay, as long as whose work being presented is clearly relayed.

- **Collaboration** is to work together (with permission) in a joint intellectual effort.
- **Plagiarism** is to commit literary theft; to steal and pass off as one's own ideas or words, and to create the production of another. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase the words of someone else, if you use someone else's ideas, you must give the author credit. Some Internet users believe that anything available on-line is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.
- **Cheating** includes, but is not limited to, copying, or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers, or other unauthorized technology, during an exam or project.
- **Forgery or stealing** includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties. Parental Involvement:

- Parental involvement is not a requirement for acceptance to or continued enrollment at Learn4Life High School-Charleston. We encourage and value parent partnership, and believe it is one of the keys to school success. Parent involvement can take many forms, and we honor the support parents can provide, while navigating the demanding job of parenting.

Students will understand that Learn4Life High School-Charleston Personalized Learning/Independent Study Program is an optional educational alternative, and that no pupil is required to participate in this program.

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

Trauma-Sensitive and Restorative Practices Policy

Learn4Life High School-Charleston is dedicated to being a student-centered organization. Accordingly, it recognizes a standardized, effective behavior management system is key to ensuring students feel supported and can be successful in school. The school has embraced a trauma-sensitive approach when considering student behavioral issues by examining what happened in a particular incident rather than faulting the student's character. To support this perspective, Learn4Life High School-Charleston practices setting clear parameters around expectations for both students and educators, thereby limiting or reducing unwanted behaviors while also using restorative practices to maintain the relationships of respect when an incident does occur. Recognizing that a high percentage of our school's students have experienced adverse childhood experiences, these systems help us create a safe learning environment in which students feel valued, respected and are able to work at their own pace to get back on track in their academic and personal lives.

Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Learn4Life High School-Charleston. Learn4Life High School-Charleston is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Learn4Life High School-Charleston's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Learn4Life High School-Charleston staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Suspension is a consequence that may be determined by the principal in response to egregious behaviors that take place during the school day, school related activities or other behaviors that pose a threat to safety and well-being of students and staff. The Learn4Life High School-Charleston board may order the suspension or expulsion of any pupil for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or violation of written rules. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Learn4Life High School-Charleston administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. For new students, this requirement can be fulfilled by providing parents/guardians and students with the approved Family Student Handbook for Learn4Life High School-

Charleston at the time of enrollment. For continuing students, they will be provided with a copy of Learn4Life High School-Charleston's rules related to discipline, suspension, and expulsion at the beginning of the school year.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Learn4Life High School-Charleston has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Learn4Life High School-Charleston will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Learn4Life High School-Charleston has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

Learn4Life High School-Charleston will adhere to state laws prohibiting the use of seclusion and behavioral restraint techniques, except as allowed by law.

Learn4Life High School-Charleston shall involuntarily remove no student for any reason unless the student's parent or guardian has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Learn4Life High School-Charleston issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including but not limited to a) while on school grounds; b) while going to or coming from school; c) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not

limited to electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, vaping products, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug, e-cigarette, or vaping paraphernalia.
- k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- l) Possessed an imitation firearm or weapon, i.e., a replica of a firearm or weapon that is so substantially similar in physical properties to an existing firearm or weapon as to lead a reasonable person to conclude that the replica is a firearm or weapon.
- m) Committed or attempted to commit a sexual assault or committed a sexual battery.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs Soma, Adderall, Ritalin, Oxycodone, or other prescription medication.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

- s) Caused, attempted to cause, threatened to cause, or participated in the act of hate violence.
 - t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
 - u) Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward pupil or school personnel.
- 1) "Bullying" means any severe or pervasive physical or verbal act or gesture or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Learn4Life High School-Charleston.
 - e. Insulting or demeaning a student or group of students causing substantial disruption or interference in the operation of the school.
 - f. Damaging a student's personal property.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of communication, including, but not limited to, any of the following:
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or another visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (d) Reprisal or retaliation against a person who reports an act of harassment, intimidation, or bullying is prohibited.
 - d. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or another dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a school employee who has been granted authority to provide permission, which is concurred in by the principal or the designee of the principal.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined by S.C. Code Ann. Sect. 44-53-110 *et seq.*, alcoholic beverage, or intoxicant of any kind.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined by S.C. Code Ann. Sect. 44-53-110 *et seq.*, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, vaping products, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined by S.C. Code Ann. Sect. 44-53-110 *et seq.*
- k. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- l. Possessed an imitation firearm, i.e., a replica of a firearm or weapon that is so substantially similar in physical properties to an existing firearm or weapon as to lead a reasonable person to conclude that the replica is a firearm or weapon.
- m. Committed or attempted to commit a sexual assault as defined by S.C. Code Ann. Sect. 16-3-600 *et seq.*, or committed a sexual battery as defined in by S.C. Code Ann. Sect. 16-33-600 *et seq.*
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma Adderall, Ritalin, Oxycodone, or other prescription medication.
- p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face

and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. Committed sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
 - s. Caused, attempted to cause, threatened to cause, or participated in the act of hate violence.
 - t. Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
 - u. Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct or gesture, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:
- a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Learn4Life High School-Charleston.
 - e. Insulting or demeaning a student or group of students causing substantial disruption or interference in the operation of the school.
 - f. Damaging a student's personal property.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of communication, including, but not limited to, any of the following:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c. An act of cyber sexual bullying.
 - (d) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or another visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (e) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 4) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or another dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free

Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspension shall be initiated according to the following procedures:

1. Conference

The suspension shall be preceded, if possible, by a conference conducted by the Principal, or Designee with the student, and his or her parent whenever practical,

The conference may be omitted if the Principal, or Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within a reasonable amount of time unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for the failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall contact the parent/guardian by telephone, written means or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, or Designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Learn4Life High School-Charleston has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal, or Designee upon either of the following:

- 1) the pupil's presence will be disruptive to the education process, or
- 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework

Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil, who has been suspended from school for two or more school days, the homework that the pupil would otherwise have been assigned.

If a homework assignment that is requested pursuant to the above and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

Students recommended for expulsion are entitled to a hearing. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. A student may be expelled either by the Learn4Life High School-Charleston Board of Directors following a hearing or by Learn4Life High School-Charleston Board of Directors upon the recommendation of Administrator, to be assigned by the Board of Directors as needed. The Administrator may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for a good cause, the hearing shall be held within thirty (30) school days after the Superintendent, Principal, or Designee determines that the pupil has committed an expellable offense.

In the event an Administrator expels the student, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of Learn4Life High School-Charleston's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Learn4Life High School-Charleston to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Learn4Life High School-Charleston may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Learn4Life High School-Charleston. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Learn4Life High School-Charleston must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both support persons is also a witness, Learn4Life High School-Charleston must present evidence that the witness' presence is both desired by the witness and will be helpful to Learn4Life High School-Charleston. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard.

G. Record of Hearing

A record of the hearing shall be made and shall be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of judicial hearings. A recommendation by an Administrator to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrator determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If the hearing is held at a public meeting due to a written request by the expelled pupil and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrator shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. However, if the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance. The decision of the Board of Directors is final.

If the Administrator decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Learn4Life High School-Charleston.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

Learn4Life High School-Charleston shall maintain records of all student suspensions and expulsions at Learn4Life High School-Charleston. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Learn4Life High School-Charleston as Learn4Life High School-Charleston Board of Directors' decision to expel shall be final; however, the expulsion shall last for the period of one year, after which time, the student may apply for reenrollment.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs, including, but not limited to, programs within the County or their school district of residence. Learn4Life High School-Charleston shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion.

M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Learn4Life High School-Charleston, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Learn4Life High School-Charleston, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Learn4Life High School-Charleston, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Learn4Life High School-Charleston had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Learn4Life High School-Charleston agree to a change of placement as part of the modification of the behavioral intervention plan.

If Learn4Life High School-Charleston, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Learn4Life High School-Charleston may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Learn4Life High School-Charleston believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of

the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Learn4Life High School-Charleston, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Learn4Life High School-Charleston agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement or the manifestation determination, or if Learn4Life High School-Charleston believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person, while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Learn4Life High School-Charleston's disciplinary procedures might assert the procedural safeguards granted under this administrative regulation only if Learn4Life High School-Charleston had knowledge that the student was disabled before the behavior occurred.

Learn4Life High School-Charleston shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Learn4Life High School-Charleston knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If Learn4Life High School-Charleston had no basis for knowledge of the student's disability, it should proceed with the proposed discipline. Learn4Life High School-Charleston shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the educational placement determined by Learn4Life High School-Charleston pending the results of the evaluation.

Learn4Life High School-Charleston shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

GUN POSSESSION POLICY

Purpose

To maintain a safe and secure school environment, possession or use of firearms or other dangerous weapons by students is strictly prohibited on school property and at all school-sponsored events, in accordance with South Carolina and federal law.

Prohibited Conduct

Students are not permitted to bring, possess, use, or transport a firearm or destructive device:

- On school grounds
- In school buildings or vehicles
- At school-sponsored or school-related activities, whether on or off campus

This prohibition includes firearms kept in personal vehicles on school property.

Definition of Firearm

A "firearm" is defined in accordance with Section 921(a) of Title 18 of the U.S. Code and includes:

- Any weapon (including a starter gun) that will or can be readily converted to expel a projectile by the action of an explosive
- The frame or receiver of such a weapon
- Any firearm muffler or silencer
- Any destructive device (such as a bomb, grenade, rocket, missile, or mine)

Mandatory Expulsion

In accordance with the Federal Gun-Free Schools Act and South Carolina law (S.C. Code § 59-63-235), any student who is determined to have brought a firearm to school or possessed a firearm on school property shall be recommended for expulsion for **no less than one calendar year**.

Due Process

Students facing expulsion under this policy will be provided:

- Written notice of the violation
- A fair and impartial hearing before an administrative panel and/or governing board
- The right to present evidence and be represented

Mandatory Reporting

Incidents involving firearms or destructive devices will be immediately reported to:

- Local law enforcement authorities
- The student's parent(s) or guardian(s)
- The school's governing board

Restorative Re-Entry and Support

Students who are expelled under this policy and later are permitted to return to the school community may participate in a **re-entry planning and support process** to promote accountability, healing, and reintegration. This may include:

- A restorative re-entry meeting involving the student, family, and school staff
- A re-entry plan outlining academic, behavioral, and social-emotional supports
- Referrals to counseling, mentoring, or community-based services
- Opportunities for the student to reflect on the impact of their actions and restore trust with the school community

The goal of this process is to support the student's long-term success while maintaining school safety and community trust.

Additional Prohibited Weapons

This policy supplements the school's general discipline code, which also prohibits knives, explosives, and other dangerous objects.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Learn4Life High School-Charleston prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This Policy should be translated into the student's primary language if at least 15 percent of the students enrolled in Learn4Life High School-Charleston speak a single primary language other than English.

As used in this Policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Learn4Life High School-Charleston will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Learn4Life High School-Charleston staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Learn4Life High School-Charleston will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor, or another person with whom Learn4Life High School-Charleston does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Learn4Life High School-Charleston will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action if warranted.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with school because of sex, race, or any other protected category
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) prohibits harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in educational institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Learn4Life High School-Charleston.

Learn4Life High School-Charleston is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation, or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions, or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct or gestures, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or create an intimidating and/or hostile educational environment, directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Learn4Life High School-Charleston.
5. Insulting or demeaning a student or group of students causing substantial disruption or interference in the operation of the school.
6. Damaging a student's personal property.

** "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.*

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or another visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Images that include the depiction of a nude, semi-nude, or sexually explicit photograph or another visual recording of a minor shall also be reportable to law enforcement under S.C. Code Ann. Sect. 16-15-305 *et seq.* addressing the dissemination or obscene material.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Learn4Life High School-Charleston has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Learn4Life High School-Charleston advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone, including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Learn4Life High School-Charleston informs school employees, students, and parents/guardians of Learn4Life High School-Charleston’s policies regarding the use of technology in and out of the classroom. Learn4Life High School-Charleston encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. *Education*

Learn4Life High School-Charleston employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Learn4Life High School-Charleston advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Learn4Life High School-Charleston and encourages students to practice compassion and respect each other.

Learn4Life High School-Charleston educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

Learn4Life High School-Charleston's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Learn4Life High School-Charleston informs school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. *Professional Development*

Learn4Life High School-Charleston informs employees about the common signs that a student is a target of bullying, including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Learn4Life High School-Charleston also informs employees about the groups of students determined by Learn4Life High School-Charleston, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Learn4Life High School-Charleston encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Learn4Life High School-Charleston's students.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Principal.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While the submission of a written report is not required, the reporting party is encouraged to submit a written report to the Principal. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person, or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Learn4Life High School-Charleston acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes confidentiality safeguards for immigration status information and keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Principal or administrative designee on a case-by-case basis.

Learn4Life High School-Charleston prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor, or affiliate of Learn4Life High School-Charleston, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator or administrative designee determines that an investigation will take longer than seven (7) school days, the Coordinator or administrative designee will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. *Consequences*

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action, up to and including suspension or expulsion.

4. *Right of Appeal*

Should the Complainant find the coordinator's resolution unsatisfactory, the reporting individual may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

Training

Learn4Life High School-Charleston shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

Learn4Life High School-Charleston shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall, at a minimum, provide Charter School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement, in instances of criminal behavior.

Student Safety Policy: Erin's Law and Gavin's Law

At Learn4Life High School-Charleston, we prioritize the safety and well-being of our students in accordance with the laws of South Carolina.

In the year of 2014, the State of South Carolina passed Act 293 known as "Erin's Law," as part of health and safety education for its public schools. The purpose of the law is to ensure all students, pre-kindergarten through high school, receive this prevention instruction during the academic school year. The intent of Erin's Law is to give students skills in knowing how to stay safe from sexual assault and how to report any incidents of sexual assault.

The South Carolina Department of Education created Erin's Law instructional units in support of the new legislation that amended the Comprehensive Health Education Act. South Carolina Code of Laws Section 59-32-20 (B) was amended to read that the State Board of Education through the South Carolina Department of Education "shall select or develop instructional units in sexual abuse and assault awareness and prevention, with separate units appropriate for each age level from four-year-old kindergarten through twelfth grade."

In the year of 2023, the State of South Carolina passed Act 54 of 2023 known as "Gavin's Law." The legislation states the crimes are for "threaten(ing) 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" that person's will. Convictions can be punished by up to 20 years in prison if the victim was a child or a vulnerable adult, and up to five years for the first conviction if the victim is an adult.

Gavin's Law also requires that schools collaborate with the State Department of Education, the South Carolina Law Enforcement Division, and the Attorney General's office to implement a policy to educate and notify students of the law, which includes adequate notice to students, parents or guardians, the public, and school personnel of the change in law and the dangers of sexual extortion. The Department of Education recommends Gavin's Law be taught as part of the Erin's Law curriculum with age-appropriate instruction on the dangers and consequences of sexual extortion.

In line with our commitment to the safety and well-being of our students, we have implemented the following policies, as required by Erin's Law, S.C. Code Section 59-32-20 and 59-32-30(G) and Gavin's Law, S.C. Code Section 16-15-430, to create a safe and supportive learning environment for all students:

1. Prevention Education:

- Age-appropriate curricula: We will incorporate age-appropriate prevention education programs into our curriculum that address child sexual abuse, assault, exploitation, and extortion. These programs will be tailored to different grade levels to ensure students receive the information in an age-sensitive manner.
- Awareness campaigns: We will regularly conduct awareness campaigns to educate students, parents, and staff about the signs, risks, and prevention of child sexual abuse, bullying, and extortion. These campaigns will aim to foster a culture of openness, trust, and mutual support within our school community.

2. Reporting Mechanisms:

- Safe reporting channels: We will establish multiple safe and confidential reporting channels, such as trusted staff members, anonymous hotlines, or online platforms, to encourage students to report any incidents of abuse, bullying, harassment, or extortion without fear of reprisal.
- Prompt response: Upon receiving any reports, we will ensure a prompt and thorough investigation, adhering to all legal requirements and protecting the privacy of all parties involved to the extent legally possible.

3. Staff Training and Support:

- Professional development: All school staff, including teachers, administrators, and support personnel, will receive regular training on recognizing and responding to signs of child sexual abuse, bullying, harassment, and extortion. This training will equip them with the necessary skills and knowledge to support students effectively.
- Supportive environment: We will foster a supportive environment where students feel comfortable reaching out to trusted adults. Staff members will be trained to listen, believe, and respond empathetically to students who disclose abuse, bullying, harassment, and/or extortion.

4. Community Collaboration:

- Partnerships: We will collaborate with local law enforcement agencies, community organizations, and mental health professionals to ensure a coordinated response to incidents of child abuse, bullying, harassment, and extortion. Together, we will work towards preventing such incidents and supporting affected students.
- Parental involvement: We will actively engage parents and guardians through regular communication, workshops, and resources, to create a united effort in promoting student safety and well-being.

By implementing this policy, we aim to ensure the safety, well-being, and success of all our students. Together, we can create a nurturing environment where every student feels protected, valued, and empowered to thrive.

INTERNET SAFETY AND CODE OF CONDUCT POLICY

Introduction and Policy

Access to the Internet has been provided to students for their educational benefit. The Internet allows students to connect to information resources around the world. Every student has a responsibility to use the Internet in an appropriate and productive manner. To the extent practical, steps shall be taken to promote the safety and security of users of Learn4Life High School-Charleston's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communication. It is the policy of Learn4Life High School-Charleston to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal indemnification information of minors; and (d) comply with all applicable state and federal laws. To ensure that all students are responsible and productive Internet users, the following guidelines have been established for using the Internet at school or on Charter School technology that applies but is not limited to school computers.

Acceptable Uses of the Internet

Students are responsible for using the Internet in an effective, ethical, and lawful manner and for educational purposes only. Appropriate databases may be accessed for educational information as needed.

Unacceptable Uses of the Internet

The Internet should not be used for personal gain or advancement of individual views. Use of the Internet for personal and inappropriate purposes, including, but not limited to, visiting pornographic websites, social media websites, chat sites, downloading music, etc., is strictly prohibited and will result in school disciplinary action and/or legal action. Unacceptable uses also include unauthorized access, including so-called "hacking" and other unlawful activities, and unauthorized disclosure, use, and dissemination of personal identification information regarding minors. It is prohibited for students to use Learn4Life High School-Charleston's Internet services for any non-educational purposes.

Access to Inappropriate Materials

To the extent practical, technology protection measures ("Internet Filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography or to any materials deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Software

To prevent computer viruses from being transmitted through the system, there will be no unauthorized downloading of any software. All software downloads will be done through Learn4Life High School-Charleston's Technology Team.

Copyright Issues

Copyrighted materials belonging to entities other than Learn4Life High School-Charleston may not be downloaded, and students are not permitted to copy, transfer, rename, add or delete information or programs belonging to others unless given express written permission to do so by the owner of the materials or programs. Failure to observe copyright or license agreements may result in disciplinary action from Learn4Life High School-Charleston or legal action by the copyright owner.

Security

Learn4Life High School-Charleston reserves the right to access and monitor all messages and files on the computer system. Internet messages are public communication and are not private. All files and communications, including text and images, can be disclosed to law enforcement or other third parties without the prior consent of the sender or receiver.

Bullying and Harassment

Bullying, harassment, or intimidation of any kind is prohibited. In addition, no messages or any messages with intimidating, derogatory, or inflammatory remarks about an individual or group's race, religion or religious affiliation, national origin, immigration status, physical attributes, or sexual preference may be transmitted. See the "Title IX, Harassment, Intimidation, Discrimination, and Bullying" policy section herein for further details.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of Learn4Life High School-Charleston's staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy and law.

- A. **Learn4Life High School-Charleston will provide age-appropriate training for students who use the school's Internet facilities. The training provided will be designed to promote Learn4Life High School-Charleston's commitment to:** The standards and acceptable use of Internet services as set forth in the school's Internet Safety and Code of Conduct Policy
- B. Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites and in chat rooms; and cyberbullying awareness and response;
- C. Compliance with the E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student will acknowledge in writing that he/she received the training, understood it, and will follow the provisions of the school's acceptable use policies.

Violations

Violations of any guidelines listed above may result in disciplinary action up to and including permanent expulsion from Learn4Life High School-Charleston. If necessary, Learn4Life High School-Charleston will advise appropriate legal officials of any illegal violations.

Student AI Use, Ethics, and Security Policy

As artificial intelligence (AI) becomes a larger part of daily life, it is also shaping the way students learn and interact with technology. Our schools are committed to fostering innovation while ensuring that AI is used responsibly, ethically, and in ways that support student growth. This policy is designed to give students and families clear guidance on how AI can be used to enhance learning, protect privacy, promote academic integrity, and ensure equitable access. It also emphasizes the importance of using AI generated content carefully, with a focus on accuracy and ethical decision making.

Our goal is to equip students with the skills and knowledge to use AI as a helpful tool while practicing responsible digital citizenship. By setting clear expectations, we aim to create a learning environment that values creativity, critical thinking, fairness, and accountability. As AI becomes part of our academic community, these guidelines will help ensure that technology supports, not replaces, human insight, personal responsibility, and educational excellence.

Ethical Considerations & Transparency and Accountability

- AI tools should be used to enhance learning, not as a means to bypass critical thinking or original work.
- Students should not use AI-generated content to misrepresent their knowledge, skills, or abilities (e.g., submitting AI-written assignments as their own).
- Students must understand that using AI to generate work that is presented as their own is a violation of academic integrity.
- Any violations of ethical AI use may result in academic integrity consequences.

Data Privacy & Security

- Students should never input personal, sensitive, or confidential information into AI tools.
- Students are expected to respect the privacy of their peers and refrain from sharing personal information without consent.
- Students must understand how their data is used by AI systems and how to protect their personal information.
- AI tools that require login credentials should only be used with LLAC approved platforms.
- Students must follow digital security best practices, including strong passwords and awareness of phishing risks, when using AI-integrated tools.
- Any misuse of AI that leads to a data breach will result in disciplinary action.

AI Literacy for Students

- Students will receive instruction on AI literacy, including its capabilities, limitations, and ethical implications.
- Students will be trained to evaluate AI-generated information for bias, credibility, and accuracy before using it.
- Students must understand that AI-generated content needs to be verified and not accepted as absolute truth.
- Students will learn when it is appropriate to use AI tools for schoolwork and when assignments should reflect their own independent work.
- Students will be encouraged to use AI as a tool to spark ideas and support problem solving, not as a substitute for their own creativity and original thinking.

Citation, Reference, and Copyrighted Material

- Students must cite AI-generated content when used in academic work using a designated citation format (e.g., “Generated by [AI tool] on [date] for [purpose]”).
- AI-generated images, videos, or text should not be used in assignments or projects without proper attribution.
- AI should not be used to plagiarize or manipulate copyrighted material.
- Students should verify AI-generated citations before including them in research papers.
- All students must ensure their use of AI tools complies with intellectual property protections and upholds academic integrity standards.

Accuracy and Credibility

- Students must critically evaluate AI-generated content and cross-check facts using trusted sources.
- AI should not be used to generate false or misleading academic work or research.
- Students should be aware of the potential biases in AI outputs and seek diverse perspectives when researching.
- Students should report AI-generated inaccuracies to their teachers for clarification.

Working Together with AI

The use of artificial intelligence (AI) in education brings exciting new ways for students to learn, but it also requires care and responsibility. These policies are part of our commitment to making sure AI is used to support learning while protecting the interests of students and families.

Because AI is always changing, we will review and update these policies as new tools and best practices develop, while also making sure to follow legal and ethical standards. Students and families are encouraged to read these guidelines, ask questions, and take part in conversations about how to use AI responsibly.

By learning and working together, we can ensure that AI strengthens education in positive and fair ways, helping build a school culture based on trust, transparency, and responsible use of technology.

GOOGLE APPS FOR EDUCATION

Learn4Life High School-Charleston utilizes **Google Apps for Education** for classroom collaboration among students, teachers, and staff. This section describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

Tools

The following suite of productivity tools are available to each student and hosted by Google as part of Learn4Life High School-Charleston's online presence in **Google Apps for Education**:

Email – an individual email account for school use managed by Learn4Life High School-Charleston

Calendar – an individual calendar for providing the ability to organize schedules, daily activities, and assignments

Documents – a work process, spreadsheet, drawing, and presentation toolset that is similar to Microsoft Office

Sites – an individual and collaborative website creation tool

Using these tools, students can work together to create, edit, and share files in real-time and access websites for Learn4Life High School-Charleston related projects, and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any computer with Internet access, and there are never any ads. Additionally, all data created by the students and stored in the cloud remain the property of each student. Examples of student use include showcasing class projects, building an electronic portfolio of the school learning experience, working in small groups on presentations to share with others.

Guidelines

Guidelines for the responsible use by students of **Google Apps for Education** include the following:

Official Email Address

All students will be assigned an email account. This account will be considered the student's official school email address until such time as the student is no longer enrolled with Learn4Life High School-Charleston.

Prohibited Conduct

Refer to the separate "Internet Safety and Code of Conduct Policy" topic in this Parent-Student Handbook.

Access Restrictions

Access to and use of student email is considered a privilege accorded at the discretion of Learn4Life High School-Charleston. Learn4Life High School-Charleston maintains the right to immediately withdraw the access and use of these services, including email, when there is reason to believe that violations of law or Learn4Life High School-Charleston policies have occurred. In such cases, the alleged violation will be referred to the site administrator for further investigation and resolution.

Security

Learn4Life High School-Charleston cannot and does not guarantee the security of electronic files located on the Google systems. Although Google does have excellent security and a dynamic content filter in place for email, Learn4Life High School-Charleston cannot assure that users will not be exposed to security breaches and/or unsolicited information.

Privacy

The general right of privacy will be extended to the furthest degree possible in the electronic environment. Charter School and all electronic users should treat electronically stored information in individuals' non-public files as private. However, users of student email are strictly prohibited from accessing files and information other than their own, except as they may be intentionally created for online file sharing among students and teachers. Learn4Life High School-Charleston reserves the right to access the school's Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

ELECTRONIC COMMUNICATIONS POLICY

All Charter School employees, independent contractors, advisors, and volunteers (collectively “Personnel”) have a responsibility to maintain only appropriate communications with students at all times. With the advances in communication technology, Learn4Life High School-Charleston recognizes that more opportunities exist for school and non-school related communications between Personnel and students. As the opportunities increase for such communications, Personnel and students have an increased responsibility to ensure that all forms of communication between Personnel and students are appropriate and comply with applicable law and requirements to protect against inappropriate and unsolicited electronic and text messages.

Learn4Life High School-Charleston realizes that there are many convenient and efficient means of communication available to Personnel who need to contact students. For example, Personnel can contact students via telephone, school e-mail accounts, a school-wide notification system, text messaging, and/or other forms of electronic and social media.

Personnel and students should be respectful and courteous to other individuals. Each individual should consider the appropriateness of any content before sending the message to another. The sender will be solely responsible for what he/she communicates. Inappropriate content that may include discriminatory remarks, harassment, threats of violence, lewd, sexually explicit, or similar inappropriate or unlawful conduct will not be tolerated and may subject the sender to disciplinary action up to and including termination or expulsion.

When sending electronic communications, including but not limited to SMS/MMS text messages and other forms of social media (e.g., Twitter, Facebook, Instagram, Snapchat, etc.), permission should be obtained from each recipient to whom such communications are sent. This is referred to as an “opt-in process.”

Changes to the permission forms previously submitted to Learn4Life High School-Charleston via the enrollment package may be made by completing a new permission form and submitting it to Learn4Life High School-Charleston. The permission form does NOT grant permission for students to send or receive social messages from fellow students, friends, or family during the school day.

Learn4Life High School-Charleston is not responsible for and does not pay for charges that may be incurred by students/parents/guardians for sending or receiving a text or other electronic messages. Parents and students should check with their wireless carrier for any applicable text messaging and/or data usage charges.

CHILD ABUSE REPORTING

Employees are mandated reporters under S.C. Code Ann. Sect. 63-7-310, and as defined by law and administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect that are supported by facts which warrant a finding by a preponderance of evidence that abuse, or neglect is more likely than not to have occurred. Mandated reporters shall not investigate any suspected incidents but rather shall make a report to the appropriate law enforcement agency responsible for investigating and prosecuting cases of child abuse and neglect or to the county department of social services.

SUICIDE PREVENTION

Protecting the health and well-being of all students is of utmost importance to the school. The school has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and their friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.

3. When a student is identified as being at risk, the student will be assessed by a school employed mental health professional who will work with the student and help connect him or her to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline (800) 273-8255 (TALK) www.suicidepreventionlifeline.org
 - The Trevor Lifeline (866) 488-07386 www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or their friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life-or-death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crises.
7. For more details, please see the full *School Policy on Suicide Prevention*.

SCHOOL VOLUNTEER AND VISITATION POLICY

While Learn4Life High School-Charleston encourages parents/guardians and interested members of the community to visit Learn4Life High School-Charleston and view the educational program. Learn4Life High School-Charleston also endeavors to create a safe environment for students and staff. Additionally, school volunteers can be extremely helpful to our teachers and valuable to our students. We thank all parents and community members for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Learn4Life High School-Charleston has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteers

Parents, guardians, or community members who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of an employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer who will have frequent or prolonged contact with students shall have on file with Learn4Life High School-Charleston a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined, and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required.
3. Volunteering must be arranged with Learn4Life High School-Charleston Principal or designee at least forty-eight (48) hours in advance.
4. Volunteer hours may be limited to a monthly maximum number of hours at the discretion of the principal or designee.
5. Prior to volunteering, the volunteer should communicate with the Principal and/or teacher to discuss the expectations for volunteering needs. Parent/guardian volunteers are there to benefit the entire class and are not in a class solely for the benefit of their own child. Volunteers must follow the instructions provided by Learn4Life High School-Charleston staff. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid, the volunteer may leave their volunteer position for that day.

6. The information gained by volunteers regarding students (e.g., academic performance or behavior) is to be maintained in strict confidentiality.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. This Policy does not authorize Learn4Life High School-Charleston to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the Principal or designee and teacher, if applicable, at least twenty-four (24) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least twenty-four (24) hours in advance. Parents seeking to visit the school during school hours must first obtain the approval of the teacher and the Principal or designee.

Unless specifically authorized, parents, guardians, family, and friends are not permitted in the classroom area.

2. All visitors shall adhere to the visitors sign in process. Visitors must wear a visitor's ID badge while in the school building or on school grounds during regular school hours.

When registering, the visitor is required to provide the following information:

- Name
 - Reason for the visit or purpose in entering school grounds;
 - Proof of identity for clearance through the Raptor system; and
 - Any other information as required by law.
3. While on campus, visitors are to adhere to visitor expectations. Visitors should enter and leave classrooms as quietly as possible, not converse with any student, teacher, or another instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.
 4. Before leaving campus, the visitor shall return the Visitor's Permit and follow the visitor sign out process in the main office.
 5. The principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
 6. The principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Learn4Life High School-Charleston's orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the principal believes that the person's presence will not constitute a disruption or substantial and material threat to Learn4Life High School-Charleston's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
 7. The principal or designee may request that a visitor who has failed to register or whose registration privileges have been denied or withdrawn promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a conference with the principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the principal within fourteen (14) days of the denial or revocation of consent.

8. The principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the principal shall be held within seven (7) days after the principal receives the request. If no resolution can be agreed upon, the principal shall forward notice of the complaint to Learn4Life High School-Charleston's Board of Directors. Learn4Life High School-Charleston Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
9. The principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties for violating this Policy shall be handled in accordance with board policy and applicable state law.

PARENT/STUDENT PUBLICATION & USE OF STUDENT WORKS

Learn4Life High School-Charleston produces several types of publications or other forms of printed or visual media, including video and photographs, throughout the year that show students engaged in school-related activities. For example, we have newsletters that consist of information from the school and feature student writings and/or photographs of students. In addition, we have a website that is on the internet and provides anybody, anywhere with information regarding Learn4Life High School-Charleston and may also have pictures or other visual media of students engaged in school-related activities. Learn4Life High School-Charleston also produces publications or other forms of printed or visual media to increase public awareness and promote the continuation and improvement of education programs through the use of mass media, displays, brochures, etc.

Students featured in any of these publications will only be identified by their first name if any identification is given. No other personal information (e.g., ages, addresses, phone numbers, etc.) will be used. No personal compensation can be given for pictures, works, and/or other forms of printed or visual media used.

Students will be requested to sign Learn4Life High School-Charleston's Permission for Publication Form upon enrollment, and upon completion and return to Learn4Life High School-Charleston, this form grants Learn4Life High School-Charleston permission to publish student pictures, works, and/or other forms of printed or visual media of your student (engaged in school-related activities) in Learn4Life High School-Charleston's publications. Students have the right to opt out of the Permission for Publication. If they do so, they will not be included in any publications.

ACADEMIC INTEGRITY AND PLAGIARISM

As members of the Learn4Life High School-Charleston community, all students are expected to conduct themselves with honor and academic integrity. All students will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used.

Learn4Life High School-Charleston's Plagiarism Policy defines plagiarism as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. Sources may include but are not limited to the information found on the Internet, books, articles, and media presentations and recordings. Requirements for citing material are as follows:

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures, or photos without citing the exact source in the body of the assignment. This includes the following examples:

- Directly quoting another person's actual words, whether oral or written;

- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections.

Lack of Academic Integrity

Cheating involves submitting work in an assignment or exam that is not your own. It can include the following:

- Copying someone else's work
- Allowing someone else to copy your work
- Having someone else complete your work for you
- Using unauthorized materials to help you complete your work
- Accessing social media sites on the internet to help you complete your work

If an instructor detects plagiarism or cheating, the instructor may recommend (depending on the severity) one of the following:

- The reduced grade for the assignment or exam
- No credit for the assignment or exam
- The reduced grade for the course
- Recompletion of the assignment in question
- Completion of an alternate assignment or exam

Under no circumstances will a student be permitted to cheat or plagiarize, and disciplinary measures will be taken in the event this type of student misbehavior continues.

SCHOOL CRIME REPORT ACT SUMMARY

Pursuant to S.C. Code Ann. 59-63-310 et seq., the provisions of the Act require that school districts shall quarterly report criminal activity to the S.C. Department of Education. The Attorney General shall supervise the prosecution of school crimes. Failure of a school administrator to report criminal conduct or failure to report school-related crime shall subject the school administrator and the school district to payment of a party's attorney's fee and costs associated with an action to compel compliance with the Act.

Accordingly, when a student is convicted of or adjudicated delinquent for assault and battery against school officials, assault and battery or a high and aggravated nature on school grounds, an offense with a weapon or distribution or trafficking, immediate notice of the student's conviction or adjudication shall be provided to the school.

Tobacco Policy

Learn4Life High School-Charleston maintains a tobacco and alternative nicotine product free campus in accordance with S.C. Code Ann. Sect. 59-1-380. The use of tobacco, products containing tobacco or nicotine products is prohibited on school grounds and at all school sponsored events. Prohibited items include but are not limited to cigars, cigarettes, e-cigarettes, vaping products, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chewing tobacco, chew packets, and betel.

Notice

This notice will be communicated by printing this policy in the school’s employee and student-family handbooks. In addition, tobacco-free signs prohibiting the use of tobacco on school grounds will be posted in high visibility locations at Learn4Life High School-Charleston.

Enforcement

Students, staff, parents/families, contract and other workers, volunteers, visitors, and other members of the public are required to comply with this tobacco-free policy. Learn4Life High School-Charleston will enforce this policy through appropriate disciplinary actions for violators, including but not limited to, the following:

Students

Administrator and parent of legal guardian conference, mandatory enrollment in tobacco prevention education or cessation programs, community service, in-school suspension, suspension from extracurricular activities, or out-of-school suspension.

Staff

Verbal reprimand, written notification in personnel files, mandatory enrollment in tobacco prevention education, voluntary enrollment in cessation programs, or suspension.

Contract Workers or Other Workers

Verbal reprimand, notification to contract employer, or removal from school property.

Visitors

Verbal request to leave school property or persecution for disorderly conduct for repeated offenses.

All Learn4Life High School-Charleston staff members are expected to enforce the policy under the direction of the principal.

Assistance

Learn4Life High School-Charleston will collaborate with the Department of Health and Environmental Control, the Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement the policy, including as part of tobacco education and cessation programs and substance use prevention efforts.

Parent’s Right to Know

A parent/guardian of a Learn4Life High School-Charleston student may request the following information regarding their child’s teacher:

- Whether the teacher has met the South Carolina certification requirements for the grade level and subject area(s) in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which South Carolina qualifications or certification criteria have been waived.
- The college major and any graduate certification or degree held by the teacher.

Parent Engagement Policy

Learn4Life High School-Charleston values parent involvement in a variety of ways. Parental Involvement is a key factor in the educational success of children. Parents are vital to the successful implementation of the Title I program. In Support of this belief, our district policy for parental involvement reflects the requirement of Section 1118 of Title I, Part A.

I. Involve parents and family in the school's Title I program:

- Hold an annual meeting to assist parents in understanding that their school receive Title I funds, and that parents and guardians have the right to be involved.
- Involve parent in the planning, review, and improvement of the school's Title I program by holding a Title I planning meeting that will include parents and their feedback.
- Parents and community leaders will be involved in the development of the district's strategic plan, school renewal plans, Title I school-wide plans, and school improvement plans.

II. Provide coordination, technical assistance, and support for effective parent involvement.

- Title I will fund a parent corner to support parent copy, fax, print, and scan needs for their needs.
- Learn4Life- Charleston will provide parent workshops and Parent University sessions to empower parents with information to support their student and family.
- Provide timely and ongoing communication and information about the Title I program in multiple format (letters, weekly updates, newsletters, robo-calls, academic reports, etc.).

III. Build the schools' and parents' capacity for a strong involvement.

- A district-wide Parent Night/Title I meeting will be conducted annually.
- Parenting workshops will be conducted periodically on topics selected by parents and school staff.
- Providing opportunities for parents to participate in volunteer opportunities, extracurricular and educational program.
- Parent surveys will be conducted to determine topics for workshops.
- Provide Parent-teacher conferences bi-annually using methods that offer convenience and support to parents.
- Parents will be encouraged to visit the school, classes, and request meetings with teachers.
- Notification of events will be sent to parents in a variety of formats. The calendar of activities will also be posted on virtual platforms, and robo-call.
- Parents' input will be actively sought in the development of the Title I schoolwide program and school improvement plans.

IV. Coordinate and integrate parent involvement with other programs, such as wrap-around services, community support programs, and other resources to strengthen the family.

- Learn4Life will develop strong partnerships with community organizations that have a service-oriented model.
- Student Retention Liaison will support families by identifying and coordinating wrap-around services, programs, and supports for students and family.

V. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent Involvement Policy to determine, a) the effectiveness as to increasing parent participation; and b) barriers to participation as noted in section 1118 of the law.

- The Parent Involvement Policy will be reviewed annually by a team of parents, staff, students, and other stakeholders.
- Attention will be given to determining the effectiveness of increasing parent participation and to the elimination of barriers to participation.
- Parents will be asked to provide ongoing feedback in the form of school surveys, as well as the state's annual School Climate Survey.

VI. Develop jointly with parents and families a School-Parent Compact which describes the following:

- Outline the responsibilities of the parent(s), staff, students, and administrator in student achievement.

- The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the student academic standards.
- Parents and family are expected to support their student's learning and participate in decisions related to the achievement.

Address the importance of on-going communication between teachers and parents, and family members through; parent-teacher conferences, frequent communication, and reasonable access to teacher to ensure communication is regular, two-way, meaningful, and culturally responsive.

Released Time for Religious Instruction Policy

In accordance with South Carolina law and applicable constitutional provisions, our school allows for **Released Time for Religious Instruction** for students in all grade levels. Released Time programs permit students to receive off-campus religious instruction during the school day **with written parental or guardian consent**.

Eligibility and Conditions for Participation

To participate in a Released Time program, the following conditions must be met:

1. **Parental Consent:** Parents or guardians must provide **written consent** authorizing their child to participate in a Released Time program.
2. **Off-Campus Instruction:** All Released Time instruction must occur **off school property** (e.g., at a nearby house of worship or religious nonprofit facility).
3. **Transportation:** The program, parent/guardian, or a designated third party must provide **transportation**. The school will not be responsible for transporting students to or from the program.
4. **Liability:** The Released Time program shall assume **all responsibility and liability** for participating students while they are off-campus.
5. **Attendance Records:** The Released Time program must **maintain attendance records** for participating students and share documentation as needed for school records.

Academic Impact and Credit

- Students may **not be excused from core academic classes** to attend Released Time instruction.
- Students must **make up any missed classwork** due to participation in a Released Time program.
- Students **will not be marked absent** while attending Released Time instruction in compliance with this policy.

High School Credit for Released Time Instruction

High school students may earn **up to two elective Carnegie unit credits** for participation in a Released Time program if the program meets the following **secular criteria**, as determined by the Board or school administration:

- A minimum number of classroom instructional hours.
- A course syllabus or summary of instructional content.
- Methods of assessment used in the course.
- Instruction by a certified or qualified instructor (if applicable).

The school will not evaluate or require information related to religious content or denominational affiliation.

In lieu of these criteria, credits may also be awarded for courses completed through a Released Time program operated by an **accredited private school**, in accordance with state law.

Staff Training Requirement

As required by state law, our school provides **annual in-service training** to staff regarding religious freedom protections, including Released Time instruction and other constitutional rights of students and educators in public schools.

Commitment to Excellence

TITLE I PARENT-SCHOOL COMPACT 2024-2025

At Learn4Life High School, we are committed to working collaboratively with students, parents and community resources to provide a quality learning environment in which ALL children can learn and develop to their maximum potential.

PARENT AGREEMENT

I want my child to succeed. Therefore, I make the following commitment:

- Make sure that my child attends school regularly, on time, **sober and prepared for learning (with materials)**.
- Encourage my child to **commit to their own success**. Communicate my expectations of success to my child and school.
- Insist that coursework and assignments are completed, **and that my child honor timelines**.
- Communicate regularly and respectfully with my child's teachers, **and stay informed about their progress**
- Support the school in developing positive behaviors **with my child**.
- Talk with my child about school activities often **and stay informed about their educational experience**.
- Hold my child accountable for meeting school academic and behavioral expectations.
- **Advocate** for my child **with school staff** in a respectful and productive way.

Parent's Signature: _____ DATE: _____

STUDENT AGREEMENT

It is important to me to reach my goals and succeed. Therefore, I make the following commitment:

- Always try to **do my best** in my work and in my behavior.
- Communicate **regularly and respectfully with my teachers** and stay informed about my own progress.
- **Work cooperatively** with my classmates, teachers, school staff and others who support me.
- **Show respect for myself**, my school and other people.
- Follow school rules and **meet expectations** all the time.
- **Take pride** in my school.
- **Come to school** sober, on-time, prepared with my learning supplies and completed work.
- **Believe in myself** and **advocate for myself**.
- Respect and maintain ALL school-issued technology, learning materials and school property.

Student's Signature: _____ DATE: _____

TEACHER AGREEMENT

It is important that my students succeed. Therefore, as a teacher, I make the following commitment:

- **Believe that every student can learn** and will provide the needed resources and regular feedback to increase learning.
- Come to class **prepared to teach** and use effective instructional practices.
- Provide an environment **conducive to learning**.
- **Maintain high expectations** (academically and behaviorally) to ensure students reach their full potential.
- Provide meaningful, appropriate, and **engaging learning opportunities** and experiences.
- **Communicate with student and parents regularly and respectfully**. Be available to parents via phone, text, in-person meeting, virtual meeting, or other ways, based on parent preferred mode of communication.
- Demonstrate professional and respectful behavior with a positive attitude towards parents, students, and colleagues.
- **Be consistent and equitable** in the treatment of and interactions with ALL students. Be open to feedback from students.

Teacher's Signature: _____ DATE: _____

PRINCIPAL AGREEMENT

I support the success of students, parents/families, teachers, and community partners. Therefore, I make the following commitment:

- Provide an environment that allows **for positive communication between the teacher, parent, and student**.
- Provide and **maintain a safe and equitable learning environment** for all students to learn, grow and succeed.
- Provide opportunities **for Experience, Engagement and Exposure** for students to further their learning.
- **Communicate with student and parents regularly and respectfully**. Be available to parents via phone, text, in-person meeting, virtual meeting, or other ways, based on parent preferred mode of communication.

Principal's Signature: _____ DATE: _____