Riverview

STUDENT AND FAMILY HANDBOOK

2026–2027

Beaufort South Carolina

Welcome to Riverview Charter School

Dear Riverview Families,

Thank you for choosing to be part of Riverview Charter School. Together, our students, families, faculty, staff, and community create a safe and engaging learning environment where high expectations and meaningful experiences support each child.

This handbook explains the policies, procedures, responsibilities, and opportunities that shape daily life at Riverview. Families and students are expected to read it, use it as a reference, and contact the school when clarification is needed.

Riverview's success reaches beyond Beaufort and South Carolina. By emphasizing learning by doing, family and community involvement, and engaged citizenship, we prepare students to contribute thoughtfully to a global society.

Thank you for accepting that shared responsibility.

Sincerely,

Davontae Singleton
Executive Director

Mission Vision and Core Values

Mission

Riverview's mission is to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing learning by doing, family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global society.

Learning by Doing

Riverview believes students construct knowledge through experience. Teachers connect rigorous instruction with hands-on learning, service, field experiences, the arts, athletics, and community partnerships. The school supports the academic, physical, social and emotional, aesthetic, and ethical development of each student.

Core Values

Optimism	**Gratitude**	**Empathy**	**Integrity**
Stewardship	**Cooperation**	**Mindfulness**	**Perseverance**

About Riverview

Riverview opened in 2009 as Beaufort County's first public charter school. Founded by families who believed a small group of citizens could change the world, Riverview serves students in kindergarten through eighth grade and uses the community as a campus for authentic learning.

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SECTION 01

01

School Governance and Leadership

How Riverview is governed, led, and administered.

1.1 Governance Structure and Board of Directors

Riverview Charter School is a South Carolina nonprofit corporation governed by a Board of Directors. The Board is elected in accordance with the South Carolina Charter Schools Act and the school's bylaws. The Board governs the school, establishes policy, oversees finances, protects the charter mission, and evaluates the Executive Director. It does not manage daily school operations.

Board meeting schedules, agendas, minutes, membership information, and approved policies are available through the school's official communication channels and website.

1.2 Executive Director and School Leadership

The Executive Director is accountable to the Board for operating the school and implementing Board policy. The Executive Director and Leadership Team direct academic programs, personnel, student services, safety, and school operations. Families should follow the communication and concern-resolution process in Section 2 before bringing an operational issue to the Board.

1.3 School Policies and Administrative Authority

This handbook summarizes family-facing rules and procedures. The Board and school administration may adopt, interpret, or revise policies as needed to comply with law, the charter, safety requirements, or operational needs. When handbook language conflicts with law or an officially adopted policy, the controlling law or policy governs.

1.4 Board Governance Responsibilities and Committees

Governance Structure

Riverview Charter School is a tax-exempt nonprofit corporation registered through the South Carolina Secretary of State and governed by a Board of Directors. The Board is elected annually in accordance with Section 59-40-50 of the South Carolina Charter Schools Act and the school's bylaws.

The Board governs rather than manages the school. It ensures that academic programs remain consistent with Riverview's mission, monitors student outcomes, oversees the responsible management of school funds, and adopts lawful and equitable policies that protect the school community.

The Executive Director and Leadership Team manage the school's daily operations and direct the instructional and support-services teams. The Executive Director is accountable to the Board for implementing approved policies and maintaining high standards for student learning and school operations.

Board of Directors

Each Board member is expected to participate actively in the work of the Board and the life of the school. Before accepting a nomination or appointment, members should understand the expectations of Board service. Individual members also share responsibility for supporting the Board's collective duties and committee work.

Specific responsibilities

1. Believe in and actively advocate for Riverview's mission, vision, and Core Values.
2. Work collaboratively with fellow Board members to fulfill the obligations of Board service.
3. Contribute to effective Board operations by maintaining a governance focus, supporting Board decisions, participating in Board evaluation, following school policies, and protecting confidential personnel and legal information.
4. Attend Board and committee meetings regularly, review materials in advance, and notify the appropriate chair when unable to attend.
5. Plan to contribute approximately 8–10 hours per month to Board service, including meetings, preparation, school events, fundraising, and ambassador responsibilities.
6. Remain informed about the school and its priorities by reviewing materials, participating in discussions, and asking strategic questions.
7. Participate actively in at least one fundraising event each year.
8. Use personal and professional knowledge, relationships, and expertise for the benefit of Riverview.

Committees

Families and community members interested in serving on a committee should contact the Chair of the Board of Directors or the Executive Director.

SECTION 02

02

Family Partnership and Communication

Shared responsibilities and clear pathways for working with the school.

2.1 Family Responsibilities and Expectations

- Support regular and punctual attendance.
- Review school communications and keep contact information current.
- Reinforce respectful behavior, academic integrity, and responsible technology use.
- Meet financial and program obligations by published deadlines.
- Use school procedures to raise questions and resolve concerns.
- Partner with staff in a manner consistent with Riverview's Core Values.

2.2 School to Home Communication

Riverview communicates through school email, the website, approved messaging platforms, PowerSchool, classroom communications, conferences, and emergency notification systems. Families are responsible for maintaining accurate telephone numbers, email addresses, mailing addresses, emergency contacts, and custody or release information.

2.3 Parent Teacher Communication and Conferences

Questions about classroom instruction, assignments, grades, or a student's progress should begin with the teacher. Conferences and progress reporting provide opportunities to review student performance and establish next steps. Families should allow staff a reasonable response period during the workweek and use scheduled meetings for matters requiring extended discussion.

2.4 Addressing Questions and Concerns

1. Contact the employee closest to the matter.
2. If the issue is unresolved, contact the employee's supervising administrator or the appropriate Leadership Team member.
3. If further review is needed, submit the concern to the Executive Director.
4. Governance or policy concerns may be directed to the Board through its published process after administrative remedies have been used.

This process does not limit reporting through emergency, discrimination, harassment, child-safety, Title IX, or other legally protected complaint procedures.

2.5 Family Involvement and Volunteering

Riverview values family participation. Volunteers must complete the applicable application, screening, orientation, and assignment requirements before serving. Volunteers work under staff direction, protect student confidentiality, follow safety procedures, and may not independently supervise students unless specifically authorized.

2.6 Classroom Visits and School Events

Visits must be scheduled in advance and may not disrupt instruction. All visitors must enter through the designated entrance, complete the visitor-management process, display identification as required, and follow staff directions. School events remain subject to campus safety, student confidentiality, and supervision requirements.

2.7 The Riverview Family Commitment

Choosing Riverview Charter School means joining a learning community built on shared responsibility. By applying for and accepting enrollment, families are expected to understand Riverview's mission, support the school's educational approach, and partner constructively with faculty and staff. These expectations help preserve the safe, respectful, and engaged community families sought when choosing Riverview.

What Riverview Families Commit to Support

- Model Riverview's Core Values of Optimism, Gratitude, Empathy, Integrity, Stewardship, Cooperation, Mindfulness, and Perseverance.
- Treat students, families, faculty, staff, volunteers, and community partners with dignity and respect at school, online, and in the community.
- Address questions and concerns directly, privately, honestly, and through the communication and concern-resolution process in this handbook.
- Support school decisions and expectations in ways that preserve student safety, instructional time, and a productive learning environment.
- Avoid gossip, personal attacks, public conflict, harassment, or other conduct that undermines trust or harms members of the school community.

Supporting Attendance Readiness and Learning

- Ensure that students attend school regularly, arrive on time, and remain for the full instructional day unless an approved reason requires an absence or early dismissal.
- Plan vacations and personal travel around the published school calendar whenever possible.
- Attend to each student's health, nutrition, sleep, transportation, and other daily needs so the student is prepared to learn.
- Balance outside activities with academic responsibilities and the time students need to complete required work.
- Monitor assignments, projects, make-up work, progress reports, and other indicators of student learning appropriate to the student's age and needs.
- Work with teachers and administrators when a student needs academic, behavioral, attendance, health, or social-emotional support.

Communication and Partnership

- Read school and classroom communications, maintain current contact information, and respond when action or acknowledgment is requested.
- Use ParentSquare, email, PowerSchool, conferences, and other approved systems to remain informed about curriculum, student progress, events, deadlines, and school operations.
- Begin academic or classroom concerns with the teacher and follow the escalation process in Section 2.4 when a matter remains unresolved.

- Allow employees a reasonable response period during the workweek and schedule a conference when a concern requires extended discussion.
- Participate in conferences and problem-solving meetings when requested and collaborate in good faith on reasonable plans that support the student.
- Protect student and employee privacy and discuss confidential concerns only with individuals responsible for addressing them.

Participation in the School Community

Riverview values family involvement through conferences, school events, volunteer service, committees, service-learning projects, and other opportunities. Families may participate in ways that fit their circumstances. When serving or attending school activities, family members must follow visitor, volunteer, confidentiality, supervision, safety, and staff-direction requirements.

What Families Can Expect from Riverview

- A learning environment grounded in Riverview's mission, Core Values, and commitment to nurturing the whole child.
- Clear and timely communication about student learning, progress, concerns, school operations, and opportunities for family participation.
- Respectful treatment, appropriate confidentiality, and reasonable access to the employees responsible for addressing a question or concern.
- Early communication and collaborative problem-solving when a student is struggling academically, behaviorally, socially, emotionally, or physically.
- Fair implementation of school policies, individualized supports required by law, and an opportunity to raise good-faith concerns without retaliation.

Understanding the Commitment

The Riverview Family Commitment describes the partnership necessary to carry out the school's charter and mission. It does not waive any legal right, limit access to required educational services, or prevent a family from raising a good-faith concern. Families are expected to review these commitments with their students and seek clarification whenever an expectation or procedure is unclear.

SECTION 03

03

School Operations and Transportation

The school day, student release, transportation, campus access, and emergency operations.

3.1 School Hours and Daily Schedule

Activity	Time
Morning Care	**7:15–8:15 a.m.**
Regular student drop-off	**Beginning at 8:15 a.m.**
School begins	**8:30 a.m.**
Dismissal	**3:00–3:25 p.m.**
No early dismissal window	**2:45–3:00 p.m.**
TIDEWATCH closes	**5:30 p.m.**

At dismissal, students report to assigned locations announced through the classroom dismissal system. Walkers, bicycle riders, students in kindergarten through grade 2, and their younger siblings normally dismiss through the Main Entrance. Students in grades 3–8 normally dismiss through the Gym Entrance. Bus riders and students enrolled in TIDEWATCH report to the Cafeteria. Riverview may adjust these locations when safety, weather, construction, or operational needs require a change.

3.2 Student Arrival and Morning Drop-Off

Students must remain in vehicles until staff begin greeting students in the loading zones at 8:15 a.m. Families should use the designated car line and may not drop students in a parking lot to walk into the building. Students arriving before regular drop-off must be registered for Morning Care. Once on campus, students must report directly to their assigned area and may not loiter.

- Use “Kiss and Ride” procedures and follow staff traffic directions.
- Keep students in the vehicle until a staff member greets them in the designated loading zone.
- Do not allow a student to wait outside the building or in the Front Office without a parent or guardian before regular arrival begins.
- Do not use a cellphone or speed while driving on campus.

Early Arrival and Morning Care

Morning Care is available through TIDEWATCH from 7:15 to 8:15 a.m., Monday through Friday, for registered students who need to arrive before regular drop-off. The current rate is $4 per student per day. Students who arrive before 8:15 a.m. will be directed to Morning Care, and applicable charges may be added to the family's account. Registration and program procedures appear in Section 11.

3.3 Student Dismissal and Afternoon Pick-Up

Dismissal begins at 3:00 p.m. Students report to their assigned locations and remain under staff supervision until released through the approved dismissal process.

- Remain in the assigned car line until staff direct the vehicle to move.
- Do not create an additional lane or pull around a vehicle that is loading.
- Use designated visitor parking before entering the building for any reason.
- Ensure that every child is safely restrained before the vehicle leaves the loading zone.

3.4 Raptor DismissalSafe and Dismissal Changes

Families should activate their Raptor DismissalSafe account after receiving the setup email and use the app whenever possible to make one-day or recurring dismissal changes. The app can move a student to another approved carpool or change the student's dismissal method while providing the same current information to classroom staff and dismissal teams. Unless the school announces a different cutoff, changes must be submitted by 1:00 p.m.; same-day changes cannot be guaranteed after the deadline. A family that cannot access the app must contact the Front Office through an approved written method before the cutoff.

License plate recognition may be used to match students to the correct carpool. Riverview does not share license plate recognition data with law enforcement, outside organizations, or other third parties. Riverview retains ownership of the data; access is limited to authorized employees, personal student or family information is not provided to the vendor, and license plate data is deleted after 30 days.

3.5 Authorized Adults and Student Release

Students may be released only to authorized persons listed in the school's records or added through the approved change process. The school may require government-issued identification. As part of Raptor setup, an adult may scan a driver's license to create a secure Passport QR code for faster visitor verification. Riverview may delay release until identity or authorization is confirmed.

- Keep emergency contacts, authorized adults, and carpool information complete and current.
- Add or remove an authorized adult through the school's approved written process or DismissalSafe, as applicable.
- Do not instruct a student to leave with an adult who has not been authorized and verified by the school.

After the beginning-of-year transition period, the Leadership Team may require adults who cannot be verified through the dismissal system to park in the designated visitor area and report to the Front Office. These verification requirements protect all students and apply even when an adult is known to the child.

3.6 Early Dismissal and Late Pick-Up

Students needing early dismissal must be signed out through the Front Office before 2:45 p.m. To protect the dismissal process, students will not be released between 2:45 and 3:00 p.m.

Regular dismissal ends at 3:25 p.m. Families arriving at or after 3:25 p.m. must follow Front Office instructions for pickup. A 10-minute grace period extends to 3:35 p.m. Excessive late pickups may require a family meeting or other corrective plan because staff must resume assigned duties after dismissal.

A family arriving after regular dismissal may be directed to pull to the front of the school, park safely, and enter through the Main Entrance to sign out the student. The grace period is intended for occasional emergencies; it does not extend the regular dismissal window or create ongoing after-school supervision.

3.7 Bus Transportation

Daily bus transportation is operated by Beaufort County School District. Families must follow District routes, schedules, safety rules, and service decisions. A Bus Waiver form must be submitted at least 24 hours before a student rides. An adult must meet the student at the bus stop; a student without an adult present may be returned to Riverview. Transportation questions may be directed to the BCSD Transportation Office at 843-322-0770 or Riverview at 843-379-0123.

3.8 Walkers and Bicycle Riders

Families must identify walkers and bicycle riders in the student information process. These students are dismissed through the Main Entrance and may be released before car traffic begins moving. Bicycle riders must wear helmets, walk bicycles on school sidewalks, and secure bicycles at the designated rack.

Families should update the school promptly if a student's walker or bicycle-rider status changes. The school may delay release or require an alternate dismissal method when weather, traffic, construction, or another safety condition makes independent departure unsafe.

3.9 Campus Access Visitor Management and Traffic Safety

Visitors must use the Main Entrance, complete the Raptor visitor-management process, and display any required visitor credential. Drivers must follow posted signs and staff instructions, remain in designated lanes, avoid blocking emergency access to the extent possible, and park only in approved spaces.

- Visitor parking is located on the Front Office side of the campus unless staff direct otherwise.
- Parking near the Gym and other employee-designated areas is reserved for faculty and staff.
- Visitors attending meetings, volunteering, or chaperoning must park before entering and may not leave a vehicle unattended in a loading lane.
- Riverview may request identification from any adult entering campus or receiving a student.

Classroom and Instructional-Area Visits

Classroom visits must be scheduled by mutual agreement between the teacher and the parent or guardian. The Cafeteria, playground, recess areas, and other locations used for instruction are treated as extensions of the classroom. Visits to recess are not permitted.

3.10 School Closures Delays and Schedule Changes

Weather conditions or another operational disruption may require Riverview to close, delay opening, dismiss early, modify transportation, or use a designated make-up day. Riverview will communicate decisions through its official notification systems and coordinate with Beaufort County School District when applicable. Families should follow the most recent Riverview announcement and avoid relying solely on general community reports.

3.11 Inclement Weather Arrival and Dismissal

Inclement weather does not automatically stop arrival or dismissal. Riverview may modify normal operations to reduce unnecessary outdoor exposure while continuing to receive or release students when conditions permit. Families should allow extra time, follow directions from staff and the School Resource Officer, remain in the normal traffic pattern unless directed otherwise, and monitor official school communications.

Level	What Families Should Expect
Level 1 Weather Watch	Normal operations continue while conditions are monitored.

Level	What Families Should Expect
Level 2 Modified Arrival and Dismissal	Students remain indoors whenever possible; traffic, entrances, or release order may change; delays are likely.
Level 3 Immediate Shelter	Arrival, dismissal, and student sign-out may be temporarily paused while students and staff shelter.

During a Level 2 dismissal, front and back car rider loops may continue. A parent or authorized adult may instead sign a student out using the designated entrance and a valid photo ID. Walkers and bicycle riders may be held indoors; bus riders remain inside until loading is authorized; and students enrolled in after-school care transition directly to program staff. An official All Clear applies only to arrival and dismissal and does not automatically reopen outdoor activities. Complete family procedures appear in Appendix C.

3.12 Enrollment Re Enrollment and Withdrawal

Families must complete required enrollment and re-enrollment steps by published deadlines. Address, custody, contact, and residency information must remain current. A family withdrawing a student should notify the Front Office in writing, return school property, resolve accounts, and provide the information needed to transfer records.

Withdrawal

- Request and complete the school's withdrawal form through the Front Office.
- Provide the receiving school information needed to transfer educational records promptly.
- Return school-owned devices, books, materials, identification items, and other property.
- Resolve outstanding accounts or establish an approved payment arrangement when applicable.
- Complete the voluntary exit survey so Riverview can evaluate and improve its support for students and families.

A student who withdraws relinquishes the student's enrolled seat. A former student seeking to return must apply through the regular application process and is subject to the admissions procedures, priorities, and lotteries applicable at that time.

Annual Re-Enrollment

Current families must complete the annual re-enrollment process by the published deadline to reserve a student's seat for the following school year. Failure to complete the required process by the deadline may be treated as relinquishment of the seat after any notice or follow-up required by school procedure. A family that decides not to return after completing re-enrollment must submit a written withdrawal notice so the seat can be offered to another applicant.

3.13 Student and Family Accounts

Families are responsible for charges associated with meals, programs, damaged or unreturned property, and other authorized school activities. Unpaid balances may limit participation in fee-based activities or services where permitted by law. Riverview will not withhold legally protected educational services or records because of debt.

Returned Payments

- A returned check is subject to a $35 returned-payment fee.
- Riverview will provide written notice identifying the returned item, the fee, and the total balance due.
- After two returned checks, the school may require future payments to be made by an approved electronic payment method, credit card, certified funds, or another method designated by the school.

Non-TIDEWATCH Student Accounts

- Charges for goods and fee-based services are due when assessed unless the school publishes another due date.

- Families using WordWare or another approved payment platform must maintain current account and payment information.
- When Riverview provides a fee-based good or service before receiving payment, the school may issue an electronic invoice and apply payments to the oldest unpaid balance first.
- Past-due balances may restrict participation in optional fee-based activities or services, including field experiences or TIDEWATCH, when permitted by law and policy. Participation may resume when the account is current or the family is complying with an approved payment plan.

Payment Plans and Financial Hardship

The Executive Director or authorized designee may approve a payment plan, alternative payment arrangement, or adjustment of an administrative late fee. In reviewing a request, the school may consider exceptional financial burdens, a reduction in household income, family crisis, extraordinary medical expenses, prior account history, and other relevant circumstances. Families should contact the school promptly rather than allowing an unpaid balance to continue without communication.

3.14 Emergency Response Protocols

Riverview uses the I Love U Guys Foundation Standard Response Protocol to provide clear, consistent directions during emergencies. Students and employees practice age-appropriate procedures so they can respond quickly when the school announces Hold, Secure, Lockdown, Evacuate, or Shelter. Staff directions and emergency-responder instructions control during an active incident.

Hold

A Hold is used when hallways or common areas must remain clear while normal activity continues inside classrooms or assigned areas.

- Students remain in their classroom or assigned area until the All Clear is announced.
- Classroom activities continue as normally as circumstances allow.
- Staff close and lock doors, account for students and adults, and continue supervising students.

Secure

Secure is used when a potential danger exists outside the building. The exterior is secured while instruction and normal indoor activities may continue.

- Students and employees return inside, and exterior doors are locked.
- No one enters or leaves the building unless the school authorizes a controlled entry or release.
- Staff increase situational awareness, account for students and adults, and continue normal indoor activity when directed.
- Families should not come to campus or attempt to pick up a student until Riverview provides instructions.

A brief nonviolent situation, such as an animal on the playground, may not require immediate family notification. Longer or more serious events will include timely updates through official school communication systems.

Lockdown

A Lockdown is used when an active or suspected threat exists inside or very near the school. The directive is Locks Lights Out of Sight.

- Students move away from sight, maintain silence, and do not open the door.
- Staff recover students from hallways when it is safe to do so, lock classroom doors, turn off lights, move everyone out of sight, maintain silence, and account for students and adults.
- Families must not come to campus during a Lockdown. Law enforcement and school officials will control access and movement.
- Families should rely on official updates and wait for reunification or release instructions. Direct student communication may be unsafe or unavailable during the initial response.

Evacuate

Evacuation is used when students and staff must move from their current location to another location on or away from campus.

- Students leave belongings behind when directed and follow staff instructions to the evacuation location.
- Staff bring attendance information and emergency materials when safely available.
- Staff account for students and adults and report missing persons, injuries, or safety concerns through the school's established process.
- Families must wait for official directions before approaching an evacuation or reunification location.

Shelter

Shelter is used when a specific environmental hazard requires a protective action. The announcement will identify the hazard and the safety strategy students and staff must follow.

- Possible hazards include tornadoes, severe weather, earthquakes, hazardous materials, or another environmental threat.
- Students follow staff directions and remain in the designated protective location until released.
- Staff account for students and adults and provide assistance consistent with individual health, disability, and safety plans.

Family Communication During an Emergency

- Monitor ParentSquare, telephone, text, email, the school website, and other official Riverview channels.
- Keep telephone numbers, email addresses, emergency contacts, and authorized-release information current.
- Avoid calling classrooms or repeatedly calling the Front Office during an active incident unless you have urgent information directly affecting student safety.
- Do not rely on rumors or unofficial social-media posts.
- Do not come to campus unless Riverview or emergency responders instruct families to do so.

Initial information may be limited while staff assess the situation and protect students. Riverview will communicate meaningful updates as soon as reliable information is available.

Safety Drills

Riverview conducts required safety drills and prepares students in a developmentally appropriate manner. When an exercise is a drill, the school will identify it as a drill. Riverview avoids simulations or surprise elements that could cause students to believe an actual violent event is occurring. Accommodations and individualized support will be provided when required.

Reunification and Controlled Release

An emergency may require students to be released from a different location or through a controlled process. Families must follow the announced route, bring government-issued identification, and expect authorization to be verified before a student is released. A student will be released only to an authorized adult. The process may take additional time because the school must account for every student and document each release

SECTION 04

04

Student Attendance

Attendance requirements, documentation, truancy intervention, and make-up work.

4.1 Attendance Requirements and Expectations

Regular attendance is essential to student learning and is required under South Carolina law. Attendance is recorded each school day. Families must ensure that students arrive on time and remain for the full instructional day unless an approved reason requires absence, late arrival, or early departure.

- Students of compulsory-attendance age must attend on every day school is in session unless an absence is excused under law and school policy.
- Absences should be reserved for illness, emergencies, and other approved circumstances.
- Partial-day attendance, repeated tardiness, and frequent early dismissal may be considered when the school evaluates lost instructional time and attendance interventions.

4.2 Reporting and Documenting Absences

A parent or guardian must notify the school of an absence and submit supporting documentation within three school days of the student's return. Documentation should identify the student, date of absence, and reason. The school determines whether an absence is excused under applicable law and policy.

Medical documentation may be required when absences are prolonged, repeated, related to a contagious condition, or otherwise require verification. Submitting a note does not automatically make an absence excused; the reason must meet an approved category.

4.3 Excused and Unexcused Absences

Excused absences generally include illness, medical or dental appointments, bereavement, religious observance, court obligations, approved school activities, or another reason accepted by the Executive Director or designee. An absence without timely documentation or an approved reason is unexcused.

Examples of Excused Absences

- A student illness or medical condition that prevents attendance.
- A medical or dental appointment that cannot reasonably be scheduled outside the school day.
- A death or serious illness in the student's immediate family.
- A recognized religious observance.
- A court appearance or court-ordered family activity that cannot practicably occur outside school hours.
- Participation in an approved school activity or another circumstance authorized by the Executive Director or designee.

Unexcused Absences

An absence is unexcused when it is not supported by an approved reason, required documentation is not provided within the allowed period, or the school determines that the absence does not meet policy requirements. Vacations and personal travel are not automatically excused.

4.4 Tardiness and Partial Day Attendance

Students arriving after 8:30 a.m. must check in through the Front Office. Repeated tardiness or early dismissal may result in intervention because lost instructional time accumulates even when the student attends part of the day.

- A parent or authorized adult must follow Front Office procedures when signing a student in late or out early.
- The school may request documentation supporting a late arrival or early dismissal.
- Patterns of tardiness or early dismissal may result in family contact, an attendance conference, or an improvement plan.

4.5 Prearranged Absences and Make-Up Work

A written request for a prearranged absence should be submitted to the Executive Director or designee at least 10 days in advance. Approval is not automatic. When make-up work is allowed, the student remains responsible for completing required assignments within the assigned make-up period.

- Families should provide the dates, reason, and any relevant circumstances with the request.
- Teachers are not required to prepare all assignments before the absence.
- The student must obtain missed assignments, follow teacher deadlines, and complete required assessments or activities as directed.
- Approval of an absence does not guarantee that every experiential activity, discussion, laboratory, performance, or field experience can be recreated.

4.6 Excessive Absences Truancy and Attendance Interventions

Riverview follows South Carolina attendance and truancy requirements. The school may contact the family, develop a Truancy Intervention Plan or Attendance Improvement Plan, conduct a home visit, require a reentry meeting, and make referrals to appropriate agencies or Family Court. A truancy determination will be entered into PowerSchool Incident Management and will remain part of the student's permanent record as required by school procedure.

Intervention Process

1. The school reviews attendance records and contacts the family when a concerning pattern develops.
2. When the student meets the applicable truancy threshold, school personnel schedule a conference and develop a written Truancy Intervention Plan or Attendance Improvement Plan with the family.
3. The school monitors compliance with the plan and documents continuing absences, tardiness, and family contacts.
4. If the pattern continues or the family does not cooperate with the intervention process, Riverview may conduct a home visit, require a reentry meeting, refer the matter to appropriate agencies, or initiate a Family Court referral as permitted by law.

A student may be considered truant after three consecutive unexcused absences or five total unexcused absences during the school year, subject to current South Carolina requirements. Continuing unexcused absences after an intervention plan may result in additional action. Families will receive notice and an opportunity to provide relevant documentation or correct inaccurate attendance information.

SECTION 05

05

Student Health and Nursing Services

Illness, nursing care, medications, allergies, and individual health support.

5.1 Student Illness and Return to School

Students should remain home when illness prevents meaningful participation or creates a risk of transmission. Families must follow school nurse guidance and applicable public-health requirements before a student returns. The school may require medical documentation when necessary to protect the student or school community.

- Keep a student home for a fever above 100 degrees Fahrenheit, vomiting, diarrhea, an unexplained rash, discharge from the eyes, or another condition that may be contagious or prevent participation.
- A student should generally remain fever-free for at least 24 hours without fever-reducing medication before returning, unless current medical or public-health guidance requires a longer period.
- Notify the Front Office or school nurse on each day of absence and arrange prompt pickup when the school determines that a student cannot remain at school safely.

5.2 School Nursing Services and Medical Information

Families must provide accurate health history, emergency contacts, allergy information, and healthcare plans. The nurse provides assessment, first aid, medication support, health education, and coordination with families and providers. Emergency medical services may be contacted when a student's condition requires immediate care.

- Provide updated health and emergency information at the beginning of the school year and whenever a condition or contact changes.
- Inform the nurse of chronic conditions, allergies, prescribed treatments, activity restrictions, and emergency-care needs.
- Provide required medical orders, action plans, and supplies by the school's published deadline.
- Do not send medication to school in a student's backpack or personal belongings unless a written self-carry authorization applies.

5.3 Medication Administration

Medication may be administered only under the school's medication procedures. Prescription medication must be in the original pharmacy-labeled container and accompanied by required authorization. Nonprescription medication also requires appropriate written authorization. Students may not transport or self-administer medication unless specifically authorized by law and school procedure.

Medication Requirements

- A parent or guardian must deliver medication directly to the nurse or authorized employee in its original container.
- The container label, written authorization, dosage, timing, and administration instructions must be consistent.

- Prescription medications, herbal or alternative products, experimental medications, and medications used outside standard labeling may require a written order from an authorized healthcare practitioner.
- Short-term over-the-counter medication may be accepted only under the school's current authorization procedure.
- Medication may not be shared, transferred, or used by anyone other than the student for whom it was provided.

Storage Pickup and Disposal

Medication will be stored and administered in accordance with school procedures. Families must retrieve discontinued, expired, or remaining medication when notified and by the end-of-year deadline. Medication that is not retrieved may be disposed of in a manner that protects student safety and the environment.

5.4 Food Allergies and Dietary Restrictions

Families must notify the school of allergies or dietary restrictions and provide required medical documentation. Riverview will implement reasonable safety measures and accommodation plans. Because no school can guarantee an allergen-free environment, families and students must also follow individual prevention and response plans.

- Provide the nurse with an allergy action plan, emergency medication, and current healthcare-provider instructions when required.
- Teach students not to trade or share food, drinks, utensils, or food containers.
- Follow classroom, cafeteria, field-trip, and celebration procedures intended to reduce exposure risk.
- Understand that Riverview uses risk-reduction practices but cannot represent that the campus is completely free of peanuts, tree nuts, or other allergens.

SECTION 06

06

School Meals and Wellness

School meals, nutrition assistance, food practices, physical activity, and whole-school wellness.

6.1 Commitment to Student Wellness

Riverview is committed to creating positive, safe, and health-promoting learning environments that support each student's personal, academic, developmental, and social success. Good nutrition and regular physical activity before, during, and after the school day support student readiness, attendance, concentration, and learning.

6.2 School Meals and Menus

Riverview participates in the National School Lunch Program and provides reimbursable meals that follow applicable federal and state nutrition standards. Current breakfast and lunch menus are available through the school website. Families should review published menus regularly because offerings may change based on availability or program requirements.

6.3 Meal Payments and Family Accounts

Families may use the school's approved WordWare system to manage meal payments and related account information. Families are responsible for monitoring balances and keeping account information current. Questions about access or meal accounts may be directed to the Front Office at 843-379-0123 or to the school's culinary program staff.

6.4 A La Carte and Extra Food Purchases

Riverview applies separate payment controls to food and beverages that are not part of a reimbursable school breakfast or lunch. Optional purchases may include:

- Extra portions;
- Snacks;
- A la carte items; and
- Other optional food purchases.

A negative account balance alone will not automatically result in the loss of optional-purchase privileges. Riverview will consider the family's payment activity, communication with the school, participation in an approved payment plan, and any unresolved account or eligibility issues.

Accounts in Good Standing

An account will remain in good standing when the family is making payments, complying with an approved payment plan, actively communicating with the school regarding the balance, or awaiting resolution of an application or account-related matter.

Payment plans may be developed based on the amount owed, the time remaining in the school year, and the family's demonstrated ability to make payments. The school may approve an adjusted payment schedule when circumstances warrant.

Delinquent Accounts

An account may be designated delinquent when an unpaid balance remains and the family has not made a payment, entered into an approved payment plan, or responded to the school's documented contact attempts within 30 calendar days after written notice.

Before designating an account as delinquent, Riverview will make reasonable efforts to contact the family through written or electronic communication, telephone calls, and, when appropriate, an in-person conference. Contact may be made by the Child Nutrition Director, Executive Assistant, or school administration.

Families will receive final notice before optional-purchase privileges are restricted. A restriction will be applied administratively and communicated to appropriate cafeteria personnel. Cafeteria staff will not be responsible for independently determining whether an account is delinquent.

Optional-Purchase Restrictions

Students whose accounts have been formally designated delinquent will not be permitted to purchase a la carte items, extra portions, snacks, additional beverages, or other optional food purchases until:

- A payment is received;
- An approved payment plan is established;
- A defaulted payment plan is brought back into good standing; or
- The school otherwise approves restoration of purchasing privileges.

A delinquent-account designation or optional-purchase restriction shall not be used to deny or restrict a student's access to a reimbursable school breakfast or lunch.

Families are expected to explain optional-purchase restrictions to their children and may provide school-approved snacks from home. Families should review Section 6.7 and the School Meals and Wellness Policy in Appendix D for requirements concerning approved snacks and foods available at school.

6.5 Free and Reduced Price Meal Applications

Eligible families may apply for free or reduced-price school meals at any time during the school year. Applications may be completed online through the family's WordWare account or submitted using the current paper application available through the school website or Front Office.

- A new application is required each school year, even if the family qualified during the prior year.
- An application submitted for a student attending another Beaufort County School District school does not replace the separate application required by Riverview.
- Families should submit complete and accurate information and respond promptly if additional verification is required.
- New families may not receive immediate WordWare access; the Front Office can provide assistance or a paper application.

Eligibility is determined under current USDA income eligibility guidelines. Riverview protects application information and uses it only as permitted by applicable program requirements.

6.6 Dietary Accommodations and Food Allergies

Families requesting a meal modification or dietary accommodation must notify the school and provide any documentation required by the child nutrition program or school nurse. Meal-service accommodations are coordinated with the family, culinary staff, school nurse, and other appropriate personnel. Individual allergy and emergency-care requirements remain governed by Section 5.

6.7 Food Sharing Classroom Celebrations and Foods Sold at School

Food may not be shared or served in classrooms or instructional areas without prior approval. Approved foods must comply with allergy, sanitation, nutrition, and wellness requirements. Teachers will communicate class-specific

restrictions and celebration procedures. Foods and beverages sold or provided during the school day must follow the standards and exceptions established in the Wellness Policy.

6.8 Wellness Goals

Riverview's wellness program is designed to ensure that students have access to healthy foods, receive nutrition education, and have opportunities for physical activity before, during, and after school. The school also promotes staff wellness, engages families and the community in healthy practices, and maintains systems for implementing, monitoring, and communicating wellness goals.

- Provide access to healthy foods through reimbursable meals and other foods available on campus.
- Teach nutrition concepts that support lifelong healthy eating behaviors.
- Provide developmentally appropriate opportunities for physical activity.
- Promote nutrition, physical activity, and other practices that support student wellness.
- Encourage staff members to model and practice healthy behaviors.
- Engage families and community partners in supporting healthy habits across school and home settings.
- Review implementation and report progress through the school's wellness-policy process.

6.9 Wellness Policy Reports and Program Information

The current Wellness Policy, annual progress reports, menus, meal-payment access, application materials, and USDA resources are available through Riverview's Lunch and Wellness webpage and Free and Reduced Lunch webpage. The comprehensive policy and related notices also appear in the appendices of this handbook.

- Lunch and Wellness: https://riverviewcharterschool.org/lunch-wellness/
- Free and Reduced Lunch: https://riverviewcharterschool.org/people-programs/free-reduced-lunch/

6.10 USDA Civil Rights and Nondiscrimination

Riverview administers USDA-supported child nutrition programs in accordance with applicable federal civil-rights requirements. Program information is available in alternative formats and languages as required. Instructions for filing a program discrimination complaint and the complete USDA nondiscrimination statement appear in the required-notices appendix and on the school website. Riverview is an equal opportunity provider.

The current Board-approved Wellness Policy is retained in Appendix D rather than repeated in this section.

SECTION 07

07

Academic Policies and Student Progress

Instructional expectations, grading, interventions, recovery, and promotion.



7.1 Academic Program and Instructional Expectations

Riverview provides a standards-based program grounded in learning by doing. Students are expected to participate actively, complete required work, use feedback, and demonstrate progress toward grade-level or course standards.

Teachers design curriculum using an Understanding by Design approach that begins with desired learning outcomes and connects rigorous content with hands-on experiences, service learning, fieldwork, the arts, collaboration, and authentic application. Students are expected to prepare for class, participate in learning experiences, and demonstrate growth through multiple forms of evidence.

7.2 Academic Integrity

Students must submit their own work and acknowledge sources and assistance. Cheating, plagiarism, unauthorized collaboration, falsifying work, or using technology or artificial intelligence in a manner not approved by the teacher may result in academic and disciplinary consequences.

- Ask the teacher before using artificial-intelligence tools, translation tools, answer-generating systems, or another form of outside assistance.
- Identify sources and assistance in the manner required by the assignment.
- Do not copy, purchase, share, fabricate, or submit work that does not accurately represent the student's own learning.
- Understand that consequences may include reteaching, completion of a replacement assignment, a reduced or invalidated score, parent contact, and discipline under the Student Code of Conduct.

7.3 Homework and Required Assignments

Required assignments are academic tasks, activities, assessments, projects, or other work that students are expected to complete and submit as part of the instructional program or to demonstrate progress toward learning standards. Required work may include classwork, homework, writing, projects, presentations, performance tasks, laboratory or hands-on activities, and formative or summative assessments, whether or not the assignment receives a numerical grade.

Homework should reinforce, practice, extend, or prepare students for classroom learning. Teachers will communicate major expectations, deadlines, and evaluation criteria. Families should provide a reasonable time and place for study while allowing the student to complete work at an age-appropriate level of independence.

7.4 Timely Submission and Make-Up Work

Timely submission means completing and submitting required work by the teacher's deadline or within an approved window or extension. Work is late after the deadline unless an extension or adjusted deadline applies because of an excused absence, an IEP, a Section 504 Plan, another accommodation, or an approved circumstance. A make-up opportunity does not eliminate the student's responsibility to complete work during the assigned period.

7.5 Assessment Grading and Reporting Progress

Teachers use multiple measures to assess learning and communicate progress. Beginning in fourth grade, numeric grades are assigned for all four core content classes and recorded in PowerSchool. Beginning in sixth grade, numeric grades are also assigned for Integrated Studies courses and recorded in PowerSchool. Report cards, progress reports, conferences, and portfolio events help families understand performance and next steps.

Standards-Based Performance Indicators

Indicator	General Meaning
4 Exceeds the Standard	Consistently demonstrates advanced understanding or application.
3 Meets the Standard	Consistently meets grade-level expectations.
2 Developing Toward the Standard	Meets some expectations with support and continued practice.
1 Beginning or Area of Concern	Performs below the expected level and requires significant support.

Teachers may use numeric grades, standards-based indicators, narrative feedback, rubrics, portfolios, conferences, and other measures appropriate to the grade level and course. Families should review PowerSchool and school communications regularly and contact the teacher when information is unclear.

7.6 Academic Intervention and Student Support

Students who need additional support may receive classroom intervention, small-group instruction, tutoring, progress monitoring, or referral through the school's problem-solving process. Intervention does not replace eligibility procedures or services required by an IEP or Section 504 Plan.

- Teachers document the concern and provide targeted classroom support.
- The school communicates with the family and reviews available academic, attendance, behavioral, and developmental information.
- A problem-solving or student-support team may recommend interventions, progress monitoring, additional assessment, or referral for evaluation.
- Families receive updates on progress and may participate in meetings concerning significant interventions or referrals.

7.7 Content Recovery and Summer School

During the final three weeks of Trimesters 1 and 2, Riverview will set aside one hour after school for students in grades 4–8 who are failing a core class to complete unsubmitted assignments under staff supervision. Work completed during these sessions must be submitted before the trimester ends and may earn a maximum grade of 60 percent. Attendance is optional; students who do not attend will not receive an additional opportunity to submit the covered late work.

A student in grades 4–8 who fails a core class for the year and submitted all required assignments during the school year is eligible for summer content recovery. A student who fails a core class and did not submit all required assignments is not eligible for summer content recovery and may be retained, subject to applicable law, the student's individualized plans, and final administrative review.

7.8 Student Promotion and Retention

Promotion and retention decisions consider academic performance, mastery of standards, required work, attendance, interventions, student needs, and applicable legal protections. Families will be notified when retention is being considered and will have an opportunity to participate in the review process. The Executive Director or designee makes the final decision consistent with Board policy and law.

Retention Review Process

1. The teacher identifies significant concerns and implements documented interventions.
2. The school communicates concerns to the family and provides reasonable opportunities for collaboration and support.
3. The student-support team reviews academic evidence, attendance, interventions, developmental considerations, and relevant individualized plans.
4. The family is notified that retention is under formal consideration and is invited to provide information.
5. The Executive Director or designee makes and communicates the final decision in accordance with policy and law.

7.9 Special Education and Section 504

Riverview provides eligible students with services and protections under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Questions about evaluation, eligibility, accommodations, placement, or procedural safeguards should be directed to the appropriate student-services administrator.

A disability-related need does not exempt a student from school expectations, but the school must implement the student's IEP or Section 504 Plan and consider applicable protections when making academic, attendance, placement, or disciplinary decisions. Families will receive required notices and procedural safeguards during evaluation, eligibility, placement, and review processes.

7.10 Class and Grade Assignments

The school assigns students to classes and instructional groups based on educational needs, enrollment, staffing, scheduling, and program requirements. Parent input may be considered, but placement decisions remain with the school.

7.11 E-Learning and Remote Instruction

When inclement weather requires the school to transition to e-Learning, the e-Learning day is considered a regular school day and is intended to avoid a makeup day later in the school year. Students are expected to complete the assignments provided for each e-Learning day. Riverview recognizes that weather, power, internet access, and family circumstances may affect participation and will apply reasonable flexibility and grace.

Daily Instructional Structure

Kindergarten–Grade 3

- A virtual morning meeting is offered and is optional for families with access to appropriate technology and internet service.
- Students receive grade-appropriate work packets covering the content areas ordinarily taught during the school day. Each packet is designed to represent a typical instructional day's work.
- Integration specialists may provide optional content-specific activities because these classes are not core classes in kindergarten through grade 3.

- Teachers establish office hours during the day for one-on-one or small-group assistance. Families may request a specific appointment time.

Grades 4–8

- A virtual morning meeting is offered and is optional for students and families with access to appropriate technology and internet service.
- Students receive grade- and content-appropriate digital lessons through Google Classroom.
- Teachers are available through Google Meet to assist students with assigned work, and students or families may schedule a specific appointment for one-on-one support.
- Integration specialists may provide optional content-specific work. Work assigned in high-school-credit courses, including world languages, is required and is subject to the same five-day completion period described below.

Weather, Power, or Network Disruptions

Students should make a reasonable effort to complete assigned work. If weather conditions, a network outage, or a power failure prevents completion, the student will have five school days after returning from e-Learning to submit the work. A student who returns to in-person instruction with incomplete work will have an opportunity to receive small-group, in-person assistance from teachers.

Accommodations and Specialized Support

Students with disabilities will continue to receive the accommodations and services identified in their IEP or Section 504 Plan, with support from the appropriate instructional and related-service staff. For students with limited English proficiency, teachers will provide parents or caregivers with appropriate educational materials and learning activities consistent with the student's Individual Learning Plan. Support staff may join online classes or office hours, provide small-group virtual sessions, and offer virtual office hours to support students and families.

Communication and Assistance

Families should direct initial questions to the student's teacher. School counselors, the social worker, student-support staff, administrators, and technology staff are also available by email. Current staff contact information is published on the school website. Students must use school accounts and devices in accordance with Section 9 of this handbook and promptly notify the teacher when a technology or access barrier affects participation or completion of work.

SECTION 08

08

Student Conduct and Accountability

Behavior expectations, discipline, safety, and respect for others.

8.1 Student Responsibilities and Behavioral Expectations

- Treat others with dignity and respect.
- Follow staff directions and school safety procedures.
- Protect learning time and allow others to learn.
- Care for school property and the property of others.
- Use honest, responsible, and restorative problem-solving.
- Report safety concerns, bullying, harassment, threats, or prohibited items promptly.

8.2 Core Values and Positive Behavior

Riverview teaches and reinforces Optimism, Gratitude, Empathy, Integrity, Stewardship, Cooperation, Mindfulness, and Perseverance. Staff use developmentally appropriate supports, Responsive Classroom practices, and restorative approaches to build skills and strengthen community.

8.3 Student Dress Code and Uniform Requirements

The Riverview Board of Directors believes that a safe and disciplined learning environment is essential for a high-performing school. The way students dress can directly impact their health, safety, attitude, and performance, as well as that of others. To maintain a safe, respectful, positive, and productive educational environment, Riverview has adopted and will enforce the following Dress Code.

At all times on the Riverview campus, including Uniform Free Fridays and designated Spirit Days:

- No hooded sweatshirts (“hoodies”) of any kind are permitted at any time on RCS’s campus. This includes inside the building and outside the building for all students with no exceptions.
- Tops will have sleeves and cover the chest and back.
- All bottoms must be at least fingertip length.
- Leggings (defined as tight-fitting stretchy pants without pockets) and tights may only be worn underneath a skirt, shorts, or dress of appropriate length (at least fingertip length).
- Outerwear (coats, jackets, un-hooded sweatshirts, hats) may be worn outdoors during recess and/or PE but will be removed upon re-entering the building and placed in a student’s locker, cubby or other area as designated by the teacher.
- Shoes must have back straps and closed toes. No Crocs, flip flops, slippers and wheelies.

- Clothing may not exceed one size larger or smaller than appropriate as determined by the School Director or his designee. Baggy or sagging pants or short, or "Low rise" clothing is not permitted. Pants, shorts, and skirts will be worn at the natural waistline.

TOPS: Shirts, Sweaters, and Sweatshirts

- Tops must have collars and be solid white, baby blue, light yellow, or navy. Tops may have white collars. Shirts may not exceed one size larger or smaller than appropriate.
- Brand logos are no larger than 1½ inches by 1½ inches, or the approved Riverview or RCS logo.
- Plain, un-hooded sweaters or sweatshirts sold by Riverview may be worn over school uniforms, or plain, un-hooded sweaters or sweatshirts in white, baby blue, light yellow, or navy. All hooded sweatshirts are prohibited on campus, indoors and outdoors, with no exceptions.

BOTTOMS: Pants, Skirts, Skorts, Jumpers, Capri-Length Pants, and Shorts

- Bottoms must be solid khaki (not olive or brown) or navy (not black). Jeans are not permitted, though the School Director may allow them on special days.
- Bottoms must be free of graphics and embroidery, not ripped, and cannot exceed one size larger or smaller than appropriate. Baggy or sagging pants or shorts and low-rise clothing are not permitted. Pants, shorts, and skirts must be worn at the natural waistline.
- Cargo-style pants or shorts are permitted.
- Students may wear solid jumpers, shorts, skirts and skorts that are khaki or navy and are no shorter than 3 inches above the top of the knee when standing. Recognizing the difficulty in achieving this in the upper grade levels, the "fingertip" method will be employed at the discretion of Riverview Leadership.
- Solid "polo style" dresses with collars in navy, baby blue or light yellow are also permitted and should be no shorter than 3 inches above the knee when standing.
- Girls may wear "leggings" or tights of any color or pattern under a standard uniform.
- Belt buckles must not be oversized, computerized or have any writing that is considered offensive.

OUTERWEAR: Coats, Jackets, and Un-hooded Sweatshirts

- During cold or rainy weather, coats, jackets, and un-hooded sweatshirts may be worn outdoors during recess and/or PE but must be removed upon re-entering the building and placed in lockers, cubbies, or designated areas. Only solid white, baby blue, light yellow, or navy outerwear may be worn in the building if needed.
- Hoodies: All hoodies are prohibited on RCS's campus. In colder weather, students are encouraged to wear an un-hooded sweater if they do not prefer to wear a coat or jacket. If students are seen wearing a hoodie, they will be asked to remove it and place it in their backpack or locker. There will be no exceptions to this.

FOOTWEAR: Shoes, Sneakers, and Boots

- Shoes should be worn at all times and must have back straps and closed toes, and be appropriate and safe for all school activities.
- Crocs, flip-flops, slippers, and wheelies are prohibited.
- Athletic shoes are preferred, and laces must be tied.

ACCESSORIES

- Students may not wear pendants, medallions, or adornments that could be perceived as weapons, such as chains or spikes.
- Gang-related clothing, accessories, symbols, or intimidating dress items, as identified by local law enforcement agencies, are not permitted.
- Visible piercings are limited to the ears, with a maximum of two earrings per ear.
- Head coverings of any kind, including hats, caps, bandanas, curlers, masks, visors, athletic sweatbands, earmuffs, sunglasses, or hoods, are not allowed during school hours.

ENFORCEMENT

- First offense: yellow form sent home & ParentSquare notification to the student's family
- Second offense: pink form sent home & ParentSquare notification to the student's family
- A third offense: office referral and disciplinary action

Final judgment of acceptable attire and personal appearance is at the discretion of the Leadership Team. Reasonable consideration shall be made for those students who, because of a sincerely held religious belief or medical reason, request a waiver of a particular guideline for dress or appearance. The waiver request shall be in writing from the Parent or Guardian and approved by the Director and/or Director's designee on an annual basis. In considering a waiver request, the Director and/or Director's designee has the right to request additional documentation from medical officials and/or religious leaders.

8.4 Student Conduct and Disciplinary Procedures

Minor classroom behaviors are generally addressed by the teacher through redirection, reteaching, family communication, and classroom interventions. Serious, repeated, unsafe, or substantially disruptive conduct may be referred to an administrator or authorized designee. Consequences may include restorative action, loss of privilege, detention, behavior plans, restitution, in-school suspension, out-of-school suspension, recommendation for expulsion, or another lawful response.

The school considers the student's age, developmental level, prior conduct, impact, intent, safety risk, disability-related protections, and other relevant circumstances. In addition, the school will follow the Riverview Charter School Behavior Matrix when determining consequences. Students and families receive notice and an opportunity to respond as required by law and policy.

Behavior Response Levels

Level	General Description	Examples of Responses
Tier 1 Minor Behavior	Common classroom or school behaviors that are not serious safety concerns.	Reteaching, redirection, restorative conversation, alternate seating, parent contact, detention, or loss of privilege.
Tier 2 Major Behavior	Repeated disruption or behavior that may affect safety, property, or the rights of others.	Administrative referral, behavior plan, restitution, counseling support, detention, in-school or out-of-school suspension.
Tier 3 Criminal or Severe Conduct	Violence, weapons, serious threats, controlled substances, major property damage, or another immediate and serious safety risk.	Immediate administrative response, removal, law-enforcement involvement when appropriate, suspension, or recommendation for expulsion.

A repeated Tier 1 pattern may be elevated to Tier 2 when classroom interventions produce minimal or inconsistent improvement. Riverview Charter School reserves the right to escalate a response based on the severity, context, impact, or safety risk of an incident.

Suspension

- The school will notify the parent or guardian of the incident and assigned suspension and provide written notice.
- A requested conference will be scheduled within the applicable procedural timeline.
- A student returning from out-of-school suspension may be required to attend a reentry conference and follow a written behavior agreement.
- A parent or guardian may use the appeal process identified in the suspension notice and applicable policy.

Expulsion and Due Process

Expulsion is removal from the school for the remainder of the school year. When expulsion is recommended, Riverview will provide written notice of the allegations and hearing information, allow the student and family to present relevant information, issue a written decision, and provide the appeal rights and timelines required by law and Board policy. The complete hearing procedures appear in the appendices.

Bus Conduct

Bus transportation is a privilege. A bus referral may result in a restorative conference, parent meeting, assigned detention, school discipline, or temporary or long-term loss of bus privileges. Riverview may impose a more serious response immediately when the conduct creates a significant safety risk.

8.5 Bullying Harassment and Student Safety

Bullying, cyberbullying, harassment, discrimination, retaliation, threats, fighting, and conduct that creates an unsafe or hostile environment are prohibited. Reports may be made to any staff member and will be directed for prompt review. Emergency threats should be reported immediately to school officials or emergency services.

Reporting and Investigation

1. A student, family member, employee, volunteer, or witness reports the concern verbally or in writing to a teacher, counselor, administrator, or other trusted employee.
2. The report is forwarded promptly to the administrator or authorized designee responsible for review.
3. The school gathers information from relevant individuals and reviews available records or evidence in a sensitive, age-appropriate manner.
4. Families of involved students receive notice consistent with safety, privacy, and legal requirements.
5. The school determines responsive actions, documents the outcome, and monitors for continuing behavior or retaliation.

Interventions Support and Retaliation

Responses may include safety planning, counseling, check-ins, restorative practices when appropriate, skill-building, parent conferences, schedule or supervision changes, discipline, or referral to law enforcement or another agency. Retaliation against a person who makes a good-faith report or participates in an investigation is prohibited. Knowingly false accusations made to harass or harm another person may result in corrective or disciplinary action.

8.6 Student Personal Property

Students bring personal items to school at their own risk. Items that distract from instruction, violate policy, or create a safety concern may be restricted or held for parent pickup. Riverview is not responsible for lost, stolen, or damaged personal property except as required by law.

Cell Phones Smartwatches and Personal Electronic Devices

Personal electronic devices must be powered off and kept out of sight throughout the school day, including arrival and dismissal, unless a staff member authorizes their use for a specific educational, medical, or safety purpose. Students needing to contact a family member must obtain permission to use a school telephone. Families needing to reach a student should contact the Front Office.

1. First infraction: the device may be held until dismissal, the expectation is reviewed with the student, and the family is notified.
2. Second infraction: the device may be held for parent or guardian pickup, and the family may be required to acknowledge a device agreement.
3. Third infraction: the device may be held for parent or guardian pickup, a conference may be required, and an additional disciplinary consequence may be assigned.
4. Continued or serious misuse may be treated as insubordination and may result in loss of the privilege to bring the device to campus.

A student may immediately lose device privileges for using a device to threaten others, distribute harmful or defamatory material, compromise safety, violate privacy, or refuse a staff directive to surrender the device.

SECTION 09

09

Technology and Digital Citizenship

Responsible use of devices, networks, online resources, and social media.

9.1 Acceptable Use of School Technology

School technology is provided for instruction and authorized school activities. Users must follow staff directions, protect passwords, respect privacy and copyright, use approved accounts and software, and avoid actions that damage systems or interfere with others. Attempts to bypass security, access prohibited material, impersonate another person, or use resources for commercial, unlawful, or harmful purposes are prohibited.

- Use accounts, networks, software, devices, printers, cameras, and other resources only for approved educational or school purposes.
- Do not alter system settings, remove management controls, bypass filters, defeat security measures, or access another person's files or account.
- Do not install, copy, move, delete, or distribute software or digital content without authorization.
- Do not use school resources for commercial activity, personal financial gain, unauthorized fundraising, advertising, political lobbying, or unlawful conduct.
- Respect copyright, licensing requirements, intellectual property, and the work of others.

9.2 School-Issued Devices and Student Responsibilities

- Use the assigned device only for approved educational purposes.
- Keep food and drink away from equipment and carry devices securely.
- Do not remove profiles, restrictions, labels, cases, or installed management tools.
- Do not loan the device or share login credentials.
- Report loss, damage, malfunction, or unsafe online content promptly.
- Return the device, charger, case, and accessories when requested or upon withdrawal.

School-issued devices remain Riverview property. The school may inspect, update, restrict, collect, or reassign a device at any time. Students must use the protective case and other required accessories and may not connect unauthorized peripherals, storage devices, or networks.

9.3 Internet Safety Privacy and Digital Citizenship

Students should assume that school systems and accounts may be monitored and are not private. Students must protect personal information, use respectful language, evaluate information critically, and report content or communication that is threatening, exploitative, or inappropriate. Filtering and monitoring reduce risk but do not eliminate every unsafe or inaccurate resource.

- Do not post or disclose a home address, personal telephone number, password, live location, financial information, or another person's confidential information.

- Do not arrange an in-person meeting with someone first encountered online without parent or guardian involvement and approval.
- Leave an unsafe or inappropriate site immediately and notify a teacher or administrator; accidental access reported promptly will be addressed differently from intentional misconduct.
- Do not create, request, possess, or distribute sexual, exploitative, hateful, violent, or otherwise prohibited content.
- Evaluate online claims and sources before relying on or sharing information.

9.4 Social Media and Electronic Communications

Online conduct connected to school must follow the same standards that apply in person. Students may not use electronic communications to bully, harass, threaten, deceive, disclose private information, distribute inappropriate content, or substantially disrupt school. Classroom social-media activities require teacher approval and any required parent permission.

School email, messaging, collaborative documents, blogs, discussion boards, video platforms, and other communication tools must be used respectfully and for their intended educational purpose. Students may not impersonate another person, send mass or chain messages, conceal prohibited activity, or communicate in a manner they would not be permitted to use in person at school.

9.5 Technology Misuse and Disciplinary Consequences

Technology violations may result in reteaching, parent contact, restricted or suspended access, device collection, restitution, or discipline under the student conduct process. Consequences will be based on severity, recurrence, impact, intent, and safety. Conduct that may be criminal or creates an immediate threat may be referred to law enforcement or another appropriate agency.

Loss of technology access does not excuse a student from completing required academic work. When access is restricted, the school may provide an alternate method of participation or submission consistent with the student's educational needs and applicable individualized plan.

9.6 Lost Stolen or Damaged Equipment

Families must report missing or damaged equipment promptly. The school will review the circumstances and may assess repair or replacement costs when loss or damage results from intentional conduct, misuse, or negligence. Normal wear and verified equipment failure are not treated as misuse. Charges will reflect actual or published repair and replacement costs.

Reporting and Review

- Report loss, theft, damage, malfunction, or a security concern immediately to the teacher or designated technology employee.
- Do not attempt a repair or continue using equipment when doing so could increase damage or risk.
- Riverview will document the condition, review available information, and notify the family of any assessed responsibility.
- Families may request an explanation of assessed charges or provide relevant information for administrative review.

SECTION 10

10

Student Life and Enrichment

Leadership, athletics, field experiences, and school-sponsored activities.

10.1 Student Council and Leadership Opportunities

Student leadership opportunities promote service, voice, responsibility, and school community. Participation requirements, election or selection processes, and conduct expectations are communicated by the sponsoring staff member.

10.2 National Junior Honor Society

Eligible middle school students may be considered for National Junior Honor Society under the chapter's published standards for scholarship, service, leadership, character, and citizenship. Membership is an honor and requires continued compliance with chapter expectations.

- Eligibility and selection follow the chapter bylaws and National Junior Honor Society requirements.
- Selection considers scholarship, service, leadership, character, and citizenship rather than grades alone.
- Eligible candidates may be required to submit information documenting service, leadership, and other qualifications.
- A faculty council reviews candidates and makes selection decisions under the chapter's approved process.
- Members must maintain the standards of membership and complete required meetings, service, and chapter responsibilities.

10.3 Student Athletics

Athletics support health, teamwork, sportsmanship, and Riverview's Core Values. Student athletes must meet eligibility, attendance, conduct, medical, participation, and academic requirements. Families are responsible for required forms, equipment, transportation arrangements, and fees unless assistance is approved. When a sport is not offered, participation with another eligible school is subject to applicable district and state rules.

Eligibility and Participation

- Athletics are generally available to eligible students in grades 6–8.
- Students must satisfy the current academic standard, including any required minimum cumulative average, at each published eligibility check.
- Students must submit a current physical examination and all required consent, emergency, concussion, and participation forms before practicing or competing.
- Attendance at tryouts, practices, contests, and team activities is required unless the coach or Athletic Director approves an exception.
- Student athletes must follow the Student Code of Conduct, team rules, sportsmanship expectations, and academic-support requirements.

The Athletic Director will communicate sport-specific tryout dates, selection criteria, schedules, costs, equipment needs, transportation expectations, and eligibility checks. Selection for a team is not guaranteed, and playing time is determined by the coach within the school's athletic philosophy and rules.

10.4 Field Trips and Capstone Field Experiences

Field experiences are part of Riverview's learning-by-doing model. Participation requires timely permission, payment when applicable, adherence to behavior expectations, and compliance with medical and safety procedures. A student may be assigned an alternative educational experience when participation presents a significant safety or conduct concern, consistent with applicable disability protections.

Family Responsibilities

- Submit permission forms, medical information, emergency contacts, payments, and other required documents by the published deadline.
- Notify the teacher and school nurse promptly of health, medication, dietary, accessibility, or safety needs.
- Follow packing, arrival, departure, transportation, and communication instructions.
- Understand that nonrefundable reservations or vendor commitments may limit refunds after a published deadline.

Student Expectations

- Follow staff and chaperone directions and remain with the assigned group.
- Demonstrate the Core Values and comply with the Student Code of Conduct throughout the experience.
- Use transportation, lodging, equipment, and community locations responsibly.
- Complete related academic work and participate in reflection or follow-up activities.

Chaperones

Chaperones must complete all volunteer screening, orientation, confidentiality, and trip-specific requirements. Chaperones serve under staff direction, supervise only the students assigned to them, and may not bring nonparticipating children or guests unless the school gives written approval.

10.5 Student Activities and School Sponsored Events

School-sponsored activities remain subject to the Student Code of Conduct, supervision requirements, eligibility rules, and event-specific procedures. Families and guests must follow campus access, parking, and safety directions.

Participation may be limited when a student does not meet published academic, attendance, behavioral, payment, permission, or safety requirements. Riverview will consider applicable disability protections and provide required accommodations when determining access and participation.

SECTION 11

11

TIDEWATCH Before and After School Care

Enrollment, services, tuition, behavior, payment, and student release.

11.1 Program Overview and Enrollment

TIDEWATCH provides onsite before- and after-school care through investigation, discovery, enrichment, healthy living, environmental stewardship, arts, technology, wellness, and community partnerships. Enrollment is completed through the school's published TIDEWATCH process. Participation is a fee-based service and is separate from enrollment in the regular school program.

11.2 Program Hours Services and Tuition

Service	Hours or Terms	Rate
Morning Care	7:15–8:15 a.m.	$4 per student per day
Full-Time After-School Care	School dismissal–5:30 p.m.	$85 per student per week
Drop-In Care	3:00–5:30 p.m.	$18 per student per day
Enrichment Class	Trimester enrollment	$18 per student per day
Late pick-up	After 5:30 p.m.	$1 per minute

Full-time after-school care means five days per week. Enrichment classes, excluding instrument rental or books, are included for full-time participants, who receive enrollment priority. Rates and services may be revised with notice.

11.3 Student Attendance and Participation

Charges are based on enrollment and the selected schedule, not actual attendance. No refund or proration is provided for illness, appointments, vacations, or other missed days. To attend after school, a student must be signed in and present for at least half of the regular school day. Drop-in requests must be communicated to the Front Office, TIDEWATCH Director, and teacher by 1:00 p.m.

11.4 Student Behavior and Program Expectations

TIDEWATCH uses a Three Strike Policy for repeated or serious misconduct involving respect for others, safety, rules, or authority. Strikes may be issued for bullying, harassment, inappropriate language, aggression, fighting, refusal to follow directions, serious disruption, or comparable conduct. After three strikes, a student will be dismissed from TIDEWATCH for the remainder of the school year. Immediate action may be taken when safety requires it.

11.5 Billing Payments and Delinquent Accounts

Invoices for the prior week are issued through Procare each Monday and payment is due Friday. Participants must maintain an approved card and enroll in an automatic draft. A delinquent account makes the student ineligible to attend any TIDEWATCH service until the account is current or an approved arrangement is in place.

1. First occurrence: conference with the TIDEWATCH Director.
2. Second occurrence: mandatory meeting and payment action plan.
3. Third occurrence: removal from before- and after-school services for the remainder of the school year.

A declined payment may be retried beginning the next business day and daily until collected or an alternative arrangement is approved. A family removed because of missed payments or debt must pay the balance in full before re-enrollment for a later school year.

11.6 Late Pick-Up and Student Release

Students must be checked out face-to-face by 5:30 p.m. at the designated cafeteria entrance. Students may be released only to authorized individuals; persons under age 16 may not pick up. Identification may be required. One verified late pick-up, not extending beyond 5:45 p.m., may be excused from the late fee. Habitual lateness may result in termination. If a student remains after 6:00 p.m., emergency personnel may be contacted.

Staff may delay release when an authorized adult appears impaired or release would create a safety concern. The adult must arrange safe alternate transportation or care.

11.7 Schedule Changes and Withdrawal

Families must provide two weeks' written notice to change a schedule or withdraw. Enrichment fees remain due for the trimester unless the obligation is waived because a wait-listed student fills the vacancy.

11.8 Financial Assistance and Scholarships

Need-based scholarships are available only for full-time after-school care and may cover up to 50 percent of tuition. Morning Care and individual enrichment are not eligible. Families must complete the applicable USDA eligibility form. Awards are first-come, first-served, depend on available funds, may not exceed 10 percent of the TIDEWATCH budget per trimester, and require the account to remain current. The TIDEWATCH Director applies the published needs-based priority criteria and communicates final decisions.

Scholarship Conditions

- Scholarships depend on available program funds and are not guaranteed from one trimester or school year to another.
- Families must provide complete eligibility information and comply with application deadlines.
- An award applies only to the service and period identified in the notice.
- The family remains responsible for its portion of tuition and for keeping the account current.
- Material changes in enrollment, eligibility, schedule, or account status may require review of the award.

SECTION 12

12

General School Policies and Important Information

Financial, communication, acknowledgment, and reference information.



12.1 Gifts and Donations

Gifts and donations must be accepted, recorded, and used in accordance with Board policy, nonprofit requirements, and any donor restrictions approved by the school. A gift may not create an improper benefit, conflict of interest, or expectation of preferential treatment.

Families may express appreciation through a note or a modest individual gift. Soliciting families for a group gift or placing pressure on families to contribute is prohibited. Employees may not accept a gift that is excessive, creates discomfort or inequity, or could reasonably be viewed as influencing an educational or operational decision.

12.2 Public Forum and School Communications

Distribution of materials, public comments, political activity, use of school names or logos, and access to school communication channels are governed by applicable law and Board policy. School systems may not be used for unauthorized advertising, fundraising, lobbying, or campaigning.

- School property may not be used for petitions, demonstrations, campaigning, solicitation, or another public-forum activity unless the Board or an authorized designee approves the use.
- Outside materials may be distributed only through an approved school partnership or authorization process.
- Use of Riverview's name, logo, student information, communication platforms, or facilities must comply with school approval and branding requirements.

12.3 Important School Contacts and Resources

Resource	Contact
Riverview Charter School	843-379-0123
School website	www.riverviewcharterschool.org
BCSD Transportation Office	843-322-0770
Emergencies	911

12.4 Handbook Acknowledgment and Disclaimer

The handbook is a guide to current policies and procedures and is not a contract. Riverview may revise it when law, Board policy, safety, or school operations require a change. Families will receive notice of material revisions through official communication channels. Enrollment and continued participation require compliance with applicable laws, Board policies, program agreements, and school procedures whether or not every requirement is reproduced in this handbook.

Parents and guardians are expected to review the handbook with their students and complete any required acknowledgment. Acknowledgment confirms receipt and understanding; it does not waive any right provided by law.

Resolving Questions and Concerns

Routine operational questions should be directed to the Front Office or the employee responsible for the service. Classroom and academic concerns should begin with the teacher. If the matter remains unresolved, families should follow the escalation process in Section 2.4. Emergency, discrimination, harassment, Title IX, Section 504, and other protected complaints follow their applicable reporting procedures.

Appendices and Required Notices

Appendix A School Calendar and Important Dates

The Board-approved 2026–2027 school calendar is incorporated by reference. Families should use the current calendar published by Riverview for instructional days, holidays, conferences, breaks, and emergency make-up days.

Appendix B Campus Map and Arrival & Dismissal Routes

The current campus map and traffic diagrams are incorporated by reference. Families must follow posted routes and staff direction because construction, weather, emergencies, or operational needs may require temporary changes.

Appendix C Inclement Weather Arrival and Dismissal Procedures

Family-facing procedures for weather-modified arrival, dismissal, sign-out, transportation, and immediate shelter appear in full below.

Appendix D Comprehensive Student Wellness Policy

The current Board-approved Wellness Policy, including nutrition, physical activity, school meals, and implementation requirements, is incorporated by reference.

Appendix E Required Notices and Policies

Riverview provides required notices concerning student records and FERPA, nondiscrimination, Title IX, special education, Section 504, McKinney-Vento services, child find, school meals, internet safety, and other federal or state requirements through this handbook, the school website, annual notices, or separate policy documents.

APPENDIX A

School Calendar and Important Dates

This calendar summarizes the dates families most need for planning. School may revise tentative event dates or use designated weather make-up days when necessary. Official school communications control if a date changes.

First or last student day	School closed	No school for students	Noon dismissal	Important date

July 2026

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

August 2026

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

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

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

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

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

APPENDIX A

School Calendar January Through June

January 2027

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

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

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

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

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

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APPENDIX A

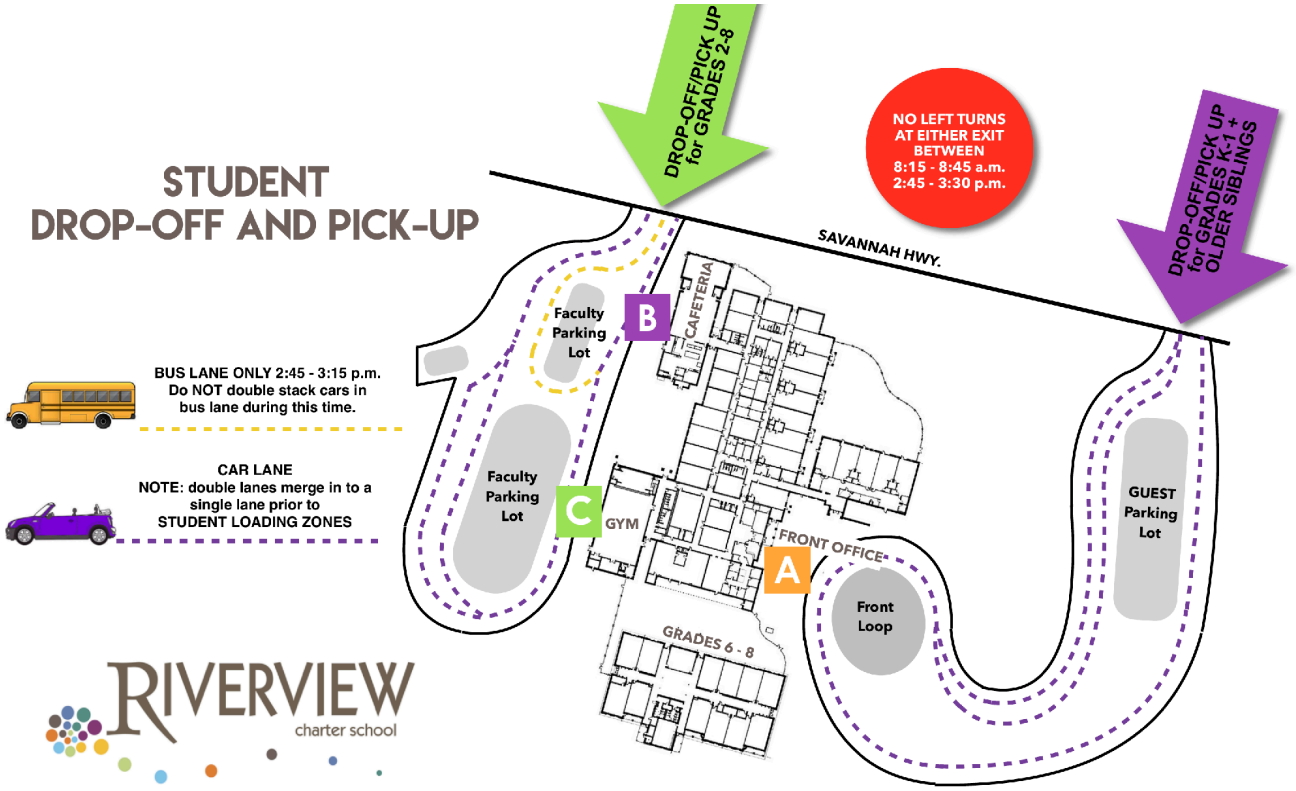
Important Dates

Category	Dates
First and last student days	First day: Wednesday, August 12, 2026 Last day: Thursday, June 3, 2027, with noon dismissal
Holidays and school closures	Labor Day: September 7 Fall Break: October 5–9 Election Day: November 3 Thanksgiving Break: November 25–27 Winter Break: December 18 after noon dismissal through January 4 Martin Luther King Jr. Day: January 18 February Break: February 12 and 15 March 26 Spring Break: April 12–16 Memorial Day: May 31
Noon dismissal dates	October 29; November 12; December 18; February 11; March 25; May 20; June 3
Portfolio and community events	Meet Your Teacher: August 10–11 Fall Portfolio Night: November 12 Rise Against Hunger: November 13 Beaufort Twilight Run: March 20 Spring Portfolio Night: May 20
Trimester dates	Trimester 1 ends November 13 Trimester 2 ends March 2; report cards available March 9 Trimester 3 ends June 3; report cards available June 7
Potential weather make-up days	December 21; February 15; March 26
Staff work and professional development affecting students	August 4–7 and 10–11; October 29–30; January 4; February 11; March 25; June 4 and 7

APPENDIX B

Campus Map and Arrival & Dismissal Routes

The following pages provide the current campus traffic map, assigned arrival and dismissal entrances and exits, and detailed procedures for families. Families must follow posted routes and staff direction because construction, weather, emergencies, or operational needs may require temporary changes.



STUDENT DROP OFF AND PICK UP

ALL visitors enter/exit from entrance A (Front Office)

MORNING DROP OFF:
8:15 a.m. - 8:30 a.m.

Drop-off location is based on the YOUNGEST child in a carpool

ENTRY A GRADES K-1 + OLDER SIBLINGS

ENTRY C GRADES 2-8

ENTRY B MORNING CARE (7:15 a.m. to 8:15 a.m.)

- *Students arriving by car must go through the carpool line - no students may be dropped off in the parking lot*
- *For student safety, students must wait in their cars until greeted by a faculty member at 8:15 a.m.*
  - *Please do not allow students to stand out of sunroofs/hang out of car windows*
- *School begins promptly at 8:30 a.m.*
- *Students dropped off prior to 8:15 a.m. must be registered for Tidewatch Morning Care.*
- *Students arriving after 8:30 a.m. must be signed in by a parent in the Front Office.*

AFTERNOON PICK UP:
3:05 p.m. - 3:25 p.m.

Pick up location is based on the YOUNGEST child in a carpool

EXIT A GRADES K-1 + OLDER SIBLINGS

EXIT C GRADES 2-8

EXIT A TIDEWATCH (3:15 p.m. to 5:30 p.m.)

- *All members of your carpool will dismiss at the location of the YOUNGEST child in your carpool.*
- *Students dismissing by car must be picked up in the carpool line and not in the Front Lobby of the school.*
- *Students not picked up by 3:30 p.m. will be directed to Tidewatch and parents will be charged the Tidewatch daily rate of $15/day.*

PROCEDURES FOR PARENTS AND STUDENTS

ARRIVAL AND DEPARTURE TIMES

School begins at 8:30 am for all students. Dismissal is at 3:05 p.m. Walkers & Bikers are dismissed from Exit "A" (at the Front Entrance of the school), and TIDEWATCH students report to the Cafeteria.

Children are encouraged to arrive at school 5 to 10 minutes before homeroom begins at 8:30 am. Regular drop-off begins at 8:15 am. For the health, safety and wellbeing of children, please do not arrive before 8:15am as personnel are not available to supervise students. Please have all students remain in the car until Riverview Faculty and Staff begin unloading at 8:15 am. The Front Doors of the school will remain locked until this time. **Students arriving by car must be dropped off in the carpool line and unloaded by a staff member - they may not be dropped off in either parking lot.**

Students who need to be dropped off at the School prior to 8:15 a.m. must be enrolled in Morning Care through the TIDEWATCH program. Morning Care is available from 7:15 a.m. to 8:15 a.m., Monday through Friday on a space available basis. The fee for this program is $4 per day. Please refer to the TIDEWATCH section of this Handbook for Morning Care procedures. If you have any questions, please contact the TIDEWATCH Director.

Students must report to school upon arrival on the property and may not loiter. Once on the property, no child may wait in the Front Office or outside the building. Any child not picked up by 3:20 p.m. will be sent to the Front Office and the parent will be notified.

DROP-OFF PROCEDURES

Children are dropped-off by car no earlier than 8:15 a.m. at the Main Entrance ("A"). A teacher or greeter must be present before cars may be unloaded. Please stay in the carpool line so cars may be unloaded by Faculty and Staff member as quickly as possible. Do not pull out of the line if cars in front of you are not yet unloaded. To ensure your child's safety, please do not have your child exit the car on the passenger side. Also, to help cars move forward quickly in line, please refrain from engaging the Faculty or Staff greeter in conversation during arrival and dismissal. Adjacent to the Main Entrance (Exit A) there are three designated 30-minute parking spaces for visitors. There is NO PARKING in the main entrance "loop" as this area is a fire lane and must remain clear for emergency personnel use.

Children who walk or bike to school should enter school at the Main Entrance ("A"). **All bike riders are required to wear a helmet.** It is important that students stay on the sidewalk since cars may be driving on all side streets to drop off students. Bikes should be locked in the designated bicycle racks located by the Front Entrance ("A") each day.

PICK-UP PROCEDURES

At the end of class each day, students will be called to their designated pick up place for dismissal over the intercom system. Cars need to stay in a line and children will be loaded into cars in the order in which the cars are lined up. The carpool card provided by the school should be clearly displayed in the passenger windshield. Do not pull out of the line if cars are loading in front of you. Please use the 30-minute parking spaces if you need to enter the building during dismissal. **Students leaving by car must be picked up in the carpool line and not in the Front Lobby of the school.**

If you are planning to have your child walk or ride his/her bike to school, please note this on the Student Information form during enrollment. Students may not be listed as "walkers" or "bikers" if they are being picked up by car.

It is very important that your emergency contact and carpool information is complete and up-to- date. Students can only be released to adults listed on the Student Information form completed during enrollment. If you wish to have another adult listed, please send the request, in writing, to the Front Office. If your request for a particular adult is just for one day, please send a note to the classroom. Children must have a permission note from their parent to go with a person not designated on the enrollment form. ***All changes to dismissal plans are to be called in (not emailed) to the Front Office by 1:00 p.m.***

APPENDIX C

Inclement Weather Arrival and Dismissal Procedures

These family procedures explain how Riverview may safely receive or release students when thunderstorms, lightning, heavy rain, high winds, flooding, or another weather hazard affects campus. Inclement weather does not necessarily stop arrival or dismissal. The school may modify operations to reduce unnecessary outdoor exposure while continuing to receive or release students when conditions permit.

These procedures apply to morning arrival, afternoon dismissal, car riders, walkers and bicycle riders, bus riders, and transitions into after-school care. Recess, physical education, athletics, Field Day, playground activities, outdoor after-school activities, and other outdoor events follow separate procedures. An arrival or dismissal All Clear does not automatically authorize outdoor activities to resume.

C1 Weather Levels

Level	School Operations	Family Action
Level 1 Weather Watch	Weather is monitored. Arrival and dismissal continue normally while staff prepare for possible changes.	Follow normal procedures and monitor school communications.
Level 2 Modified Arrival and Dismissal	Students remain indoors whenever possible. Entrances, traffic flow, release order, or staffing locations may change, and operations may take longer.	Follow staff and SRO directions, remain in the normal traffic pattern unless redirected, allow extra time, and monitor updates.
Level 3 Immediate Shelter	An immediate threat requires students and staff to shelter. Arrival, dismissal, and checkout may be temporarily paused.	Do not approach entrances unless directed. Follow school and emergency-responder instructions and wait for official updates.

The school's goal is to keep students safe while reuniting them with their families as quickly and safely as conditions allow.

C2 Level 2 Modified Operations

Every weather event is different. Some dismissal methods may continue normally, some may be modified, and others may be temporarily paused. Students remain supervised indoors whenever possible until it is time to transition. Some groups may be released before others based on conditions and safety considerations. Staff may work from different locations and may adjust traffic patterns, entrances, or pickup procedures.

- Follow directions from school staff and the School Resource Officer.
- Remain in the normal traffic pattern unless directed otherwise.
- Monitor Riverview's official communication channels.
- Expect delays and allow additional time.

Level 2 does not cancel arrival or dismissal; it changes how the school conducts those operations safely.

C3 Morning Arrival

During inclement weather, students may enter through entrances designated by staff. Employees normally stationed outside may work from protected locations, and traffic or drop-off procedures may be adjusted. Students remain supervised as they enter the building.

- Use only designated arrival areas.
- Allow a child to exit only when the driver believes it is safe and staff direct the student to do so.
- Drive slowly and watch for pedestrians.
- Follow staff directions and allow extra time.

C4 Afternoon Dismissal

Students remain indoors whenever possible and under staff supervision until release. Dismissal may take longer than usual, and one dismissal method may begin before another. Families should remain patient, stay in established traffic patterns unless redirected, follow staff and SRO instructions, and monitor school updates.

C5 Car Riders and Student Sign Out

Front and back car rider loops may continue during Level 2. Families may remain in line or choose to sign a student out. A valid photo ID is required, and normal authorization rules remain in effect.

Front loop sign-out: Enter through the Front Office, present a valid photo ID, and wait while staff verify authorization and call the student.

Back loop sign-out: Report to the designated back-loop entrance, present a valid photo ID, and wait while staff verify authorization and call the student.

- Remain in the vehicle unless choosing the sign-out option.
- Follow traffic directions and expect additional wait time.
- After release, use personal judgment about when it is safe to return to the vehicle.

Sign-out remains available during Level 2 unless an emergency requires Riverview to temporarily suspend student release.

C6 Walkers and Bicycle Riders

Because walkers and bicycle riders face longer outdoor exposure, Riverview may delay their dismissal. Students remain supervised indoors until release is appropriate. A family may instead pick up the student through the sign-out process with a valid photo ID. Families should wait for school authorization and monitor official updates.

C7 Bus Riders

Bus riders remain indoors until buses are ready and loading is authorized. Students then move directly from the building to the assigned bus. Schedules may be delayed. Because Beaufort County School District operates the buses, Riverview will follow the transportation provider's guidance. A family choosing to pick up a student instead must notify the school and complete the sign-out process.

C8 After-School Programs

Students enrolled in after-school care transition directly to program staff. Students who are not enrolled continue following their normal dismissal plan unless a parent or guardian makes another approved arrangement. Outdoor after-school activities may be delayed, canceled, or moved indoors. Families should follow normal pickup procedures unless Riverview provides different instructions.

C9 Traffic Flow and Campus Safety

Normal traffic patterns remain in effect unless staff or the SRO direct otherwise. Traffic may move slowly while students are released, and routes may be adjusted temporarily to improve safety.

- Stay in the designated traffic pattern.
- Drive slowly and watch for pedestrians.
- Do not create an additional lane or drive around stopped vehicles unless directed.
- Follow staff and SRO directions.
- Help keep emergency access routes as clear as conditions permit.

C10 Family Communication

Riverview will communicate significant changes through one or more official channels, which may include telephone, text, email, the school communication platform, the website, or official social media. During an extended event, the school will provide an update when meaningful new information is available.

- Keep contact information current.
- Monitor official Riverview channels and avoid relying on rumors or unofficial posts.
- When possible, avoid calling the Front Office for general updates during an active event so staff can focus on student supervision and release.

If conditions have not changed, families may not receive another message. Riverview will communicate when new information is available.

C11 Level 3 Immediate Shelter

Level 3 is used when an immediate weather threat requires students and staff to move to safe shelter. Arrival, dismissal, and sign-out may be temporarily paused. Students remain supervised, and staff focus first on immediate safety before providing updates.

- Do not approach school entrances unless directed.
- Follow instructions from school personnel and emergency responders.
- Monitor official communications and remain patient while emergency procedures are completed.

C12 Returning to Normal Operations

As conditions improve, one arrival or dismissal method may resume before another. Families must continue following staff directions until Riverview announces an official All Clear for arrival or dismissal. Safety decisions are based on current conditions rather than a fixed waiting period. An arrival or dismissal All Clear does not automatically authorize outdoor activities to resume.

C13 Family Quick Reference

Level	What It Means	What Families Should Do
Level 1 Weather Watch	Weather is monitored; normal arrival and dismissal continue.	Continue normal procedures and monitor school communications.
Level 2 Modified Arrival and Dismissal	Students remain indoors whenever possible; delays and procedural changes are likely.	Follow staff directions, remain in the traffic pattern, allow extra time, monitor updates, or use sign-out with a valid photo ID.

Level	What It Means	What Families Should Do
Level 3 Immediate Shelter	Everyone shelters; arrival, dismissal, and sign-out may pause.	Do not approach entrances unless directed. Follow instructions and wait for official updates.

APPENDIX D

Comprehensive Student Wellness Policy

This appendix retains the comprehensive school wellness policy and its supporting nutrition, physical-activity, celebration, and reward guidance. Section 6 provides the family-facing summary; this appendix provides the detailed policy language.

Preamble

Riverview Charter School (hereto referred to as RCS) is committed to the optimal development of every student. RCS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.[i],[ii],[iii],[iv],[v],[vi],[vii] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.[viii],[ix],[x]In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.[xi],[xii],[xiii],[xiv]

This policy outlines the school's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at RCS have access to healthy foods throughout the school day — both through reimbursable school meals and other foods available throughout the school campus — in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of RCS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- RCS establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives. This policy applies to all students and staff.

Nutrition

School Meals

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

RCS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and after-school Snack Program. RCS is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (RCS offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
- Sliced or cut fruit is available daily
- Daily fruit options are displayed in a location in the line of sight and reach of students
- Daily vegetable options are bundled into all grab and go meals available to students
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
- White milk is placed in front of other beverages in all coolers
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas

Staff Qualifications and Professional Development

The Child Nutrition Director and kitchen staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). RCS will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

RCS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA. Classroom snacks brought by parents. The school will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and Rewards and incentives. The school will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The school will make available to parents and teachers a list of healthy fundraising ideas such as those from the Alliance for a Healthier Generation and the USDA].

Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.). Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)]

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

RCS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the school may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

RCS aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

Category	Requirements and Topics
Knowledge and curriculum integration	• Provide students with the knowledge and skills necessary to promote and protect their health. • Include nutrition education in health classes and integrate it into math, science, language arts, social sciences, and elective subjects.
Engaging learning experiences	• Use enjoyable, developmentally appropriate, culturally relevant, and participatory activities, including cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens.
Healthy food and energy concepts	• Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food-preparation methods. • Emphasize caloric balance between food intake and energy expenditure, including physical activity and exercise.
School and community connections	• Connect instruction with school meal programs, cafeteria nutrition-promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services.
Media literacy and staff capacity	• Teach media literacy with an emphasis on food and beverage marketing. • Provide nutrition-education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

RCS will work to include the following essential topics on healthy eating in its health education curriculum.

Category	Requirements and Topics
Nutrition foundations	• The relationship between healthy eating, personal health, and disease prevention. • Food guidance from MyPlate. • Reading and using USDA food labels. • Eating a variety of foods every day. • The Dietary Guidelines for Americans.
Healthy food choices and preparation	• Eating more fruits, vegetables, and whole-grain products. • Choosing foods low in fat, saturated fat, and cholesterol and without trans fat. • Choosing foods and beverages with little added sugar. • Eating more calcium-rich foods. • Preparing healthy meals and snacks. • Reducing sodium intake. • Understanding food safety. • Understanding the importance of water consumption and eating breakfast. • Making healthy choices when eating at restaurants.
Energy balance and body health	• Balancing food intake and physical activity. • Understanding the risks of unhealthy weight-control practices. • Accepting body-size differences. • Understanding eating disorders.
Influences, information, and personal skills	• Understanding social influences on healthy eating, including media, family, peers, and culture. • Finding valid information or services related to nutrition and dietary behavior. • Developing a plan and tracking progress toward a personal healthy-eating goal. • Resisting peer pressure related to unhealthy dietary behavior. • Influencing, supporting, or advocating for others' healthy dietary behavior.

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

RCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The school strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the school.

- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools are encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason (This does not include participation on sports teams that have specific academic requirements]. The school will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, RCS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. RCS will conduct necessary inspections and repairs.

Physical Education

RCS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection).

All students will be provided equal opportunity to participate in physical education classes. RCS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

RCS elementary students in each grade will receive physical activity for at least 60-89 minutes per week throughout the school year.

RCS secondary students (middle school) are required to take the equivalent of one academic year of physical education.

The RCS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education RCS will work to include the following essential topics on physical activity in its health curriculum:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity

- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess

Riverview will offer at least 20 minutes of recess on all or most days during the school year If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the school or district must conduct indoor recess, teachers and staff will work to follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary) RCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The school recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

RCS will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will work to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

RCS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing access to annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities RCS offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The school will encourage students to be physically active before and after school by offering extra-curricular athletic opportunities to middle school students, and physically active TIDEWATCH programs each trimester.

Active Transport

RCS will support active transport to and from school, such as walking or biking. The school will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- A bicycle rack for secure bike storage
- Crosswalks exist on streets leading to schools

- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Other Activities that Promote Student Wellness RCS will work to integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The school will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

RCS is encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

RCS will continue to develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement RCS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the school will use electronic mechanisms (such as email or displaying notices on the school's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

The school will work to implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

Professional Learning

When feasible, the school will offer access to annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help school staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

- Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.
- School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.
- School Day - midnight the night before to 30 minutes after the end of the instructional day.
- Triennial – recurring every three years.

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Recommended snacks and lunch items Brain Boosters:

- Sunbutter/Soybutter (please no peanuts or products)
- Apples
- Bananas
- Oranges
- Kiwi
- Melon/Cantaloupe
- Blueberries
- Strawberries
- Carrots
- Celery (ants on a log)
- Cauliflower
- Broccoli
- Raisins and Craisins

- Trail Mix (no peanuts)
- Granola Bars (no peanuts)
- Yogurt
- Cheese Stick
- Tortilla Chips w/ Salsa, guacamole, or bean dip
- Whole Grain Crackers or Baked Chips
- Air Popped Popcorn
- Natural Turkey
- Natural Ham
- 100% Juices

Brain Busters:

- Cookies
- Pastries
- Chocolate
- Chips
- Hot Dogs
- Fast Food
- Soda
- Non 100% Juice

Suggestions for Healthy (non-food) Classroom Celebrations and Rewards

Group/Class Rewards

- Extra recess time
- Pick different seats to sit in for a day
- Teacher wearing a silly outfit or hat (let the class decide…one reader even said a teacher wore her wedding dress to school!)
- Afternoon movie (as an individual reward one student could be allowed to select and bring in the movie for the class)

Lunch in the classroom Dress up days…let the class vote Pajama day (can also incorporate sleeping bags/blankets) Crazy hair day Backward day (wear clothes backward and even follow the class schedule backward!) Camp out day (kids bring sleeping bags and teacher brings a tent) Crazy hat day An art or craft party A game the class plays together (like bingo or kickball) Plant some flowers or plants together at the school Paint birdhouses together to put up at the school Dance party with music

Individual Rewards

Lunch or recess time with the Executive Director or favorite teacher/staff guest reader to read to the class Sit with a friend from another class at lunch Gift certificate to the book fair Sit in the teacher's chair or at their desk for the day Sit next to a friend instead of in your own seat for the day Be the "special helper" for the day (running errands to the office, line leader, etc.) Student asked to actually read the morning announcements Choose the story for story time "Stinky feet" which means you get to take your shoes off in class Give out "play money" to students that they can spend in a class-wide auction later in the year (auction items can include games, books, etc. and be donated by parents) A "no uniform for the day" pass (approval needed)

Birthday Celebrations

Class makes fruit smoothies together arranged through Child Nutrition Director (advance notice) Small goodie bags with stickers/activities given out to classmates Each student is given supplies to a make small craft together Birthday card(s) made by the other students Popcorn birthday parties (popcorn is a whole-grain food) served in “popcorn cones” that the kids make themselves out of paper arranged through Child Nutrition Director with school’s popcorn machine (advance notice) New book donated to class library by birthday student with their parent as the guest reader

APPENDIX E

Required Notices Policies and Reference Forms

This appendix retains annual notices, procedural policies, and sample reference forms that families may need during the school year. Each document is separated below so that its scope and requirements are easier to locate and review.

E1 Protection of Pupil Rights Amendment Annual Notice

ANNUAL PPRA NOTICE

Dear Parent/Guardian:

This letter is to provide you with the required annual notification of your rights under the Protection of Pupil Rights Amendment (PPRA) and to offer you an opportunity to opt out of your child's participation in surveys that ask questions from any of PPRA's protected areas.

Parental inspection of certain materials

Parents of Riverview Charter School students have the right to inspect all instructional materials including teacher's manuals, films, tapes or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any applicable program.

The school will make the materials available for inspection at appropriate locations.

The school will not require any student as part of any applicable program to submit to a survey, analysis or evaluation that reveals information concerning items prohibited by law cited in the references below.

The school will give parents and students effective notice of their rights under the law.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

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

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

Receive notice and opportunity to opt a student out of –

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

Inspect, upon request and before administration or use –

1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional materials used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Riverview Charter School has adopted policies to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Riverview Charter School will directly notify parents of these policies at least annually at the start of each school year and after substantive changes. Riverview Charter School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Riverview Charter School will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, S.W.

Washington, D.C. 20202-5901

If you have any questions or concerns regarding this letter of notification, please do not hesitate to contact my office at your earliest possible convenience.

Sincerely,

Davontae Singleton
Executive Director

Legal references:

20 U.S.C. Code, Section 1232h, as amended:

SEC.439.

(a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

b) No student shall be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning--

(1) political affiliations;

(2) mental and psychological problems potentially embarrassing to the student or his family;

(3) sex behavior or attitudes;

(4) illegal, anti-social, self-incriminating and demeaning behavior;

(5) critical appraisals of other individuals with whom respondents have close family relationships;

(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

(7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

(c) educational agencies and institutions shall give parents and students effective notice of their rights under this section

(d) The law also requires that parents or guardians be allowed to inspect any instructional materials (teacher's manuals, films, tapes, etc.) which will be used in connection with any survey, analysis or evaluation, whether or not it is one requiring prior parental consent. The PPRA requires schools receiving federal funds to establish policies, in consultation with parents, regarding (l) the right of parents to inspect surveys or instructional materials before they are distributed, (2) the administration of physical examinations or screenings of students, and (3) the collection or use of student personal information for the purpose of marketing or selling that information (except where collection is for the purpose of developing or providing educational product or services). Schools must provide parents with reasonable notice of the adoption and use of these policies.

(e) The PPRA also requires that schools notify parents at least annually at the beginning of the school year of the specific or approximate date that the following activities will take place:

The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information.

The administration of a survey for which parental consent is required;

Any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, and not required to protect the immediate health and safety of students.

Parents and guardians also must be notified that they can opt their child out of participating in any of these activities.

The clear intent of this law is to give parents and guardians control over their children's participation in school-sponsored activities aimed at gathering information about the child or his family. Attempts to avoid these requirements by labeling the activity "curriculum" plainly undermine the purpose of protecting child and family privacy. Parents, guardians or students who believe their rights under the PPRA have been violated should contact The Rutherford Institute's Legal Hotline at legal@rutherford.org or call us at (434) 978-3888.

Additional information on the Protection of Pupil Rights Amendment is available from the U.S. Department of Education at www.ed.eov/policy/een/suid/foco/ppm/index

E2 Family Educational Rights and Privacy Act Annual Notice

ANNUAL FERPA NOTICE

Dear Parents/Guardians:

This letter is to provide you with the required annual notification of your rights under the Family Educational Rights and Privacy Act (FERPA).

General provisions

A student's "education records" are those records directly related to a student and maintained by the school or a party acting for the school. "Parent" refers to a parent, a legal guardian, a person acting as a parent, a surrogate appointed in accordance with laws regulating programs for disabled students or a student who is 18 years of age or over, or a student who is attending an institution of postsecondary education on a full-time basis.

Whenever a student is 18 or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student unless the school district has received notice that a court has awarded legal guardianship beyond the age of majority. The school will document such notice.

In maintaining student records, the schools will follow applicable state and federal regulations.

Location of the student records

The school or the district office (if a student is no longer enrolled) will maintain a cumulative record folder that contains directory information, scholastic information, standardized test data, health records and other similar information. This cumulative record will include, but not be limited to, the following information: standardized testing results, report cards, special education and ESOL information, prior school records, RCS student enrollment packet, field trip consent, as well as other appropriate information as determined by the Executive Director. Portions of the record may be in hard copy form and some in electronic form.

Except as provided in paragraph 4 of this section, the school maintains copies of psychological reports and related records if the school has given psychological evaluations to the student as follows.

The appropriate personnel in the school office and/or the appropriate school will keep records concerning students who have had administrative hearings.

Once a student graduates, the district files the student's records in the high school. If a student drops out of school before graduation, the school will file his/her records.

Directory information

Schools will treat each student's education records as confidential and primarily for local school use. The exception to this rule is for directory information, which includes the following information about a student:

- Name
- Address
- Telephone number
- Date and place of birth
- Participation in officially recognized activities and sports, where appropriate
- Weight and height of members of athletic teams
- Dates of attendance
- Diploma or certificate and awards received
- The most recent previous educational agency or institution attended by the student
- Other similar information

The school will not release directory information to any person or agency for commercial use. The school expects its employees to use good judgment in releasing directory information so it serves the best interests of the student.

Within 15 days after the annual distribution of notification of privacy rights, the parent or legal guardian of the student or the eligible and currently enrolled student has the right to refuse to permit the designation of any or all of the categories of personally identifiable information as directory information. The parent/eligible student's notification must be in writing. The written notification will become part of the student's education record. The Executive Director of the school the student is attending is responsible for notifying appropriate personnel of the request and filing the request in the student's cumulative folder.

Release of school records

The Family Educational Rights and Privacy Act of 1974 requires the following procedures in the release of school records.

- The school may not release school records to a person or agency, including an employer or government agency, without the written consent of the student's parent or legal guardian. An eligible student who is 18 years of age may sign for the release of the student's records.
- The school may release records without prior written consent to officials of another educational institution in which the student seeks or intends to enroll. The school will notify the parent or legal guardian of the transfer when notification has been requested under school policy.

Records made by an employee

A school employee's personal records on a student are not part of the student's education record as long as that person keeps the notes solely for his/her own use and maintains them separately from the school files.

A substitute who performs the employee's duties on a temporary basis may use these personal records. However, the employee may not pass the records on to a successor.

Management of records

The school will protect the confidentiality of personally identifiable data on children during collection, storage, disclosure and destruction.

School personnel, school psychologists under contract with the School and other eligible state and federal employees who need the records to carry out their assigned duties and who have a legitimate educational interest will have access to or may receive information from the education records. The Executive Director will maintain a current list of such individuals. The school will also give access to parents or legal guardians and eligible students as provided below.

Students transferring to another school

When a student transfers from Riverview to a school outside the district, the school will send a copy of the student's record to the receiving school.

Disclosure (except for directory information)

The school has the right to disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is immediately necessary to protect the health or safety of the student or other individuals.

The school will require a written request or consent from a parent or legal guardian or eligible student for each act of release of information. Blanket authorization for release of information is not permissible. Written requests or consent will include the types of information to be released, the purpose(s) for the disclosure, the parties or class of parties to whom the disclosure may be made, the date signed and the signature of the parent or legal guardian or eligible student.

The school will not require prior consent for disclosure when state and federal officials request the information as authorized by statutes or regulations implementing statutes.

The school will not require prior consent to disclose information to organizations conducting studies for, or on behalf of, the district for the purpose of developing, validating or administering predictive tests, administering student aid programs and improving instruction as long as students and/or their parents are not personally identified and the records are destroyed when no longer needed for the prescribed purpose.

The school will not require prior consent when disclosing information to accrediting organizations in order for them to carry out his/her accrediting functions.

The school will not require prior consent when disclosing information in order for the school to comply with a request from a judicial order, a lawfully issued subpoena, or a family court judge or his/her duly authorized representative acting in an official capacity.

Except as provided elsewhere in these regulations, the school district will keep a record of disclosures not authorized by the parent, eligible student or these regulations.

The student's cumulative folder will document each disclosure with the following information:

- The name of the party receiving the information
- The information released
- The legitimate purpose for which the information was requested

Annual notification of rights

Each school will distribute annual notice of privacy rights to parents or legal guardians and eligible students in attendance at the time of notification.

Request for inspection

Anyone who wants to inspect the records must make the request for inspection (or an explanation or interpretation) of a student's record to the Executive Director of the school in which the student is enrolled or where the record is housed.

The Executive Director or designated school administrators will set a time and place for the inspection of such records within a reasonable period of time, but in no case more than 45 days after the request has been made. If a hearing concerning the student is pending, the employee will honor the request for inspection of the student's record prior to the hearing.

At the inspection, the principal will have appropriate personnel available to interpret information on the records.

The school is responsible for the maintenance of each student's record. Therefore, school personnel are not to turn the original record or microfilmed copy of a record over to any person or organization unless they have a specific, written judicial order for such action.

If the parent or legal guardian or eligible student believes that the information in the education record is inaccurate, misleading or violates the privacy or other rights of the student, he/she can request an amendment to the record. The school official receiving the request will either amend the record, if appropriate, or notify the parent or eligible student within 15 working days in writing that the request is denied and that he/she has the right to request a hearing as provided below.

Each parent of a child has the right to inspect and review the child's record unless the school has written evidence that there is a legally binding instrument or a court order governing such matters as divorce, separation or custody which provides to the contrary. The same applies to parental requests for disclosure to other individuals and to organizations.

A parent or an eligible student has the right to give written authorization for a representative to inspect and review the education records of the student.

Hearings to challenge information in student's records

Parents or eligible students will make requests for hearings to the Executive Director where the record is housed. The Executive Director or his/her designee may conduct the hearing.

The Executive Director will set a date, time and place for the hearing and notify the requester in writing of the date, time and place. The Executive Director will establish the hearing date within five working days of receipt of the request. The Executive Director must mail written notice of the hearing to the parent or eligible student at least 10 days prior to the hearing.

A school official who does not have a direct interest in the outcome will conduct the hearing.

At the hearing, the Executive Director will try to have the person present who has entered the information in question if the person is known and reasonably available. The parent or student who requested the hearing will have the right to question that person if present and be able to show evidence that would correct inaccurate, misleading or otherwise inappropriate information. Such evidence will become a permanent part of the student's record.

The parent of the student or the eligible student will have a full and fair opportunity to present relevant evidence, and may be assisted or represented at their expense by legal counsel.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it will inform the parent or eligible student in writing that he/she has the right to place in the education record a statement commenting upon the information in the record and/or setting forth any reasons for disagreeing with the decision. Any such statement must remain with the record as long as the contested portion remains in the record. Disclosure of the contested portion must include the statement of the parent or eligible student.

The school will send its decision (including a summary of the evidence), the reasons for the decision and the right to a judicial appeal in writing to the parent or eligible student within five working days after the conclusion of the hearing. The school district will base its decision solely on evidence.

Destruction of education records

The school district may destroy data which are no longer needed for providing direct educational services as long as the following conditions apply:

- There is no outstanding request to inspect and review the education record.
- The school retains the record of disclosures for as long as it maintains the education record to which the disclosure record relates.
- The data do not concern the referral, evaluation, staffing, or placement of a student with a disability or a student previously suspected of having a disability. Such data will be transferred to the appropriate special-program office when no longer needed to provide direct educational services.

No one may remove the following items from a student's cumulative record at any time:

- Name, including last, first, middle, and preferred name or nickname
- Verified date of birth, sex, ethnic background, and Social Security number
- Address and telephone number
- Names of parents and/or legal guardians
- Health record, including vision, speech, and hearing screenings
- All standardized test scores
- Attendance and scholarship record card
- Special-services documentation, when appropriate
- Appropriate correspondence with parents
- Criminal record, if convicted of specified crimes
- Proof of residency
- Legal documents

Special services documentation

Special services documentation is to remain in a student's cumulative record until graduation, even if the student is not enrolled in a special program. Correspondence with parents should be reevaluated and thrown away after five years. Any materials relating to a child's preschool and kindergarten experiences should be sent home after second grade.

The Family Educational Rights and Privacy Act Office

Parents and eligible students have the right to file written complaints concerning alleged violations of the Family Educational Rights and Privacy Act. Written complaints should be sent to the following address.

The Family Educational Rights and Privacy Act Office Department of Education 330 Independence Avenue SW Washington DC 20201

This office has the responsibility for investigating, processing and reviewing alleged violations. This office will refer appropriate cases to a review board for adjudication. If you have any questions or concerns regarding this notification, please do not hesitate to contact my office at your earliest convenience.

Sincerely,

Davontae Singleton
Executive Director

E3 Athletic Policy Reference Documents

Athletic Policy Agreement

Sample for Reference

I have read Riverview Charter School's Athletic policies as well as the school's Student Behavior Code, and I agree to follow all of the rules as a student athlete at Riverview Charter School. I understand that failure to abide by all of the applicable rules could result in disciplinary measures including dismissal from the team.

I give permission for my child, _____, to participate in student athletics at Riverview Charter School.

Additionally, as the parent(s) of a Riverview Charter School student athlete I pledge to follow the school's Parent's Code of Conduct as follows:

- I will remember that youth sports are played for fun and will remember that games are played for the youth and not for the adults
- I will help my child learn that success is measured by the development of skills, not winning or losing
- I will place my child's emotional and physical well being ahead of my own personal desire to win
- I will be a "team" fan, not a "my child" fan
- I will show appreciation for an outstanding play by either team
- I will do my best to understand and appreciate the rules of the contest
- I will insist my player treat other players, coaches, officials, and fans with respect, and I will be a role model for my team by doing the same
- I will reinforce the school's drug and alcohol free policies and refrain from use alcohol and other drugs before or during contests and remind other parents to do the same
- If I have a concern, I will talk to the coach at the appropriate time and place, i.e., never before, during, or immediately after a contest. I understand that I will be suspended, without warning, from attendance at school athletic practices and events (including games, recognition ceremonies, etc.) for any violation of this Parent's Code of Conduct.

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Student-Athlete Concussion Acknowledgment Statement

Sample for Reference

I, _____, understand that it is my responsibility to report all injuries and illnesses, including a possible concussion, to my athletic trainer and/or coach.

I have read and am aware of the following information:

1. A concussion is a brain injury that can affect my ability to perform everyday activities and affect reaction time, balance, sleep, and classroom performance;
2. I cannot see a concussion, but I might notice some of the symptoms right away. I understand other symptoms can show up hours or days after the injury;
3. If I suspect a teammate has a concussion, I am responsible for reporting the injury to my head coach or athletic trainer;
4. I understand I cannot return to a game or practice if I have received a blow to the head or body that results in concussion-related symptoms;
5. Following a concussion, I understand that the brain needs time to heal. I understand that I can only return to practice or play after at least 24 hours and with written permission from a health care professional;
6. In rare cases, I realize that repeated concussions can cause permanent brain damage and even death.

I acknowledge that I have read and understand the above information regarding concussions, and accept these responsibilities to protect my well-being. If I have any questions, it is my responsibility to ask the athletic training staff or my coach.

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Waiver and Release from Liability for Participation in Extracurricular Sports and Activities

Sample for Reference

This waiver and release is entered into by _____ (hereinafter "Student"), _____ (hereinafter "Parent"), and Riverview Charter School.

Student participation in _____ (extracurricular sport/activity) is voluntary and not required as a student of Riverview Charter School.

1. Parent hereby gives consent for the above named Student to participate and compete in Riverview Charter School's _____ (identify activity) program and travel with the school representative on authorized school trips.
2. Student and Parent acknowledge that participation in _____ (sports/activity) includes risk of injury that may range in severity from minor to disabling to even death.
3. Parent and student agree to release, hold harmless and indemnify Riverview Charter School, its employees, officers, agents, and volunteers from any liability, loss, cost, damage and/or expense of any nature, including all attorneys' fees and costs which Parent or Student may have or incur resulting, either directly or indirectly, from Student's participation in _____ (sports/activity).
4. For purposes of this agreement, liability means all claims, demands, losses, causes of action, suits or judgments of any and every kind that arises from Student's participation in _____ (sports/activity).
5. Student and Parent further expressly agree that the foregoing release and waiver provisions are intended to be as broad and inclusive as is permitted by the law of the State of South Carolina, and that if any portion of it is held void, voidable, or unenforceable, the remaining portions shall remain in full force and effect.

The undersigned have read and voluntarily sign this release and waiver of liability and further agree that no oral representations, statements or inducements, apart from this agreement, have been made.

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

E4 Expulsion Hearing Procedures

SAMPLE FOR REFERENCE

1. The hearing shall be closed to the public unless the parent/legal guardian requests in writing that it be open.

2. Record of the Hearing: the Executive Director or his/her designee shall be responsible for making a record of any information orally presented at the hearing. This can be done by audio recording. The Executive Director should keep statements and any other written material presented during the hearing on file.

3. Presentation of Statements and Records: If statements signed by persons with personal knowledge concerning the student's misconduct have been acquired, the Executive Director or his/her designee is responsible for presenting those statements during the hearing. The student or his/her representative shall have the opportunity to present their own statements and records.

4. Use of Witnesses: The hearing shall consist of a review of the statements and records presented by the Executive Director and the student and the testimony of any witnesses appearing on behalf of either party. The Executive Director shall have the opportunity to question the student and the student, or his representative, shall have the opportunity to make a statement which need not be reduced to writing or filed with the Executive Director prior to the hearing.

5. Examination of Witnesses/Statements: the Executive Director, any administrator, the student, the parent/legal guardian, or the student's representative may question any witnesses and any witness statements about any matter relevant to the charge of misconduct and the proper disposition of the matter. The Executive Director has the authority to limit unproductively long or irrelevant questioning.

6. Role of the Parent/Legal Guardian: The parent/legal guardian should be present at the hearing and should have an opportunity to make a statement and to answer questions. Any such statement need not be filed with the Executive Director prior to the hearing. The parent/legal guardian shall be permitted to advise the student during the hearing.

7. Adult Representation: If the student or the parent/legal guardian believes the student's interests can be better protected by the presence of another adult in addition to the parent/legal guardian, the student may bring another adult to the hearing who may be an attorney. An attorney representing a student at the hearing shall be primarily present to ensure that the student's due process rights are not violated. Any adult representative shall be subject to these Discipline Hearing Procedures.

E5 Title IX Policy and Grievance Procedures

Title IX Policy

I. Purpose

This Policy establishes the Board of Directors' and school Leadership's team expectation that the Riverview Charter School (RCS) be committed to creating and maintaining a learning and working environment that is free from unlawful discrimination based on sex in accordance with Title IX, which prohibits discrimination on the basis of sex in Education Programs or Activities and Title VII, which prohibits sex discrimination in employment. Sexual harassment and Retaliation under this Policy will not be tolerated by RCS, and are grounds for disciplinary action, up to and including, permanent dismissal from RCS and/or termination of employment. RCS takes all reported sexual misconduct and sexual harassment seriously. RCS will promptly discipline any individuals within its control who are found responsible for violating this Policy. Additionally, reported sexual misconduct, harassment, and retaliation that does not meet the definitions and jurisdiction of this Policy will be referred for review under the student or employee Code of Conduct.

A. Applicability

This Policy applies to students and employees as follows:

1. To Students: Where the Respondent is a student at RCS at the time of the alleged conduct, the alleged conduct includes sexual harassment under this Policy, the alleged conduct occurs in RCS's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in RCS's Education Program or Activity.
2. To Employees: Where the Respondent is an employee at RCS at the time of the alleged conduct, where the alleged conduct includes Sexual harassment under this Policy, the alleged conduct occurs in RCS's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in RCS's Education Program or Activity.

B. Title IX Coordinator and Key RCS Title IX Officials

The Title IX Investigator is RCS's administrator who oversees RCS's compliance with Title IX. The Title IX Investigator is responsible for the administrative response to reports and Formal complaints of sexual harassment. The Title IX Investigator is available to discuss the grievance process, coordinate supportive measures, explain RCS's policies and procedures, and provide education on relevant issues.

Any member of RCS's community may contact the Title IX Investigator with questions. Title IX Investigator's contact information is as follows:

Daniel McKeown, Title IX Investigator

Riverview Charter School

81 Savannah Hwy, Beaufort, SC 29906

843-379-0123 Ext. 1040

The Beaufort County School District (BCSD) Title IX Coordinator, Lakinsha Swinton, appoints investigators, decision makers, appellate decision-maker, and informal resolution facilitators who have roles in the formal grievance process more fully explained in Sections VI of this Policy. The Title IX Coordinator, Deputy Title IX Investigators, investigators, decision-makers, appellate decision-maker, and informal resolution facilitators will receive annual training in compliance with Title IX. All administrators in these roles willnot rely on sex stereotypes and will provide impartial investigations andadjudications of Formal complaints of Sexual harassment. All materials used to train these administrators will be publicly made available on BCSD's website in accordance with Title IX requirements. The Title IX Investigator, Deputy Title IX Investigators, investigators, decision-makers, appellate decision-maker, and informal resolution facilitators shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

C. Notification

RCS will use electronic/in writing for purposes of communication and notification under this Policy.

D. Dissemination of Policy

This Policy will be made available to all RCS administrators, faculty, staff, students, and families online at www.riverviewcharterschool.org.

E. Effective Date

The effective date of this amended Policy September 1, 2025.

F. Retaliation and False Statements Prohibited

Neither RCS nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

1. Alleged violations of Retaliation will be disciplined according to the student disciplinary policy or employee handbook.
2. Charging an individual with a violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Policy does not constitute Retaliation prohibited under Policy. However, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

G. Amnesty

RCS strongly encourages students to report incidents violating the Policy related to discrimination, harassment, sexual harassment, and related inappropriate conduct. RCS's primary concern is the safety of the members of the RCS community, and it encourages behavior that demonstrates care and concern for members of the community. Accordingly, RCS reserves the right to provide a reprieve from disciplinary actions for Complainants and other individuals who exhibit responsible and proactive behavior in reporting sexual harassment, sexual misconduct, sexual violence, or other prohibited conduct or for students acting as a witness during the formal grievance procedures. RCS may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

H. Other RCS Policies

This Policy takes precedence over other RCS Policies concerning Sexual harassment and non- discrimination under Title IX in the event of a conflict.

I. Modification and Review of this Policy

RCS reserves the right to modify this Policy to take into account applicable legal requirements. RCS will regularly review this Policy to determine whether modifications should be made.

J. Additional student disciplinary policy or RCS Policy Violations

Alleged violations of the student disciplinary policy or employee handbook(s) that arise from the same events as alleged sexual harassment under this Policy will be investigated and resolved under the grievance process in this Policy unless the sexual harassment has been dismissed under Section V.B. of this Policy.

K. Role of Parent or Guardian

Nothing in this Policy may be read in derogation of any legal right of a parent or guardian to act on behalf of a "Complainant," "Respondent," "party," or other individual, subject to this Policy including but not limited to filing a Formal complaint.

L. Role of Advisor

Either party may be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. However, neither party's advisor will be permitted to question witnesses. Neither party's advisor may participate in interviews or meetings in which the represented party is not a participant.

II. Definitions

A. Definitions of Prohibited Conduct Under this Policy:

1. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

a) An employee of RCS conditioning the provision of an aid, benefit, or service of RCS on an individual's participation in unwelcome sexual conduct;

b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to RCS's education program or activity[1]; or

[1] A severe, pervasive, and objectively offensive assessment considers the frequency and nature of the conduct, whether it was physical, verbal, or both, the number of individuals affected, the parties' relationship and ages, and the totality of the circumstances, expectations, and relationships.

c) Sexual Assault, Dating Violence, Domestic Violence or Stalking as defined in this Policy.

2. Sexual Assault means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including Rape, Fondling, Incest, and Statutory Rape as defined in this Policy.

3. Rape[2] means the penetration, no matter how slight, of the vagina or anus with anybody part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

[2] Under the FBI Uniform Crime Reporting Program, rape includes forcible rape, forcible sodomy, and sexual assault with an object, including circumstances in which the victim cannot consent because of temporary or permanent mental or physical incapacity or youth.

Rape as defined in the Uniform Crime Reporting Program (UCR) includes:Forcible Rape: The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or againstthe person's will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or notforcibly or against the person's will in instances where the victim is incapable of giving consent because of his/heryouth or because of his/her temporary or permanent mental or physical incapacity.

4. Fondling[3] means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

[3] Fondling is identified as Forcible Fondling in the Uniform Crime Reporting Program.

5. Incest[4] means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

[4] Incest is identified as a nonforcible offense in the Uniform Crime Reporting Program.

6. Statutory Rape[5] means sexual intercourse with a person who is under the statutory age of consent.

[5] Statutory rape is identified as a nonforcible offense in the Uniform Crime Reporting Program.

7. Dating Violence means violence committed by a person —

a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

b) where the existence of such a relationship shall be determined based on a consideration of the following factors:

i. The length of the relationship, ii. The type of relationship, iii. The frequency of interaction between the persons involved in the relationship.

c) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

8. Domestic Violence includes felony or misdemeanor crimes of violence committed by:

a) a current or former spouse or intimate partner of the victim,

b) a person with whom the victim shares a child in common,

c) a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, Sexual Assault with and Object: — To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Fondling is referred to as Forcible Fondling in the UCR.

Incest is a Nonforcible Offense in the UCR.

Statutory Rape is a Nonforcible Offense in the UCR.

d) person similarly situated to a spouse of the victim under the domestic or family violence laws of South Carolina, or

e) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of South Carolina.

9. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to

a) fear for his or her safety or the safety of others; or

b) suffer Substantial Emotional Distress.

B. Definitions Related to Sexual harassment

Consent, Course of Conduct,Incapacitation, Reasonable Person, Substantial Emotional Distress

1. Consent is affirmative, conscious, voluntary, and revocable. Consent to sexual activity requires of each person an affirmative, conscious, and voluntary agreement to engage in sexual activity.

a) It is the responsibility of each person to ensure they have the affirmative Consent of the other to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not, alone, constitute consent. Affirmative consent must be ongoing and can be revoked at any time during sexual activity.

b) The existence of a dating relationship or past sexual relations between the Complainant and Respondent will never by itself be assumed to be an indicator of consent (nor will subsequent sexual relations or dating relationship alone suffice as evidence of consent to prior conduct).

c) The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable. In making this determination, the decision-maker will consider all of the facts and circumstances the Respondent knew, or reasonably should have known, at the time. In particular, the Respondent's belief is not a valid defense where:

i. The Respondent's belief arose from the Respondent's own intoxication or recklessness;

ii. The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented; or iii. The Respondent knew or a reasonable person should have known that the Complainant was unable to Consent because the Complainant was incapacitated, in that the Complainant was: asleep or unconscious unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication unable to communicate due to a mental or physical condition.

2. Course of Conduct means two or more acts, including, but not limited to, acts in which the individual directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

3. Incapacitation means that a person lacks the ability to actively agree to sexual activity because the person is asleep, unconscious, under the influence of alcohol or other drugs such that the person does not have control over their body, is unaware that sexual activity is occurring, or their mental, physical or developmental abilities render them incapable of making rational informed decisions. Incapacitated is a state beyond drunkenness or intoxication. A person is not necessarily incapacitated merely as a result of drinking, using drugs, or taking medication.

a) A person violates this Policy when they engage in sexual activity with another person who is incapacitated and a reasonable person in the same situation would have known that the person is incapacitated.Incapacitation can be voluntary or involuntary. Signs of incapacitation may include, without limitation: sleep; total or intermittent unconsciousness; lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; emotional volatility; combativeness; vomiting; incontinence; unresponsiveness; and inability to communicate coherently.Incapacitation is an individualized determination based on the totality of the circumstances.

4. Reasonable Person means a reasonable person under similar circumstances and with similar identities to the victim.

5. Substantial Emotional Distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

C. Other Defined Terms

1. Actual Knowledge: means Notice of sexual harassment allegations to any employee of RCS (Officials with Authority), except that Actual Knowledge is not met when the only individual with Actual Knowledge is the Respondent.

2. Business Day: means any weekday not designated by RCS as a holiday or administrative closure day. When calculating a time period of Business days specified in this Policy, the Business Day of the event that triggers a time period is excluded.
3. Complainant: means an individual who is alleged to be the victim of conduct thatcould constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Policy.
4. Disciplinary Sanctions: are imposed only after a finding of responsibility through the grievance process or an agreement through the informal resolution process.
5. Educational Program or Activity: includes locations, events, or circumstancesover which RCS exercises substantial control over both the Respondent and thecontext in which the sexual harassment occurs. This includes conduct that occurs on RCS's property, during any RCS activity.
6. Formal complaint: means a document filed by a Complainant (or parent or guardian of the student) or signed by the Title IX Investigator alleging sexual harassment against a Respondent and requesting that RCS investigate the allegation of sexual harassment.
7. Official with Authority: means any employee of RCS or contracted individuals who work within the RCS.
8. Remedies: are designed to restore or preserve equal access to RCS's EducationProgram or Activity. Remedies may include, but are not limited to, the same individualized services as Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.
9. Respondent: means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Policy.
10. Retaliation: means intimidation, threats, coercion, or discrimination, including charges against an individual for student disciplinary policy or employee handbook violations that8III. do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this Policy.
11. School: means in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the child.[6]

[6] *This definition is drawn from the South Carolina Safe School Climate Act, S.C. Code Ann. § 59-63-120.*

12. Supportive Measures: means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
    a) Such measures are designed to restore or preserve equal access to RCS's Education Programs or Activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or RCS's educational environment, or deter sexual harassment.
    b) Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the property, and other similar measures.

III. Reporting Sexual harassment and Preservation of Evidence

A. Reporting to RCS

1. Reporting to Title IX Investigator: Reports of sexual harassment may be made to the Title IX Investigator in any of the following ways, by anyone, at any time: email, phone, online form, mail, or in person at Riverview Charter School, 81 Savannah Hwy., Beaufort, SC 29906. After Title IX Sexual harassment has been reported to the Title IX Investigator, the Title IX Investigator will promptly offer supportive measures to the Complainant, regardless of whether the Complainant was the reporter of the sexual harassment.
2. Reporting to Employees of RCS: If employees of RCS are notified of sexual harassment, they shall promptly report such sexual harassment to the Title IX Investigator who will take immediate action under this Policy.
3. Anonymous Reporting: Anonymous reports may be made by telephone, in writing or electronically at https://bit.ly/BCSDTitleIXForm. A decision to remain anonymous, however, may greatly limit RCS's ability to stop the alleged conduct, collect evidence, or take action against parties accused of violating this Policy.

4. Reporting to Law Enforcement: Reports may be filed with local law enforcement agencies. The Title IX Investigator can assist with contacting law enforcement agencies. Law enforcement investigations are separate and distinct from the RCS's investigations.
    a) Beaufort County Sheriff's Office 2001 Duke St. Beaufort, SC 29902
        (843) 255 3200
        (843) 255-3200
    b) City of Beaufort Police Department 1901 Boundary St. STE 2 Beaufort, SC 29902
        (843) 322-7900
    c) Town of Bluffton Police Department 101 Progressive St. Bluffton, SC 29910
        (843) 706-4550
    d) Town of Port Royal Police Department 1748 Paris Avenue Port Royal, SC 29935
        (843) 986-2220
5. Reporting to Outside Agencies: Students and employees may report to external agencies:
    a) Federal Office for Civil Rights U.S. Department of Education http://www.ed.gov/about/offices/list/ocr/complaintintro.html 32 Old Slip, 26th Floor New York, NY 10005-2500 646.428.3800 Email: ocr.newyork@ed.gov
    b) Office of Civil Rights Southeast Region Barbara Stampul, Regional Manager U.S. Department of Health and Human Services Sam Nunn Atlanta Federal Center, Suite 16T70 61 Forsyth Street, S.W.Atlanta, GA 30303-8909 Customer Response Center: (800) 368-1019 Fax: (202) 619-3818 TDD:(800) 537-7697 Email: ocrmail@hhs.gov
6. Outside Agency Confidential Support and Resources:
    a) Hopeful Horizons 1212 Charles St. Beaufort, SC 29902
        (843) 770-1070 (24 hr. support line)
        (800) 868-2632 (24 hr. support line) www.hopefulhorizons.org
7. Time Limits on Reporting. There are no time limits on reporting sexual harassment to the Title IX Investigator or RCS. If the Respondent is no longer subject to RCS's Education Program or Activity or significant time has passed, RCS will have limited ability to investigate, respond and/or provide disciplinary Remedies and Sanctions.

IV. Initial Response to Reported Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Investigator will promptly contact the Complainant, regardless of whether the Complainant was the individual who initiated the report. During the initial contact with the Complainant, the Title IX Investigator will:

A. Provide the Complainant with notice of their option to have an advisor;

B. Explain the process for filing a formal complaint;

C. Explain the grievance process;

D. Discuss the availability of supportive measures regardless of whether a formal complaint is filed;

E. Consider the Complainant's wishes with respect to supportive measures.

V. Formal Complaint

RCS will investigate all allegations of sexual harassment in a formal complaint.

A. Filing a Formal Complaint

A formal complaint must:

1. Contain an allegation of sexual harassment against a Respondent;
2. Request that RCS investigate the allegation; and
3. Be signed by the Complainant (or parent or guardian of the Complainant) or Title IX Investigator

4. In limited circumstances, if a Complainant does not sign a formal complaint, the Title IX Investigator may sign a formal complaint. In determining whether to sign a formal complaint, the Title IX Investigator will consider factors that include but are not limited to:
    a) Whether there have been other reports of sexual harassment or other relevant misconduct concerning the same Respondent whether or not the incidents occurred while the Respondent was an RCS student or employee or other outside contracted individual who works within the RCS;
    b) Whether the Respondent threatened further sexual harassment or other misconduct against the Complainant or others;
    c) Whether the alleged sexual harassment was committed by multiple perpetrators;
    d) The nature and scope of the alleged sexual harassment including whether the sexual harassment was perpetrated with a weapon;
    e) The ages and roles of the Complainant and the Respondent;
    f) Whether RCS can pursue the investigation without the participation of the Complainant (e.g., whether there are other available means to obtain relevant evidence of the alleged sexual harassment such as security cameras or physical evidence);
    g) Whether the report reveals a pattern of perpetration (e.g., perpetration involving illicit use of drugs or alcohol) at a given location or by a particular group.

B. Dismissal of a Formal Complaint.

1. Required Dismissal: The Title IX Investigator will dismiss a formal complaint for purposes of sexual harassment if:
    a) The conduct alleged in the formal complaint would not constitute sexual harassment as defined in this Policy even if proved;
    b) The conduct alleged did not occur in RCS's Education Program or Activity; or
    c) The Conduct alleged in the formal complaint did not occur against a person in the United States.

Dismissal of a formal complaint does not preclude action under other provisions of RCS's policies and procedures. If a formal complaint is dismissed under this Section VI section, the matter will be reviewed to determine whether the matter will be pursued under RCS's student disciplinary policy or employee handbook.

2. Permissive Dismissal: The Title IX Investigator may dismiss a formal complaint or any allegations within the formal complaint, if at any time during the investigation or hearing:
    a) A Complainant notifies the Title IX Investigator in writing that the Complainant would like to withdraw the Formal complaint or any allegations within the formal complaint,
    b) The Respondent is no longer enrolled or employed by RCS, or
    c) Specific circumstances prevent RCS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations within the formal complaint.
3. Appeal of Dismissal: Either party may appeal the dismissal of a formal complaint or any allegations therein. See Section IX for bases and process for appeals.

C. Consolidation of Formal complaints

The Title IX Investigator may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent or by more than one Complainant against one or more Respondents where the allegations arise out of the same facts or circumstances.

VI. Grievance Process

The grievance process within this Policy is designed to treat Complainants and Respondents equitably.

Remedies are provided to a Complainant where a determination of responsibility for sexual harassment has been made against the Respondent and Disciplinary Sanctions are not imposed against a Respondent prior to the completion of the grievance process.

A. General Grievance Process Information:

1. Burden of Proof and Burden of Gathering Evidence: All investigations and proceedings, including hearings, relating to sexual harassment will be conducted using a “preponderance of the evidence” (more likely than not) standard. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibly rests on RCS, not the parties.

2. Presumption of Not Responsible: The Respondent is presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the grievance process.
3. Time Frames for Grievance Process: RCS strives to complete the grievance process within ninety (90) Business days.

Temporary delays and/or extensions of the time frames within this Policy may occur for good cause.Written notice will be provided to the parties of the delay and/or extension of the time frames with explanation of the reasons for such action. Examples of good cause for delay/extensions include but are not limited to considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

4. Medical Records: RCS will not access, consider, disclose, or otherwise use party's records that are that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless RCS obtains that party's voluntary, written permission to do so for the grievance process within the Policy.
5. Privileged Information: The RCS will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.
6. Range of Disciplinary Sanctions: Sanctions that may be required if an individual is found responsible for violating this Policy include:) St d t U t E li
    a) Student – Up to Expulsion.
    b) Employees – Up to Termination of Employment.
7. Notice of Meetings, Interviews, and Hearings: Parties and witnesses will be provided notice of any meeting, interview, and/or hearing with sufficient time to prepare to participate. This notice will include the date, time, location, participants and purposes of the meeting, interview and/or hearing.

B. Notice of Allegations

Upon receipt of a formal complaint, the Title IX Investigator will provide Notice of Allegations to the parties who are known. The Notice ofAllegations will include:

1. Notice of the party's rights and options
2. Notice of RCS's grievance process
3. Notice of RCS's informal resolution process and options
4. Notice of the allegations of sexual harassment including:
    a) The identities of the parties involved in the incident, if known,
    b) The conduct allegedly constituting sexual harassment, and
    c) The date and location of the incident, if known.
5. Notice that the Respondent is presumed not responsible of the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
6. Notice that the parties may have an advisor of their choice, who may be, but is not required to be an attorney, and that the advisor may inspect and review evidence.
7. Notice of RCS's student disciplinary policy and employee handbook provision that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Notice of Allegations will be updated, and written notice provided to the parties if at any time during the investigation, RCS decides to investigate allegations about the Complainant or Respondent that are not included in the initial Notice of Allegations.

C. Investigation of Formal Complaint

RCS will conduct an investigation following a formal complaint and Notice of Allegations. During all meetings and interviews the parties may be accompanied by an advisor of their choice, which can be, but is not required to be an attorney. The advisor's role is limited to assisting, advising, and/or supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant or Respondent.

1. Opportunity to Provide Information and Present Witnesses: Each party will be provided an equal opportunity to provide information to the investigator and present witnesses for the investigator to interview. The information provided by the parties can include inculpatory and exculpatory evidence. The witnesses can include both fact witnesses and expert witnesses.
2. Opportunity to Inspect and Review Evidence: Each party will be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which RCS does not intend to rely upon in reaching a determination regarding responsibility. This review includes inculpatory and exculpatory evidence that is obtained by a party, witness, or other source. Each party and their advisor (if any) will be provided an electronic copy of the evidence for inspection and review. The parties will have ten (10) business days to review and submit a written response to the investigator. The investigator will consider the written responses prior to completing an investigative report. All evidence provided during the inspection and review phase will be available at any hearing for the parties to use during the hearing, including for purposes of cross examination.
3. Investigative Report: Following the opportunity to inspect and review evidence directly related to the allegations raised in the formal complaint, the investigator will create an investigative report that fairly summarizes relevant evidence obtained during the investigation.
4. Review of the Investigative Report: At least ten (10) Business days prior to the determination of responsibility the investigator will provide each party and the party's advisor (if any) an electronic copy of the investigative report for their review and written response.
5. Investigation Timeframe: The investigation of a formal complaint will be concluded within sixty (60) Business days of the filing of a formal complaint. The parties will be provided updates on the progress of the investigation, as needed.

VII. Question and Answer Period

After the investigation, RCS will assign a decision-maker, who is not the Title IX Investigator of RCS or staff member who conducted the investigation. The decision-maker will afford each party the opportunity to:

1. submit written, relevant questions that a party wants asked of any party or witness
2. provide each party with the answers; and
3. allow for additional, limited follow-up questions from each party.

A. Evidence and Questions Excluded

The decision-maker will make determination regarding relevancy prior to sending questions to parties or witnesses. The following questions and evidence are considered not relevant:

1. Sexual Predisposition or Prior Sexual Behavior of the Complainant: Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.
2. Privileged Information: No person will be required to disclose information protected under a legally recognized privilege.

The decision-maker must not allow into evidence or rely upon any questions or evidence that may require or seek disclosure of such information, unless the person holding the privilege has waived the privilege. This includes information protected by the attorney-client privilege.

3. Medical Records: Evidence or records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, are not permitted to be used during a hearing unless the party provides voluntary, written permission to do so for the grievance process within this Policy.

VIII. Determination Regarding Responsibility

After the question and answer period, the decision-maker will provide the Complainant and the Respondent with a written determination simultaneously. The determination regarding responsibility becomes final either on the date that

RCS provides the parties with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely. The written notice will include:

A. Identification of the allegations potentially constituting sexual harassment;

B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

C. Findings of fact supporting the determination;

D. Conclusions regarding the application of this Policy to the facts;

E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions that the RCS imposes on the Respondent, and whether remedies designed to restore or preserve equal access to RCS's Education Program or Activity will be provided by the RCS to the Complainant; and

[7] *The Title IX Investigator is responsible for implementing any remedies.*

F. The procedures and permissible bases for the Complainant and Respondent to appeal.

IX. Appeals

Either party may appeal the determination regarding responsibility, or the dismissal of a formal complaint or any allegations therein within three (3) Business Days of the receipt of the determination regarding responsibility or dismissal. The appeals must be made in writing and delivered to the Title IX Investigator.

A. Basis for Appeal

Appeals of the determination of responsibility or the dismissal of a formal complaint may be made on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Investigator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

B. Appeal Procedures

If an appeal is submitted, RCS will

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The Title IX Investigator is responsible for the implementation of any remedies.

2. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator or the Title IX Investigator.
3. Provide the non-appealing party with five (5) Business days from receipt of the notification of appeal to submit a written statement in support of the outcome of the determination or dismissal.
4. Issue a written decision describing the result of the appeal and the rationale for the result which can be one of the following:
    a) Affirm the decision-maker's determination regarding the Respondent's responsibility and affirm the disciplinary sanctions and remedies, if applicable;
    b) Affirm the decision-maker's determination regarding the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable;
    c) Remand the process back to the question and answer stage for the decision-maker to remedy any procedural irregularity or consider any new evidence;
    d) Reverse the decision-maker's determination of the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable; or
    e) Affirm or amend the sanctions and/or remedies outlined in the determination issued under this Policy.

5. Provide the written decision simultaneously to both parties.

C. Appeal Timeframe

The appellate decision-maker will release the written decision within twenty (20) Business days of receiving the appeal.

X. Informal Resolution Process

At any time after a formal complaint has been signed and before a determination regarding responsibility has been reached, the parties may voluntarily agree to participate in an informal resolution facilitated by RCS, that does not involve a full investigation and adjudication. Types of informal resolution include, but are not limited to, mediation, facilitated dialogue, conflict coaching, and restorative justice and resolution by agreement of the parties.

A. Informal Resolution Notice

Prior to entering the informal resolution process, RCS will provide the parties a written notice disclosing:

1. The allegations;
2. The requirements of the informal resolution process, including the right of any party to withdraw from the informal resolution process and resume the grievance process and the circumstances which preclude parties from resuming a formal complaint arising from the same allegations;
3. Consequences resulting from the informal resolution process, including that the records will be maintained for a period of seven (7) years but will not be used by investigators or decision-makers if the formal grievance process resumes.

B. Informal Resolution Agreement

Prior to entering the informal resolution process, the parties must voluntarily agree, in writing to the use of the informal resolution process.

C. Informal Resolution Availability

The informal resolution process is not permitted to resolve allegations that an employee committed sexual harassment against a student.

D. Informal Resolution Timeframe

Informal Resolution of a formal complaint will be concluded within forty-five (45) Business days of notice to RCS that both parties wish to proceed with the informal resolution process. Such notice that the parties wish to proceed with an informal resolution process will "pause" the counting of the timeframe to conclude the grievance process of this Policy, should the informal resolution process fail and the parties continue with the grievance process.

E. Informal Resolution Documentation

Any final resolution pursuant to the InformalResolution process will be documented and kept for seven (7) years. However, no recording of the informal resolution process will be made and all statements made during the informal resolution process will not be used for or against either party (and the decision-maker and/or appellate decision-maker may not consider any such statement made during informal resolution) should the parties resume the grievance process. Failure to comply with an informal resolution agreement may result in disciplinary action.

XI. Emergency Removal and Administrative Leave.

A. Emergency Removal

At any time after the Title IX Investigator is on notice of sexual harassment, RCS may remove a student Respondent on an emergency basis. RCS will only conduct an emergency removal after:

1. Undertaking and individualized safety and risk analysis,
2. Determining that an immediate threat the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and
3. Providing the Respondent with notice and an opportunity to challenge the decision to the Title IX Investigator, within two

(2) Business days following the removal.

B. Administrative Leave

RCS may place an employee Respondent on administrative leave during the pendency of the grievance process in this Policy.

XII. Recordkeeping

RCS will maintain all of the documentation related to reports of sexual harassment, Formal complaints, the grievance process, and information resolution process for seven years in accordance with state and federal records laws and requirements. The documentation of all records is private and confidential to the extent possible under law. Student records of the grievance process are disciplinary records under Family EducationRights and Privacy Act (FERPA). Employee records of the grievance process are subject to the Freedom of Information Act (FOIA) and applicable state laws and included in the employee's official employment record.

XIII. Additional Conduct Violations Related to This Policy

Alleged violations of the terms in this section will be sent to the Executive Director of Student Services for student Respondents or the Executive Director of Human Resources and Operation Services for employee Respondents for investigation and adjudication under the RCS student or employee student disciplinary policy or employee handbook.

A. Retaliation

B. False Information

C. Interference with Grievance Process

D. No Contact Directive Violation

XIV. Applicable South Carolina Laws

A. Domestic Violence S.C. CODE ANN. § 16-25-20 (A through D)

(A) It is unlawful to:

(1) cause physical harm or injury to a person's own household member; or21

(2) offer or attempt to cause physical harm or injury to a person's own household member with apparent present ability under circumstances reasonably creating fear of imminent peril.

(B) Except as otherwise provided in this section, a person commits the offense of domestic violence in the first degree if the person violates the provisions of subsection (A) and:

(1) great bodily injury to the person's own household member results or the act is accomplished by means likely to result in great bodily injury to the person's own household member;

(2) the person violates a protection order and in the process of violating the order commits domestic violence in the second degree;

(3) has two or more prior convictions of domestic violence within ten years of the current offense;

(4) the person uses a firearm in any manner while violating the provisions of subsection (A); or

(5) in the process of committing domestic violence in the second degree one of the following also results:

(a) the offense is committed in the presence of, or while being perceived by a minor;

(b) the offense is committed against a person known, or who reasonably should have been known, by the offender to be pregnant;

(c) the offense is committed during the commission of a robbery, burglary, kidnapping, or theft;

(d) the offense is committed by impeding the victim's breathing or airflow; or

(e) the offense is committed using physical force or the threatened use of force against another to block that person's access to any cellphone, telephone, or electronic communication device with the purpose of preventing, obstructing, or interfering with:

(i) the report of any criminal offense, bodily injury, or property damage to a law enforcement agency; or

(ii) a request for an ambulance or emergency medical assistance to any law enforcement agency or emergency medical provider.

A person who violates this subsection is guilty of a felony and, upon conviction, must be imprisoned for not more than ten years.

Domestic violence in the first degree is a lesser included offense of domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

(C) A person commits the offense of domestic violence in the second degree if the person violates subsection (A) and:

(1) moderate bodily injury to the person's own household member results or the act is accomplished by means likely to result in moderate bodily injury to the person's own household member;

(2) the person violates a protection order and in the process of violating the order commits domestic violence in the third degree;

(3) the person has one prior conviction for domestic violence in the past ten years from the current offense; or

(4) in the process of committing domestic violence in the third degree one of the following also results:

(a) the offense is committed in the presence of, or while being perceived by, a minor;

(b) the offense is committed against a person known, or who reasonably should have been known, by the offender to be pregnant;

(c) the offense is committed during the commission of a robbery, burglary, kidnapping, or theft;

(d) the offense is committed by impeding the victim's breathing or airflow; or

(e) the offense is committed using physical force or the threatened use of force against another to block that person's access to any cellphone, telephone, or electronic communication device with the purpose of preventing, obstructing, or interfering with:

(i) the report of any criminal offense, bodily injury, or property damage to a law enforcement agency; or

(ii) a request for an ambulance or emergency medical assistance to any law enforcement agency or emergency medical provider.A person who violates this subsection is guilty of a misdemeanor and, upon conviction, must be fined not less than two thousand five hundred dollars nor more than five thousand dollars or imprisoned for not more than three years, or both.

Domestic violence in the second degree is a lesser-included offense of domestic violence in the first degree, as defined in subsection (B), and domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

Assault and battery in the second degree pursuant to Section 16-3-600(D) is a lesser-included offense of domestic violence in the second degree as defined in this subsection.

(D) A person commits the offense of domestic violence in the third degree if the person violates subsection (A).

(1) A person who violates this subsection is guilty of a misdemeanor and, upon conviction, must be fined not less than one thousand dollars or more than two thousand five hundred dollars or imprisoned not more than ninety days, or both. Notwithstanding the provisions of Sections 22-3-540, 22-3-545, and 22-3-550, an offense pursuant to the provisions of this subsection may be tried in summary court.

(2) Domestic violence in the third degree is a lesser-included offense of domestic violence in the second degree, as defined in subsection (C),domestic violence in the first degree, as defined in subsection (B), and domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

(3) Assault and battery in the third degree pursuant to Section 16-3-600(E) is a lesser-included offense of domestic violence in the third degree as defined in this subsection.

(4) A person who violates this subsection is eligible for pretrial intervention pursuant to Chapter 22, Title 17.

B. Incest S.C. CODE ANN. § 16-15-10

Any persons who shall have carnal intercourse with each other within the following degrees of relationship, to wit:

(1) A man with his mother, grandmother, daughter, granddaughter, stepmother, sister, grandfather's wife, son's wife, grandson's wife, wife's mother, wife's grandmother, wife's daughter, wife's granddaughter, brother's daughter, sister's daughter, father's sister or mother's sister; or

(2) A woman with her father, grandfather, son, grandson, stepfather, brother, grandmother's husband, daughter's husband, granddaughter's husband, husband's father, husband's grandfather, husband's son, husband's grandson, brother's son, sister's son, father's brother or mother's brother;

Shall be guilty of incest and shall be punished by a fine of not less than five hundred dollars or imprisonment of not less than one year in the Penitentiary, or both such fine and imprisonment.

C. Criminal Sexual Conduct in the First Degree S.C. CODE ANN. § 16-3-652

(1) A person is guilty of criminal sexual conduct in the first degree if the actor engages in sexual battery with the victim and if any one or more of the following circumstances are proven:

(a) The actor uses aggravated force to accomplish sexual battery.

(b) The victim submits to sexual battery by the actor under circumstances where the victim is also the victim of forcible confinement, kidnapping, trafficking in persons, robbery, extortion, burglary, housebreaking, or any other similar offense or act.

(c) The actor causes the victim, without the victim's consent, to become mentally incapacitated or physically helpless by administering, distributing, dispensing, delivering, or causing to be administered, distributed, dispensed, or delivered a controlled substance, a controlled substance analogue, or any intoxicating substance.

(2) Criminal sexual conduct in the first degree is a felony punishable by imprisonment for not more than thirty years, according to the discretion of the court.

D. Criminal Sexual Conduct in the Second Degree S.C. CODE ANN. § 16-3-653

(1) A person is guilty of criminal sexual conduct in the second degree if the actor uses aggravated coercion to accomplish sexual battery.

(2) Criminal sexual conduct in the second degree is a felony punishable by imprisonment for not more than twenty years according to the discretion of the court.

E. Criminal Sexual Conduct in the Third Degree S.C. CODE ANN. § 16-3-654

(1) A person is guilty of criminal sexual conduct in the third degree if the actor engages in sexual battery with the victim and if any one or more of the following circumstances are proven:

(a) The actor uses force or coercion to accomplish the sexual battery in the absence of aggravating circumstances.

(b) The actor knows or has reason to know that the victim is mentally defective, mentally incapacitated, or physically helpless and aggravated force or aggravated coercion was not used to accomplish sexual battery.

(2) Criminal sexual conduct in the third degree is a felony punishable by imprisonment for not more than ten years, according to the discretion of the court.

F. Criminal Sexual Conduct with a Minor S.C. CODE ANN. § 16-3-655 (A through C) (A)

A person is guilty of criminal sexual conduct with a minor in the first degree if:

(1) the actor engages in sexual battery with a victim who is less than eleven years of age; or

(2) the actor engages in sexual battery with a victim who is less than sixteen years of age and the actor has previously been convicted of, pled guilty or nolo contended to, or adjudicated delinquent for an offense listed in Section 23-3-430(C) or has been ordered to be included in the sex offender registry pursuant to Section 23-3-430(D).

(B) A person is guilty of criminal sexual conduct with a minor in the second degree if:

(1) the actor engages in sexual battery with a victim who is fourteen years of age or less but who is at least eleven years of age; or

(2) the actor engages in sexual battery with a victim who is at least fourteen years of age but who is less than sixteen years of age and the actor is in a position of familial, custodial, or official authority to coerce the victim to submit or is older than the victim. However, a person may not be convicted of a violation of the provisions of this item if he is eighteen years of age or less when he engages in consensual sexual conduct with another person who is at least fourteen years of age.

(C) A person is guilty of criminal sexual conduct with a minor in the third degree if the actor is over fourteen years of age and the actor willfully and lewdly commits or attempts to commit a lewd or lascivious act upon or with the body, or its parts, of a child under sixteen years of age, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desires of the actor or the child. However, a person may not be convicted of a violation of the provisions of this subsection if the person is eighteen years of age or less when the person engages in consensual lewd or lascivious conduct with another person who is at least fourteen years of age.

G. Sexual Battery with a Student S.C. CODE ANN. § 16-3-755 (A through E) (A)

For purposes of this section:

(1) "Aggravated coercion" means that the person affiliated with a public or private secondary school in an official capacity threatens to use force or violence of a high and aggravated nature to overcome the student, if the student reasonably believes that the person has the present ability to carry out the threat, or threatens to retaliate in the future by the infliction of physical harm, kidnapping, or extortion, under circumstances of aggravation, against the student.

(2) "Aggravated force" means that the person affiliated with a public or private secondary school in an official capacity uses physical force or physical violence of a high and aggravated nature to overcome the student or includes the threat of the use of a deadly weapon.

(3) "Person affiliated with a public or private secondary school in an official capacity" means an administrator, teacher, substitute teacher, teacher's assistant, student teacher, law enforcement officer, school bus driver, guidance counselor, or coach who is affiliated with a public or private secondary school but is not a student enrolled in the school.

(4) "Secondary school" means either a junior high school or a high school.

(5) "Sexual battery" means sexual intercourse, cunnilingus, fellatio, anal intercourse, or any intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body, except when such intrusion is accomplished for medically recognized treatment or diagnostic purposes.

(6) "Student" means a person who is enrolled in a school.

(B) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is sixteen or seventeen years of age, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(C) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is eighteen years of age or older, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a misdemeanor and, upon conviction, must be fined not more than five hundred dollars or imprisoned for thirty days, or both.

(D) If a person affiliated with a public or private secondary school in an official capacity has direct supervisory authority over a student enrolled in the school who is eighteen years of age or older, and the person affiliated with the public or private secondary school in an official capacity engages in sexual battery with the student, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(E) This section does not apply if the person affiliated with a public or private secondary school in an official capacity is lawfully married to the student at the time of the act.

XV. Procedures for Resolution of Non-Harassment Title IX Discrimination Complaints

A. Applicability

The procedures in this section shall be used to investigate and resolve reported Title IX matters that allege discrimination that falls outside of Sections I - XIV of this Policy (“Non-Harassment Title IX Discrimination”). These procedures shall be used in conjunction with Sections I - XIV of this Policy for purposes of identification of key Title IX officials (Section I.B)definitions (Section II) and reporting options (Section III).Discrimination prohibited under this Policy includes the exclusion from participation in, denial of the benefits from, or subjection to unfavorable treatment in any RCS Education Program or Activity on the basis of sex, including sexual orientation or gender identity and pregnancy status.

B. Advisors

Complainants and Respondents may be accompanied by an advisor of their choice throughout the investigation.

An advisor’s role is limited to assisting, advising, and/ or supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant orRespondent.

C. Investigation Procedures

If the allegations fall within the scope of this Policy and the matter does not resolve using the informal resolution process, RCS will conduct a prompt, thorough, and impartial investigation of the reported discrimination. The Title IX Investigator or their designee will appoint one or more investigators who will conduct investigative meetings, gather information and evidence, and make an independent determination as to whether a violation of the Policy occurred using a preponderance of the evidence standard.

The Respondent is presumed not responsible until a determination has been reached by the investigator.

1. Notice of Allegations: A written Notice of Allegations will be sent to the Complainant and Respondent, constituting the initiation of the investigation. The Notice of Allegations will contain a summary of the allegation(s) or conduct at issue. This will include the identities of the parties involved, the date and location of the incident (if known), and a link to the appropriate policies. Once the Notice of Allegations has been sent to the parties, the investigation begins.
2. Investigation Process: The Complainant and Respondent will have an equal opportunity to be heard, identify witnesses, and provide information and evidence. The investigator will gather additional information and evidence as appropriate, including, but not limited to, social media information, text messages, email messages, videos, and other records. The investigator has the discretion to determine the relevance of information and witnesses and decide whether information or evidence should be excluded as irrelevant.
3. Timing of the Investigation: RCS strives to complete the investigation within sixty (60) business days from the issuance of the Notice of Allegations. All extensions of this time frame will be communicated with the parties in writing.
4. Report: At the conclusion of the investigation, the investigator will draft a report with a finding regarding responsibility based on a preponderance of the evidence standard. The report will include the applicable sanctions if there is a finding of "responsible." Sanction determinations will be made in collaboration with the Executive Director of Human Resources and Operation Services if the Respondent is a faculty or staff member, and is a student.

A copy of the report will be provided simultaneously to the Complainant and Respondent.

D. Appeals

The Complainant or Respondent may appeal the decision of the investigator based only on the following grounds:

1. The existence of a procedural irregularity that materially affected the outcome;
2. The existence of new evidence that was not reasonably available at the time the determination regarding responsibility that could have affected the outcome;
3. The Title IX Investigator and/or investigator(s) had a conflict of interest or bias that affected the outcome;

Appeals must be made in writing and submitted to the Title IX Investigator within three (3) Business days of the receipt of the final decision. The appellate decision maker will notify the other non-appealing party of the appeal and allow for written response from the non-appealing party. A determination regarding the appeal will be made by the appellate decision-maker within twenty (20) business days.

E. Acceptance of Responsibility

The Respondent may, at any time, request to resolve the investigation process or resolve specific allegation(s) by accepting responsibility for the alleged misconduct. The Title IX Investigator will complete a summary report of the information gathered. The Title IX Investigator will consider the request; if the request is granted, the Title IX Investigator, in consultation with the Executive Director, if the Respondent is a faculty or staff member, or the Academic Directors, if the Respondent is a student will determine the appropriate sanction.

F. Informal Resolution

The Complainant and Respondent may agree to Informal Resolution at any time prior to a determination regarding responsibility if the Title IX Coordinator deems the matter appropriate for Informal Resolution.8 The Title IX Coordinator will consider the following when determining whether to permit a matter to move to Informal Resolution:

[8] The Title IX Investigator may withdraw approval for Informal Resolution at any time and return the matter to investigation.

1. The nature of the allegations;
2. The dynamics of power or control associated with the alleged offense or the parties involved;
3. The Respondent's prior known conduct;

4. Whether there would be a continuing safety threat to the University community after resolution of allegations;
5. Whether multiple parties are involved;
6. Any other factor deemed relevant by the Title IX Investigator in the interest of overall RCS safety or safety of the parties involved.

Participation in Informal Resolution is a choice, and either party can request to end the Informal Resolution process and pursue an investigation at any time, including if Informal Resolution is unsuccessful at resolving the matter. Similarly, either party can request to end an investigation and pursue Informal Resolution at any time, though entering Informal Resolution must be agreed to in writing by the parties.

If an agreement is reached through Informal Resolution, the parties will be provided simultaneously with a Notice of Outcome. An appeal of the Informal Resolution process or result is not permitted.

G. Allegations Related to Culture

Allegations related to a culture of sexual harassment or non-harassment Title IX Discrimination by a group, organization, department, division, or RCS as a whole will be investigated and resolved as closely as possible to this Policy.

H. Intersection of Policy

The procedures in this Policy are the exclusive means of resolving complaints of non-harassment Title IX Discrimination brought against RCS faculty, staff, or students. To the extent there are any inconsistencies between these procedures and other RCS grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging non-harassment Title IX Discrimination.

Legal References

A. Federal Statutes

1. Title VII of the Civil Rights Act of 1964, as amended
2. 42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.
3. Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq. — Prohibits discrimination on the basis of sex.
4. 34 CFR Section 106 et seq.

B. U.S. Supreme Court Decisions

a) Morse v. Frederick, 127 S. Ct. 2618 (2007).

b) Plyler v. Doe, 457 U.S. 202 (1982).

C. Beaufort County School District Coherent Governance Manual

1. GC-1 Board Purpose.
2. GC-2 Governing Commitments.
3. GC-3 Board Job Description (GC 3.4.b.c.d, 3.17).
4. GC-6 Annual Work Plan.
5. GC-8 Board Member Conflict of Interest.
6. GC-11 Diversity Statement and Goals.
7. B/SR-4 Authority of Superintendent.
8. B/SR-5.8 Superintendent Accountability.
9. OE-1 Global Operational Expectation.
10. OE-3 Treatment of Stakeholders.
11. OE-4 Personnel Administration (OE 4.3, 4.5, 4.13).
12. OE-10 Communicating with the Board.
13. OE-11 Communicating with the Public.
14. OE-13 Discipline.
15. OE-14 Learning Environment/Treatment of Students.