THE STATE OF SOUTH CAROLINA
In The Court of Appeals

APPEAL FROM CHARLESTON COUNTY
Court of Common Pleas

W Jeffrey Young, Circuit Court Judge

Case No 2013-000084

Jane Doe — Appellant,

v.

Charles Smith, Charleston County School District and James Island High School — Respondents

RECORD ON APPEAL
VOLUME III OF V

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Course Number 331001 CW Prerequisite None
Appropriate Grade Grade 9 Credit 1 unit

COLLEGE PREPARATORY GLOBAL STUDIES I

This college preparatory course is designed to give students a basic understanding of world geography and world history from the time of earliest civilization through the Renaissance Students will study the political, economic, cultural, and social events that shaped the world in their geographical context Students will create individual and group projects throughout the course and develop their writing skills All students should strongly consider taking Global Studies II as a sequel to Global Studies I. This course is strongly suggested for students who are college bound

Course Number 331002 CW Prerequisite None
Appropriate Grade Grade 9 Credit 1 unit

COLLEGE PREPARATORY GLOBAL STUDIES II FOR THE TECHNOLOGIES

This course is a sequel to Global Studies I and is designed to complement English for the Technologies II It gives students a basic understanding of world geography and world history from the Renaissance to the present Students will study the political economic cultural and social events that shaped the world in their geographic context Students will create individual and group projects throughout the course and develop their writing skills

Course Number **336001 CW**
Appropriate Grade **Grade 10,11 and 12**
Prerequisite None (However, students are strongly urged to take Global Studies I)
Credit 1 unit

COLLEGE PREPARATORY GLOBAL STUDIES II

This course, essential (or all college bound students, covers world history from the Renaissance to the present day and also includes the study of world geography It is the story of rebels, heretics, explorers and tyrants, the record of Western civilization's transition into the modem world Additionally, it contains a survey of Asian, African, and Latin American history Students will not only study the major events of world history but will also examine current world issues and how they relate to events in the past The main text will be supplemented with primary sources throughout the course which students will be expected to read and analyze In addition to learning content, students will work on developing their writing skills and will learn to think critically

Course Number 336002 CW
Appropriate Grade **Grade 10, 11 and 12**
Prerequisite None (However, students are strongly urged to take Global Studies I.)
Credit 1 unit

HONORS/Pre-IB WORLD HISTORY

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently The course covers all periods of world history with equal emphasis placed on political, economic, cultural and social history from the time of the first civilizations through the modem era Students will write extensively-and develop individual and group projects through the course.

Course Number 331003 PW **Prerequisite** **None**
Appropriate Grade Grade 9 **Credit** **1 unit**

ADVANCED PLACEMENT EUROPEAN HISTORY

This is a college-level course directed to academically capable tenth eleventh, or twelfth grade students who have exceptional interest in history, independent research, and writing It covers the history of Europe from the Renaissance to the present Students enrolled must be able to analyze primary sources including letters documents, maps graphs, tables and photographs They are expected to write clearly and precisely Independent research and outside reading are course requirements Each student must take the advanced placement examination for possible college credit. This course is required for 10th grade Pre-IB students

Course Number 337600 AW Prerequisite B average
Appropriate Grade Grade 10-12 Credit 1 unit

COLLEGE PREPARATORY U S HISTORY AND CONSTITUTION FOR THE TECHNOLOGIES

This course teaches students the basic historical concepts and facts needed to understand the history of our country and is designed to complement English for the Technologies II The course covers events and topics on political, economic social and cultural history from the earliest settlements to contemporary times Students will develop individual and group

projects throughout the course and develop their writing skills This course is recommended for those students taking Tech Prep level English Those students taking CP level English should sign up for CP US History.

Course Number	**332001 CW**		**Prerequisite**	**None**	
Appropriate Grade	**Grade 11**		**Credit**	**1 unit**	

COLLEGE PREPARATORY U S HISTORY AND CONSTITUTION

This course is designed to teach students the basic historical concepts and facts needed to understand the history of our country The course covers events, and topics on political, economic, social, and cultural history from the earliest settlements to contemporary times Students will develop individual and group projects through the course and develop their writing skills

Course Number	**332002 CW**		**Prerequisite**	**None**	
Appropriate Grade	**Grade 11**		**Credit**	**1 unit**	

HONORS U.S HISTORY AND CONSTITUTION

This course is designed to teach students historical concepts and facts needed to understand the history of our country. The course covers events and topics on political and economic history from settlement to contemporary times, cultural, social, and aesthetic history- In addition, this course uses research and evaluation in a more sophisticated teaching framework. Students are encouraged to read primary sources, develop research projects, and write historical essays

Course Number	332003 HW
Appropriate Grade	**Grade 11**
Prerequisite	**B average**
Credit	**1 unit**

ADVANCED PLACEMENT U.S. HISTORY/IB HISTORY OF THE AMERICAS HL

This course is a college-level survey of the history of the United States from the colonial period to the present Students enrolled must be able to analyze primary sources including documentary materials, maps, statistical tables, graphs, and photographs, take notes from both printed materials and class discussions write clearly, and express themselves precisely, Independent research and outside reading are course requirements. Each student must take the advanced placement examination for possible college credit

International Baccalaureate (IB) candidates pursuing a Higher Level (HL) unit in IB Individual and Societies must register with the IB Coordinator In order to complete the requirements for this HL course sequence, students must continue their studies in IB Twentieth Century Topics

Course Number	337200 AW	
Appropriate Grade	Grade 11	
Prerequisite	B average; IB candidates must have completed Honors World History Honors American Government, and Honors Economics	
Credit	1 unit	

CP AMERICAN GOVERNMENT FOR THE TECHNOLOGIES

This course is designed to give students an in-depth understanding of government its origins and functions, civic life, and politics The course includes the foundations of American democracy and the American political system, the role of the U S. Constitution in American democracy, the relationship of the United States to other nations and to world affairs, and an understanding of the role of the citizen in American democracy Students will develop individual and group projects throughout the course and develop their writing skills. This course is a complement to English for the Technologies IV.

Course Number	333009 CH	Prerequisite	1 credit in Social Studies and should follow US History	
Appropriate Grade	Grade 12	Credit	1/2 unit	

COLLEGE PREPARATORY AMERICAN GOVERNMENT

This course is designed to give students an in-depth understanding of the structure and functions of the American governmental systems at the federal, state, and local levels It includes an analysis of current events and current governmental problems and issues. Students will develop individual and group projects throughout the course.

Course Number	333000 CH	Prerequisite	1 credit in Social Studies and should follow US History	
Appropriate Grade	Grade 12	Credit	1/2 unit	

HONORS AMERICAN GOVERNMENT

This course is designed to give students a critical perspective on government and politics in the United States It involves both the studies of general concepts used to interpret American politics and the analysis of specific case studies It requires familiarity with the various institutions groups beliefs, and ideas that make up the American political system Students will strengthen their critical thinking and research skills through individual and group projects and presentations.

Course Number 333000 HH
Appropriate Grade Grade 12
Prerequisite B average, 1 credit in Social Studies, should follow US History
Credit 1/2 unit

10th grade Pre-IB students are allowed to register for Honors American Government and Honors Economics to accommodate the IB diploma process, not to promote and/or facilitate accelerated graduation.

CP ECONOMICS FOR THE TECHNOLOGIES

This course is designed to acquaint students with those principals and concepts essential to an understanding of the American economic system. The course emphasizes economic policies and decision making, the free enterprise system, market structure, macroeconomics, microeconomics, money and banking, non-banking financial institutions, business organizations, the role of government in market operations, principles of trade and economic development, and consumer skills. Students will develop individual and group projects throughout the course This course is a complement to English for the Technologies IV

Course Number 335009 CH **Prerequisite 1 Credit in Social Studies; should follow credit in US History**
Appropriate Grade Grade 12 **Credit 1/2 unit**

COLLEGE PREPARATORY ECONOMICS

This course is designed to acquaint students with those principles and concepts essential to an understanding of the American economic system The course emphasizes economic decision-making, the free enterprise system market structure, macroeconomics, microeconomic money and banking non-banking financial institutions business organizations and consumer skills Students will develop individual and group projects throughout the course

Course Number 335000 CH Prerequisite 1 Credit in Social Studies; should follow credit in US History
Appropriate Grade Grade 12 Credit 1/2 unit

HONORS ECONOMICS

This course is designed to give students a more detailed understanding of those principles and concepts essential to an understanding of the American economic system The course emphasizes economic decision-making the free enterprise system, rrlarket structure macroeconomics, microeconomic, money and banking, non-banking financial institutions business organizations, and consumer skills. In-depth individual and group research projects are expected of all students

Course Number 335000 HH
Appropriate Grade Level Grade 12
Prerequisite B average, 1 Credit in Social Studies and should follow US History
Credit 1/2 unit

10th grade Pre-IB students are allowed to register for Honors American Government and Honors Economics to accommodate the IB diploma process, no' to promote and/or facilitate accelerated graduation

PSYCHOLOGY 101

Psychology 101 is available to high school juniors and seniors through a cooperative effort of U S.C.'s Department of Psychology and Division of Continuing Education and the State Department of Education's Office of Instructional Technology and Secondary Education Section Three semester hours of college credit, including fifteen hours of televised instruction, are incorporated into the nine-month class schedule in participating high schools The course is available for high school and college credit for twelfth grade students Eleventh grade students may enroll for high school credit only There is a special reduced tuition for students enrolling for college credit

Course Number 334000 DH
Appropriate Grade Grade 11 or 12
Prerequisite Teacher recommendation B average overall or 1100 SAT score
Credit 1/2 unit, 3 hours of college credit

PAIRED COURSES (The student will be enrolled in both courses)
PSYCHOLOGY

This course is designed to teach students the major concepts and principles of psychology with emphasis on human growth and development, personality, and social behavior patterns. Students will develop individual and group projects throughout the course.

Course Number 334000 CH Prerequisite None

Appropriate Grade Grade 10, 11 and 12 Credit 1/2 unit

SOCIOLOGY

This course is designed to teach students the major concepts and principles of sociology with emphasis on the appropriate skills of inquiry, the analysis of social change, the impact of social institutions, and evolving cultural changes Students will develop individual and group projects throughout the course

Course Number 334500 CH Prerequisite None
Appropriate Grade Grade 10 11 and 12 Credit 1/2 unit

AFRICAN-AMERICAN STUDIES

This course is designed for ALL students with an interest in the heritage of various groups that compose America History and literature are employed to transmit the knowledge of African-Americans Some of the teaching methodology will include lectures, discussions, and research projects This course will develop a sense of pride in some students while other students will develop an appreciation for other cultures

Course Number 339906 CW Prerequisite None
Appropriate Grade Grade 10,11 and 12 Credit 1 unit

LAW EDUCATION

This course deals with the structure of the legal system in the United States Emphasis is placed upon major Constitutional issues, guarantees of civil rights and liberties, the criminal justice system, and the responsibilities of citizenship Students will explore contemporary legal issues and develop individual and group projects throughout the course

Course Number 333600 CW Prerequisite None
Appropriate Grade Grade 10, 11 and 12 Credit 1 unit

IB THEORY OF KNOWLEDGE

This course is the key element in the educational philosophy of the IB Diploma Program The aim of Theory of Knowledge is to stimulate critical reflection upon the knowledge and the experiences of students both in and outside the classroom Students are led to develop a personal mode of thought based upon critical examination of evidence and argument Satisfactory completion of this course is required in order to be eligible for the IB Diploma

Course Number 339903 AW Prerequisite IB Diploma candidate
Appropriate Grade Grade 11 Credit 1 unit

IB TWENTIETH CENTURY TOPICS HL

This course is a continuation of AP US History / IB History of the Americas and is aimed at IB candidates who plan to pursue an IB Higher Level (HL) subject group This course is designed to give students an in-depth view of selected twentieth century world history topics The detailed study will emphasize the causes, practices and effects of war, the rise and rule of single party states, and the establishment and work of international organizations IB candidates pursuing a Higher Level (HL) unit in IB Individuals and Societies must register with the IB Coordinator Students enrolled in this course will take the IB History of the Americas / Twentieth Century Topics HL examination for possible college credit

Course Number 339904 AW Prerequisite AP US History/IB History of Americas
Appropriate Grade Grade 12 Credit 1 unit

CURRENT EVENTS

This course acquaints students with contemporary local, state regional, national and world affairs Students will analyze and evaluate political and economic events by accessing information from a variety of sources, discussing it in class, preparing presentations holding debates, producing projects and simulating news programs

Course Number 333700 CW
Appropriate Grade Grade 9,10,11 or 12
Credit 1 unit

ACADEMIC TEAM RESEARCH - ACADEMIC DEBATE A & B

This course is designed to teach students how to do research Students will present and debate

Course Number 304301
Appropriate Grade Grade 9-12
Prerequisite none
Credit 1 unit

The study of a foreign language is an important component in a well-rounded college preparatory program A minimum of

two units of the same language is required for admission to every state-supported four-year college or university in South Carolina (Clemson University requires 3 units of the same language)

Modern foreign language courses emphasize the development of communication skills At each level, opportunities are provided for students to listen to and speak the language learn vocabulary and grammatical structures, read selections appropriate to the level write, learn about culture, and participate in reinforcing activities Social studies units on history and geography and units on prominent figures in the arts and music are incorporated where appropriate

The ability to understand and express oneself comfortably in a foreign language is the result of an extended sequence of language study Foreign language courses are divided into levels

Beginning Level		Year I and II
Intermediate Level	Year	and IV
Advanced Level		Year V or AP

Entering college freshmen are required to take a language placement examination that determines whether college credit is awarded therefore it is important for students to be enrolled in language courses during their final years in high school For schools which offer only the Beginning Level (years I and II) of a foreign language it is recommended that students begin language study in the 10th grade

Students taking French or Spanish I in the 7th or 8th grades are awarded one Carnegie unit for successful completion of the course the grade is averaged into the student's high school GPA

NOTE
If a student is enrolled in French IV V, or AP and wishes to begin studying Spanish he may skip Spanish I and enroll in Spanish II Students enrolled in Spanish IV, V, or AP may skip French I and enroll in French II A teacher recommendation must accompany enrollment in a year II course if year I has been waived Credit may be earned for year II only however, year I should appear on the transcript with no credit a warded

FRENCH I

This course is the first part of the Beginning Level of language study It is designed to help students develop basic language skills in French Via a variety of classroom activities students will practice listening, speaking, reading and writing skills in order to build proficiency and boost student confidence for communication Students will also study and expand their knowledge of the French culture

Course number	361100 CW
Prerequisite	none
Recommended	College-prep track or an 80+ average in last Language Arts class
Credit	1 unit

FRENCH II

This course is the second part of the Beginning Level of language study The development of language skills is continued through varied methods of instruction Major topics from French I are reviewed and expanded and students continue their study of basic grammatical structures in French Emphasis is on conversation, simple reading and writing and cultural studies of countries where French is spoken

Course number	361200 C W
Prerequisite	French I or enrollment in Spanish IV, FL Seminar- Spanish or AP Spanish
Credit	1 unit

FRENCH III

This course represents the first part of the Intermediate level of language study Students will draw upon skills previously mastered while simultaneously learning new ones Continued study and practice of vocabulary, grammar and cultural

information will enable students to communicate in simulated "real-life" situations There will be an emphasis on listening and speaking in French Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles In addition, students will write Journal entries, simple prose and poetry, and essays in the target language Except for certain grammatical explanations, this course is taught in French.

Course number	361300 CW
Prerequisite	French II
Recommended	75+ average in French H or teacher recommendation
Credit	1 unit

HONORS/PRE-IB FRENCH III

This course follows the format of French HI and allows for a more rapid progression and more opportunities for enrichment activities Honors French III is taught in the target language and is designed for students who are serious about language study and who plan to enroll in French IV

Course number	**361300 HW**
Prerequisite	French II
Recommended	80+ average in French II or teacher recommendation
Credit	1 unit

HONORS FRENCH IV

This course is the second part of the Intermediate Level of language study and the first year of the IB French program. This course focuses on the development of more advanced skills of conversation, reading, and writing Students review and work with all major grammatical structures in a variety of oral and written contexts Lessons develop students' understanding of more difficult reading selections Students discuss more advanced aspects of French culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in French

International Baccalaureate (IB) candidates pursuing a Standard Level (SL) unit in IB Language B must register with the IB Coordinator. In order to complete the requirements for this SL course sequence, students must continue their studies in AP Foreign Language Seminar- French and AP-IB French

Course number	361400 HW
Prerequisite	French III and teacher recommendation
Recommended	80+ average in French 111 or teacher recommendation
Credit	1 unit

PAIRED COURSES (The student will be enrolled in both courses)

AP FOREIGN LANGUAGE SEMINAR - IB FRENCH SL

The advanced level of language study is designed to develop the students ability to understand and speak to a slow-speaking native in restrictive conversational settings, to read more elaborate texts of moderate difficulty without dependence on a dictionary and to write formal and informal essays Except for certain grammatical explanations, this course is taught in French

Course number	**369901 MH •**
Prerequisite	French IV and teacher recommendation
Recommended	75+ average in French IV or teacher recommendation
Credit	Vi unit

ADVANCED PLACEMENT FRENCH LANGUAGE - IB FRENCH SL

This is a college-level course designed to develop the students' ability to understand and speak French in various conversational settings, to read French newspapers magazine articles and literary texts without dependence on a dictionary, to fine-tune the more advanced aspects of French grammar, and to write formal essays Students enrolled in this course must take the Advanced Placement Exam in May. Students who are successful on this exam may be eligible for college credit in French Except for certain grammatical explanations, this course is taught in French IB candidate students will take the IB Language B SL examination for possible college credit Students pursuing IB credit must register with the IB Coordinator

Course number	367100 AW
Prerequisite	French IV
Recommended	75+ average in French IV or teacher recommendation
Credit	1 unit

SPANISH I

This course is the first part of the Beginning Level of language study It is designed to help students develop basic language skills in Spanish Via a variety of classroom activities, students will practice listening, speaking, reading and

writing skills in order to build proficiency and boost student confidence for communication Students will also study and expand their knowledge of the Spanish culture

Course number	365100 CW
Prerequisite	none
Recommended	College-prep track or an 60+ average in last Language Arts class
Credit	1 unit

SPANISH II

This course is the second part of the Beginning Level of language study The development of language skills is continued through varied methods of instruction Major topics from Spanish I are reviewed and expanded and students continue their study of basic grammatical structures in Spanish Emphasis is on conversation, simple reading and writing, and cultural studies of countries where Spanish is spoken

Course number	365200 CW
Prerequisite	Spanish I or enrollment in French IV, FL Seminar- French, or AP French
Credit	1 unit

SPANISH HI

This course represents the first part of the Intermediate level of language study. Students will draw upon skills previously mastered while simultaneously learning new ones Continued study and practice of vocabulary, grammar and cultural information will enable students to communicate in simulated "real-life" situations There will be an emphasis on listening and speaking in Spanish Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles In addition, students will write journal entries, simple prose and poetry, and essays in the target language Except for certain grammatical explanations, this course is taught in Spanish

Course number	365300 CW
Prerequisite	Spanish II
Recommended	75+ average in Spanish II or teacher recommendation
Credit	1 unit

HONORS/PRE-IB SPANISH III

This course follows the format of Spanish III and allows for a more rapid progression and more opportunities for enrichment activities Honors Spanish III is taught in the target language and is designed for students who are serious about language study and who plan to enroll in Spanish IV

Course number	365300 HW
Prerequisite	Spanish II
Recommended	80+ average in Spanish II or teacher recommendation
Credit	1 unit

HONORS SPANISH IV

This course is the second part of the Intermediate Level of language study and the first year of the IB Spanish program. This course focuses on the development of more advanced skills of conversation, reading and writing Students review and work with all major grammatical structures in a variety of oral and written contexts Lessons develop students' understanding of more difficult reading selections. Students discuss more advanced aspects of Spanish culture, contemporary life, and history Except for certain grammatical explanations, this course is taught in Spanish.

International Baccalaureate (IB) candidates pursuing a Standard Level (SL) unit in IB Language B must register with the IB Coordinator. In order to complete the requirements for this SL course sequence students must continue their studies in AP Foreign Language Seminar- Spanish and AP-IB Spanish

Course number	365400 HW
Prerequisite	Spanish III and teacher recommendation
Recommended	80+ average in Spanish III or teacher recommendation
Credit	1 unit

PAIRED COURSES (The student will be enrolled in both courses)

AP FOREIGN LANGUAGE SEMINAR - IB SPANISH SL

The advanced level of language study is designed to develop the students' ability to understand and speak to a slow-speaking native in restrictive conversational settings, to read more elaborate texts of moderate difficulty without dependence on a dictionary and to write formal and informal essays Except for certain grammatical explanations, this course is taught in Spanish

Course number	369901 HH
Prerequisite	Spanish IV and teacher recommendation
Recommended	75+ average in Spanish IV or teacher recommendation
Credit	½ unit

ADVANCED PLACEMENT SPANISH LANGUAGE - IB SPANISH SL

This is a college-level course designed to develop the students' ability to understand and speak Spanish in various conversational settings, to read Spanish newspapers, magazine articles and literary texts without dependence on a dictionary to fine-tune the more advanced aspects of Spanish grammar, and to write formal essays Students enrolled in this course must take the Advanced Placement Exam in May Students who are successful on this exam may be eligible for college credit in Spanish Except for certain grammatical explanations, this course is taught in Spanish IB candidate students will take the 18 Language B SL examination for possible college credit Students pursuing IB credit must register with the IB Coordinator

Course number	367500 AW
Prerequisite	Spanish IV
Recommended	75+ average in Spanish IV or teacher recommendation
Credit	1 unit

GERMAN I

This course is the first part of the Beginning Level of language study It is designed to help students develop basic language skills in German Via a variety of classroom activities, students will practice listening, speaking, reading and writing skills in order to build proficiency and boost student confidence for communication Students will also study and expand their knowledge of the German culture

Course number	362100 CW	**Prerequisite**	none
Credit	1 unit		

GERMAN II

This course is the second part of the Beginning Level of language study The development of language skills is continued through varied methods of instruction Major topics from German I are reviewed and expanded and students continue their study of basic grammatical structures in German Emphasis is on conversation, simple reading and writing, and cultural studies of countries where German is spoken

Course number	362200 CW	Prerequisite	German I
Credit	1 unit		

HONORS GERMAN III

This course represents the first part of the Intermediate level of language study Students will draw upon skills previously mastered while simultaneously learning new ones Continued study and practice of vocabulary, grammar and cultural information will enable students to communicate in simulated "real-life" situations There will be an emphasis on listening and speaking in German Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles In addition, students will write journal entries, simple prose and poetry, and essays in the target language Except for certain grammatical explanations, this course is taught in German

Course number	362300 HW	Prerequisite	German II
Credit	1 unit		

HONORS GERMAN IV

This course is the second part of the Intermediate Level of language study focuses on the development of more advanced skills of conversation, reading, and writing Students review and work with all major grammatical structures in a variety of oral and written contexts Lessons develop students' understanding of more difficult reading selections Students discuss more advanced aspects of German culture, contemporary life, and history Except for certain grammatical explanations, this course is taught in German

Course number	362400 HW	Prerequisite	German
Credit	1 unit		

*FINE ARTS

Quality arts education is an essential part of a complete education for all students and critical to their success in the 21st century The arts are central to the learning process Children begin learning through scribbling, making up rhythmic sounds, moving and *dancing, and playing* creative *games An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive,*

sequential study of the arts. At the present time there is no fine arts unit required for the South Carolina diploma All courses are offered as electives. No dance courses are offered at the high school level

ART I

This course is designed for students who have had limited or no prior preparation in art The course content includes concentration in the major areas of critical analysis, creative expression and production cultural heritage and aesthetic perception Students will study the elements and principles of design focusing mainly on 2-dimensional art making processes Major artists, periods and styles will be studied Criteria for critically assessing a variety of products and making informed choices will be explored

Course Number **350100 CW** **Prerequisite** None
Appropriate Grade Grade 9-12 **Credit** 1 Unit

ART H/ 3-DIMENSIONAL DESIGN SCULPTURE & CERAMICS

This course explores 3-dimensional art using both additive and subtractive sculptural processes It will involve instruction using a variety of media such as clay, plaster, wood, and metal A significant portion of the course will be devoted to ceramics and pottery The course content includes study in the areas o(critical analysis creative expression and production cultural heritage and aesthetic perception

Course Number 350200 CW **Prerequisite** **Art 1, or Department Chair**
Portfolio Review and Recommendation
Appropriate Grade **Grade 10-12** **Credit** **1 Unit**

ART III/ DRAWING & PAINTING

This course explores drawing and painting techniques in-depth The course will involve an intensive study of 2-dimensional problem solving using a variety of media to include charcoal, graphite, pastel watercolor, acrylic, and oil The course content includes study in the areas of critical analysis creative expression and production, cultural heritage, and aesthetic perception

Course Number 350300 CW **Prerequisite**
Portfolio Review and Recommendation Art I, or Department Chair
Appropriate Grade **Grade 10-12**
Credit

1 Unit

JEWELRY MEDIA & TECHNIQUES

This course explores a variety of jewelry making techniques, which are then enhanced with the use of various media After an investigation of metals and forming techniques, polymer clay, bead making, paper and glass fusion will be explored

Course Number 459909 CW **Prerequisite** **Art I, or Department Chair**
Portfolio Review and Recommendation
Appropriate Grade Grade 10-12 **Credit** **1 Unit**

ART IW DRAWING & PRINT MAKING

This course further explores drawing techniques, which are then enhanced with printmaking studies Printmaking techniques to be investigated will include linoleum block and wood block printing, monoprinting, and etching using the printer's press The course content includes study in the areas of critical analysis, creative expression and production, cultural heritage, and aesthetic perception

Prerequisite Art I, or Department Chair
Course Number 350400 CW
Portfolio, Review and recommendation
Appropriate Grade Grade 10-12 **Credit** **1 Unit**

HONORS ART HI

The intent of Honors Art 111 is to expand the expertise and technical skill of those students who have been identified as gifted through the judging of a portfolio of 6-8 works and a written or taped response to art-related topics Charleston Country conducts these auditions during the fall term, in addition to the rigorous course requirements, students will be required to sign contracts and commit to working with other students in workshops across the county For this reason NO ONE is allowed to sign up for this course without prior permission from the Department Chairperson

Course Number 350300 HW **Prerequisite** Only With Permission
Department Chairperson
Appropriate Grade Grade 10-12 **Credit** of

1 Unit

PERCUSSION ENSEMBLE

This course is designed for students to increase their technical proficiency on all percussion instruments Students will develop their poise and confidence through exposure to ensemble music literature All students perform as an independent ensemble and also with the marching band and concert band This course is co-curricular In order words, concepts and music taught during the school day applies to performances outside regular school hours Marching Band participation is mandatory for all students enrolled in this course

Course Number	**459921CW**	**Prerequisite**	Open only to percussion students
Appropriate Grade	**Grade 9-12**	**Credit**	1 unit

INSTRUMENTAL MUSIC ORCH/STRINGS

This course is designed for students who have participated in strings in middle school or the previous year in high school Students continue a sequential development of skills necessary to become proficient on a musical instrument The course is organized so that students will learn orchestral repertoire each year and will develop an understanding of the concepts of music and the cultural heritage of the music studied Emphasis will be placed on the development ol good tone, accurate pitch, growth in music reading ability to perform more easily and to follow a conductor, and an understanding of a wide variety of music

Course Number	**355100CW Year!**	**355300 CW Year 3**
	355200CW Year2	355400 CW Year 4
Prerequisite	Participation in previous year's program	
Appropriate Grade	Grade 9-12	
Credit	1 Unit	

AP MUSIC THEORY

This course is designed for musically advanced students who wish to develop knowledge of the principles of musical construction and notation The course is designed to provide students with a knowledge of fundamentals such as music notation, rhythm, scales intervals and choral constructions with keyboard experience as it relates to the study of these compositions to be performed in class The Advanced Placement Course Description published by the College entrance Examination Board specifies the course content Each student must take the advanced placement examination for possible college credit

Course Number	**350600 AW**	**Prerequisite**	participation in music for advanced
Appropriate Grade	**Grade 11-12**	**Credit**	background
			1 Unit

MUSIC APPRECIATION

This course is designed for students with an expressed desire to become more intelligent listeners of music and to become more familiar with music as an art form. The course is designed to develop students' abilities to recognize various musical forms and genres, identify periods of music, know the cultural and historical background of a representative sampling ol music, recognize a representative sample of compositions, composers and performers and critically analyze music and music performance with insight and understanding

Course Number	3561OOCW	**Prerequisite**	none
Appropriate Grade	Grade 9-12	**Credit**	1 Unit

CHORUS

This course is designed for students who have an expressed interest in singing in an ensemble The course is organized to help students learn a variety of choral literatures each year and improve their skills Students learn the following perform more easily, produce a good tone, accurate, pitch, show growth in musicianship and music reading, develop an understanding of a wide variety of music, learn about the historical and cultural background of works performed, and gain a greater appreciation of music as a means of expression and as a form of communication

Course Number	3541 OOCW Yearl	354300CW Year 3	
		354200CW Year 2	354400CW Year 4
Prerequisite	None		
Appropriate Grade	Grade 9-12		
Credit	1 Unit		

PAIRED COURSES (The student will be enrolled in both courses)

DRAMA!

This course is designed to expose students to the major theatrical periods and to the major dramatic literature and acting styles Theater and production principles are studied Independent and group projects are required.

Course Number 452100CH Prerequisite None
Appropriate Grade Grade 9-12 Credit VfcUnit

DRAMA II

This course is a continuation of Drama I It is a more in-depth study of the subject Improvisation and production will be emphasized Critical analysis of dramatic literature will be included Independent and group projects are required

Course Number 452200CH Prerequisite Drama I
Appropriate Grade Grade 9-12 Credit & Unit

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE I

This first year course is designed to acquaint the student with the historical development of flight and the role of the military in history Over half of the available classroom hours are spent reviewing the development of flight from ancient legends to the space shuttle Additionally, the role of the military throughout the history of the United States is identified The second half of the course describes the makeup of the aerospace community and the United States Air Force Many of the 60 hours dedicated to leadership studies relate directly to the academic subject matter with cadets presenting written and oral reports Wearing of the uniform Air Force customs and courtesies and basic drill skills are introduced

COURSE NUMBER 375101 PREREQUISITE US CITIZEN
Appropriate Grade Grade 9 10 or 11 Credit 1 unit

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE II

The second year course is designed to acquaint the student with the aerospace environment the principle of flight and navigation, and human limitations of flight The course begins with a discussion of the atmosphere and weather The study is expanded to include the planets and space beyond our solar system After developing an understanding of the environment, how that environment affects flight is introduced Discussions include the force of lift, drag, thrust and gravity Students learn basic navigation skills including map reading, course plotting, and the effects of wind on flight The portion on the human requirements of flight surveys the physiology of aerospace flight The portion on the human requirements of flights surveys the physiology of aerospace flight Topics include human circulatory system, the effects of acceleration and deceleration, protective equipment, and the space environment Leadership hours stress communication skills and cadet corps activities Written reports and speeches complement academic materials Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects

Course Number 375201 Prerequisite AFJROT
Appropriate Grade Grade 10, 11, or 12 Credit C
1 unit

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE III

This third year course is designed to introduce the student to the principles of propulsion systems, fundamentals of rocketry and its application to spacecrafts, principles of underlying space travel, and various aspects of space exploration Turbojet, turbofan, rocket, reciprocating engines, and a detailed examination o(propulsion systems are explained Rocketry and spacecraft portions cover rocket propulsion, guidance, and control and orbits The space travel section further discusses the development, use and future uses of artificial earth satellites and interplanetary probes Leadership hours continue their emphasis written and directing communications skills Additionally, basic management skills such as planning and programming are introduced Third year cadet put these skills into practice by holding key leadership positions in the cadet corps

Course Number 375301 **Prerequisite AFJROTC II**
APPROPRIATE GRADE GRADE 11 OR 12 CREDIT 1 UNIT

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE IV
Management of the Cadet Corps

The cadets lead the entire Corps during the fourth year This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice Planning, organizing, coordinating, directing, and decision making will be done by the cadets They will practice their communication, decision-making personal interaction managerial and organizational skills

Course Number 375401 **Prerequisite** AFJROT
Appropriate Grade Grade 12 Credit C
1 unit

One unit of credit in physical education is required for the South Carolina High School Diploma For one semester, a personal fitness and wellness component must be taught and for one semester a lifetime fitness component must be taught either over the semester or in two nine-week divisions A second unit may be earned as an elective The only exceptions to this unit requirement in physical education are for students substituting Junior ROTC and students having a physical disability certified by a doctor Certification of disabilities must be on file with the principal These students will be allowed to substitute a course supported by the principal Following is an excerpt from the State Board of Education Regulations

The State Board of Education is mindful that Regulations 43-130 (Defined Minimum Program) and 43-2599 (Graduation Requirements) require each successful candidate for the State High School Diploma jq earn one credit iphysical education. This requirement has traditionally been important because its fulfillment was to assist the student in developing a healthy lifestyle for the rest of his/her life

The State Board has previously been petitioned for a waiver of this requirement where the medical condition of (tie student or the religious belief of the student prohibit the student from participating in physical education classes

In the past, the State Board has previously approved waiver requests where the request has been, approved bv the State Department of Education, based on the following criteria:

Medical Exemption The student must present a statement by the attending physician indicating that participation in physical education will jeopardize the student's health and well being

Religious Exemption (1) The parent and child must show that the child's attending physical education classes will violate their religious beliefs and would not be merely a matter of personal objection, and (2) the parent and child must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed

Wherever possible the State Department staff has encouraged the District to provide the student, as an alternative to physical education appropriate instruction in health education or other instruction in lifestyle modification

PHYSICAL EDUCATION I

This co-educational course is designed from a variety of activities to provide students with choice and the skills to live a healthy lifestyle Two term courses must be passed Physical Education I is designed from six activity strands Fitness for Life, Net/Racket Activities, Team Activities, Outdoor Pursuits, Individual Activities, and Dance Students are required to dress out each day as specified by the physical education instructor

The first semester course includes the Fitness for Life curriculum, which is designed, for students to achieve and maintain a health enhancing level of physical fitness The course also provides students with opportunities to develop optimal levels of fitness The student must demonstrate competency in al least one movement form The student will explore and seek opportunities to participate in physical activity outside the physical education class

The second semester course requires the student to independently assess his/her physical fitness level and design a nine weeks program to maintain or improve personal fitness The student will implement and document his/her program through participation in physical activity outside the physical education class The student must demonstrate competency in at least one movement form

FFL (Fitness for Ufa) is taught with all sections of Physical Education I

Students must sign up for one track (use BOTH numbers) below except for Pre/IB students, they should use the single number

3441OOCW Pre/IB Physical Education -1 unit

PAIRED COURSES (The student will be enrolled In both courses)

344137CH FFL Aerobic-Recreational Games (golf, archery, bowling, shuffleboard, table tennis and badminton)
344138CH Aerobic-Recreational Games

344161CH FFL Swimming-Volleyball ($30 00 transportation fee, insurance is required or purchase recreational insurance)
344120CH Basketball-Rackets (Badminton, Table Tennis, Paddle Tennis)

344107CH FFL Softball-Volleyball
344194CH Rec Games-Outdoor Pursuits(hunting safety archery, horseshoes)

344111CH FFL Soccer-Volleyball
344140CH Softball-Rackets\

344119CH FFL Basketball-Rackets
34410BCH Volleyball-Softball

344117CH FFL Wrestling-Softball
344102CH Basketball-Football

Appropriate Grade Grade 9-12 Credit 1/2 unit per term (1 unit
Prerequisite None total)

PHYSICAL EDUCATION II

This co-educational course is designed as a continuation of Physical Education I and provides students with the skills to lead a healthy life style Physical Education II is an elective designed to provide a comprehensive in-depth course of study in a few specific activity skills The program will focus on at least two strands (e g Fitness, which involves weights, and aerobics Net/Racket Activities, Target Activities, Team Activities, Outdoor Pursuits and Individual Activities) Students are required to dress out each day as specified by the physical education instructor

PAIRED COURSES (The student will be enrolled in both courses.)

344221CH Weight-Strength Training
344222CH Weight-Strength Training

344233CH Weights and Team Sports (volleyball-Softball)
344234CH Weights and Team Sports (volleyball-softball)

Appropriate Grade Grade 10,11, or 12 Credit 1/2 unit for each semester
Prerequisite Physical Education I, JROTC, participated in a JV or Varsity sport or permission of the instructor

PHYSICAL EDUCATION III
WEIGHT-STRENGTH TRAINING

This course is designed for students who are interested in improving their overall fitness through weights/strength training Activities include weight training flexibility training speed development and cardiovascular training Areas discussed will include weight control, proper diet nutrition and basic anatomy and physiology

Course Number 344300 CW Credit 1 unit
Prerequisite Physical Education I, II (ROTC may be accepted for Physical Education I) Enrollment requires the recommendation of the physical Education Department Chairman and the Athletic Director

PHYSICAL EDUCATION IV
WEIGHT-STRENGTH TRAINING IV

This advanced weight-training course is for students who have completed Physical Education III Weights/Strength Training Advanced methods of strength training and fitness will be taught in the course Activities include weight training, flexibility training, speed development, and cardiovascular training
Course Number 344400CW Credit 1 unit
Prerequisite Physical Education I, II, III, (JROTC may be accepted for Physical Education I) Enrollment requires the recommendation of the Physical Education Department Chairman and the Athletic Director

PHYSICAL EDUCATION V
WEIGHT-STRENGTH TRAINING V

An individual fitness plan will be designed for each student and activities will be implemented to achieve the student's goals

Course Number 344450CW Credit 1 unit
Prerequisite Physical Education I H III ROTC may be accepted for Physical Education h Enrollment requires the recommendation of the physical Education Department Chairman and the Athletic Director,

HEALTH

Comprehensive health education is a planned, sequential, kindergarten to twelfth grade curriculum that provides structured and age appropriate experiences to assure that student acquire relevant, scientifically accurate knowledge about health Health education is instruction intended to motivate health maintenance and promote wellness, to facilitate

activities to develop decision-making skills and individual responsibility for one's health, and to provide opportunities for students to develop and demonstrate health-related knowledge, attitudes and practices It provides for the development and practice of skills needed to support health enhancing attitudes, beliefs, and behaviors

According to the Comprehensive Health Education law high school students are required to take a program of instruction in comprehensive health education and at least 750 minutes of reproductive health education and pregnancy prevention education at least one time during the four years of grades nine through twelve

At this time students can meet the requirements for graduation by taking one of the following elective semester health courses These courses should meet the South Carolina Health and Safety Education Standards

FAMILY & COMMUNITY HEALTH

This course is designed to help students understand the factors which influence family health and an individual's responsibility for protecting the health of the family and the community It is designed to assist the class in assessing community and environmental health needs and the wise use of reliable resources The course addresses the six priority areas (which includes human sexuality) established by the Centers for Disease Control and the seven National Health Education Standards

PERSONAL HEALTH AND WELLNES3

This course is designed to develop decision-making skills which help students make intelligent choices to live healthy productive lives The course content includes communication stress management, problem solving environmental awareness personal fitness, nutrition, human sexuality including family life, pregnancy prevention and sexually transmitted diseases substance abuse, disease prevention, and career interests The course will involve field trips group workshops and projects, guest speakers, films and videos, lectures, tests, and physical fitness exercises

PAIRED COURSES (The student will be enrolled in both courses)

340100CH Family and Community Health
340200CH Personal Health and Wellness

Appropriate Grade Grade 9-12 **Credit** 1/2 unit each
Prerequisite **None**

DRIVER EDUCATION

The various phases of this course include a total of 30 hours in the classroom 12 hours in the simulator, 3 hours behind the wheel driving and 6 hours of observation in the car These different phases combine to give each student knowledge of basic traffic laws, an understanding of how laws of nature relate to driving, and the basic driving skills in various driving situations and the development of good judgment in making decisions while driving Must be15 years of age and have a beginner's permit

This course will be paired with other electives to equal one unit

Course Number	370100CH
Appropriate Grade	Grade 10,11 or 12
Prerequisite	Must be 15 and have a beginner's permit
Credit	1/2 unit for Driver Education
	1 unit for paired courses

SPECIAL EDUCATION

A goal of the Charleston County School District is to provide a free and appropriate public education for all students with disabilities Students with disabilities who attain the same competencies required of non-disabled students receive a State High School Diploma When a student's disabling condition prohibits him/her from earning a State High School Diploma, the exit options available are a CCSD Employment Diploma for Students with Disabilities or a Certification of Completion Guidance Counselors and caseload managers have a copy of course descriptions and course numbers

STATE HIGH SCHOOL DIPLOMA

Most students with disabilities follow the regular CCSD curriculum and work toward a State High School Diploma earning a total of 24 Carnegie units and passing the Exit Exam Some students with disabilities are provided with appropriate modifications or accommodations to assist with meeting the requirements, i e pacing,-differentiated methods supplemental materials and alternate assessment procedures

RESOURCE

Resource courses are designed to address the individual academic and social requirements of students with disabilities as specified on the IEP as well as the identification of appropriate accommodations, modifications and instructional strategies to support academic and social success in the general education environment Students may earn up to (7) elective credits in resource

GENERAL RESOURCE

Students with disabilities who have deficits in one or more areas, e g language arts, math, pro-social skills, etc , may enroll in General Resource Instruction is based on IEP goals and objectives

CCSD EMPLOYMENT DIPLOMA FOR STUDENTS WITH DISABILITIES

The CCSD Employment Diploma for Students with Disabilities is a locally sanctioned exit option The program features a functional curriculum, required community and work experience components, and a cumulative portfolio The instructional strands are designed to include competencies that are essential for students to master in order to prepare for transition to independent living and employment Students pursuing the CCSD Employment Diploma for Students with Disabilities must earn 24 Employment Diploma credits and completes an approved Employment Portfolio

EMPLOYMENT ENGLISH MI

Employment English delineates life centered academic content standards necessary for achieving reading, writing, and language competency in the workplace and in the community.

EMPLOYMENT MATH MI

Employment Math engages the student in the acquisition of functional math concepts designed to equip the individual with math skills needed for successful employment and independent living.

LIFE SKILLS SCIENCE I-II

Life Skills Science prepares students with disabilities for independent living by providing awareness and acquisition of health care knowledge personal self-care skills and basic scientific concepts The skills required to surmount personal social barriers related to disabilities are targeted through teaching of appropriate behaviors and social skill development, * The approved CCSD Human Sexuality Curriculum is also covered in this course

LIFE SKILLS SOCIAL STUDIES MI

The Life Skills Social Studies curriculum addresses consumer responsibilities, government and economics and basic geographical concepts relevant to independent living and employment This course includes developing an orientation to the community and the means for independent mobility

EMPLOYMENT PREPARATION I-II

Employment preparation integrates concepts learned through participation in the functional curriculum with a planned sequence of training and work experiences This course begins with the teaching of fundamental attitudes, behaviors and habits needed to obtain and maintain employment, continues with the development of skills that will serve as a foundation for future job application and culminates with an opportunity to synthesize all of the skills acquired in a competitive employment setting

VOCATIONAL TRAINING-FOOD SERVICES I-II

Food Service I includes the principles of cooking sanitation, and the care and proper use of kitchen equipment The Food Service II course is recommended lor students who have exhibited skills personal satisfaction, and an interest in food preparation during Food Service I Students will develop and prepare menus and participate in variety of tasks associated with the foods industry

VOCATIONAL TRAINING-SERVICE INDUSTRY MI

The Service Industry I and II courses provide students with the opportunity to develop an understanding of the duties and responsibilities associated with a variety of jobs in the hospitably and tourism industry health services, and childcare Service Industry I focuses on careers in childcare and health services Service Industry II focuses on careers in the hospitality and tourism industry

DEPARTMENTAL ELECTIVE COURSES

Elective courses taught by special education staff are offered to students with disabilities working toward a CCSO Employment Diploma or a Certificate of Completion These courses are designed to foster development of prerequisite skills in specific areas that will enable students to participate successfully In general education classes to provide additional preparation for employment.

INTRODUCTION TO BASIC TECHNOLOGY I

INTRODUCTION TO JOB EXPLORATION I

CERTIFICATE OF COMPLETION

This Certificate of Completion is recommended for students requiring basic instruction that fosters daily living skills A functional curriculum that leads to becoming productive, responsible and self-sufficient adults is offered to participating students Students are expected to earn 24 credits prior to receiving a Certification of Completion To receive certificate credit, a student must meet a 70 percent proficiency requirement for all of the goals and objectives states in the IEP

FUNCTIONAL CURRICULUM

FUNCTIONAL ACADEMIC SKILLS

Students participating in this course of study are offered an individualized integrated program of functional academic skills pre-employment skills and job training Instructional materials utilized are commensurate with the student's ability level

FUNCTIONAL READING MV

FUNCTIONAL ENGLISH MV

FUNCTIONAL MATH I-IV

FUNCTIONAL COMMUNITY LIVING I-IV

FUNCTIONAL INDEPENDENT LIVING I-IV

FUNCTIONAL FOOD SERVICE I-II

FUNCTIONAL SERVICE INDUSTRY I-II

FUNCTIONAL JOB PREPARATION I-IV

FUNCTIONAL PERSONAL MANAGEMENT

SELF-HELP I-IV
COMMUNICATION I-IV

SOCIAURECREATION/LEISURE MV

SENSORY MOTOR MV

VOCATIONAL READINESS MB

Students identified with moderate/severe disabilities are offered a program of systematic and longitudinal instruction to acquire and maintain personal management skills The curriculum emphasizes on self-help skills, vocational readiness skills, and social/recreation/leisure skills through age-appropriate activities

CAREER AND TECHNOLOGY EDUCATION

PHILOSOPHY

The mission of career and technology education is to provide students the opportunities to acquire career competencies for the workplace and/or a foundation for career development through higher education Career and technology education is dedicated to helping all students realize their career objectives and achieve an optimum level of proficiency consistent with their interests, aptitudes desires and abilities

OBJECTIVES

1 Appropriate career and technology education opportunities shall exist to meet the needs of all students

2 Appropriate career and technology education programs shall exist to meet manpower needs in new and emerging occupations

3 Coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of technical training to achieve articulation of career and technology education programs

4 Career and technology programs serving disadvantaged students and students with disabilities shall be coordinated with programs conducted by other state agencies/organizations to the maximum extent possible

CLUSTERS & PROGRAMS

Career and technology education programs provide students with educational experiences to establish life skills and career goals

Business & Information Systems Cluster
Business and Marketing

Communications and the Arts Cluster
Graphic Communications

Health, Human, and Public Services Cluster
Family and Consumer Sciences Education (non-occupational)

Information Technology Cluster
Networking I
Networking II

ADMISSION POLICIES

All career and technology courses in Charleston County are available to public special populations and private school students The State Department of Education's Defined Program is used as a guide in determining appropriate grade levels for enrollment in a specific course No student shall be denied admission because of sex, race age social status religion, creed national origin economic level, disability, or any other areas of discrimination

Students are advised at the local school of the possible discontinuation of job preparatory career and technology programs if placement data and the employment outlook indicate possible discontinuation
Students who transfer from one school to another will be given credit for previously learned comparable skill training
Students will be advised of programs that are not preparatory for employment

Counselors, teachers, and/or job placement coordinators provide job placement services "to career and technology students

Notification of opportunities available in career and technology education and requirements for eligibility must be provided to all disadvantaged students and students with disabilities and parents of such students at least one year before they enter the grade level in which career and technology education is first generally available and in no event later than the beginning of the ninth grade

SPECIAL SUPPORT SERVICES

Career guidance counselors are available at each high school to assist students with occupational decisions including nontraditional occupations

Interest and aptitude assessment inventories are administered to all students Individualized planning and instructional support services are provided to the special population students who need it

COMPETENCY-BASED INSTRUCTION

Career and technology education is an integral component of secondary education in the Charleston County School District All career and technology education courses are required to be taught in a competency-based format—the mastery of specific competencies by individual students is not dependent on the amount of time spent in the class

ARTICULATION/TAP CREDIT

Students who qualify may receive college credit for completion of high school courses by enrolling in specific programs at Trident Technical College through the articulation process Articulation allows students to make a transition from high school to Trident Technical College without duplication of courses Technical Advanced Placement (TAP) enables

qualified students to earn Trident Technical College credits while still in high school Therefore, students may complete a certificate, diploma or associate degrees in less time

To earn credit, a student must maintain an average of 65 and complete the articulated high school course competencies
Enroll in Trident Technical College within 15 months after high school graduation
TAP (college) credit is held in escrow (or not awarded) until a certain minimum number of credit hours has been earned at Trident with at least a C average

Refer to course descriptions for specific courses that qualify for TAP credit

SCHOOL TO CAREERS

The purpose of the School-To-Work Transition Act of 1994 is to establish a School-To-Careers system to equip all students with relevant academic skills, marketable occupational skills, and appropriate workplace behaviors

The School-To-Careers options are

Youth or Registered Apprenticeship
Cooperative Education (co-op)
Mentoring
Shadowing
Internship
Service Learning
Structured Summer Experience

Students who participate in learning activities outside of class that are connected with a business are referred to as work-based learning activities

Students who participate in Apprenticeship, Co-op, Internship, and Structured Summer Experience may earn an elective unit of credit if requirements are met

BUSINESS EDUCATION AND MARKETING EDUCATION

Business and Marketing Education includes courses and career major programs, which serve the total school population through relevant curricula oriented toward providing career direction, a sound foundation for advanced study in the business and marketing fields, and the development of employability skills Careers in marketing, sales and business areas will continue to grow because of the expanding demand for goods, information processing, and services Keyboarding and computer skills are essential and are required for graduation

WORK-BASED LEARNING

Students have opportunities to participate in work-based learning experiences such as shadowing, internship co-op, or youth apprenticeship that are related to their occupational program

BUSINESS AND MARKETING EDUCATION (OCCUPATIONAL) PROGRAMS

Note Each school must offer a minimum of one of the following programs (or two if a marketing program is offered) and publish the program(s) with the required courses—Accounting, Business Administration, Computer Technology Marketing or Office Systems Technology

Students who choose a career path in business/marketing should select one of the following programs and include all the required business/marketing education courses in the four-year plan To be a program completer, a student must earn a minimum of four Carnegie units within an occupational specialty area If the required occupational courses in a specified program total fewer than four units of credit, a student must earn the remaining credit in additional Business and Marketing courses to be considered a tech prep program completer

Students may earn an elective unit of credit by participating in a School-To-Careers transition program

Students who qualify may receive TAP (Technical Advanced Placement) credit for completion of high school courses by enrolling in specific programs at Trident Technical College Refer to course descriptions for courses that qualify for the TAP credit

ACCOUNTING PROGRAM

The Accounting Program consists of a minimum of four units that must include all of the required courses listed below and at least one of the following courses listed If the required courses do not total 4 units any business/marketing education course can be used to total 4 units

Sample career options available to graduates of secondary programs include accounting specialist and bank teller Career options open to graduates of post-secondary programs include junior accountant, manager-trainee, insurance adjuster, accountant, accounting supervisor, banker, business executive, college professor, and Certified Public Accountant (CPA) after passing CPA exam

Required Courses
- Keyboarding
- Business Computer Applications 1 or Computer Technology I
- Accounting I
- Accounting II

One or more of the following
- Entrepreneurship
- Financial Management
- International Business and Marketing

BUSINESS ADMINISTRATION PROGRAM

The Business Administration Program consists of a minimum of four units which must include all of the required courses listed below and at least one of the following courses, (f the required courses do not total 4 units any business/marketing education course can be used to total 4 units

Sample career options available to graduates of secondary programs include administrative assistant and manager-trainee- Career options open to graduates of post secondary programs include manager, supervisory, banker, human resources director administrator, and instructor

Required Courses
- Keyboarding
- Business Computer Applications or Computer Technology I
- Entrepreneurship
- Accounting I

One or more of the following
- Accounting I
- International Business and Marketing

COMPUTER PROGRAMMING

Required Courses
- Computer Programming I
- Computer Programming II
- Keyboarding

One or more of the following
- Computer Technology I
- Computer Technology II
- Desktop Publishing

COMPUTER TECHNOLOGY PROGRAM

The Computer Technology Program consists of a minimum of four units, which must include all of the required courses listed below and at least one of the following courses listed If the required courses do not total 4 units, any business/marketing education course can be used to total 4 units

Sample career options available to graduates of secondary programs include computer operator and administrative assistant Career options open to graduates of post-secondary programs include computer programmer, network systems specialist programmer analyst, database administrator, and information analyst

Required Courses
- Computer Technology I*
- Computer Technology II*
- Keyboarding

One or more of the following
- Computer Programming
- Desktop Publishing

MOUS (Microsoft Office User Specialist Core Level)
" MOUS (Microsoft Office User Specialist Expert Level)

MARKETING PROGRAM

The Marketing Program consists of a minimum of four units that must include all of the required courses listed below If the required courses do not total 4 units any business/marketing education course can be used to total 4 units

Sample career options available to students successfully completing the secondary program in Marketing include sales associate, rental car agent, sales representative, and customer service representative Career options open to graduates of post-secondary programs include buyer, real estate agent, advertising layout designer, advertising sales manager, marketing researcher, store manager, sales manager, consultant, market analyst, and business owner

Required Courses
- Keyboarding/Business Computer Applications I
- Computer Technology I
- Marketing

One or more of the following
- Entrepreneurship
- Hospitality and Tourism
- Merchandising
- Sports Entertainment Marketing

CHARLESTON COUNTY SCHOOL DISTRICT CUSTOM PROGRAMS

MULTIMEDIA CLUSTER
- Computer Technology I (1 unit)
- Computer Technology II or Desktop Publishing
- Keyboarding

CREATIVE MARKETING
- Computer Technology I (1 unit)
- Desktop Publishing
- Keyboarding/Business Computer Applications
- Marketing (1 unit)

SMALL OFFICE ADMINISTRATION
- Accounting
- Business Computer Applications or Computer Technology I (1 unit)
- Keyboarding
- Marketing

BUSINESS AND MARKETING EDUCATION

ACCOUNTING I

Accounting I is designed to provide an introduction to accounting principles and procedures for recording financial information in a business manually and electronically Students are introduced to recording accounting transactions through the use of computer software Accounting I provides students with entry-level skills in the accounting profession and/or a foundation for continued study in accounting or in a related business field This course may be counted toward college credit if you enroll in the Office Technology Systems Associate Degree Program at Trident Technical College and meet all the requirements (See your business education teacher or guidance counselor for details)

Course Number	500100 TW	Prerequisite	Keyboarding Proficiency
Appropriate Grade	Grade 10 11 or 12	Credit	1 unit

ACCOUNTING II

Accounting II expands the student's understanding of accounting to include subsystems, subsidiary ledgers and internal control procedures The student develops competence in using subsidiary ledgers in preparing financial statements and in performing end-of-period procedures The student will demonstrate the use of accounting principles through the use of computer software and simulated activities Students who qualify may have the opportunity to earn an additional elective unit of credit through participation in co-op This course may be counted toward college credit if you enroll in the Accounting Associate Degree Program at Trident Technical College and meet all the requirements (See your business education teacher or guidance counselor for details)

Course Number	500500 TW	Prerequisite	Accounting I and Keyboarding Proficiency
Appropriate Grade	Grade 11 or 12	Credit	1 unit

PAIRED COURSES (The student will be enrolled In both classes.)

KEYBOARDING

Keyboarding develops skills In entering alphanumeric information quickly and accurately on an electronic keyboard Using the touch method, students master the keyboard including the ten-key pad Emphasis is placed on the development of proper techniques, correct fingering, speed, and accuracy Students will develop skill in keying, formatting, and editing problems such as letters memos, reports, and announcements This course may count toward college credit if you enroll in the Medical Assisting Program at Trident Technical College and meet all the requirements ***This course may meet part of the computer science requirement for graduation***

Course Number	510000TH	Prerequisite	None
Appropriate Grade	**Grade 9,10,11 or 12**	**Credit**	**Vi unit**

BUSINESS COMPUTER APPLICATIONS

Business Computer Applications provides Instruction in the use of software for database, spreadsheet, graphics, and word-processing applications, to analyze and solve business-related problems As part of the course students will develop to PowerPoint presentations for their portfolio This course is recommended for students who are not planning to major in Business, Marketing and Computer Technology Educatron This *course may meet the computer science requirement for graduation*

Course Number	**500800 TH**	Prerequisite	**Keyboarding**
Appropriate Grade	**Grade 9,10, 11 or 12**	**Credit**	**& unit**

COMPUTER PROGRAMMING I

Computer Programming I emphasizes the fundamentals of computer programming Students study the development of computer programs, the use of computers in storing, retrievftg, and processing information, the functional aspects of computer hardware systems, programming languages, and the implementation of computer programs Students receive practical experience in programming) *This course may meet the computer science requirement for graduation*

Course Number	**505000 TW**
Prerequisite	**Computer Technology**
Appropriate Grade	**Grade 10, 11 or 12**
Credit	**1 unit**

COMPUTER PROGRAMMING II

This course is a continuation of Computer Programming I Students who qualify may earn an elective unit of credit by participating in co-op *This course may meet the computer science requirement for graduation*

Course Number	505200 TW	**Prerequisite**	**Computer Programming I**
Appropriate Grade	Grade 11 or 12	**Credit**	**1 unit**

COMPUTER TECHNOLOGY I

Computer Technology I is designed to teach students computer concepts as related to processing data into useful information by using database, spreadsheet, word processing, and presentation software Because the design of this course is to prepare students for Microsoft Office User Specialist (MODS) Certification, the emphasis is on speed accuracy, and production using proper keyboarding techniques This course may be counted toward college credit if you enroll in the Computer Technology Associate Degree Program at Trident Technical College and meet all the requirements (See your business education teacher or guidance counselor for details) *This course may meet the computer science requirement for graduation*

Course Number	502100 TW	Prerequisite	Keyboarding
Appropriate Grade	Grade 10, 11 or 12 Credit	1 unit	

COMPUTER TECHNOLOGY II

Computer Technology-II is designed to teach the student advanced computer concepts as related to processing data into useful information needed in business situations by using advanced database, spreadsheet, word processing, and presentation software capabilities Because the design of this course is to prepare students for Microsoft Office User Specialist (MOUS) Certificabon, the emphasis is speed, accuracy, and production using proper keyboarding techniques *This course may meet the computer science requirement for graduation*

Course Number	502100 TW	Prerequisite	Computer Technology I

Appropriate Grade Grade 10 11 or 12 Credit 1 unit

PAIRED COURSES (Student will be enrolled in both courses)

HONORS INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (1TGS) SL

Honors ITGS is the first of two courses needed to complete the requirements for IB ITGS IB candidates pursuing a sixth subject Standard Level (SL) unit need to also sign up for IB ITGS and must register with the IB Coordinator Students will submit coursework for examination at the completion of this course

Course Number 549901 HW Prerequisite Computer Technology I
Appropriate Grade Grade 11 Credit 1 unit

IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS) SL

IB candidates pursuing a sixth subject Standard Level (SL) unit in IB ITGS must register with the IB Coordinator and submit coursework for examination at the completion of this course

Course Number 549902 AW **Prerequisite** Computer Technology 1 and Honors ITGS
Appropriate Grade Grade 11 **Credit** 1 unit

DESKTOP PUBLISHING/COMPUTER GRAPHICS

This course is an expansion of office computing incorporating the use of a microcomputer-based system and software with graphic capabilities to produce publication materials in which typeset text and graphics have been integrated on the page using accepted journalism and presentation techniques The major objective of the course is to produce desktop-published camera/copy ready masters for reproduction ***This course may meet the computer science requirement for graduation***

Course Number 517600 TW
Prerequisite Keyboarding/BCA or Computer Technology
Appropriate **Grade** Grade 10,11 or 12
Credit 1 unit

ENTREPRENEURSHIP

Entrepreneurship is designed to provide a general overview of the American enterprise system with special emphasis being placed on small business ownership An important part of the course will be development of business and managerial leadership skill as they relate to the functions of controlling a small business

Course Number 504000 TW Prerequisite Keyboarding/BCA
Appropriate Grade Grade 11 or 12 **Credit** 1 unit

HOSPITALITY AND TOURISM I

This course focuses on broad transferable skills and stresses understanding and demonstration of the following elements of the travel and tourism industry planning, marketing, management, finance operations technical and production skills, underlying principles of technology, human relations, labor issues, community issues, and health, safety and environmental issues

Course Number 547600 TW Prerequisite Marketing and Keyboarding/BCA
Appropriate Grade Grade 10,11 or 12 Credit 1 unit

INTERNATIONAL BUSINESS & MARKETING

International Business & Marketing is designed to provide students with the knowledge and skills needed for entry-level international business operations as well as an understanding of the economic and cultural concepts of domestic and international business

Course Number 503200 TW Prerequisite none
Appropriate Grade Grade 10 11 or 12 Credit 1 unit

VIRTUAL ENTERPRISE

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment With the guidance of a teacher ("consultant") and real-world business partners, the students determine the nature of their business, its products and services, its management and structure and engage in the daily operations of

running a business Emphasis is placed on using current business software, communications, and the Internet for business transactions

Course Number **515000 TW**
Prerequisite Keyboarding/Business Computer Applications AND/OR Computer Technology, PLUS one additional Business/Marketing Course
Appropriate Grade Grade 11 or 12
Credit 1 unit

MARKETING

Marketing introduces marketing concepts, examines the economic marketing and business, and human resource fundamentals, of marketing, and overviews the marketing functions of selling promotion, distribution, risk management, pricing, purchasing marketing information management, product/service planning, and financing

Course Number 542100 TW **Prerequisite none**
Appropriate Grade Grade 10 or 11 **Credit 1 unit**

MERCHANDISING

Merchandising continues the analysis of the marketing functions by examining human resource foundations marketing and business fundamentals distribution, promotion, and selling as applied in merchandising Students may receive an elective unit of credit by participating in co-op This course may count toward college credit if you enroll in the General Business Associate Degree, Retailing/Marketing Specialty Program at Trident Technical College and meet all the requirements (See your marketing education teacher or guidance counselor for details)

Course Number 543100 TW Prerequisite Marketing
Appropriate Grade Grade 10,11 or 12 Credit 1 unit

SPORTS AND ENTERTAINMENT MARKETING

Sports and Marketing Entertainment Marketing is for students who wish to pursue careers in the various areas of the sports industry This includes careers in box office, group sales, public sales, marketing, operations, development and sports programming

Course Number 542500 TW Prerequisite none

Appropriate Grade Grade 10 11 or 12 Credit 1 unit

BUSINESS AND MARKETING WORK-BASED CREDIT

Students may be awarded credit for School-to-Careers Transition Work-Based Experiences that meet acceptable criteria

Course Number 549000 TH (Half Unit Course)
Course Number 549000 TW (Whole Unit Course)
Prerequisite Concurrently enrolled in a Business and/or Marketing course
Appropriate Grade Grade 10,11 or 12
Credit Yz unit or 1 unit

NETWORKING I

Networking I includes, but not limited to safety, networking network terminology and protocols, network standards, local-area networks (LANs) wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet and Internet Protocol (IP) addressing Particular emphasis is given to the use of decision-making and problem-solving techniques in applying science mathematics communication, and social studies concepts to solve networking problems In addition instruction and training are provided in applying science, mathematics, communication and use of networking software, tools, and equipment and all local, state, and federal safety, building, and environmental codes and regulations

Course Number 531000 TW Prerequisite Algebra II or A+ Certification
Appropriate Grade Grade 11 Credit 1 unit

BROADCAST JOURNALISM

This course focuses on creating storyboards, video/audio editing speaking "On the Air", writing broadcast leads, editing copy, interviewing techniques, using camcorders and creating the weekly JIHS morning show

Course Number 529903 TW
Prerequisite BCA or Computer Technology I and CP English I
Appropriate Grade Grade 10-12 Credit 1 CTEE Elective credit

CHILD DEVELOPMENT

Child Development is the study of human growth and development from conception through ages five Students learn the care and guidance of young children relative to the physical, social, emotional, and mental developmental tasks The knowledge, skills, attitudes, and understandings gained will prepare students to assume parental roles and/or careers involving the care and nudurance of the young

Course Number 580000 TH Prerequisite None
Appropriate Grade Grade 9-12 Credit unit

HUMAN SEXUALITY

Human Sexuality is designed to provide male and female students with accurate information about their own sexuality and personal feelings relative to sexual growth and development Emphasis is given to acquiring knowledge and understanding of the physical and emotional maturation process and the human reproductive systems The goal of this course is to enable students to form a well-defined, positive self-image and an awareness of their individual strengths, limitations, and values

Course Number 583400 TH Prerequisite None
Appropriate Grade Grade 9-12 Credit 1/2 unit

The emphasis of Consumer Sciences Education is the family The Instructional program includes life skills training to help individuals and families improve their home and community environment This curriculum provides a foundation for furthering a student's education at the post secondary level, but is not an occupational

PAIRED COURSES (The student will be enrolled in both courses)

CLOTHING AND TEXTILES I AND II

Clothing and Textiles I provide students with basic skills in clothing construction Skill in the operation and maintenance of the home sewing machine basic hand sewing techniques, pattern interpretation and layout, and garment construction will be acquired through a combination of teacher demonstrations and student practice and application Basic techniques are acquired from laboratory experiences.

Clothing and Textiles II is (or the student who has exhibited skill and personal satisfaction from learning experiences in Level I Class projects will be highly individualized and selected primarily for the new knowledge/skill to be gained through their completion Two garments must be completed each nine weeks to receive credit for the course

Course Number 580400 TW Prerequisite None
Appropriate Grade Grade 9-12 Credit 1 unit

CONSUMER AND HOMEMAKING

The physical, social economic and cultural needs of individuals and families form the basis of this Consumer and Homemaking course Instruction focuses on the skills of homemaking and the management of the dual roles of homemaker and wage earner Classroom and laboratory experiences emphasize the acquisition of knowledge and the development of understandings attitudes, and skills relevant to personal home and family life roles and responsibilities

Course Number 580800 TW Prerequisite None
Appropriate Grade Grade 9-12 Credit 1 unit

EDUCATION FOR PARENTHOOD I AND II

Education for Parenthood I is designed to provide students with information and experiences that will give them sound positive insight into the roles and responsibilities of parenting Learning experiences will focus on the parent and the skills essential for males and females to function effectively, to satisfy the specific needs of children

Education for Parenthood II expands on knowledge acquired in Level I and will stress the long-term nature of the parenting commitment by examining the role, responsibility and interpersonal relationship changes that will occur as the family life cycle progresses Learning experiences will address unique needs of individuals managing parenthood and gainful employment, single parenting, and utilizing community resources

Course Number	581600 TW	**Prerequisite**	None
Appropriate Grade	Grade 9-12	**Credit**	1 unit

FAMILY LIFE AND EDUCATION I AND II

Family Life Education I emphasizes the family as the basic unit of society while exploring the complexities of marriage and family life in a changing society The establishment and maintenance of interpersonal relationships, preparation for marriage and family life, and the management of resources to achieve individual and family goals are emphasized in this course

Family Life Education II is a continuation of Level I and stresses the role the individual must assume to improve family life Effective personal development and maximum use of human and material resources are emphasized The goal of this course is to establish the framework for better marriages and more stable families in which members enjoy a climate for positive growth and socialization

Course Number	582000 TW	**Prerequisite**	None
Appropriate Grade	Grade 9-12	**Credit**	1 unit

FOODS AND NUTRITION I AND II

Foods and Nutrition I includes the principles of nutrition and the relationship of nutrition to individual health and well-being Teacher demonstrations and guided laboratory experiences enable students to gain skills in the selection, preparation and care of food

Foods and Nutrition II is for the student who has exhibited skill, personal satisfaction and a keen interest in nutrition and food preparation from prior learning experiences in level I Students learn the historical, cultural, social, and psychological influences of food with emphasis on nutrition and family health Meal planning and preparation enhance instruction to help individuals become responsible consumers in meeting the nutritional needs of the family This course may count toward college credit if you enroll in the Culinary Arts Diploma Program at Trident Technical College and meet all the requirements (See your foods and nutrition teacher or guidance counselor for details)

Course Number	582400 TW	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit	1 unit

HOUSING AND HOME FURNISHING I AND II

Housing and Home Furnishings I is designed to help students understand housing needs and acquire knowledge and skills which enable them to make housing decisions in the future The role of the home in creating a favorable climate for family living is stressed Housing styles, home furnishings and equipment and the principles of interior design are studied and analyzed

Housing and Home Furnishings II is designed to be an activity-oriented course for students who have demonstrated a keen interest in housing and interior design in Level I Independent learning experiences involve students in house plan evaluation, housing selection, and the financial aspects of housing, and furnishing and equipping the home

Course Number	583000 TW	Prerequisite	None
Appropriate Grade	Grade 9 12	Credit	1 unit

FREQUENTLY ASKED QUESTIONS

If a student has earned 16 credits and can enroll in courses needed for graduation, will the student be classified as a seminar?

No Students' grade classification will not be changed in mid-year A student's grade classification will be assigned at the beginning of the academic year in August, and the student will have that same grade classification for the entire academic year One of the main reasons for following this traditional practice involves the South Carolina High School Exit Exam,

beginning in the 10th grade Changing grade classifications for the Spring Term would put some first-year high school students into the Exit Exam group with second-year high school students a year ahead of schedule

Yes Students who have earned 16 credits and are enrolled in the required and elective courses to earn the additional credits will be classified as a senior at the beginning of the school year

Can rising Seniors arrange their schedules so that they will complete all graduation requirements in a the Fall Term?

No It will not be possible to honor requests for a schedule change to move a course from the Spring Term to the Fall Term for the purpose of completing graduation requirements early The central purpose in moving to a block schedule at James Island Charter High School is to increase learning opportunities for our students so they will be better prepared for post-secondary education or the workforce Using the block schedule as a way to exit school with even fewer course experiences runs contrary to this purpose Scheduling procedures and schedule change procedures therefore, will not be modified solely to assist a student in graduating early However, "early outs" will be granted according to current school guidelines

Our priority in scheduling and in making schedule changes is to ensure that all students are enrolled in challenging courses that match their career interests and abilities Because our teaching staff works for the entire school year we must have a balance of courses in each subject for both the Fall and Spring Terms Changing schedules for the purpose of early graduation may have the effect of creating unbalanced section sizes In addition, our guidance counselors will be very busy making those critical schedule changes that are necessary because some students will need to re-take courses in order to graduate with their class and because some students will need to make last-minute course changes in order to enroll in courses that reflect a change in their career interests

Nevertheless, some rising seniors will find that their schedule works out in such a way that they will indeed finish the last few credits needed to satisfy the requirements needed for a South Carolina diploma at the end of their Fall Term Seniors who desire to withdraw for the Spring Term having completed all graduation requirements will be allowed to do so without penalty

As a senior, may I take only one or two courses?

No The State Department of Education requires a student to be in attendance 200 minutes each day or 1 000 minutes each week A senior must be enrolled in courses equivalent to 5 units Co-op training may count as the fifth unit in Grade 12

If) am taking a course and the enrollment drops below 10 will the course continue?

No When the enrollment falls below 10, any course is subject to being dropped These may include AP as well as Honor courses

Seniors who withdraw during the Spring Term should however bear In mind the following points

- Graduation ceremonies for our high school will take place at the end of the 180-day school calendar Students, who have withdrawn in good standing, having met all graduation requirements, will be invited to participate in the graduation ceremonies
- « Diplomas will be issued on the graduation ceremony date A student who has completed graduation requirements prior to that time will not be issued a diploma for an earlier date A student, who wishes to have a credential issued earlier than the graduation ceremony date, may submit a written request for a transcript that will reflect his status The principal, will also write a letter indicating that the student has met South Carolina high school graduation requirements
- Once withdrawn, students may not participate in any school activities, other than the graduation ceremony that require student enrollment status In other words, withdrawn students will not enjoy any privileges or services that are accorded to enrolled students

The computer schedules classes Placement in sections is determined randomly Pre-registration is used each year to determine the classes needed for the next fall and teachers are hired according to that need The parental guardian and student must sign the completed registration form No changes should be needed unless a course is failed, Prerequisites have not been met, a course selected will not be offered, or selections are found by counselor to be inappropriate

Students and parents must realize that perfect situations cannot be expected and that such reasons as wanting to be in classes with friends, to have a certain period for lunch, or to have a different teacher will not be considered valid reasons for allowing schedule changes Adjusting to new circumstances and situations is an important skill to be developed in high school Students and parents should study carefully subject choices before the registration form is submitted

Information presented in this Program of Studies is current as of March 14, 2002 As laws, policies and regulations are modified updates may be necessary

Appendix C

The Budget

Financial Index

Revised 1/21/03

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JAMES ISLAND CHARTER HIGH SCHOOL
FINANCIAL SUMMARY

The proposed budget for JICHS (James Island Charter High School) is based on the general operating expenditures for the school over the past three years, as provided by CCSD (Charleston County School District)

FYE 2000 -$5,039,828
FYE 2001-$5,537,394
FYE 2002-$5,710,430

Funding for the first operational year will be based on the audited expenditures for year ending 2002 The audit for this period is scheduled to be published in December 2002 The projections included here are based on the budgeted amount for YE 2002 of $229,994,477 Once the audit report is available, a more accurate calculation can be made

The proposed budget has been developed for the first year of operation, which is FYE 2004- Consequently, inflation factors have been included for the years ending 2003 and 2004, The inflation factors are generally 2% for each year These factors have also been applied to projected expenditures for the balance of the charter period years two (2) through five (5)

Additional projected expenditures have been included for the functions currently performed at the CCSD central office and not allocated to the school in prior years These functions include fiscal services, student transportation, security, technology and data processing services, human resource activities, outside auditing services, solid waste disposal, pest control and legal services Also included is an estimate to cover insurance premiums for tort and liability, property damage, workers compensation and unemployment

Included as items separate from general operating expenditures are projections for pupil activities (interscholastic, athletics, band, etc) and food service These funds are held outside the general operating funds and will have to be addressed at the appropriate time Special State funds and grants are also projected separately because they are accounted for separate from the general operating fund and should represent a flow-through

Capital outlay has not been addressed in these documents due to the vagueness of the law, accounting practices by CCSD, and difficulty in projecting any needs at this time

A contingency in the amount of $ 100,000 has been included due to uncertainties These uncertainties include

1 An aggressive risk management program currently operated by CCSD The premiums for less risk is undeterminable until serious investigation with insurance brokers can take place

2 Lack of negotiation for services by CCSD on behalf of JIHS
3 Bidding for outsourcing specific functions
4 Differences in interpretation of the charter law by JICHS and CCSD
5 Vagueness in the charter law relative to certain aspects and formulas

An undesignated GOF reserve in the amount of $430,250 representing approximately 5% of general operating funding will be established the first year for ongoing contingencies and modeled after a similar fund created in 1995 by CCSD

Three separate reserves for $300,000 each will be established the first year and earmarked for creation of innovative programs to improve the education process within the spirit of the charter law These programs have yet to be designed, awaiting election of a permanent charter Board of Directors and approval of the charter application

Revised 01/21/03

JAMES ISLAND CHARTER HIGH SCHOOL
FIRST YEAR DRAFT BUDGET (FYE 2004)

Revision #4 1/21/03

REVENUE

Obj Code	Source	Amount	%
		$9,025,944	
	CCSD General Operating Funds	$617,910	02 5%
	Special Revenue Fund (Grants)	$251 514	5 7%
	Education Improvement Act (EIA)	$528,356	2 3%
	Pupil Activity Fund	$510,917	4 8%
	Food Service Fund	$0	4 7%
	Internal Service Fund		0 0%
	TOTAL REVENUE	$10 934,641	100 0%

EXPENSES

	Operating Expenses			
	Personnel Salaries & Benefits			
110	Salary- Administrative	$100 583	1 1%	
111	Principal /Asst Principal	$273,949	3 0%	
112	Salary-Teachers/Professional Educators	$3,943,956	43 7%	
113	Salary*Other Professional	$35 103	0 4%	
114	Salary-Technical	$27,195	0 3%	
115	Salary-Teachers Assistants/Clerical	$217 683	2 4%	
119	Salary Service Work	$30,611	0 3%	
122	Salary-Teacher Substitutes/Temporary	$51 410	0 6%	
125	Salary Temporary Teacher/Asst/Clerk	$316	0 0%	
135	Salary-Overtime	$2 691	0 0%	
142	Salary Supplement	$92 159	1 0%	
210	Group Health & Ufa	$393,472	4 4%	
220	Employee Retirement	$512 435	5 7%	
230	Social Security	$361,879	4 0%	
260	Unemployment Compensation	$2,790	0 0%	
270	Workers' Compensation Premiums	$32,556	0 4%	
	Total Personnel Salaries & Benefits	$6,078,788	67 3%	
	Purchased Services			
310	Professional & Technical Services	$15,000	0 2%	
311	Instructional Services	$13,941	0 2%	
312	Instructional Programs	$5,000	0 1%	
314	Staff Services	$10,000	0 1%	
316	Data Processing Services	$6,543	0 1%	
318	Audit Services	$5,000	0 1%	
319	Legal Services	$25,000	0 3%	
	Total Purchased Services	$80 484	0 9%	
	Property Services			
320	Property Services	$194,255	2 2%	Note
321	Public Utility Services-Water & Sewage	$50,610	0 6%	
323	Repairs & Maintenance Services	$210,868	2 3%	Note
329	Other Property Services	$1,896	0 0%	
	Total Property Services	$457,629	5.1%	
	Transportation Services			
331	Student Transportation	$183,105	2 0%	Note
332	Local Travel	38,431	0 1%	
333	Curricular Field Trips	$1,880		
334	Extra Curricular Filed Trips	$2,312		
338	Out of County Travel	$32,364	0 4%	
	Total Transportation Services	$228,092	2 5%	

	Miscellaneous Purchased Services			
340	Communication-Telephone	$18,295	0 2%	Notel
342	Communication-Pager/Cellular Phone	$302	0 0%	
345	Technology Purchased Services	$41 159	0 5%	Notel
360	Printing and Binding	$4 060	0 0%	
395	Other Professional & Technical Services	$31 990	0 4%	
399	Other Purchased Services	$31,145	0 3%	
	Total Miscellaneous Purchased Services	$126,951	1 4%	
	Supplies and Materials			
410	Supplies	$105 317	1 2%	
420	Text Books	$20,400	0 2%	
430	Library Books	$7 251	0 1%	
440	Periodicals	$856	0 0%	
445	Technology & Software Supplies	$82,180	0 9%	
470	Energy-Electricity	$235,000	2 6%	
	Total Supplies and Materials	$451 004	5 0%	
	Capital Outlay			
540	Equipment	$13,200	0 1%	
545	Technical Equipment & Software	$26,120	0 3%	
	Total Capital Outlay	$39 320	0 4%	
	Administration & Overhead			
640	Organization Memberships & Dues	$9,180	0 1%	
650	Liability/Tort Insurance	$92,565	1 0%	
651	Other Litigation/Settlements	$2 876		
652	Building & Fire Insurance	$14,378	0 2%	
690	Other	$1 347	0 0%	
392	Solid Waste Management Fee	$13 080	0 1%	
	Total Admin & OH	$133,426	1 5%	
	Sub *Total Operating* Expenses	$7,595,694	84 2%	
	Contingencies & Reserves			
	Contingency for Expenses	$100,000	1 1%	
	Undesignated General Fund Balance	$430,250	4 8%	
	Reserve Advanced Curriculum Programs	$300,000	3 3%	
	Reserve Future Expansion	$300,000	3 3%	
	Reserve for Special Incentive Programs	$300,000	3 3%	
	Total Contingencies & Reserves	$1,430,250	15 8%	
	Total Operating Expenses Plus Contingencies & Reserves	$9,025 944	100 0%	

SPECIAL FUNDING EXPENSES			
	Special Revenues Fund (Grants)		
	Individuals with Disabilities Education Act	$100,298	16 2%
	Reduction of Class Size	$301,519	46 8%
	Vocational Education	$30 456	4 9%
	ROTC	$68,391	11 1%
	Special Career Guidance	$21,696	3 5%
	Special Education	$14,936	2 4%
	Speech Handicapped	$0	0 0%
	Visually Handicapped	$5,702	0 9%
	Resource Officers	$34 732	5 6%
	Nursing Services	$39,980	6 5%
	Total Special Revenues Funds	$617,910	100 0%
	Education Improvement Act (EIA)		
	School Innovation Funds	$118 491	47 1%
	Advanced Placement	$16 151	6 4%
	Networking Program	$23,184	9 2%
	PMH Services	$1,258	0 5%
	National Board Certification	$0	0 0%
	Professional Development on Standards	$2,04$	0 8%
	Academic Assistance Act 4-12	$78,485	31 2%
	EIA Teacher Supplies	$11,900	4 7%
	EIA Principal Salary/Fringe	$0	0 0%
	Total EIA	$251 514	100 0%
	Other Special Funds		
660	Pupil Activity Funds	$528,356	50 8%
	Food Service Funds	$510,917	49 2%
	Internal Service Funds	$0	0 0%
		$1 908,697	
		$10,934,641	
	Total Other Special Funds	$1,039,273	100 0%

*Total **Special Funding Expenses***

Grand Total Expenses

Note 1 Review of the original budget submitted by the James Island Charter Committee by CCSD personnel resulted in recommended increases in certain elements of the budget The James Island Charter High School Committee does not agree with some of these increases because they are based on different interpretations of the State Charter Law, and/or normally acceptable standards We have included these additional expenses only to indicate that the budget remains balanced even if appeals and arbitrations should be unfavorable to JICHS Inclusion of the additional monies in no way waives our intention to negotiate, arbitrate, and/or appeal

JAMES ISLAND CHARTER HIGHS SCHOOL STAFFING

A/O 01/20/03

Position	Function		Object	Budgeted Number	$
High School Teachers	1140	High School Programs	112	64 1	$2 488 131
ROTC Instructor	1140	High School Programs	112	1 5	$68,391
HS Drive Ed Simulator Teacher	1140	High School Programs	112	0 3	$14,227
Strings Teacher	1140	High School Programs	112	0 3	$11 641
Study Hal Proctor	1140	High School Programs	115	1	$16 998
Teacher Ass t	1140	High School Programs	115	1	$11 851
CTE Teacher Asst	1150	Vocational Programs	112	11	$471 930
Voc Special Needs Teacher Asst	1151	Vocational Programs	112	2 45	$101 932
Special Ed Asst	1205	Exceptional Programs	115	2	$23,381
EMOSC Teacher	1210	Educable Mentally HC	112	2	$92 594
TMD/PMD Teacher	1220	Trainable Mentally HC	112	1	$50 827
TMD/PMD Asst Teacher	1220	Trainable Mentally HC	115	2	$30,731
01 Teacher	1230	OrthopedicaltyHC	112	0 1	$4 206
VI Teacher	1240	Visually HC	112	0 3	$13 389
H1 Teacher	1250	Hearing HC	112	0 5	$24 454
Speech Teacher	1260	Speech HC	112	0 1	$4 177
LDSC Teacher	1270	Learning Dis	112	2	$82,566
LD Resource Teacher	1270	Learning Dis	112	4	$165,132
Career Guidance	2120	Guidance Services	112	0 6	$25 707
Guidance Director	2122	Guidance Services	110	1	$59 395
Guidance Counselor (9)	2127	Guidance Services	112	3	$115 619
Student Concern Spec	2122	Guidance Services	114	1	$26,662
Health Service Specialist	2134	Health Services	114	0	$0
Media Spec (10)	yyy^	LtoraryA Media Serv	112	1	$53,541
Media Spec (9)	2222	Library & Media Serv	112	1	$52,343
Media Clerk	rft?	Library 4 Media Serv	115	1	$14,295
Principal	2331	School Administration	111	1	$82 193
AssL Prin	2331	School Administration	111	3	$186,384
Administration Manager	2331	School Administration	110	1	$40 000
Other Professional Classfied	2331	School Administration	113	1	$34,415
School Secretary (12/39)	2331	School Administration	115	1	$29,819
Bookkeeper (12/37)	2331	School Administration	115	1	$20 316
Stud Data Clerk (12/35)	2331	School Administration	115	1	$31,253
Cleric Typist (10734)	2331	School Administration	115	1	$14 711
General Clerk (10V31)	2331	School Administration	115	1	$20 060
Service Work Salary	2543	Operations & maint	119	1	$15 122
Service Work Salary	2547	Operations & maint	119	1	$14,889
Total General Funds Staffing				117 3	$4,513 084
Special Revenue Staffing					
ROTC Instructor	1140		112	1 50	$68 391
High School Teacher	1140		112	6 08	$236,004
CTE Specialist	1150		112	0 20	$8 582
Voc Special Needs Teacher	1151		112	0 50	$20 803
Special Ed Asst	1205		115	0 00	$0
Special Ed AssL	1205		115	1 00	$11 691
01 Assistant	1230		115	1 00	$17 785
Orientation & Mobility Instructor	1240		113	0 10	$4 453
Speech Teacher	1260		112	0 00	$0
ED Teacher	1280		112	1 00	$38,816
ED Assistant	1280		115	1 00	$17 785
Career Guidance	2120		112	0 40	$17 138
Nurse	2134		114	1 00	$26 572
Total Special Revenue Funds				13 78	$468 029
				131 1	
Student Enrollment				1 538	

JAMES ISLAND CHARTER HIGH SCHOOL
GOF DISTRIBUTION CALCULATIONS FORMULA AND ESTIMATES FOR CHARTER PERIOD (5 YRS)

FISCAL YEAR ENDING PROJECTIONS	Est04	EstOS	Estoe	Est07	EstOS
FISCAL YEAR ENDING BASE	02	03	04	05	06
ESTIMATED GOF EXPENDITURES	$229,994,477	$241,751,979	$246,587 019	$251,518 759	$256,549,134
INTERGOVERNMENTAL TRANSFERS	$0	$0	$0	$0	$0
NET GOF EXPENDITURES	$229,994,477	$241,751,979	$246,587 019	$251,518,759	$256 549,134
RAW PUPIL COUNT	43,783	43,783	43 783	43,783	43,783
WEIGHTED PUPILS	52,704 47	52,704 47	52 704 47	52 704 47	52,704 47
FACTOR	20 4%	20 4%	20 4%	20 4%	20 4%
PER PUPIL AMOUNT	$4,363 85	$4,586 94	$4,678 67	$4,772 25	$4,867 69
INFLATION FACTOR (YR1)	3 04%	2 00%	2 00%	2 00%	2 00%
INFLATION FACTOR (YR 2)	2 00%	2 00%	2 00%	2 00%	2 00%
ESTIMATED PER PUPIL	$4,602 47	$4,772 25	$4,867 69	$4 965 05	$5,064 35
RAW PUPIL COUNT (JIHS)	1,538	1,538	1,538	1,538	1,538
WEIGHTED PUPIL COUNT (JIHS)	1,961 11	1,961 11	1,961 11	1,961 11	1,961 11
FACTOR	27 5%	27 5%	27 5%	27 5%	27 5%
PROJECTED PAYMENTS TO CHARTER SCHOOL	$9,025,944	$9,358,902	$9,546 080	$9,737 001	$9 931 741

JAMES ISLAND CHARTER HIGH SCHOOL
PROJECTED OPERATING BUDGET YEARS TWO THROUGH FIVE

Rev #4 1/21/03

Object	Description	Year 2	Year 3	Year 4	YearS
100	Personnel Salaries	$4,775,656	$4 871,169	$4,968,593	$5,067,964
200	Personnel Fringe Benefits	$1,303,132	$1,329.195	$1,355,779	$1,382,894
310	Purchased Services	$85,360	$87 067	$88,809	$90,585
320	Property Services	$466,782	$476,117	$485,640	$495,352
330	Transportation Services	$112,826	$115,083	$117,384	$119,732
340	Misc Purchased Services	$20,228	$20,633	$21,045	$21,466
360	Printing and Binding	$3,101	$3 163	$3,226	$3,291
390	Other Purchased Services	$105,694	$107,808	$109.964	$112,164
400	Supplies and Materials	$460,024	$469,224	$478,609	$488,181
500	Capital Outlay	$40,106	$40,908	$41,726	$42,561
640	Organization Memberships/Dues	$9,364	$9,551	$9 742	$9,937
650	Insurance	$112,015	$114,255	$116,540	$118,871
690	Other	$1,374	$1,401	$1,430	$1,458
	Sub Total Operating Expenses	$7 495,662	$7 645,575	$7 798,487	$7,954,457
	Contingencies & Educ Imprvmt Programs	$1,863,240	$1,900 505	$1,938,514	$1,977,284
	Total Operating Expenses	$9,358,902	$9 546,080	$9,737 001	$9,931 741

Appendix D

Voting Process

The Voting Process

Prior to the parent and teacher votes, the Charter Committee conducted a number of public meetings for teachers, parents/guardians and community Those meetings were scheduled, with notice given by a variety of means, as follows

July 2002

Notice of a meeting to discuss a proposed charter was telephoned to parents of previous year's Ninth, Tenth, and Eleventh Grade students An abbreviated notice of the same was posted on the school marquee along Ft Johnson Road Invitation was extended to the Associate Superintendent for District 3 of the Charleston County School District and District staff

A public meeting with representatives of other charter schools and associations was conducted in the James Island High School Media Center, attended by community representatives, state legislator, parents, teachers, students, and the media, allowed the Charter Committee to introduce the proposed charter document Copies of the proposed charter were posted on the Committee's web site, and printed copies for public access were delivered to the two public libraries located on James Island

The Committee's web site encouraged submittal of questions about charter schools and the proposed draft The Committee, through return email, answered individual questions

The Office of the Superintendent of the Charleston County School District conducted a public meeting to discuss charter schools at the Gaillard Municipal Auditorium Notice of the public meeting was repeatedly published in the *Post & Courier* Newspaper and subject of flyers mailed and posted to parents and members of the community The meeting featured presentations from employees of the South Carolina Department of Education and others

August 2002

An evening public meeting was conducted at the school Notice of the meeting was given by telephone to parents, teachers, and interested others who attended the previous meeting An abbreviated notice of the same was posted on the school marquee along Ft Johnson Road Invitation was extended to the Associate Superintendent for District 3 of

the Charleston County School District and District staff The proposed charter was discussed Consensus to changes to the proposal was obtained from the attendees Changes to the proposed draft were made, and the revised draft of the charter document was published on the web site, with bound copies delivered to the libraries

The web site facilitated instant email notice of any changes made to the web site

Others, with views that opposed the conversion of James Island Charter High School, conducted two publicly advertised evening meetings within the community to discuss the proposed charter conversion Parents, teachers, community members, and the media attended the meetings Committee members attended the meetings to respond to all questions presented One meeting was held at the James Island Middle School Auditorium, and the second in the social hall at a neighborhood church on James Island

Notice of a charter forum discussion was sent with the invitation to James Island High School Teachers for the annual afternoon teacher luncheon at James Island High School Principals of each school within the District 3 attendance zone and the Associate Superintendent of District 3 were invited to attend The Charter Committee discussed the charter and addressed all charter conversion related questions posed

Telephone calls, placed to parents, invited them to attend an afternoon public meeting at the media center at James Island High School Teachers, parents, and community members attended this meeting, and the Committee reviewed and discussed the terms of the proposed charter

A faculty meeting was held after school to discuss the proposed charter and the election process A straw poll was conducted, the results of which showed an overwhelming support in favor of the conversion

On August 28, the faculty and staff of James Island High School voted by secret paper-ballot The ballot wording and format are shown as Figure 1 The League of Women Voters certified eligible voters in accord with the provisions of the South Carolina Charter School Act of 1996, as amended The League of Women Voters, with

media in attendance to witness the procedures, certified the vote process, the count of the ballots, and the results Invitation was extended to the Associate Superintendent for District 3 of the Charleston County School District and District staff By a margin in excess of two-thirds of the vote, the faculty and instructional staff employed at James Island High School voted to support the conversion and charter application The teacher vote represented one hundred percent (100%) participation of those eligible to cast ballot

September 2002

Two evening public meetings were conducted at the school to examine charter Notices of each meeting were given by placing telephone calls and reminder telephone calls to the home of each parent of a currently enrolled James Island High School student Notice of the same was posted on the school marquee along Ft Johnson Road Teachers and members of the Committee conducted the meetings, and the meetings were attended by parents and interested others

A copy of the proposed charter was mailed, postage prepaid, to the each currently-enrolled James Island High School student's parent/guardian of record

October 2002

One evening public meeting was conducted at the school to examine charter Notice of the meeting was given by placing telephone calls and reminder telephone calls to the home of each parent of a currently enrolled James Island High School student Notice of the same was posted on the school marquee along Ft Johnson Road Teachers and members of the Committee conducted the meeting, and the meeting was attended by parents and interested others

One unmarked ballot and one pre-addressed envelope to the League of Women Voters was attached to the Federal Card for every James Island High student enrolled through October 15, 2002 The League of Women Voters assigned each pre-addressed ballot envelope an identifying number, known only to them, and recorded the Official envelope The ballot wording and format are shown as Figure 2 The ballot, pre-addressed envelope, and Federal Card were mailed, postage prepaid, to the student's parent/guardian of record Parents were provided the options to mail or hand deliver the ballot by October 22, 2002, in the sealed Official envelope to the League of Women Voters For any

parent/guardian who claimed that they had not received a Federal Card and ballot, the parent was required to sign for a replacement ballot and numbered Official Envelope from a numbered series provided by the League, and the replacement ballot was matched against the returned ballots to verify duplicates No absentee ballots were requested

On October 22, The League of Women Voters certified the Official Envelopes containing the ballots of parents/guardian of currently-enrolled students of James Island High School The League of Women Voters, with media in attendance to witness the procedures, certified the count of the ballots and the results Invitation to witness the ballot mailing and counting was extended to the Associate Superintendent for District 3 of the Charleston County School District and District staff By a margin in excess of two-thirds of the vote, the parents/guardians of the currently-enrolled students of James Island High School voted to support the conversion and charter application

Tabulated Voting Results

Faculty Vote - Supporting _86_% (Vote #_99_)
Opposing _14_% (Vote#_16_)

Total Number of Faculty Voting - 115
Number of Faculty Eligible To Vote - 115

Parent/Guardian Vote - Supporting _76_% (Vote #_806J
Opposing _23_ % (Vote #_244J
Undecided 1 % (Vote # __7J

Total Number of Parent/Guardians Voting - 1057
Number of Parent/Guardians Eligible To Vote - 1544

Sample Ballots:

Official Teacher Ballot for James Island High School Conversion

Are you in favor of James Island High School becoming a charter conversion school?

Circle One

Yes No

Official Parent/Guardian Ballot for James Island High School Conversion

Are you in favor of James Island High School becoming a charter conversion school?

Circle One

Yes No

Appendix E

Other Responses to Charleston County School District

Assurances

The Administration of the Charleston County School Board demands acceptance of specific assurances as a requisite for making a positive recommendation of this charter application Applicant responds to the requirement by making part of its application those specific and following provisions of the required assurances that are not in conflict with the South Carolina Charter Schools Act of 1996, as amended

The portions of the Assurances incorporated are

1 The charter school will be a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation that operates within the public school district, but is accountable to the local school board of trustees of that district, which grants its charter

2 The charter school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services

3 The charter school will be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or willful racial discrimination by the governing body or employees of the charter school Employees of the charter school must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district are relieved

4 The charter school shall be subject to the Freedom of Information Act, including the charter school and its governing body

5 If the charter school denies admission to a student, the student may appeal the denial to the school board of trustees The decision is binding on the student and the charter school For clarification, board of trustees refers to the Board of Directors of James Island Charter High School, and the decision of the Board of Directors of JICHS may be appealed to the District 3 Constituent Board

6 If the charter school suspends or expels a student, the school district has the authority but not the obligation to refuse admission to the student

7 An approved charter application constitutes an agreement, and the terms must be the terms of a contract between the charter school and the sponsor

8 A material revision of the terms of the contract between the charter school and the approving board may be made only with the approval of both parties

9 The charter school shall assume liability for the activities of the charter school and agree that the charter school must indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damage, expense, cause of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school

10 Teachers and other employees of a converted school who desire to teach or work at the converted school may do so but shall remain employees of the local school district with the same compensation and benefits including any future increases The converted charter school quarterly shall reimburse the local school district for the compensation and employer contribution benefits paid to or on behalf of these teachers and employees

11 A charter may be approved or renewed for a period of five school years, however, the charter may be revoked or not renewed under the provisions of the South Carolina Charter School Act of 1996, as amended

12 Upon dissolution of a charter school, its assets may not inure to the benefit of any private person Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity All other assets become property of the sponsor

13 The charter school must retain all awards, grants, or gifts collected by a charter school

14 The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor No gift or donation shall be required for admission However, no gift, donation, or grant may be accepted by the governing board if subject to any condition contrary to law or contrary to the terms of the contract between the charter school and the governing body If required by the South Carolina Charter School Act of 1996, as amended, all gifts, donations, or grants must be reported to the local school district in their annual audit report

15 A charter school shall report to its sponsor and the Department of Education any change to information provided under its application In addition, a charter school shall report at least annually to its sponsor and the department all information required by the sponsor or the department and including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff

16 The governing body of a charter school may sue and be sued The governing body may not levy taxes or issue bonds

17 A sponsor is not liable for any of the debts of the charter school

Agreements with the Charleston County School District

The charter school agreement appends the following terms and provisions and makes them part of the Agreement between the James Island Charter High School fJICHS") and the Charleston County School District ("CCSD") and incorporates them therein

1 The Charter School contract will extend for a five-year period with monitoring review as specified in Paragraph #2, hereafter

2 Following approval of the charter application, a district monitoring team shall conduct a site visit and documents/records review each school year at the end of the first nine weeks of school The purpose of the site visit is to determine if the terms of the contract are being implemented as written Any concerns on the part of CCSD will be documented in writing and provided as feedback to the charter school

If it is determined that the terms of the contract are not being implemented, as written, a schedule of regular monitoring visits shall be implemented for the remainder of the year

If the contract is being implemented, a second site visit and document/records review shall be conducted each school year at the end of the third nine weeks

An exception shall be made for attendance records These records will be monitored on a quarterly basis each school year

All visits, reviews, monitoring, requests for documents and examination conducted by CCSD shall be conducted and acquired without cost or fees to JICHS

3 CCSD will monitor the appropriate records and documents of the charter school each school year for the following report periods for the specific purpose of allocating EFA and EIA funds 15 day, 45 day, 90 day, 135 day, and 180 day Adjustments in funding will only be made after the 45th and 135th day

4 Any Federal and/or state budget cuts and/or grant reductions that affect CCSD public schools will also be applied proportionately to charter schools, subject to the provisions of the South Carolina Charter School Act of 1996, as amended

5 The charter school may adopt or adapt any policies of the CCSD, however, the charter school shall replace all references to the CCSD with the name of the charter school

6 CCSD teachers and other employees of a converted charter school who decide to continue at the charter school remain employees of CCSD, and the charter school shall reimburse CCSD quarterly for their compensation and benefits The provisions of the S C Teacher Employment and Dismissal Act apply to the employment and dismissal of teachers at JICHS

Except where CCSD employees remain at a converted charter school or transfer to a converted charter school, all charter school personnel are employees of the charter school and, therefore, have no contractual relationship with and are not entitled to any compensation or benefits from the CCSD The charter school at its own expense is responsible for all state and federal withholding and tax reporting requirements for its employees. The charter school assumes responsibility that its staff is properly employed, trained and supervised

7 The charter school applicant shall submit the permanent cumulative record folder that will be used as well as the format that will be used to record high school courses and credits

8 Charter school students shall participate in all standardized testing programs required by the State of South Carolina, to include PACT, HS Exit Exam, and end-of-course tests, and any other required testing programs JICHS shall follow all SC State Department of Education policies and regulations related to standardized testing of students The expense for state testing programs will be paid for by the SC State Department of Education

9 The charter school shall utilize the South Carolina Department of Education system for data entry and report generation, and the system shall be compatible with and networked with the CCSD.

10 Converted charter schools shall be required to maintain the same special education classes/services that were provided in the school immediately prior to conversion, including classes/services for students enrolled in the school from other attendance zones/constituent districts Classifications of special education students enrolled in the attendance zone will be reviewed annually by the CCSD Director of Student Support Services and adjustments may be made in the services/classes provided at the school site

11 Once a charter school is approved and students enrolled, the Director of Student support Services shall meet with the Executive Director/Principal of the charter school to determine what special education services will be provided by the charter school or contracted with the Charleston County School District

12 The charter school shall report to the CCSD Pupil Accounting Office for funding purposes any student who receives service at the Detention Center Following a designated period of time, not to exceed 10 days, a decision will be made by JICHS regarding the re-admittance of that student to the charter school If the student will not be re-admitted for the remainder of the year, adjustments will be made in funding to the charter school

13 The charter school shall develop homebound procedures and provide homebound services to students who qualify

14 If the charter school wishes to utilize CCSD services or continue previously provided services, such as special services for students (homebound, health services, PT, OT, etc), information technology, food services, maintenance services, human resource services, etc , the charter school must negotiate a contract with the CCSD Contract Administrator

15 All assets purchased/accrued by the charter school will become the property of the CCSD if the charter is revoked or non-renewed,

16 The charter school shall be responsible for refunding allocated monies to the CCSD if the charter school is not in compliance with Federal and/or state funding guidelines Refunds must be made within 60 days or the close of the fiscal year, whichever is later

17 If the charter school enters into contracts for goods or services, the CCSD shall not be liable for fees or damages associated with those contracts

18 If closure of the charter school occurs, the charter school shall comply with state law and all CCSD procedures associated with the closure to include but not limited to student records, employee records, financial records, assets and liabilities, outstanding debts, materials/supplies/equipment, contracts with vendors, and building lease agreements

19 The charter school agrees to comply with all Federal and state laws and regulations, including, but not limited to, those pertaining to charter schools The charter school must immediately report to CCSD any violation of Federal or state law at the charter school

20 The charter school shall assume the liability for the activities of the charter school and agrees to indemnify and hold harmless the CCSD, its servants, agents, and employees form any and all liability, damage, expense, causes of action, suits, claims, judgments or disputes arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
HOLTSVILLE NY 00501

DATE OF THIS NOTICE 12-30-2002
NUMBER OF THIS NOTICE CP 575 E
EMPLOYER IDENTIFICATION NUMBER 51-0*3804
FORM SS-4
0134049307 0

FOR ASSISTANCE CALL US A"
1-800-829-1040

JAMES ISLAND CHARTER HIGH SCHOOL
7 NANCY GREGORY
1000 FORT JOHNSON RD
CHARLESTON SC 29412

OR WRITE TO THE ADDRESS
SHOWN AT THE TOP LEFT

IF YOU WRITE ATTACH THE
STUB OF THIS NOTICE

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER CEIN)

Thank you for your Form SS-4, Application for Employer Identification Number (EIM) We assigned you EIN 51-0438043 This EIN will identify your business account, tax returns, and documents, even if you have no employees Please keep this notice in your permanent records

Use your complete name and EIN shown above on all federal tax forms, payments and related correspondence. If you use any variation in your name or EIN, it may cause a delay in processing and incorrect information in your account. It also could cause you to be assigned more than one EIN.

If you want to apply to receive a ruling or a determination letter recognizing your organization as tax exempt, and have not already done so, you should file Form 1023/1024, Application for Recognition of Exemption, with the IRS Ohio Key District Office. Publication 557, Tax Exempt Status for Your Organization, is available at most IRS offices and has details on how you can apply .

Keep this part for your records CP 575 E (Rev 1-2(

Return this part with any correspondence so we may identify your account Please correct any errors in your name or address.

CP 575 E

0134049307

Your Telephone Number Best Time to Call
C)

DATE OF THIS NOTICE 12-30-2002
EMPLOYER IDENTIFICATION NUMBER 51-0438043
FORM SS-4

INTERNAL REVENUE SERVICE
HOLTSVILLE NY 00501

JAMES ISLAND CHARTER HIGH SCHOOL
7 NANCY GREGORY
1000 FORT JOHNSON RD
CHARLESTON SC 29412

JAMES ISLAND HIGH SCHOOL

Faculty & Staff

2002-03

Bohnstengel, Robert
Farrell, Deborah
Gist, Gary
Gregory, Nancy
Hogan, Peggy
Roper, June

Quidfliii ee Counselors (5)

Bing-Zaremba
Canon
Neville
Newton
Weaver, Director

Media Specialists (2)

Chalmers
Zwicky

Teachers *(95)*

Alba
Beck - Dept Head
Bell
Berrier
Bird-Whitley
Bowman
Brown, W
Burnsed
Chaipia, C
Charpia, Reed
Charpia, Rusty
Childs-Kindred
Craven
Curtis
Davis
DeLaMaza
Dearden
DelS ignore
Dickerson
Dudek
Dunlap
DuPre
Felder - Dept Head
Felts - Dept Head
Fenliessey
Folse - Dept Head
fountain
Gilbert
Goodlin
Grady
Greenberg
Guzman
Hammond
Hepner
Hershenson
Hilyer
Hiott
Hostetler
Ivey
Jenkins
Johnson
Jordan, A
Jordan, V
Kennedy - Dept Head
King, A - Dept Head
King, M
Kirkman

London
Lovendge
Lucas
Machowski
Mack, S
Mangum
McEvoy
McIntyre
Meek
Miley
Miller, C - Dept Head
Miller, D
Morrison
Nesmith
Nisfoff
O'Brien
Oswald
Paradis
Parsons
Raffaelle
Ricker
Robson
Rboke
Ross
Santiago
Saunders
Shifflette
Smith
Spafford
Stafford -Dept Head
Strobel- Dept Head
Sullivan
Tennyson
Tornsic
Tucker
Valentine
Vanneste
Waites
Walpole
Ward,S
Wegener - Dept Head
Wheeler
Wilkins
Wilkins-Scott
Williams
Wilson
Wright-Dept Head

Classified Personnel C9)

Allen
Chisolm
Floyd
Judson-Morris
Mack, P
Richardson
Rivers
ED Assistant Vacancy
Teacher Assistant for Chris Pilcher

Clerical Personnel (8)

Elliott
Griffin
Hagan
Hotchkiss
Loggins
Shaddrix
Switzer
Washington

Custodial *(1)*

Lafayette

Kitchen Personnel (8)

Anson
Becham
Brown, E
Demos
Graham
Jewell
Smalls
Tisdale

TOTAL 134

Policy EHB Data/Records Retention

Issued 4/07

Purpose: To establish the basic structure for maintenance and retention of district records.

The board recognizes the importance of maintaining complete and accurate records in compliance with all applicable laws and regulations. The board directs the superintendent to ensure that all records and documents are retained in accordance with the schedule provided by the South Carolina Division of Archives and Records Management.

Charleston County School District records are open to the public in compliance with the South Carolina Freedom of Information Act. Persons who wish to review those records must forward their requests to the superintendent.

The superintendent shall establish guidelines which implement the provisions of this policy.

Adopted 9/24/84; Revised 8/8/05, 4/9/07

Legal references:

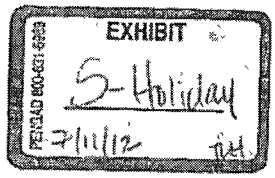
S.C. Code, 1976, as amended:

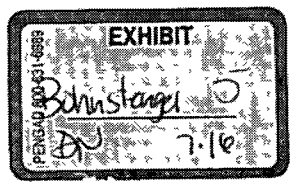
Section 30-4-10, et seq. - South Carolina Freedom of Information Act.

Department of Archives and History Regulations:

Regulation 12-901 through 12-906.6 - Article 9 - General retention schedules for school districts.

CHARLESTON COUNTY SCHOOL DISTRICT



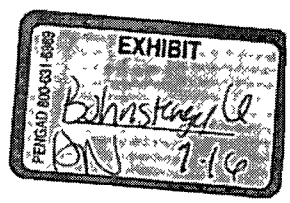


General Records Retention Schedules for School District Records





South Carolina Department of Archives and History
Archives and Records Management Division
8301 Parklane Road
Columbia, South Carolina 29223-4905



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Introduction

The Archives and Records Management Division of the State Archives has prepared these general retention and disposition schedules to give South Carolina's school districts the legal authorization to retain and dispose of records common to six departments, offices, and functions The schedules list permanently valuable records, which should be properly protected for future use, and they also supply a timetable that will allow records custodians to regularly and legally dispose of records of non-permanent value. In preparing the schedules, the Division consulted with various school district officials

Purpose

The schedules are designed to.

- give school districts uniform guidelines for the retention and disposition of common records;
- make sure school districts retain for as long as necessary the records they will need for administrative, legal, fiscal, and other uses;
- make sure school districts retain records for as long as state and federal laws, regulations, policies, and procedures require;
- promote the cost-effective management of records;
- give school districts the legal authorization they need to dispose regularly of their obsolete records

Statutory authority

Section 30-1-90(B) of the *Code of Laws of South Carolina, 1976,* as amended, authorizes the State Archives to promulgate as state regulations, general schedules for records common to local governments. On 24 June 1994, the General Assembly approved the school district general schedules as Regulation 12-901 through 12-906.6. Additions/revisions to the school district general schedules were approved by the General Assembly as Regulation 12-901 through 12-906.16 and became effective on 23 May 2003.

Definitions of schedules

A records retention schedule describes one or several records series, shows the length of time the records should be retained, and indicates their final disposition. Schedules are of two types – specific and general.

Specific Records Retention Schedules – these schedules are prepared and approved specifically for your school district; your school district's name will appear on these.

General Records Retention Schedules – these schedules are state regulations issued by the State Archives and are published in the *Code of Laws of South Carolina 1976,* as amended. When a general schedule applies to records already covered under a specific schedule, the general schedule will supersede the specific schedule unless you wish to opt out of using the general schedule.

Special provisions

Opting out – You may already have approved specific schedules that cover some of the same records as the general schedules If you prefer to continue using these specific schedules, the regulations allow you to opt out of using the general schedules The regulations will also let you opt out of using general schedules if you wish to establish new specific schedules instead.

Unique records – These general schedules do not list records that are unique to your school district. To control the retention and disposition of these, you should refer to your specific schedules. If you have no specific schedules, contact your records officer If you do not know who your records officer is, contact Local Records Services at 803-896-6122.

Confidential and restricted records – School district records officers and records custodians should ensure that confidential records are filed, accessed, and disposed of according to federal, state, and local legal requirements

Exceptions to minimum retention periods – These general schedules establish minimum retention periods for the official copy of your school district's records Although most records can be destroyed when their minimum retentions have been met, you may need to keep some records longer to satisfy specific requirements Be sure those requirements have been met before you dispose of those records

Copies – These general schedules do not cover copies of records that you may have made for convenience, information, or duplication. You may destroy copies when you no longer need them

To what type of records do these schedules apply?

The following school district departments, offices, and functions· administrative, finance, food services, payroll, personnel, and student records

To whom do these schedules not apply?

Counties, municipalities, special purpose districts, and any quasi-governmental subdivisions. The State Archives has developed a separate general schedule for counties and municipalities.

General schedule format

Each record series listed in the general schedule is presented in the following format:

Format for School District Board Meeting Minutes
Subarticle 1. Administrative
12-901.3 School District Board Meeting Minutes
A. Description: Proceedings at meetings of the School District Board. Information includes date of meeting, meeting time, meeting place, board members present, order of business, business discussed, and decisions made.
B. Retention: Permanent Microfilm for security

Subarticle number – This publication contains schedules for six departments/offices/functions, each with a separate subarticle number

Regulation number and series title – The first line includes the regulation number, which is used for control, and the title most commonly used by school districts.

Part A. Description: A short statement describing the use and informational content of the record series. It helps to identify the record.

Part B. Retention: The time period indicating ***the minimum length of time*** that records should be retained by the office before their disposition can take place Some records are scheduled for permanent retention because of their value, others have retention periods that vary from "until no longer needed for reference" to seventy five years

Explanation of micrographics terms used in retention schedules

"Microfilm Optional" – Microfilm may be substituted for the original records IF the microfilm meets state standards (see R-12-200 of the *Code of Laws of South Carolina, 1976,* as amended). Before you destroy the originals, you must submit to the State Archives and have approved a Microfilm Quality Certification for Records Disposition form

"Permanent. Microfilm for security" – You cannot destroy the original records after microfilming

"Permanent. Microfilm" – You must microfilm records of permanent value that are on non-permanent media like computer tape and computer printouts to preserve the information they hold And you must submit a copy of the Microfilm Quality Certification for Records Disposition form to the State Archives for approval before you destroy the non-permanent media those records are on

Using this schedule effectively

- Your school district records officer should coordinate all activities relating to the retention and disposition of your records and function as a liaison with the State Archives in administering the school district's records management program If you have no school district records officer, each records custodian has these responsibilities
- School district records officers should work with other school district staff to coordinate the regular disposition of obsolete records. Disposition should be carried out periodically – at least once a year To streamline disposition, your staff should review filing arrangements, cut off files periodically, and develop procedures to segregate inactive and obsolete files
- Generally, non-archival records should be destroyed when the minimum retention periods have been met unless they are needed to meet specific requirements (see Section 12-901) Although you are not required to destroy records at the end of their minimum retention periods, obsolete records should not occupy expensive office and storage space
- The titles and descriptions of record series listed in the general schedule may not reflect exactly the titles and descriptions you use If you are not certain whether the schedule applies to a specific record in your office, please contact Local Records Services at 803-896-6122

How to use the general schedules

1. Study the general schedules and compare them with your specific schedules, if you have any, to determine which schedules you will use
2. Locate and examine all your records
3. Match each records series with the title and description on the general schedule.
4. Follow the records disposition process outlined below The process is illustrated by the flow chart on page 11

Records disposition process

Permanent (archival) records:

Paper Records – After your permanently-valuable paper records become inactive, you should transfer them to an archival repository Contact Local Records Services for advice on how to care for and protect your archival records

Micrographics – If you microfilm permanent records, contact Micrographics Services at 803-896-6208 for help and information about microfilm standards

Optical disk – If you are maintaining permanent records as digital images, special requirements apply Contact Local Records Services at 803-896-6122 for more information

Non-permanent records:
To destroy records according to general schedules, you must complete and forward to Local Records Services a "Report on Records Destroyed" form. A sample form is included on pages 8-9, and blank forms are available from Local Records Services. Follow the step-by-step instructions on the back of the form Please note that both the form and the process are the same as those you use to document records disposal under your specific schedules To help you estimate cubic footage for column 9 on the form, we have included a table of volumes on page 10

Contacting the State Archives—When and Whom?

When?

1 You submit a "Report on Records Destroyed" form when destroying records covered by general and/or specific schedules
2. You need to prepare or revise specific schedules
3 You need help with your records management duties

Whom?

Local Records Services
8301 Parklane Road
Columbia, SC 29223-4905 Phone 803-896-6122 Fax 803-896-6138

When?

1. You want to substitute microfilm (Microfilm Quality Certification For Records Disposition Form) for the original records (Note You must have a records schedule to do this)
2. You need to store security microfilm of permanently valuable records
3 You want information about the processing, quality control, and duplicating services the State Archives provides

Whom?

Micrographics Services
8301 Parklane Road
Columbia, SC 29223-4905 Phone 803-896-6208 Fax 803-896-6138



SC DEPARTMENT OF ARCHIVES & HISTORY
DIVISION OF ARCHIVES & RECORDS MANAGEMENT

REPORT ON RECORDS DESTROYED

Return the original copy of this form to.

SOUTH CAROLINA DEPARTMENT OF
ARCHIVES & HISTORY
RECORDS SERVICES BRANCH
8301 PARKLANE ROAD
COLUMBIA, SC 29223-4905
FAX. 803-896-6138

1. STATE OR LOCAL AGENCY
Carolina School District

2. RECORD GROUP NUMBER
(For Archives Use)

3 DIVISION OR OFFICE
Finance

4. DATE
July 2, 2003

5 The records listed below have been disposed of in accordance with provisions of the PUBLIC RECORDS ACT, CODE OF LAWS OF SOUTH CAROLINA, 1976, Sections 30-1-10 through 30-1-140, as amended, and approved Records Retention Schedules.

SIGNATURE OF RECORDS OFFICER OR REPRESENTATIVE: Daniel Edwards

6 RECORD SERIES TITLES	7 RECORD SERIES NUMBER	8 INCLUSIVE DATES	9 VOLUME (Cu Ft)	10 DATE OF DESTRUCTION
Banking Records	12-902.16	1990-June 1998	12.00	July 2, 2003
Paid Invoices	12-902.17	1991-June 1998	10.00	July 2, 2003
Purchase Orders	12-902.18	1995-June 2000	8.00	July 2, 2003
Certified Staff List	12-902.22	1995-June 2002	.50	July 2, 2003
			30.50	11 TOTAL CU FT DESTROYED

ARM 11 (94)

ROA1088

INSTRUCTIONS FOR COMPLETING THE FORM
REPORT ON RECORDS DESTROYED

Please read the instructions carefully before completing this form.

After completion, your agency must return this form to the State Archives, Records Services Branch, and retain a copy for reference to document the legal disposition of your records.

AGENCY means any state or local government entity.

This form should only be used to report the destruction of records covered under a specific Record Retention/Disposition schedule. Generally, this form should be completed by the agency records officer or authorized representative

1 Enter your agency's name (Department of Health and Environmental Control) or the name of your political subdivision (Lexington County Sheriff's Office).
2. Leave block 2 blank. This block will be completed by SC Department of Archives and History Record Analysts upon receipt of this form by the Records Services Branch.
3. Enter any division or office identification which will clarify the records destroyed (Retirement System, State Law Enforcement Division).
4. Enter the date your agency prepares this form.
5. The official making the report should sign here. The approving authority must be the agency's chief administrative officer or authorized representative. In most state agencies, this authorized representative may be the agency records officer. In local agencies this authorized representative may be the manager, administrator, elected department head or other designated official.
6. Enter the exact record series title. Each series title should correspond to the one cited in the record retention schedule.
7. Enter the appropriate record series/schedule number for each record series destroyed.
8. Enter the earliest and latest dates covered by the records destroyed (2/1992-5/1993; or 1987-1990).
9 Enter the volume (in cubic feet) of records destroyed. *See 11 below.*
10. Enter the date (month and year) of destruction (3/1993; 1/1987; 12/1980).
11. Enter the total volume of records destroyed. Add figures entered in column 9.

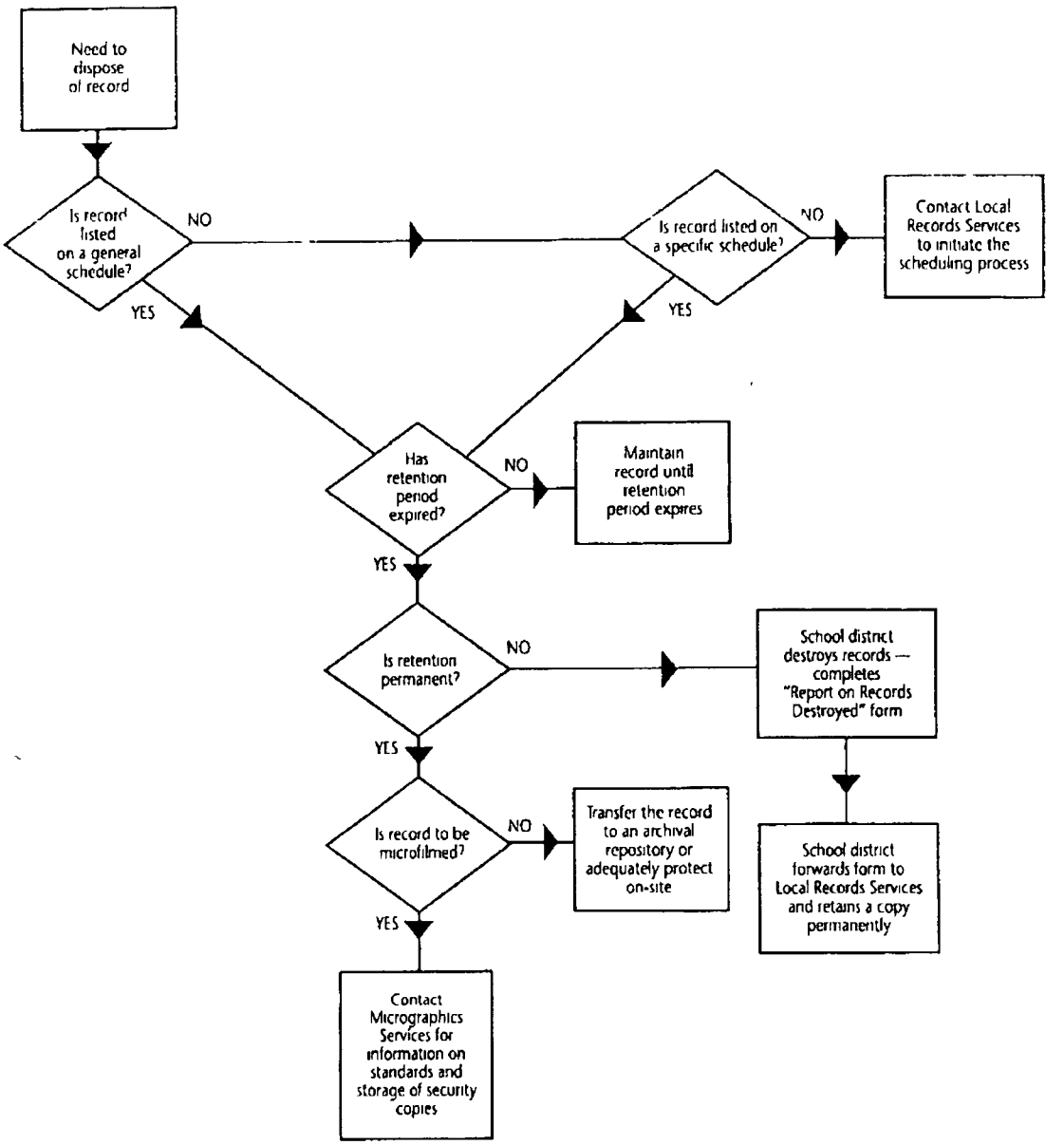
TABLE OF VOLUMES

	QTY.	ITEM/SIZE	CAPACITY
CABINETS	1	vertical letter-size file drawer	1.5 cubic feet
	1	vertical legal-size file drawer	2.0 cubic feet
	1	lateral legal-size file drawer	2.5 cubic feet
BOXES	1	standard Records Center box	1.0 cubic foot
SHELVES	1	letter-size open shelf—36" long	2.0 cubic feet
	1	legal-size open shelf—36" long	2.5 cubic feet
CARD FILES	10	12" rows of 3" x 5" cards	1.0 cubic foot
	6	12" rows of 4" X 6" cards	1.0 cubic foot
	4	12" rows of 5" x 8" cards	1.0 cubic foot
	5	14" boxes of tab cards	1.0 cubic foot

CUBIC FOOT EQUIVALENCY FORMULA

$$\frac{\text{LxWxH (in inches)}}{\text{1728 inches}} = \text{cubic feet/unit}$$

Records Disposal Process



General Retention Schedule for School District Records

12-901. Introduction and general matters; application of schedules.
The following general schedules contain minimum records retention periods for the official copy of the records These retentions and dispositions apply regardless of physical format, i e paper, microfilm, electronic storage, digital imaging, etc Convenience, informational or duplicate copies are not governed by this regulation and may be destroyed when no longer needed for reference To destroy records in accordance with this regulation, school districts must complete and submit a Report on Records Destroyed form to the Department of Archives and History after eligible records have been destroyed These forms are available from the Department's Division of Archives and Records Management Before disposing of public records under these general schedules, school districts should insure that the records have no further audit, legal, or fiscal value These general schedules supersede all schedules approved previously for the same records series However, school districts may opt out of these general schedules and request the continuing use of existing schedules or the establishment of specific retention schedules for their records when appropriate, necessary, or in order to avoid conflict with other laws or regulations

Subarticle 1. Administrative

12-901.1. School District Board Meeting Tapes
A. Description: Cassette tape recordings of school district board meetings used in preparing the school district board minutes Information includes date of meeting, meeting time, meeting place, board members present, order of business, business discussed and decisions made
B. Retention: 2 years, then destroy/re-use, provided paper copies of the minutes have been produced

12-901.2. School Board Meeting Agenda Packets
A. Description: Record of items submitted for the school board's consideration Information includes date, time, and locale, order and description of proposed business
B. Retention: Permanent. Microfilm optional

12-901.3. School District Board Meeting Minutes
A. Description: Proceedings of the monthly meetings of the School District Board Information includes date of meeting, meeting time, meeting place, board members present, order of business, business discussed, and decisions made
B. Retention: Permanent Microfilm for security

12-901.4. Committee Meeting Minutes
A. Description: Minutes taken at meetings of committees that report to the school board on areas of specialized study Types of committees include but are not limited to finance, budget, personnel, fund raising, facilities, disciplinary hearings, and curriculum and instruction
B. Retention: Permanent Microfilm for security

12-901.5. Deeds
A. Description: Documents deeds to school property Information includes grantor, grantee, location, description of land, monetary consideration, encumbrances, signature of grantor, notary, and witnesses, and date recorded
B. Retention: Permanent Microfilm optional

12-901.6. Basic Education Data System Survey
A. Description: Employee personnel questionnaire to all principals and staff of elementary and middle schools, generated by the South Carolina Department of Education Information includes

school identification number, school name, school address, grade span, employee social security number, years of experience, certificate number, age, educational level, and salary
B. Retention: Until superseded and/or of no further administrative value, then destroy

12-901.7. Federal Project Files
A. Description: Records federal money spent as approved by the State Department of Education Types of documents include grant application, project approval letter, and budget reports
B. Retention: 5 years after completion of activity for which funds were used, then destroy

12-901.8. General Correspondence And Subject Files
A. Description: Copies of incoming and outgoing correspondence to and from the office with students, parents, businesses and other government offices and citizens, reports, technical papers, studies, reference materials, and other records created or received in the general administration of a program or in the management of the office For the purposes of retention scheduling, the files are broken down as follows

(1) Policy and Program Records These records document the formulation and adoption of policies and procedures and the implementation or management of the programs or functions of the office or department Included are such records as correspondence with citizens and government officials regarding policy or procedures development or program administration, annual or ad hoc narrative or statistical reports on program activities, achievements or plans, organizational charts and mission statements, studies regarding department or office operations, circular letters, directives or similar papers addressed to subordinate units or staff concerning policies, procedures or programs, and records related to significant events in which the department or office participated Records may include photographs, published material, audio tapes, or other record forms

(2) General Administrative Records: These records are of a general facilitative nature created or received in the course of administering programs Included are such records as correspondence of a routine or repetitive type, such as requests for information; reference materials, sometimes of a technical nature, used, but not created by, the office, daily, weekly or monthly office activity reports which are summarized in annual reports or which relate to routine activities; personnel data on office staff which are duplicated in Personnel Office files, daily or weekly work assignments for office staff, suspense or follow-up files which duplicate copies of papers filed elsewhere, circular letters, directives or similar papers received from other offices, and rough drafts or notes created in compiling reports or studies

(3) General Housekeeping Files These records are of a general "housekeeping" nature created or maintained by an office which do not relate directly to the primary program responsibility of the office Included are such records as charitable fund raising drive materials, custodial services requests; emergency evacuation procedures, notices of holidays, parking assignment lists; telephone installation requests, and lists showing the distribution of keys

B. Retention:

(1) Policy and Program Records Permanent Microfilm optional
(2) General Administrative Records. 5 years, then destroy
(3) General Housekeeping Files Until no longer needed for reference, then destroy.

12-901.9. Blueprints and Maps of School Buildings
A. Description: Records documenting the physical structure of school buildings and related equipment Information includes site plans, geological/topographical maps of site areas, and maps of city services
B. Retention: Permanent Microfilm for security

12-901.10. South Carolina High School League Student Eligibility Files
A. Description: Documents student eligibility to participate in sanctioned athletic events Information includes League Handbook, birth certificate, parent permission/physical form, certificate of eligibility, interscholastic completion eligibility reporting form, high school league passes form, form A for transfer student, request for hardship eligibility, copies of student permanent record cards, report cards and league directory information
B. Retention:
(1) League Directory/Handbook· Until superseded, then destroy
(2) Other Records 5 years, then destroy.

12-901.11. Media Center Records
A. Description: Records used in the operation of the media center program Information includes shelf list, list of materials available in media center, computer information on school/books/user/ return date, security bars and codes, center instructional schedules, equipment schedules, fee documentation, and end of year inventory reports
B. Retention: Until no longer needed for reference, then destroy

Subarticle 2. Finance

12-902.1. General Ledgers (Superintendent's Ledgers)
A. Description: One or more series of computer and non-computer generated financial ledgers providing final year-to-date accounting summary and a permanent audit trail for all fiscal receipt and disbursement transactions affecting any and all school district funds and accounts, including receipts and expenditures from all revenue sources. Records covered under this schedule include annual accounting code and system table documentation required to access general ledger information.
B. Retention:
(1) Computer Generated Ledgers Permanent Microfilm.
(2) Non-Computer Generated Ledgers Permanent Microfilm optional.

12-902.2. Chart of Accounts
A. Description: Format created by the Department of Education and sent to the school district for the purpose of providing a cost accounting system to satisfy legal and stewardship requirements connected with handling public funds Information includes balance sheet accounts, revenue accounts and expenditure accounts This information is retained permanently in the Superintendent's Ledgers as accounting code data to access ledger information
B. Retention: 5 years, then destroy

12-902.3. Audit Reports
A. Description: Printed reports documenting the annual audit of school district funds These reports, prepared by an outside accounting firm, are categorized by the various school district offices and further classified by accounts to which they relate This series also includes semiannual and special audits Information includes balance sheet, summary of revenue and expenditures, cash balances, and statement of account by type
B. Retention: Permanent Microfilm optional

12-902.4. Annual Budgets
A. Description: Printed copies of annual budgets showing projected receipts and expenditures from various offices Approved budget appropriations are listed for each department
B. Retention: Permanent Microfilm optional

12-902.5. Record of General Obligation Bonds
A. Description: Informational volumes concerning the issuance of general obligation bonds issued by the district Information includes legislation authorizing the issuance of bonds, certificate of the Clerk of Court, certificate of incumbency, notice of bond issuance, debt structure, tax information, and financial information on the district
B. Retention: Permanent Microfilm optional

12-902.6. Capital Project Records
A. Description: Record of capital projects undertaken by the school district Information includes project number, fund number, name of project, description of work, estimated starting and finishing date, estimated costs, total, signature of originator, approval, and date
B. Retention: Permanent Microfilm optional

12-902.7. Grant Files
A. Description: Background application information and action taken on federal and state grants awarded to the school district Information includes filing guidelines, grant applications, contracts, correspondence, reimbursement requests, progress reports, and final reports
B. Retention:
(1) Applications, Grant Contract Agreements, and Annual and Final Grant Project Report for Significant Projects Permanent Microfilm optional.
(2) Other Records 3 years after completion of grant project, then destroy

12-902.8. Fixed Assets Inventory
A. Description: This series provides an inventory of fixed assets (office equipment and furniture, motor vehicles) for each department Information includes school, district, item number, item description, and funding source
B. Retention: Until superseded, then destroy

12-902.9. Balance Sheet
A. Description: Monthly summary of accounting data, assets, liabilities, and net worth Information includes account number, assets, reserve and fund balances, liabilities, totals, and net worth
B. Retention: 5 years, then destroy.

12-902.10. Monthly Financial Reports
A. Description: A monthly record of the school district finances Information includes accounting numbers, account names, budgeted amounts, inventory, monthly accounting, accounting to date, and balance
B. Retention: 5 years, then destroy

12-902.11. Interim Pupil Activity Audit Report
A. Description: Audit documenting student money collected by the school district and applied to the funding of various school-related programs such as pictures, book fairs, fund raising, class activities, alumni assistance, and club (French, music, etc) dues. Type of information includes receipt number, original amount, charged amount, and difference Also includes bank reconciliation statements and correspondence
B. Retention: 5 years, then destroy.

12-902.12. Budget Status By Location
A. Description: Record to inform each school of budget status Information includes budget for expenditures, year-to-date expenditures, and budget balances
B. Retention: 3 years, then destroy

12-902.13. Budget Transfers
A. Description: Forms documenting the transfer of funds from one account to another within the same department or school Information includes account number, description, debit amount, and credit amount
B. Retention: 2 years, then destroy

12-902.14. Journal Entries
A. Description: Record series used for reviewing and adjusting various accounts before transferring information to the general ledger Information includes name of department, account number, description, voucher number, date, reference number, debit, credit, and date
B. Retention: 3 years, then destroy

12-902.15. Expenditure Report
A. Description: Monthly status of expenditures for each department, office and school Information includes date, account number, purchase order number, vendor code, transaction code, and totals
B. Retention: 2 years, then destroy

12-902.16. Banking Records
A. Description: Cancelled checks and deposit slips written by the school district along with the statements issued by the bank. Information includes checks date, to whom paid, amount, check number, authorized signature of finance officer, bank statements list of checks for one month period, dates, beginning balance, ending balance; and deposit slips: date, amounts of deposits, and total deposit
B. Retention: 5 years, then destroy.

12-902.17. Paid Invoices
A. Description: Filed copies of invoices submitted by various vendors supplying goods and services to the school district These invoices are filed together with copies of the school district checks and/or claim forms containing descriptions of the items purchased Information includes invoice vendor name, address, date of purchase, purchase order (if any), invoice number, item(s) or service(s) purchased, amounts, total, check copy: vendor name, address, date of check, amount, check number, and claim form: date, account number(s), description of item(s), amount(s), approval signature(s)
B. Retention: 5 years, then destroy.

12-902.18. Purchase Orders
A. Description: These records serve as office copies of purchase order for goods and services paid for by the school district or for goods and services yet to be delivered to the school district Information includes vendor name and address, shipping information, quantity ordered, unit of issue, description of goods/services ordered, general ledger account number, unit price, extended price, purchasing agent's signature, individual who signs for receipt of goods/services and date received, and notations regarding any shortages in shipment
B. Retention: 3 years, then destroy

12-902.19. Accounts Payable Check Registers
A. Description: Documents check payments to vendors/contractors for services/materials sold to the school district. Information includes name, date, check number, and amount
B. Retention: 3 years, then destroy.

12-902.20. Receipts (Receipt Books)
A. Description: Copies of receipts issued for funds received Information includes date, receipt number, from whom received, amount, purpose, and signature of person who received the funds
B. Retention: 3 years, then destroy

12-902.21. Bid File
A. Description: This series provides a record of each bid submitted by vendors selling goods and/or services to the school district. Information includes request for quotation, bid spread sheet, bid award letter, advertisements, bid invitations, specifications, bids, bid tabulation, purchase orders, and correspondence
B. Retention: 3 years, then destroy

12-902.22. Certified Staff Listing
A. Description: List of certified teachers employed by the school district Information includes social security number, teacher name, race, sex, year certified, group, class, grade, days actually employed, federal funds, total annual salary, and school number
B. Retention: Until superseded, then destroy.

12-902.23. Ticket Sales for School Events
A. Description: Records documenting the audit practices of the school in keeping records of ticket sales, income and other pertinent records related to athletic events, activity cards, school productions, or extracurricular events which charge admission. Information includes list of activity cards sold, tickets to be destroyed, season ticket holders (number of seats), statement of receipts, disbursements, game ticket forms, athletic ticket sales form showing advanced location sales
B. Retention: 3 years, then destroy.

12-902.24. Uncollected Fees Documentation
A. Description: List of students owing fees to the school Information includes fees owed for lost or damaged textbooks, library books and materials, locks and equipment
B. Retention: 3 years, then destroy

12-902.25. Requisitions
A. Description: Record of requests for purchase orders from the purchasing agent to order materials with district monies Information includes records of request, attached order, name of school, address of vendor, district budget number to which the amount is charged, quantity, description, catalog number, specifications, unit price, total, authorization signature of principal, and district office personnel
B. Retention: 3 years, then destroy

12-902.26. General Budget Preparation Records
A. Description: Budget preparation materials for next fiscal school year Information includes revenue listings provided by the South Carolina Department of Education, future projections, new budget account number, memos, and correspondence
B. Retention: 3 years, then destroy

12-902.27. Work Orders
A. Description: Copies of work orders for services requested and subsequent services rendered Information includes service requested, location, cause of problem, signature of department, and by whom request made.
B. Retention: 3 years, then destroy

Subarticle 3. Food Services

12-903.1. School Lunch Applications
A. Description: Applications for free and reduced priced meals, filled out by sponsor of students applying for free and reduced meal program Information includes student's name, other household members names, sponsor's name and address, monthly income statement, and signature of sponsor.
B. Retention: 3 years, then destroy.

12-903.2. Food Service Report
A. Description: Record of receipts and expenditures from the school district food service This report is generated monthly and submitted to the South Carolina Department of Education Information includes food service balance sheet, beginning balance, revenue generated, operating balance, inventory, and break out data
B. Retention: 3 years, then destroy

Subarticle 4. Payroll

12-904.1. Payroll Register
A. Description: Documents wages paid to school district employees for services rendered. Information includes name of employee, social security number, date of check, hourly or salaried amount, overtime, number of hours worked, volunteered and other deductions
B. Retention:
(1) Year End Payroll Registers· 60 years, then destroy.
(2) Other Payroll Registers· 1 year, then destroy.

12-904.2. Employee Earnings Records
A. Description: Separate posting sheets for each school district employee which contain record of earnings per pay period Information includes name of employee, employee's address, social security number, base pay, period ending, time worked, FICA tax, federal tax, state tax, retirement, insurance, other deductions, net pay, check number, quarterly totals, and accumulated totals
B. Retention:
(1) When Payroll Register is Missing: 60 years, then destroy
(2) When Payroll Register is in Existence. 3 years, then destroy

12-904.3. Payroll Audit Reports – Employee
A. Description: Documents individual employees gross pay for each pay period and their yearly gross pay Information includes date of report, employee name, social security number, date paid, check number, gross pay, total gross for the year
B. Retention:
(1) When Payroll Register is Missing 60 years, then destroy
(2) When Payroll Register is in Existence 3 years, then destroy

12-904.4. Supplemental Audit Report – Employee
A. Description: Record of accrued employee gross salaries on each school district employee and is needed to show the amount of accrued salaries after the fiscal year has been completed Information includes account numbers, date of report, date of transaction for accrual and total amount accrued
B. Retention: 3 years, then destroy

12-904.5. Payroll Audit Report – Account
A. Description: Record of individual gross pay for each pay period and their yearly gross pay Information includes date of report, employee name, social security number, date paid, check number, gross pay, and total gross for the year
B. Retention: 3 years, then destroy

12-904.6. Supplemental Audit Report – Account
A. Description: This record is created by the school district payroll department to reflect accrued employee gross by account number and is needed to show the amount of accrued salaries after the fiscal year has been completed Information includes account number, date of report, date of transaction for accrual and total amount accrued
B. Retention: 3 years, then destroy

12-904.7. Payroll Retirement Files
A. Description: Records the contributions made by employees of the school district to the South Carolina Retirement System Information includes employee's name, social security number, gross salary distribution, and retirement contribution
B. Retention: 60 years, then destroy

12-904.8. Payroll Check Registers
A. Description: Records payroll checks issued to school district employees and documents tax and insurance deductions and retirement contributions by the employee. Information includes name of employee, social security number, account number, date paid, check number, gross salary, retirement, FICA, federal taxes, state taxes, net salary, insurance deduction, credit union deduction, and year to date gross, retirement, FICA, federal and state tax
B. Retention: 5 years, then destroy

12-904.9. Employee Withholding Certificates
A. Description: These certificates document the number of exemptions to be withheld for each employee Information includes employee's name, social security numbers, address, number of exemptions, and employee's signature
B. Retention: Until superseded, then destroy

12-904.10. W-2 Summarizations
A. Description: Employer's copy of employee's total earnings and withholdings for the calendar year to be reported to the Internal Revenue Service Information includes employee name, social security number, gross earnings, non-taxable deductions, retirement, federal tax, state tax, FICA wages and FICA tax
B. Retention: 5 years, then destroy

12-904.11. Voluntary Deductions Summarizations
A. Description: Created to show voluntary deductions, such as contributions to charitable organizations and deferred compensation, to the payroll on an annual basis Information includes name and amount deducted and name and social security number of person for whom the deduction is made
B. Retention: 3 years, then destroy.

12-904.12. Direct Deposit Register
A. Description: Record of employees on direct deposit, as well as a record that the direct deposit was made Information includes bank number, account number, transaction code, deposit amount, employee number, employee name, bank count, bank total, final count, and final total
B. Retention: 3 years, then destroy.

Subarticle 5. Personnel

12-905.1. State and Local Government Information Reports (EEO-5)
A. Description: Annual report monitoring internal programs for insuring equal employment opportunities Information includes number of employees by job categories, by race, by sex, by salary and number of part-time and newly-hired employees during the fiscal year
B. Retention: Permanent Microfilm optional

12-905.2. Teacher Register/Certification
A. Description: Record of educational qualifications of all teachers in the district Information includes name of teacher, certificate number, grade, date issued, date recorded, and date of expiration.
B. Retention: Permanent Microfilm optional

12-905.3. Application File (Not Hired)
A. Description. Application forms submitted by persons applying for jobs with the school district who were not hired Information includes name, address, education and work experience
B. Retention: 2 years after rejection, then destroy

12-905.4. Personnel Files (Active and Inactive)
A. Description: Forms and materials relating to employees of the school district Files include applications, salary data, professional background, contracts, evaluations, and complete employment history
B. Retention: 5 years after termination of employment, then destroy.

12-905.5. Bus Driver Employment File
A. Description: File documenting current and recently employed bus drivers in the district. Information includes application of classified employment, Department of Social Services request for wage information, narrative evaluation, copy of school bus driver's certificate, and pay rate memorandum.
B. Retention: 5 years after termination of employment, then destroy.

12-905.6. Substitute Teacher File (Hired and Not Hired)
A. Description: Applications and related information submitted by persons applying for jobs as substitute teachers for both persons who were hired and those not hired Information includes application for classified employment, correspondence, South Carolina Retirement System enrollment form, W-4, school selection, criminal record checks from SLED, reference form for classified employment, copy of notification of application received, copy of notification of workshop for prospective substitute teachers, and proficiency exam taken by applicant
B. Retention:
(1) Records of Applicants Hired 5 years after termination of employment, then destroy
(2) Records of Applicants Not Hired 2 years after date of rejection, then destroy.

12-905.7. Assessment Of Performance In Teaching (APT)
A. Description: Formal observation of first year teachers required by the South Carolina Department of Education and conducted by trained observers. Information includes APT Conference Sheet, APT Schedule Sheet, APT Observation Sheet, sample teacher activity sheets, and correspondence.
B. Retention: 2 years, then destroy

12-905.8. Teacher Incentive Program
A. Description: Documents the teacher incentive program started as a result of the Education Improvement Act Information includes agreements to meet certain criteria, signed understanding

statements of money to be allotted, schedule of their student achievement, names of all students from chosen classes, actual student achievement proposals, written goals, and workshop presentations
B. Retention: 5 years, then destroy

12-905.9. Benefits Information
A. Description: Record of employee insurance coverage Information includes notice of election, enrollment election form, correspondence, approval letters, authorization for payroll deduction, premium correspondence, and claim correspondence
B. Retention: 3 years after expiration of policy or replacement by a new policy, then destroy, unless claims are pending

12-905.10. Notice of Elections
A. Description: Forms filled out by school district employees stating insurance coverage preferences Information includes employee's signature and election forms for health insurance
B. Retention: 3 years after expiration of policy or replacement by new policy, then destroy, unless claims are pending

12-905.11. Time Sheets
A. Description: Record of number of hours worked by each employee Information includes name, number of hours worked, and location of employee.
B. Retention: 3 years, then destroy.

12-905.12. Worker's Compensation Records
A. Description: Consists of case files containing records and reports generated as the result of employment related accidents involving school district employees Information includes Reports of Accidents Involving Only Medical Attention, Physician's Report and Itemized Statement, Employer's First Report of Injury and Illness; Agreement as to Compensation, Conditional Waiver of Hearing, 60-Day Report, Status Report and Compensation Receipt; Supplemental Memorandum of Agreement As to Payment of Compensation, correspondence with South Carolina Worker's Compensation Commission, physicians, attorneys, and employees, statements from physicians, copies of internal invoices, copies of receipts and statements for the purchase of medications, copies of purchase requisitions, copies of health insurance claim forms; copies of patient return reports, disposition forms from physicians, and handwritten notes
B. Retention:
(1) Employer's First Report of Injury 5 years after case settlement, then transfer to employee files
(2) Other Records: 5 years after case settlement, then destroy

12-905.13. Hepatitis "B" Program/Blood Pathogens Training Files
A. Description: Record of training in handling blood borne pathogens as mandated by state and district regulations Identified employees are administered the Hepatitis B vaccine and documentation is given to each individual vaccinated Information includes identification of person needing vaccine, in-service verification of all employees, vaccination consent forms, date vaccinated, blood drawn forms, participants listing, correspondence, memos, invoices, and check requisitions
B. Retention: 30 years after termination of employment, then destroy

Subarticle 6. Student Records

12-906.1. Cumulative Pupil Record File (Student Records)

A. Description: Cumulative record of student's activities throughout their elementary and secondary educational career Also recorded are personal and physical data relevant to each individual student. Information on the permanent record card includes name, grade, attendance, courses taken, and standardized test scores In addition to the permanent record card, the file may contain many other types of material such as photographs, tests (mental and physical), application for admission, health cards (immunization records), general correspondence to/from parents/ guardian and school personnel, special medical reports (if the student is physically impaired), guidance counseling records, and legal documents verifying birthdate and name changes The separation date is always included whether by graduation, withdrawal or expulsion

B. Retention:

(1) Record Cards, Health, and Legal Records 75 years after student's separation from school, then destroy.

(2) Other Records 1 year after student's separation from school, then destroy

12-906.2. Special Education Records (Local School District Program Scholastic Records For Handicapped Students)

A. Description: Documents a handicapped student's participation and progress in a special education program Information includes handicapped/psychological needs, placement forms, record of staffing, individual educational programs, confidential education reports, and least restrictive environment verification papers

B. Retention: Until no longer needed to provide educational services to the student or for the necessary school district purposes such as auditing or monitoring, then notify the parents that they have a right to have these records destroyed If the parents so request, the records must be destroyed If the parents do not request destruction, the school district may retain these records permanently or destroy them at their discretion In all instances of destruction, the parents of the student must be notified forty-five calendar days prior to destruction that they have a right to request and be provided a copy of any personally identifiable data which has been obtained or used while providing educational services for their children Documentation of the notification of parents must be retained permanently (Note This retention does not apply to the permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year of completion.)

12-906.3. Student Test Results

A. Description: Computer generated test data on student progress in basic skills Information includes student name, date of birth, sex, test type, test percentile, battery scores, national percentile, raw scores, scale scores, and local school percentiles

B. Retention: Until no longer needed for administrative purposes, then destroy

12-906.4. Individual Record Sheets

A. Description: Cumulative record of each student's achievements while attending school in the district Information includes name of high school, county, pupil's name, residence, name of superintendent, school term, subjects taken each year, grades, total credits for the year, student's address, place of birth, date of birth, family physician, name of parent or guardian, occupation, race, school previously attended, physical record, personal characteristics, attendance, extra activities, and remarks

B. Retention:

(1) When Cumulative Pupil Record Files are Missing 75 years, then destroy.

(2) When Cumulative Pupil Record Files are Present 2 years after end of the school term for which grades were recorded, then destroy

12-906.5. Pupil Record Cards

A. Description: Contains scholastic and personal information on students who attended schools within the district Information includes name of student, date of birth, name of parent or guardian, residence, school entered from, date entered, age at entrance, subjects taken, and grades

B. Retention:

(1) When Cumulative Pupil Record Files are Missing 75 years, then destroy

(2) When Cumulative Pupil Record Files are Present 2 years after end of the school term for which grades were recorded, then destroy

12-906.6. Teacher's Grade Books

A. Description: Contain student grades for each six or nine week grading period for the school year These grades are used to compute semester averages as well as the yearly averages for each subject Based on the results of these grades, students are promoted for the school term

B. Retention:

(1) When Cumulative Pupil Record Files are Missing 75 years, then destroy

(2) When Cumulative Pupil Record Files are Present 2 years after end of the school term for which grades were recorded, then destroy.

12-906.7. Adult Education Pupil Records File

A. Description: Cumulative record of student's activities throughout their adult educational career Information includes classes taken, test scores with accompanying information (date of examination, name and form of standardized test, name of examiner, signature of principal's approval) and age

B. Retention:

(1) Record Cards and Legal Records 75 years after student's separation from school, then destroy.

(2) Other Records: 1 year after student's separation from school, then destroy.

12-906.8. Student Schedules File

A. Description: Forms completed by school personnel for student scheduling into class Information includes printouts of student schedules, class lists, student class assignments and completed forms requesting change of schedule

B. Retention: Until no longer needed for administrative purposes, then destroy

12-906.9. Homebound Files

A. Description: Record of homebound instruction provided for students unable to attend school for medical reasons Information includes reason for homebound, dates of service, teacher performing service, application for homebound instruction, physician authorization, pupil's name, and social security number

B. Retention: 5 years after end of fiscal year to which the records pertain, then destroy

12-906.10. Pupil Accounting and Support Documentation

A. Description: Record of pupil accounting data submitted on a regular basis and in compliance with district and state regulations Information includes data for Educational Improvement Act, data for 45, 135, and 180 reports, supporting verification documentation, software back-ups, manuals, memorandum; correspondence, rosters, placement forms, attendance cards, scan sheets, daily bulletins, and alternative school documentation.

B. Retention: 3 years, then destroy

12-906.11. Student Discipline, Suspension, and Expulsion Records
A. Description: Records documenting inappropriate student behavior and corrective actions taken Information includes referral and action form, notes, letters to parents, suspension documentation, detention documents, hearing notices, bus driver referrals, statements and conference notes
B. Retention:
(1) When suspended and subsequently expelled permanently· Transfer to Cumulative Pupil Record File and retain according to part 1 of the retention
(2) When suspended and subsequently expelled for remainder of the school year OR when suspension is deemed the only corrective action 1 year after student's permanent separation from school, then destroy

12-906.12. Teacher Lesson Plans
A. Description: Records relating to teacher's daily instructional plans and activities for each class Information includes a yearly planning book
B. Retention: Until no longer needed for reference, then destroy

12-906.13. Student Truancy Records
A. Description: Records created to document student's excessive absences and action taken to correct the problem by school personnel. Information includes referral and action forms, letters to parents, attendance profile sheets, correspondence, release forms, copies of initial court petitions, copies of court orders, hearing notices, affidavits and visitation documentation.
B. Retention: Until student reaches age of majority, then destroy

12-906.14. Teacher's Student Attendance Record
A. Description: Record of student's daily attendance, absences and tardies Information includes student name, school year, attendance, tardies, and absences
B. Retention: 1 year, then destroy.

12-906.15. Student Registration Materials
A. Description: Record of students registering at a school Information includes registration form showing name, student identification number, parent's name, physician, address, telephone numbers, proof of age, residence, letters to parents, assignments, letters of placement, schedule requests, and automobile registration
B. Retention:
(1) Registration Form 3 years, then destroy
(2) Other Records Until no longer needed for administrative purposes, then destroy

12-906.16. Reserve Officer Training Corps (ROTC) Records
A. Description: Summarize military history/citizenship training and other items pertaining to the ROTC program Information includes student name, history, promotion agreement, rank and testing for awards
B. Retention: 5 years after student's separation from school, then destroy.

South Carolina Department of Archives and History
Archives & Records Management Division
8301 Parklane Road
Columbia, South Carolina 29223-4905

Policy EEA Student Transportation

Issued 8/05

Purpose: To establish the basic structure for management of student transportation.

The superintendent is responsible for executing overall bus transportation in the school district.

Charleston County School District shall provide transportation to all eligible students within the boundaries provided for by state funds and state board of education regulations. The district shall adhere to all applicable rules and regulations relative to the routing and operation of the transportation system.

In accordance with federal law, the district shall also provide transportation to homeless students to and from their school of origin, students transferring from a Title I school identified for school improvement, a student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or a student transferring from a school identified as persistently dangerous for three consecutive years.

Students who travel to and from school on school buses or who make trips in connection with school sponsored activities are under school supervision.

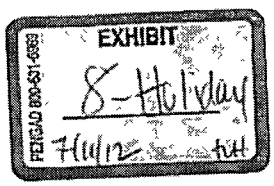
Adults on school buses

Parents/Legal guardians and other adult school volunteers or employees may ride school buses under the following conditions.

- if a space is available (as determined by the superintendent's designee)
- in conjunction with special programs sponsored by the district

The district shall not re-route school buses to accommodate the pickup of adults authorized to ride buses under this policy.

The principal or his/her designee as authorized by state law and regulation, may suspend or deny bus transportation to a student or adult whose conduct is persistently and/or flagrantly detrimental to safety and order on the bus.





Adopted 8/8/05

Legal references:

Federal Law:

McKinney-Vento Homeless Education Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.

No Child Left Behind Act of 2001, P.L. 107-110, Section 1116 and Title IX, Section

BOA1106

9532.

S.C. Code, 1976, as amended:

Section 59-67-410, et seq. - School bus transportation.

Section 59-67-545 - Authorizes certain adults to ride school buses.

Section 56-5-2770 (F)- Signals and markings on school buses, meeting, overtaking and passing school bus.

Section 59-67-240 - Disciplinary powers of bus driver.

Section 59-67-250 - Posting of copies of relevant statutes.

Section 59-67-470 - Superintendent to supervise conduct of pupils riding buses.

S.C. Acts and Joint Resolutions:

1967 Act 340 - Creates the School District of Charleston County and abolishes the county board of education; sets forth the powers of the constituent district boards.

State Board of Education Regulations:

R-43-80 through R-43-82 - Transportation.

CHARLESTON COUNTY SCHOOL DISTRICT

Policy EEAG Student Transportation in Private Vehicles

Issued 8/05

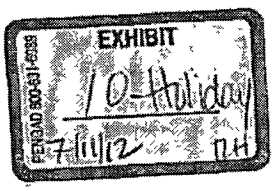
Purpose: To establish the basic structure for transporting students in private vehicles.

The board does not encourage the use of private vehicles unless it is essential.

Only the superintendent may authorize the use of private vehicles for the transportation of school children to and from school-sponsored activities.

Adopted 8/8/05

CHARLESTON COUNTY SCHOOL DISTRICT





Policy JLCE First Aid and Emergency Care

Issued 11/05

Purpose: To establish the basic procedure for the administration of first aid and emergency care.

The school nurse or principal's designee shall be responsible for providing emergency services in case of injury to, or sudden illness of, a child or staff member. A major injury includes any injury severe enough to cause the loss of one-half day or more of school or necessitating the consultation of a physician for medical assistance.

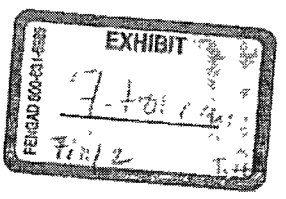
If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

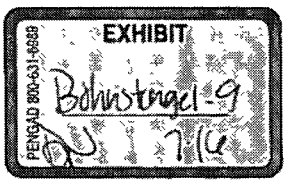
Procedures

The superintendent shall require each school to develop procedures for the proper handling of such emergencies. The administration shall distribute these procedures to the staff.

The procedures shall include the following requirements.

- The school nurse or another trained person will be responsible for administering first aid.
- The school will notify the student's parent/legal guardian of the student's illness or injury. The school will request that the parent/legal guardian make appropriate arrangements for the student's care.
- If the school cannot contact the parent/legal guardian immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school shall summon medical service or an ambulance to take the child to the appropriate medical facility. Schools shall notify the parent/legal guardian as soon as possible.
- Schools shall administer first aid/emergency care and the routine delivery of health services to students according to the procedures specified in the health services procedures manual or other appropriate document.





Adopted 3/23/70; Revised 10/12/98, 11/28/05

Legal references:

S C. Code of Laws, 1976, as amended.

Section 40-33-70 - Amends law relating to on-site supervision of a nurse.

Section 44-76-10 through 50 - South Carolina Automated External Defibrillator Act.

CHARLESTON COUNTY SCHOOL DISTRICT

EMPLOYEE PERMANENT RECORD

NJ DEPT. OF WORK EXPERIENCE
EMPLOYEE STATUS

LAST NAME	FIRST	MI	(MAIDEN)	SEX	RACE	M/S
Smith,	Charles	Roy		Male	Caucasian	married

DATE OF BIRTH	DATE OF EMPLOYMENT	SOCIAL SECURITY NUMBER	S. C. RETIREMENT NUMBER
12-30-46	10-8-75	350-38-5908	

CERTIFICATE NUMBER	FIELDS OF CERTIFICATION
108615	65-24

YCR 001

FURLONGR—3-76

YEAR	SCHOOL OR DEPT	POSITION	GP	CI	GR	EXP.	COMMENTS	SALARY
75-76	Stiles Point	teacher		3-	P	0	BD	8031.00
76-77	Baxter Patrick	teacher		3-	P	1	60% - Stiles Point 40% BD	8775.00
							10-1-76	8975.00
							transfer full time Stiles Point 2-10-77	8975.00
77-78	Stiles Point	teacher/coach		3-	P	2	9208 + Asst FB ball #950 + Golf #225 =	10,383.00
							9607 + #950 + #225 = new schedule	10,782.00
78-79	Stiles Point	teacher/coach		2-	P	3	10,207 + Golf #225 - Wrestling #600 SRO	11,032.00
							6% inc. 1-1-79 10809	
79-80	St. Leo Point	teacher/coach		2-	P	4	11,550 + wrestling 642 + golf 341 + asst FB 1017 = 13,450.00	13,450.00
				1-	P	4	new cert #13,650 + supp #1900 = cert. exp. 1980	14550.00
							cert exp 1985	
1980-81	Stiles Point	teacher/coach		1-	P	5	14,051 + 1,100 Asst FB + #300 wrestling + #300 Golf	16,251.00
1981-82	Stiles Point	Teacher/coach		1-	P	6	11,00 Asst FB + #300 wrestling + #300 golf - 14,376	14,576.00
				1-	P	6	15,351 + Asst FB 1177 + Wrestling 856 + Golf 321	17,705.00
1982-83	Stiles Point	Teacher/Coach		1-	P	7	16,004 + Asst. Fol 1177 + Wrestling 856 + Golf 321	18,358
		acting Principal					eff 2-7-83 (23,698 + supplements) (Teacher-Coach)	23,698
1983-84	Stiles Point	Teacher/Coach		1-	P	8	16,325 + 1177 Asst football + 321 Golf + 856 wrestling	18,423
							16,325 + 1177 Asst Fball + 321 Golf + 856 wrestling	18,468
1983-84	James Island High	Teacher/Coach		1-	P	8	16,325 + 1177 + 321 + 856 wrestling - PD	18,468
							2nd wrestling playoffs	
							Golf #50 (2 wks)	
84-85	James Isl. High	Teacher/Coach		1-		9	20,053 + Asst. FB -	21,596.00
							18,277 + 1177 + 321 + 856 Golf	20,684
							wrestling coach 930.00	

EXHIBIT
Bohnstengel 10
DV 7-10

Charles Smith 350-38-5408 10-8-1975

YEAR	SCHOOL OR DEPT.	POSITION	GP	CI	GR	EXP	COMMENTS	SALARY
84-85	James Isl High	Teacher/Coach		1	-	9	20,053 + 2,563 (Supplement for Asst. football + Golf + Pd. 134.00 on 5-17-85 Awards) Pd. 154 on 6-14-85 Play off	23,616
85-86	James Island High	Teacher/Coach		1		10	19,805 + 350 + 932 (Golf + wrestling) Supplement Increase 1,470 + Golf 490 + 21,998.	23,280
				1			New cert. rec'd 2-26-86 valid 7-1-85 thru 6-30-86	23,958.
							Payoff for wrestling supplement 285.71	
86-87	James Island High	Teacher		1		11	21,389 + 2,493	23,882
							* wrestling 9 yrs (1,470) + (Golf 10 yrs. 500) = 1970	25,852
				1	P	11	Cert. rec'd. 9/23/86 valid 7-1-86 thru 6-30-91	25,990
87-88	James Island High	Teacher		1	P	12		25,418.
88-89	James Island High	Teacher		1	P	13	Softball 11 yrs. 1200 eff. 8/22/1988 for the 88/89 sch. years 1200 + 26,558	26,558.
								27,758
89-90	James Island High	Teacher		1	P	14	Softball 1550 + 28,417 Added Asst Fb 2,100	29,967
							3,650 + 28,417	32,067
1990-91	James Island High	Teacher/Coach		1	P	14	Held @ yrs. Exp. 29,318 + (7 yrs. football 2150)	31,468
				1	P	15	New cert rec'd 8/24/90 29,880 + 2150 Exp. 1995	32,030
							Additional: Softball 1600 + 2150 + 29,880	33,630
							1/4/91 Pd 14 wks football play-off (153.57)	
91-92	James Island High	Teacher/Coach		1		15	Eff 7/29/91 30,745 + 1650 + 2200	34,595
							Pd. 1-3-92 314.30 football play-off	
92-93	James Island High	Teacher/Coach		1	P	17	Eff 8-3-92 32,368 + 2250 + 1700 (4 yrs. Soft ball)	36,318
							Pd. 160.71 on 12/18/92 football play-off Pd. 6/18/93	
							283.34 Softball Play-off	
93-94	James Island High			1		18	1995 Eff 8-2-93 32,629 + 2300 (10 yrs Asst Fball) + 1750 (5 yrs softball) Pd. 291.66 on 6/17/94	
							Softball Play-off Term. ALL Sports Acct.	6/10/94
94-95	James Island High	Teacher		1	P		Eff 8-15-94 750 - (6 yrs Boys Tennis)	4,125
							Term. Boy Tennis 1/30/95	

CHARLESTON COUNTY SCHOOL DISTRICT

EMPLOYEE PERMANENT RECORD

DAYS PER YR
HRS. PER DAY 7
EMPLOYEE STATUS
FUNDING SOURCE GOF

YCR 001146

Smith (LAST NAME) Charles (FIRST) (MI) (MAIDEN) M (SEX) W (RACE) M (M/S)

12-30-46 (DATE OF BIRTH) 10-8-75 (DATE OF EMPLOYMENT) 350-38-5908 (SOCIAL SECURITY NUMBER) #357200 ~~TEACHER POSITION CODE~~

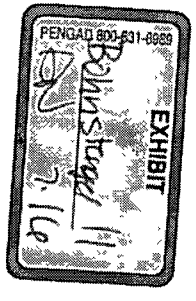
108615 (CERTIFICATE NUMBER) 65, 24, 63 (FIELDS OF CERTIFICATION)

YEAR	SCHOOL OR DEPT	POSITION	GP	CI	GR	EXP	DATE EXPIRED	COMMENTS	SALARY
95-96	James Island High	Teacher		7	1	20	2000	Cert rec'd 10/2/95 Retro 8/14/95	38,387
96-97	James Island High	Teacher		7	1	21		8-19-96	39,631
97-98	James Island High	Teacher		7	1	22		8-18-97	40,569
98-99	James Island High	Teacher		7	P	23		8/17/98	42,334
							JV	Softball Coach 6 yrs. $1,800 2/1/99	
99-2000	James Island High	Teacher		7	P	24		8/16/99 JV Softball 7 yr $1,100	44,244
								Varsity Softball 7 yr. $1,850	
2000-01	James Island High	Teacher		7	P	25		8/7/00	$47,181
				7	P	25	2001	Renewal certificate rec'd 9/00	
								Varsity Softball 8 yrs $1,900	
								JV Softball 8 yrs $1,150	
01-02	James Island High	Teacher		7	P	26	2005	8/6/01	51,158
								Varsity Softball 8 yrs $1,950	
02-03	James Island High	P.E. Teacher		7	P	27		8/7/02	52,343
								Winter Sport - Wrestling 10 yr. $2,000	
								TERI Plan 4/1/2003	
								Pd. $499.98 on 4/11/03 Playoffs	
03-04	James Isl. Charter High	P.E. Teacher		7	P	28		8/6/03	52,646
								Winter Sport - Wrestling 11 yr. $2,050	
04-05	James Island Charter	P.E. Tchr		7	P	29		8/3/04	53,612
								Asst Ft./JV Wrestling -	
								JV Wrestling - $250	
								Paid $600.00 on 3/2005 Winter Sports	
								(Wrestling)	

#HRS PER DAY
EMPLOYEE STATUS
FUNDING SOURCE
EEOC POSITION CODE

NAME Smith, Cherie SS# 357200

YEAR	SCHOOL OR DEPT	POSITION	GP	CI	GR	EXP	DATE EXPIRED	COMMENTS	SALARY
05-06	J. Charles	PE		7	P	36		8-15-05	55,206
								JV Wrestling $350	
06/07	JICHS	PE		7	P	31		8-17-06	56,750
								Assistant Softball $1,000	
07-08	JICHS	PE		7	P	32		8/15/07	59,723
								Teri 4-2-08	
								Terminated - 6-6-08 - retire	


PENGAD 800-631-6989
EXHIBIT

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1000 SERIES - COMMUNITY

Policy 1000 Mission Statement

The Mission of James Island Charter High School is to develop confident, responsible, life-long learners who can excel in society. This mission will be accomplished by creating a diverse curriculum and extracurricular experiences in a safe, nurturing environment, which is supported by faculty, parents and community

ADOPTED: 03/31/2003
EFFECTIVE: 07/01/2003

Policy 1100 Goals and Objectives --
Public Relations And Communications

The Board endorses a strong public relations and communications policy in order to keep the public informed on school matters and to obtain community support for public education

The goals of the public relations effort are

- To accurately portray the activities of the school to both internal and external communities
- To enhance all internal and external communications of the school
- To solicit support for improved public education from local business and industry through such methods as the Business/Education Partnership Program and from other community citizens and groups

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

AR 1100-R News Releases

All news releases concerning James Island Charter High School shall be cleared through the office of the principal

Administrators, teachers, and other staff members are urged to write up school news, but such articles, with the exceptions noted above, must be coordinated centrally for the following reasons:

- Avoidance of duplication of material
- Maintenance of consistency with respect to school publicity
- Compilation of a file of releases as a protection to the school

The principal or designee is responsible for the preparation and distribution of news releases concerning the activities within his area of cognizance and for seeing that they are cleared when necessary

If queried by the media about some matter under his cognizance, the principal or administrator should respond directly to the media representative In matters where the query concerns personnel, the respondent should be careful not to violate the privacy of an individual

ADOPTED. 03/31/2003
EFFECTIVE 07/01/2003

Policy 1112.11 Coverage of Board Meetings

It shall be a policy of the James Island Charter High School Board of Directors that all information relative to board meetings is to be given to the news media by request in accordance with the privacy act.

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 1112.13 Inclement Weather (Emergency Closing/Delayed Openings)

CCSD REF 6114.6/4153 3/4253 3

During emergencies due to weather or other conditions, it may be necessary to close schools and offices Public announcements and/or administrative announcements shall indicate one of the following types of closings

- **School and Offices Closed** The school, including Adult and Community Education classes, will be closed Students will not attend school Personnel will not report to work

- **School Closed -Offices Open** The school, including Adult and Community Education classes is closed Students will not attend school All office workers and twelve-month employees, both school-based and non school-based, will report at the regular time or when it is safe

- **Delayed Opening** The school will operate on a two (2) hour delay School and offices will open two (2) hours later than normal (i e regular opening 8 00 AM-delay opening 10 00 AM).

  Students should not be dropped off before school opening

  Buses will run on a two (2) hour delayed schedule, (i e normal pick up is 7 30 AM -delayed pick up will be at 9 30 AM)

  Breakfast will not be served

  School day ends at the regular time.

Designated employees in critical areas will report as directed by their supervisors All other personnel will report to work two hours later than normal

ADOPTED 03/31/2003
EFFECTIVE: 07/01/2003

Policy 1230 Advisory Committee-Technology Standards

CCSD REF 4135 2/4235.2

The Board supports and encourages the use of technology in the schools to promote better educational opportunities for the students and the educators in the school The Board believes in utilizing all of the resources at its disposal at the highest competency level possible to increase the learning opportunities for students

In order to meet these objectives, the principal or designee shall attempt to involve community businesses and their representatives, to provide ongoing technology goals for use in the school

ADOPTED: 03/31/2003
EFFECTIVE. 07/01/2003

Policy 1240 Business Involvement in the Schools

The Board supports and encourages the participation of business and industry in the school to promote better educational opportunities for the students and the educators in the school. The Board believes in utilizing all of the resources of the community at the highest competency level possible to increase the learning opportunities for students

The Board believes that business and industry personnel should be encouraged to become involved in efforts to strengthen the school by offering advice and suggestions

The Board encourages the business and industry personnel and the school personnel to share resources that contribute to the successful operation of both the school and business or industry. The Board believes that this sharing of resources will enhance the school and the business and industry communities so that the total community of Charleston County benefits The ultimate goal of business and industry involvement in the school is to create a sense of spirit and pride in the community by sharing resources in a positive, professional working relationship

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 1241 Volunteers in the Schools

The Board supports volunteer programs that are professionally organized and promote better educational opportunities for students. The Board believes in utilizing all of the resources of the community at the highest competency level possible to increase the learning opportunities for students The Board also believes that the professional use of volunteers will allow teachers to function in the capacities for which they have been educated.

The Board understands that a professionally run school volunteer program serves as a channel for all volunteer activity in the schools The school volunteer program is school oriented All projects and requests originate within the school and are supervised by the professional staff, teachers are encouraged to use volunteers but that use is optional. The school volunteer program is decentralized, in that the principal, teacher, or department head plans for volunteer help in areas that satisfy a different need.

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 1310 Search and Seizure

CCSD REF 5145 2

In accordance with the laws of the State of South Carolina:

Any person entering the premises of James Island Charter High School shall be deemed to have consented to a reasonable search of his or her person and effects

The school principal, or designee, may conduct a reasonable search, on school property, and in accordance with State procedures, of lockers, desks, vehicles, and personal belongings such as purses, shoes, book bags, wallets, and satchels with or without probable cause

The school principal, or his designee, may conduct reasonable searches, on school property, and in accordance with State procedures, of the person and property of visitors to the school premises

No school administrator or official shall conduct a strip search

ADOPTED. 03/31/2003
EFFECTIVE 07/01/2003

AR 1310-R Search and Seizure

CCSD REF 5145.2
4155/4255

School officials will post right-to-search notices at entrances to all school property.

The principal or designee may make a reasonable search of any person either entering a school building and grounds or attending a school-sponsored activity

The reasonable standard is met if (1) a search can be justified at its inception, and (2) the search is reasonably related in scope to the circumstances that justified it in the first place, e g , acting on a tip or an observation of a suspicious situation Probable cause, belief that the subject is violating the law, is not required prior to conducting a search.

An adult witness, preferably another administrator, should be present when conducting a search If possible, someone of the same gender should conduct a search

Searches, insofar as possible, should be private. An exception to this general rule is when an illegal substance (drug) or weapon is in clear sight and immediate action is necessary

Miranda-type warnings or announcements of impending searches are not required prior to conducting a reasonable search

Students who refuse a reasonable search of themselves or their property shall be suspended and may be recommended for expulsion. All others refusing a reasonable search shall be removed from the school premises, and the police will be contacted

Strip searches are prohibited.

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 1312 Reconsideration of Instructional Materials

Teachers, media specialists, guidance counselors, and administrators have the responsibility to select materials for the education of all students in the school Ultimately, the leadership team has final approval of all instructional materials Occasional objections to instructional materials may arise, however, despite the care taken to select appropriate materials and the qualifications of the professionals selecting the materials.

The right of students to learn and the freedom of teachers to teach shall be respected Every effort will be made to provide materials that present all points of view concerning international, national, and local issues Materials will not be excluded from use because of the race, nationality, or political or religious views of the author or publisher Materials of sound factual authority or generally accepted theories will not be proscribed or removed from classrooms and media centers

While the leadership team will not permit anyone to exercise censorship over instructional materials and library collections, provision will be made for parents/guardians to request the reconsideration of material In the absence of a formal request for reconsideration, the leadership team recognizes the right of an individual parent to ask that particular instructional materials not be made available to his/her child

A teacher, media specialist, guidance counselor, or administrator may also request the reconsideration of material at his school believed to be age-inappropriate and for which there are no supporting reviews in recognized sources.

The principal shall establish appropriate procedures to facilitate the reconsideration of any book or educational material in the school The final decision for use of controversial books and other educational materials in the school shall rest with the board after receiving the principal's recommendation.

ADOPTED: 03/31/2003
EFFECTIVE 07/01/2003

Policy 1312.1 Complaints Concerning School Personnel

Any complaints by a parent of a student directed toward a teacher shall be made known to the teacher at the discretion of the principal, and no action shall be initiated by the principal affecting the teacher until a parent-teacher conference has taken place.

ADOPTED 03/31/2003
EFFECTIVE: 07/01/2003

Policy 1314 Soliciting Funds From School Personnel/ Students

It shall be the policy of the James Island Charter High School to permit no outside solicitation of students or school personnel unless otherwise authorized by the principal or designee

This shall not prohibit unique, nonrecurring limited appeals in the school wherein individuals, because of a direct personal relationship, may wish to contribute in those cases resulting from a death, serious illness or natural disaster, provided approval is obtained from the principal

ADOPTED 03/31/2003
EFFECTIVE: 07/01/2003

Policy 1322 Contest Activities

The Board approves a policy of selective participation in student contests

Student participation in any such activities must be on a voluntary basis and at no time can such participation interfere, more than minimally, with the instructional program The contest must contribute to or be related to the educational goals of the school.

Final approval for school participation in student contests will rest with the principal

ADOPTED: 03/31/2003
EFFECTIVE. 07/01/2003

Policy 1323 Research Activities

The Board approves a policy of selective participation in student related research activities

Student participation in any such activities must be on a voluntary basis and at no time can such participation interfere, more than minimally, with the instructional program The research activity must contribute to or be related to the educational goals of the school.

All requests for research activities recommended for approval must receive final approval by the principal

ADOPTED. 03/31/2003
EFFECTIVE 07/01/2003

Policy 1330 Use of School Facilities

The Board recognizes that prudent fiscal management requires that the school identify and pursue opportunities to enhance the generation of revenues to support the school's educational program and extra-curricular student activities The principal may, through the bid procurement process, bring before the Board recommendations for the school to enter into contracts that grant the exclusive sales right to a single or multiple vendors for specified categories of products In awarding the contracts, the Board shall consider not only the amount of revenue generated by the contract, including sales incentives such as scholarships, awards, athletic team support and other educational program enhancements, but student interest, employee, parent and local community support

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

AR 1330-R Use of School Facilities

The Board wishes to encourage use of school facilities when school is not in session When school facilities are used for purposes not related to the school, it is necessary that a fee be charged to cover costs of cleanup, utilities, and other items related to the use of the facilities The recovery of cost is essential in order that taxpayers' funds for education not be diverted for other purposes.

The use of school facilities for appropriate civic, cultural, welfare, or recreational activities by responsible organizations, associations, or individuals shall be at no cost to the school School-affiliated groups such as PTSA, student clubs, booster clubs, scouts, and other such groups shall be provided the use of school facilities at no cost to the organization.

Use of school facilities by other than school-affiliated groups is not to interfere with the school program Organizations that are not school related are encouraged to make arrangements for use of facilities through the principal

A school employee approved by the principal shall be present at all times school facilities are in use If the facilities are being used by a school-related activity, the principal or club sponsor will be responsible for the school facility If the principal desires that the custodian be present for this activity, suitable arrangements will be made for compensatory time in accordance with Board policy. If an organization which is non-school related wishes to use the school facilities on a one-time basis, an agreement must be executed in advance by the principal and a responsible member of the organization It is essential that the dates and time of use be agreed upon and that payment is made in advance by the organization When a non-school affiliated group wishes to use the facility on multiple occasions or on a long-term basis, such requests are submitted to the principal's office at least two weeks prior to the intended use and require a special agreement.

General Conditions

- The granting of a permit for the use of one part of a building or grounds confers no privileges for the use of any facilities other than those stated in the permit It does not include any other time or times for preparation or rehearsal, unless specifically permitted
- A permit is not transferable If the event is to be cancelled, the applicant should notify the principal at least forty-eight (48) hours in advance of the date reserved
- Violation by a permit-holder of any of the regulations governing the use of school buildings or grounds may be cause for the cancellation of all existing permits and the denial of any permits in the future
- Special school facilities (stage equipment, etc) will require the use of school employees trained in their use and such cost will be added to the regular fee
- School equipment such as audio-visual equipment and musical instruments, etc will not be loaned or rented Use of the school space does not include the use of school equipment

unless specifically permitted Use of school equipment when and where required must be by school personnel, the cost of which will be added to the regular fee.

- A school custodian or other school employee is required to be on duty during the use of any school facility Evening affairs are to end by 11.30 p m unless special arrangements have been made Complete vacating of the facilities is to be made according to the terms of the permit. Departure time should be included in the use hours applied for.

- No alcoholic beverages or smoking will be permitted at any time Any violation of this rule will prohibit future use

- The board or its authorized representatives shall have full and free access to the premises at all times.

- If the application is approved, the person and/or organization will assume responsibility or orderly and careful use of the school facilities The applicants assume liability for damage or loss of property that may accrue The applicants will hold the board harmless for claims arising out of the use of the school buildings or grounds, for the function being sponsored, on the specified date or dates. The sponsoring group may be required to furnish a bond or certificate of insurance to indemnify the group and the board against any and all suits for injury or loss sustained by attendance at the function.

- Kitchens and kitchen equipment are not to be used without authorization. If authorized, cafeteria personnel must be present. The costs of this service will be added to the regular fee

Limitations of Use

- Since the Board is charged by law, with the responsibility for school facilities, it must reserve the right to deny the use of school facilities when the board deems it necessary in the public interest. No school facility, building, or grounds will be used for unlawful purposes.

- Sponsoring organizations will conduct orderly meetings and such gatherings are not to incite others to disorder nor be abusive of other groups or individuals by reason of race, creed, or color.

- No school facility is to be used for any other purpose or in any other way than its design use without expressed written permission.

- School facilities shall not be used for parties or celebrations that are essentially private in nature-this exclusion include birthdays, anniversaries, and other similar parties.

- No ticket selling or donations will be allowed for any event or the sale of merchandise or food be permitted without written approval

- No group that limits membership in or attendance at its activities on a basis of race or color shall be allowed to use the school buildings or grounds

- Normal permitted use of a facility is not to exceed four (4) hours from the time of entry to the building closing. Any additional time for set-up, preparation, or extended exhibit hours will be charged at prevailing rates for extra personnel services and space uses. Custodial fees are included in regular rental fees, during the regular work day All rental fees are subject to additional charges for overtime on Saturday, Sunday, or after the normal workday.

- Custodial services include opening and closing the building, operating heating and ventilation equipment, and normal cleanup Custodians will not be required to help load or unload equipment without additional compensation.

- Kitchen facilities except for cafeterias will not be available for lease

SPECIAL CONDITIONS

- All permits are subject to immediate cancellation if it is discovered that information given on an application is misrepresented If the use of the facility is discovered to be contrary to any policies, rules, and regulations of the board, the permit is subject to immediate cancellation. Upon notice by a duly authorized agent of the board, such activity is to cease The board and its agents are to be held harmless of any expenses or losses incurred by the sponsoring organization due to such cessation

- Free use of school facilities may be granted to organizations with the following provisions:

    - Use of the facilities is not to interfere with the school program

    - Use of the facilities must be within the normal workday of the day porter.

    - Use of facilities will not create unreasonable additional supervisory or custodial requirements.

    - Organizations will provide sufficient supervision to restrict use to permitted areas

Rates for use of school facilities will be established and maintained by the school on an annual basis

ADOPTED. 03/31/2003
EFFECTIVE· 07/01/2003

Policy 1420 Voting Precincts

The Board accepts the responsibility of making its facilities available as polling places for primary, special and general elections Such activities shall not interfere with the conduct of the school

When school is not in session, the principal shall allow location of the voting machines where the poll manager desires When school is in session, the principal shall provide space for the voting machines that will permit minimum disruption of the normal operation of school activities. A school custodian or school employee is required to be on duty during the use of any school facility.

ADOPTED 03/31/2003
EFFECTIVE: 07/01/2003

Policy 1440 Federal Government/Compliance

CCSD REF. 3230

In view of the inevitability of court action to require compliance whether or not federal funds are accepted, it is the policy of the Board to come into compliance with the requirements of the Department of Health, Education and Welfare to the extent that it is administratively and educationally feasible To do otherwise is not only to insure a loss of important financial support, but also to invite court action that would probably result in requirements of greater change than those now demanded

ADOPTED: 03/31/2003
EFFECTIVE. 07/01/2003

2000 SERIES

SERIES 2000 - FINANCE

Policy 2010: Required Reserve Balance

It shall be the aim to accumulate and reserve a minimum of 5% of all General Operating Funds for future development or emergency situations A Reserve Account shall be opened and separated from other funds Expenditure of these funds shall be by Resolution of the Board of Directors

Purpose: To prepare for unknown contingency, future capital improvement or catastrophic emergency

Goal To maintain an amount between to 5% to 8% of the annual General Operating Fund Appropriation as a Reserve Account

ADOPTED: 06/12/2003
EFFECTIVE: 07/01/2003

3000 SERIES

SERIES 3000 - BUSINESS

Policy 3100 Student Meal Charge

CCSD REF. 5146

All students shall have an equal opportunity to be given an alternate meal when the students have reached the charged limit for meals and the student fails to bring his/her lunch money.

Students will be permitted to charge three meals. A letter will be sent home with the student stating that he/she will not be allowed to charge any more meals and will be given an alternate meal. After three charges have occurred, the charged meal must be paid in full before the student may have a regular lunch

Alternate Meal: Student will be given a fruit, vegetable, and milk

The Food Service Managers will be vigilant in observing any student who is frequently without funds to purchase lunch. Such occurrences may indicate a problem of neglect, which should be called to the attention of the principal. Upon notification of such problems, the principal shall conduct an investigation to determine of there is cause for further action

ADOPTED: 03/31/2003
EFFECTIVE 07/01/2003

Policy 3200 Contracted Professional Services

The principal's signature level for contracted professional services is $3,000 All expenditures over this limit must be presented to the Board for approval

ADOPTED 03/31/2003
EFFECTIVE. 07/01/2003

Policy 3231 Grant Approval

It shall be the policy of James Island Charter High School that all federal, state, private or other grant programs or renewals and their budgets sought by James Island Charter High School shall be first approved by the principal or leadership team upon presentation All personnel hired under such grants shall be first approved in similar fashion to non-grant school personnel

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

AR 3231-R Grant Approval
JICHS PROCEDURES FOR OBTAINING GRANT PROPOSAL APPROVAL:

Any JICHS employee wishing to submit a grant proposal to the principal or leadership team shall do the following:

- Notify the principal or leadership team, prior to submission of intent to submit
- Meet with the principal or leadership team to review the grant proposal
- File a copy of the grant proposal with the principal.
- Enter into no contracts without board approval

Board will be kept informed of potential grant proposals on a regular basis.

ADOPTED 03/31/2003
EFFECTIVE. 07/01/2003

Policy 3295 Local School Funds

The Board recognizes its' responsibility and authority for the stewardship of all monies and property in the school Strict accounting should be made for all funds received in the school In general, the funds should be expended for the same purposes for which they were raised When this is not the case, they should be used first for the benefit of the student body as a whole, and, secondly, for the benefit of the educational program These provisions will apply to funds belonging to outside organizations, PTA, Booster Clubs, et cetera, when they are placed on deposit with the principal Such outside organizations shall be notified by the principal of this policy prior to acceptance of funds for deposit.

The principal shall detail the procedures for handling money and property in the school and cause periodic audits and checks to determine that the procedures are being followed

ADOPTED 03/31/2003
EFFECTIVE. 07/01/2003

Policy 3296 Exclusive Beverage, Snack and Product Sales Contracts

The board recognizes that prudent fiscal management requires that the school identify and pursue opportunities to enhance the generation of revenues to support the educational programs and extra-curricular student activities Staff may, through the bid procurement process, bring before the board recommendations for the school to enter into contracts that grant the exclusive sales right to a single or multiple vendors for specified categories of products In awarding the contracts, the board shall consider not only the amount of revenue generated by the contract, including sales incentives such as scholarships, awards, athletic team support and other educational program enhancements, but student interest, employee, parent and local community support.

Procedure for Contracting

Exclusive contracts shall be entered into using a competitive bid or other Procurement Process pursuant to State purchasing codes and regulations All revenues generated shall be budgeted and accounted for by the school

Expenditure of Funds

The revenues derived may be used, but not necessarily be limited, to do the following

- Enhance student achievement
- Assist in the purchase of classroom instructional materials
- Purchase additional school and bus security, safety devices
- Purchase field trips
- Purchase in-service training for teachers
- Purchase computers for schools
- Assist in the purchase of school buses for athletic and extra-curricular programs
- Purchase band equipment and uniforms
- Purchase transportation for after school academic enhancement, tutoring programs
- Pay for expenses of students and teachers who travel to represent the school in State and National competitions
- Establish a scholarship fund to include each high school, valedictorian and salutatorian
- Supplement the school's General Operating Fund

- Other purposes as approved by the Board

Annual Monitoring

The principal or designee shall make an annual report to the Board during each fiscal year concerning the administration of all exclusive contracts. The report shall address the revenue generated by the contract, the expenditure of such revenue, vendor and school site marketing and promotion plans, vendor advertising at school, sales, and any other items which may be of interest to the Board. The Board may make adjustments in the program if determined necessary or appropriate

Annual Audit of Funds

The revenue generated shall be subject to annual audit by an independent third party auditor in conjunction with the school's regular annual audit pursuant to state law

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 3297 Revenue Enhancement Contracts

All revenue-generating contracts entered into by school personnel, assistant principals or department heads, must be approved by the principal or designee If the revenue generated is over $50,000 and/or the contract is for a term of more than two (2) years, the contract is to be presented to the Board for approval

ADOPTED 03/31/2003
EFFECTIVE· 07/01/2003

Policy 3298 Operations Advertising in Schools – Revenue Enhancement Contracts

The Board recognizes that prudent fiscal management requires that the school identify and pursue opportunities to enhance the generation of revenues to support the school's educational program and extra-curricular student activities To that end, staff may through the bid, procurement process, bring before the Board recommendations for the school to enter into contracts that grant advertising rights to a single or multiple vendors for specified categories of products In awarding the contracts, the Board shall consider not only the amount of revenue generated by the contract, including sales incentives such as scholarships, awards, athletic team support and other educational program enhancements, but student interest, employee, parent and local community support The Board shall also determine the appropriate use of funds generated by the contract

Opportunities for Marketing Activities

- Fixed signage
- Banners
- School publications
- Television
- Athletic facilities
- School level projects
- Fine arts programs
- Tournaments, District and State
- Interior and exterior of school owned school buses
- Athletic Team Uniforms/ Where allowed under state and national rules
- Individual school publications
- School stationery
- Rooftops of schools
- School marquees
- Other activities as appropriate

Revenue enhancement activities <u>will not</u>:

- Promote hostility, disorder or violence
- Attack ethnic, racial or religious groups
- Discriminate, demean, harass or ridicule any person or group of persons on the basis of gender
- Be libelous
- Inhibit the functioning of the school
- Override the school identity
- Promote, favor or oppose the candidacy of any candidate for election
- Promote bond or budget issues listed on an election ballot
- Be obscene or pornographic
- Promote any religious or political organizations
- Use any school logo without prior approval

- Intertere with other existing contracts, except as determined to be in the best interest of the schools.

Restrictions

Revenue enhancement through a variety of marketing activities, including but not limited to advertising, corporate sponsorship, signage, et al , must be Board approved Such activities shall comply with school policies and with the Federal and State guidelines These opportunities are subject to certain restrictions as approved by the Board in keeping with community values and contemporary standards of good taste The Board reserves the right to make the final determination in setting standards of good taste as they apply to this program Such advertising will seek to model and promote positive values for students through proactive educational messages, to encourage academic achievement as well as the advertising of products

Procedure for Contracting

Exclusive contracts shall be entered into on a competitive bid basis pursuant to State and District purchasing regulations

Expenditure of Funds

The revenues derived may be used, but not necessarily be limited, to do the following

- Enhance student achievement
- Assist student achievement
- Assist in the purchase of classroom instructional materials
- Purchase additional schools and bus security devices
- Purchase field trips
- Purchase in-service training for teachers
- Purchase computers for schools
- Assist in the purchase of school buses and vans for athletic programs and other extra curricular groups
- Purchase band equipment and uniforms
- Purchase transportation for after-school academic enhancement, tutoring programs
- Pay for expenses of students and teachers who travel to represent the school in state and national competitions
- Establish a scholarship fund to include each high school's valedictorian and salutatorian
- Supplement the school's General Operating Fund
- Other purposes as approved by the Board

Annual Monitoring

The principal or designee shall make an annual report to the Board during each fiscal year concerning the administration of all exclusive contracts The report shall address the revenue generated by the contract, the expenditure of such revenue, vendor and school site marketing and promotion plans, vendor advertising at school sites, sales, and any other items which may be of

interest to the Board The Board may make adjustments in the program if determined necessary or appropriate.

Annual Audit of Funds

Each annual budget during the life of each exclusive beverage, snack or other product contract shall identify the uses of revenue generated during the fiscal year covered The revenue generated shall be subject to annual audit by an independent third party auditor in conjunction with the school's regular annual audit pursuant to state law

ADOPTED 03/31/2003
EFFECTIVE: 07/01/2003

Policy 3313 Small and Minority Business Enterprise Utilization Plan
PROCUREMENT CODE AND REGULATIONS

The James Island Charter High School affirms that small and minority-owned businesses be offered the full opportunity to participate in the overall procurement process for goods and services purchased by the school

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 3320 Expenditures
Procedures

It is the policy of the Board that the Board strictly abides by, without exception, the letter and the spirit of all laws and regulations relating to purchases by the school and the control of its finances and property

Within the framework of applicable laws and regulations, purchases and use of materials and manpower shall be accomplished in accordance with good business practices with the primary purpose of serving the program of instruction

The principal shall detail the procedures for executing this policy in written administrative directives

ADOPTED 03/31/2003
EFFECTIVE: 07/01/2003

Policy 3326 Petty Cash Fund

The establishment of a revolving bank account in the amount of $1,000 00 is authorized for use as a petty cash fund by the principal's office.

ADOPTED: 03/31/2003
EFFECTIVE 07/01/2003

Policy 3330 Political Activity

It shall be the policy of the James Island Charter High School Board that use of school funds for partisan political activity is prohibited

ADOPTED. 03/31/2003
EFFECTIVE· 07/01/2003

Policy 3340 Matching Funds

It shall be the policy of the Board to encourage local community support in the purchase of certain capital improvements, fixed assets, furnishings, and equipment, and to this end, the Board will consider appropriating funds annually to match contributions from the community

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

Policy 3513 Utility Conservation

It is the policy of this Board that utilities be conserved in all ways possible, consistent with the requirements of an adequate school program and a healthful environment There shall be an effective utilities management program designed to reduce or efficiently control the consumption of utilities

ADOPTED. 03/31/2003
EFFECTIVE: 07/01/2003

AR 3513-R Utilities Conservation

Equipment Operations

- Copiers and computer equipment should be turned off overnight when possible
- In new equipment purchases, life cycle costs should be utilized in the equipment selection process
- Water heaters should be turned off for extended periods when not in use, i e , vacations, holidays Temperature setting for water heaters should not exceed 120 degrees, with the exception of kitchens
- Portable heaters are not allowed
- When possible, cooking equipment should be turned off after breakfast and preheated 30 minutes prior to lunch preparation
- Household appliances including refrigerators, microwaves, coffee pots, and hot plates shall be prohibited in classrooms These appliances should be limited to special needs classrooms, clinics, laboratories, workrooms and lounges.

Heating and Air Conditioning

- Temperature guidelines for all facilities shall be set as follows. heating 68° to 70° and cooling 73° to 75°.
- Temperature guideline for special areas such as gymnasiums, multi-purpose areas and kitchens:

Heating: 68°-70° **Cooling: 75°-77°**

- All thermostats will be adjusted so that occupied room temperatures comply with the temperature guidelines
- All manual thermostats shall have a locking cover, and necessary adjustment made by authorized personnel
- After student dismissal, thermostats in portable classroom should be set at 80° during the cooling season and 60° in the heating season.
- Use of electric heat is discouraged in any areas other than bathrooms, hallways, and mechanical rooms.

Lighting

- Classroom/office lights should be turned off when unoccupied
- Corridor lighting should be turned off at the end of day, however, minimal security lighting should be used.
- Cafeteria lights should be turned off as soon as reasonably possible after lunch periods
- Field/stadium lights should be turned off in a timely manner after practices and after games
- When lighting is upgraded, utilize current technology systems.

Water Consumption

- In landscaping, plants and shrubs that have low water requirements should be used
- Controlled irrigation systems should be maintained to provide adequate water without over-watering.
- Car washes as fundraisers are discouraged.
- Landscape watering should be minimized, especially when utilizing a public water supply
- Faucets, water fountains, toilets, etc. that do not shut off properly should be identified by staff and communicated for prompt maintenance.

Miscellaneous

- Consideration of energy conservation should be given when planning the location of meetings and activities
- Air conditioning will be provided in office areas, media centers and classrooms where summer programs are held Provisions for other areas (band, choral rooms, ROTC, computer labs) will be handled on a case-by-case basis
- Air conditioning will be provided as needed for custodial and maintenance operations .
- Animals in classroom should be removed during vacations and holidays to prevent heating and cooling areas otherwise unoccupied.
- Shrubbery should be trimmed to a minimum of three feet from any mechanical equipment

ADOPTED 03/31/2003
EFFECTIVE· 07/01/2003

Policy 3517 Security -Mobile Home Sites

In order to increase security and protect school buildings and grounds from incidents of vandalism, illegal entry, theft of school property or damage from other causes, the school shall allow regular police officers or school employees to place mobile homes on certain school campuses Space will be provided free and all utilities, except telephone, will be provided

The mobile home owner shall pay all costs associated with locating his home on the school premises The school will pay all costs involved in bringing utilities to the mobile home site The homeowner will then reimburse the school that amount in full on a monthly basis over a two-year period The homeowner will be responsible for the hook-up costs.

ADOPTED: 03/31/2003
EFFECTIVE. 07/01/2003

Policy 3541 School Owned Activity Vehicles

School-owned activity vehicles, shall be used exclusively in support of programs or activities of the school The title shall be in the name of the school The vehicle driver must possess a valid state driver's license. Parental authorization must be submitted to the principal prior to use of the school activity vehicle The school shall maintain such vehicles at its expense in a clean and mechanically sound operating condition at all times. The school shall maintain liability insurance in an amount not less than the minimum defined by the State code on each owned activity vehicle

ADOPTED. 03/31/2003
EFFECTIVE: 07/01/2003

Policy 3610 Archives and Records Management

The Board, in order to protect the legal rights of students and employees, and to provide for efficient, economic, and effective controls over the creation, organization, preservation, use and disposition of school records, directs administration to implement an Archives and Records Management Program.

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

ROA1168

4000 SERIES

4000 Series - PERSONNEL POLICIES

Policies 4000/4200 James Island Charter High School Personnel Goals

The personnel employed by the school constitute the most important resource for effectively conducting a quality learning program Through its personnel policies, the Board wishes

- To establish conditions that shall attract and retain the highest qualified personnel for all positions,
- To employ personnel who shall devote themselves to the education and welfare of all students,
- To employ personnel who are motivated to do their best work without administrative and/or external pressures;
- To encourage young people to enter the profession of education as their life's work;
- To encourage young people who are dedicated to a teaching career to seek employment in this school.

To achieve the above purposes, the Principal is directed to establish the procedures and administrative regulations needed

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policies 4111/4211 Recruitment and Selection

It shall be the responsibility of the principal and leadership team to determine personnel needs and to locate suitable candidates for employment. Persons recommended for hiring shall meet all certification requirements of the Board for the announced vacancy

Recruitment shall be the responsibility of the leadership team The principal/department heads must interview all prospective employees

ADOPTED. 04/28/2003
EFFECTIVE· 07/01/2003

Policies 4112/4212.1 Employment Responsibilities

Principals and assistant principals shall be recommended to the Board by the leadership team from a list of qualified persons

All other employees shall be recommended for employment by the principal to the Board

To efficiently meet this responsibility, the principal or department head shall determine the candidate's eligibility and verify that all eligibility criteria have been met prior to recommendation of employment to the Board.

All employees shall be subject to the policies of the Board and all applicable laws The principal shall establish job descriptions and salaries for each type of work to be performed.

ADOPTED: 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4112.1/4212.11 Contracts

The principal shall confirm contracts after personnel requiring contracts have been approved by the Board, in compliance with the laws of the state of South Carolina. Special provisions may be included in the contract as recommended and approved by the Board.

Throughout the contractual period, all conditions of employment contained in the contract or personnel policies shall be maintained at no less than the highest standard Should any article, section, or clause of personnel policies be declared illegal by a court of competent jurisdiction, said articles, sections, and clauses shall be automatically deleted from these policies to the extent that they violated the law The remaining article, sections, and clauses shall remain in full force and in effect

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4112.3/4212.31 Contract Renewal Recommendations

In March of each year, the department head or supervisor shall recommend to the principal, the contract status, i e , renewal, non-renewal, position retention, transfer, etc. for each teacher These recommendations shall be made on appropriate James Island Charter High School forms

When non-renewal is recommended, sufficient documentation shall be available to ensure due process in accordance with current personnel policies.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4112.62/4212.62 Employee Orientation

CCSD shall be responsible for providing orientation for all employees to include information about the school, the job assignment, and the evaluation process All teachers hired to work at James Island Charter High School shall be required to participate in an orientation program.

ADOPTED: 04/28/2004
EFFECTIVE 07/01/2004

Policies 4114/4214 Drug-Free Workplace

The James Island Charter High School shall maintain a drug and alcohol free workplace for all employees Employees shall be notified that it is unlawful and against policy to manufacture, distribute, dispense, possess or use a controlled substance as defined by state law Any violation of this policy shall subject the employee to appropriate disciplinary action, which may include dismissal.

The principal shall establish a drug-free awareness program to inform employees about the dangers of drugs or drug abuse and alcohol use in the workplace.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

AR 4114-R/4214-R Drug-Free Workplace

TERMS

- "Workplace" means the site for the performance of work done in connection with employment at James Island Charter High School
- "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by the Drug Free Workplace Act and regulation cited below. Employees abusing alcohol are subject to these regulations This may also include any substance, which may impair an employee's ability to function
- " Alcohol" means any substance that contains alcohol (ethanol)
- "Supervisor" includes officers, coordinators and above
- "Administrator" includes all school personnel who have management and/or supervisory responsibilities as defined by Board Policy
- "Employee" means anyone presently employed by the JICHS.
- "Verified Positive Test" will be determined by a certified physician who will conduct the drug screening A verified positive test occurs when an initial screening test indicates a positive conclusion and a second test on the same sample is also positive. The second test will be based on a different scientific principle.
- "Probable Cause" means more than mere suspicion. Probable cause is a good faith belief resting on the existence of facts and circumstances that would induce an ordinarily prudent and cautious person, under the circumstances, to believe that an employee has used or is using drugs or alcohol which may create a risk to the safety and well-being of the individual, students, or other employees, the public or school property
- "Suspicion" means a belief or opinion based upon facts or circumstances, which do not amount to proof

PROVISIONS FOR ALL EMPLOYEES

- Any employee arrested for alcohol and/or drug activity may be suspended in appropriate cases pending outcome of any criminal prosecution.
- Any employee convicted for alcohol and/or drug activity may be considered in violation of this policy. The school shall take into consideration the nature of the conviction, the employee's present job assignment, the employee's record and other factors relative to the impact of the employee's conviction upon the conduct of school business in determining the appropriate disciplinary action.

- Any employee who is convicted of alcohol or drug related incident shall be required to notify the principal within three to five days of this action

- Any employee who voluntarily requests assistance in dealing with a personal drug or alcohol problem may utilize sick or annual leave to participate in a rehabilitation program without jeopardizing his or her continued employment with the school provided he or she stops all involvement with such substances. The state health insurance program covers portions of such rehabilitation programs for full-time employees Part-time employees must pay all costs for rehabilitation Voluntary participation treatment programs may not prevent disciplinary action for policy violations that have already occurred. At the conclusion of treatment, arrangements for drug screening follow-up will be made

PROVISIONS FOR NON-TRANSPORTATION EMPLOYEES ONLY

Determination of Use for All Non-Transportation Employees.

An employee may be found to use illegal drugs or alcohol on the basis of appropriate evidence including, but not limited to:

- Post-accident
- Direct observation or probable cause
- Information obtained from an arrest or criminal conviction
- An employee's voluntary admission

This policy and regulation shall allow for the inspection of persons and personal belongings of any employee suspected of possessing alcohol or drugs on school property and at any time while on duty If a search is anticipated, the administrator should notify the security officer for appropriate assistance, which may include a search warrant or the employee's permission

Action to be taken when the administrator determines use

- Notify principal of actions taken
- Take appropriate action based upon past history, job performance, record of past disciplinary action and nature of job Such action may include but not be limited to warrant probation, suspension or termination.
- Explain to the employee, if appropriate, that he or she has the right to seek voluntary professional help through the JICHS Employee Assistance Program (EAP) or from a private agency

- Refer the employee to the JICHS contracted EAP service as a supervisory referral If the employee refuses to enter a rehabilitation program or does not complete a program that is started, he or she can then be suspended or terminated

PROCEDURE

If probable cause indicates that any James Island Charter High School employee is under the influence of a drug or alcohol, which interferes with his or her judgment or motor coordination while on the job, the observer of such incident shall immediately notify the principal The principal and at least one member of the staff, preferably an administrator, shall witness the employee's behavior

If the principal has cause to believe that the employee is under the influence of alcohol or drugs, the employee shall be confronted immediately regarding his or her condition If the employee acknowledges alcohol or drug abuse, appropriate disciplinary and/or Employee Assistance Program provisions should be taken.

If the employee refuses to acknowledge alcohol or drug abuse, but continues to exhibit impaired behavior, the principal shall request that the employee voluntarily submit to a test

The principal shall notify the approved JICHS physician of the incident and inform the physician that an employee needs to be tested The principal or designee shall escort the employee to the testing site.

After completion of the physical examination, the employee shall be sent or escorted home and placed on temporary suspension pending final disposition, The principal or designee must offer to call a taxi or have someone drive the employee home from the work site with another administrator or staff member to witness this offer. If the employee becomes unruly or refuses to follow instructions, the principal shall call the school security officer or Department of Public Safety for assistance

Action to be taken if test results are positive.

- Determine disciplinary action to be taken
- Notify the employee of the test results and the appropriate disciplinary action to be taken, which may include termination
- Take appropriate action based upon past history, job performance record of past disciplinary action and nature of job.
- Explain to the employee, if appropriate, that he or she has the right to seek voluntary professional help through the Employee Assistance Program (EAP) or from a private agency.

- Refer the employee to the contracted EAP service as a supervisory referral If the employee refuses to enter a rehabilitation program or does not complete a program that is started, he/she can then be suspended or terminated.

PROVISIONS FOR TRANSPORTATION PERSONNEL ONLY

The following provisions of this policy apply to transportation only:

- Transportation employees, reporting to work, or while at work, or on school business, and/or operating a motor vehicle, machinery and equipment, reasonably suspected of being under the influence of illegal drugs or alcohol, as defined herein, shall be required to take a drug or alcohol test. The types of tests may include but not be limited to the breathalyzer, urinalysis or blood test.

- Transportation employees who refuse to be tested when so required will be considered insubordinate and subject to the full range of disciplinary action, including dismissal. Attempts to alter or substitute the specimen provided shall be deemed a refusal to take the test when required. Unjustified failure to appear for testing will also be considered refusal to participate and disciplinary action for insubordination will be initiated. Employees returning to work after receiving treatment for alcoholism or drug abuse shall be tested for 12 months on a periodic basis in addition to being subject to the random selection testing process.

Circumstances of Testing

- Pre-Employment Drug Screen· Drug screening is required of all applicants for transportation positions. If the applicant refuses to be tested, the applicant shall be rejected The results of a positive drug or alcohol screen shall be retained in the applicants' file for one year

- Periodic Physical Examinations: Employee physical examinations required by the School Bus Driver's Certificate and the Commercial Driver's License shall include a drug screening

- Random Selection: Transportation personnel shall be subjected to random drug and alcohol testing on an unannounced basis.

- Post Accident Employees involved in personal injury accidents or property damage accidents shall be immediately subjected to the drug screening process

- For Cause. Transportation personnel reasonably suspected of being under the influence of drugs or alcohol at work or whose job performance is being adversely affected by possible substance abuse shall be screened for drug or alcohol.

Determination of use for Transportation Employees:

An employee may be found to be using illegal drugs or alcohol on the basis of appropriate evidence including, but not limited to

- post-accident
- direct observation or probable cause
- information obtained from an arrest or criminal conviction
- an employee's voluntary admission
- a verified positive test result

Procedure

If reasonable suspicion indicates that any transportation employees are under the influence of any drug, which interferes with motor coordination while on the job, the observer of such incident shall immediately notify the employee's supervisor The supervisor and at least one member of the staff, preferably an administrator, shall witness the employee's behavior

If the principal has cause to believe that the employee is under the influence of alcohol or drugs, the principal reserves the right to immediately relieve the employee of his/her duties

The principal is to notify the approved physician of the accident and inform the physician that an employee needs to be tested. The principal or designee shall escort the employee to the testing site

After completion of the physical examination, the employee shall be sent or escorted home and placed on temporary suspension pending final disposition. The principal or designee is to offer to call a taxi or have someone drive the employee home from the work site and ask another administrator or staff member to witness this offer. If the employee becomes unruly or refuses to follow instructions the principal shall call the school security officer or Department of Public Safety for assistance.

Actions to be taken if Test Results are Positive:

- Contact the Department of Employment in Personnel to discuss the problem.
- Determine disciplinary action to be taken.
- Notify the employee of the test results and the appropriate disciplinary action to be taken, which may include termination.
- Take appropriate action based upon past history, job performance, record of past disciplinary action and nature of job

- Explain to the employee, if appropriate, that he or she has the right to seek voluntary professional help through the Employee Assistance Program (EAP) or from a private agency.

- Refer the employee to the contracted EAP service as a supervisory referral If the employee refuses to enter a rehabilitation program or does not complete a program that is started, he or she can then be suspended or terminated.

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4114.1/4214.1 Health Examination

Any person applying for a position in the school shall, as a prerequisite to employment, secure a health certificate from a licensed physician certifying such person does not have tuberculosis in an active stage

In addition, no person shall be initially hired to work in the school until appropriately evaluated for tuberculosis, according to guidelines approved by the Board of Health and Environmental Control Re-evaluation shall not be required for employment in consecutive years unless otherwise indicated by such guidelines

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4114.2 Employee Eligibility Criteria

The board requires all eligibility criteria for prospective employees to be completed before an individual is offered a contract for employment. A background check will be completed with the SC Law Enforcement Division (SLED) in addition to all other certification, validations of job eligibility and credentialing

The background check will be conducted in accordance with current state law, and the results must be fully validated by the school prior to a job offer being made

Minimum certification requirements for each classification of employee are specified in Section 6 3 of the JICHS Charter document.

The school will create working guidelines on the interview process, requirements for eligibility for individual positions, verification of education and follow-up references

ADOPTED 03/31/2003
EFFECTIVE· 07/01/2003

Policies 4114.3/4214.3 Credit Check

A credit investigation may be required, at the discretion of the principal, as part of the vital statistics of a prospective employee. Such credit checks must be relevant to the prospective position The prospective employee shall be notified that such investigation is to be made and may elect to be withdrawn from consideration

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4114.4/4214.4 Communicable Diseases

The principal or designee shall decide, on a case-by-case basis, whether or not students, faculty, or other staff members infected with communicable diseases shall be permitted to attend classes, participate in school activities, or report to work.

In making these case-by-case determinations, the principal or designee shall (1) confer with individuals from the medical community and/or other disciplines and (2) shall use the recommended procedures from the Department of Health and Environmental Control.

Persons affected by this policy shall be treated with total confidentiality.

ADOPTED. 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4114.41/4214.41 Acquired Immune Deficiency Syndrome (AIDS)

Decisions regarding school employees known to school officials to be infected with HTLV-III (upon adequate documentation from the employee's physician) shall be made on a case-by-case basis by the principal Individuals with AIDS or AIDS Related Complex (ARC) or HTLV-III Asymptomatic infection shall not be excluded from employment on this basis alone The principal shall make these decisions by using a team approach, that includes the employee's physician, local health department, and others deemed necessary

The identity of any school employee with AIDS or ARC or HTLV-III infection shall be kept confidential

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4115.1/4215.11 Work Scheduling

The principal shall assign and make known through administrative publication, the work schedules and duties of the different classes of employees.

The principal and leadership team shall, as far as possible, accomplish scheduling prior to the opening of school to ensure adequate supervision of students

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policies 4115.13/4215.31 Assignment and Transfer of Administrative Staff

The Board will support transfers of administrative staff who were employees of CCSD at the time of the Charter School Approval and implementation Should an administrator desire to transfer from JICHS back into the CCSD system, the principal will be notified and appropriate action will be taken to ensure a smooth transition from JICHS to the CCSD in accordance with current JICHS and CCSD policy.

ADOPTED. 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4115.21/4220 Position Upgrade

When a principal recognizes a significant change in job description and responsibilities of a staff member, the principal shall submit a revised job description and position review/upgrade request to the Board The principal shall prepare the necessary documents and reference information for review by the Board. During its deliberation, the Board may request information from persons who have special knowledge of the position or similar positions

The board's decision shall be submitted to the principal for appropriate action

Approved upgrades are subject to budget approval and availability of funds to support financial requests

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policies 4115.3/4215.3 Professional Staff Schedule

The length of the normal teacher workday shall be no less than 7 hours. The length of the normal teacher work week shall be no less than 35 hours with no more than five hours added per week for faculty meetings, in-service training, workshops, or other additional assignments made by the principal.

Because of the nature of the duties and responsibilities of administrators and supervisory personnel, their hours of work shall vary and extend as necessary to fulfill requirements of the position. They shall be expected to work during the hours that the school offices are open unless other special arrangements have been approved by the principal.

ADOPTED. 04/28/2003
EFFECTIVE· 07/01/2003

Policies 4116.11/4216.11 Non-Discrimination

The Board is committed to a policy of non-discrimination against any employee or applicant otherwise qualified for promotion or employment because of race, creed, color, national origin, disability, gender or age This policy applies to recruitment, employment, subsequent placement, training, promotion, compensation, probation, and other activities.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

AR 4116.11-R/4216.11-R Non-Discrimination

The Board has adopted a policy to offer equal employment opportunity to all qualified employees and applicants regardless of race, creed, color, national origin, disability, gender or age There shall be no intentional discrimination in violation of the provisions of this policy

It is the school's fundamental policy to provide equal opportunity in all areas of employment practices This policy extends to hiring, working conditions, employee treatment, training programs, promotions, and all other terms and conditions of employment All employees shall feel free to exercise their rights under this policy

The school shall not retaliate against any employee because he or she has opposed any unlawful practice under this policy or has filed charges, testified, assisted or participated in any manner in any investigation, proceeding, hearing or lawsuit relating to violation of this policy

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policies 4116.2/4216.2 Access to Personnel File (CCSD Employees)

CCSD REF Corrected 2/16/87

Every employee shall be permitted to have access to the records maintained by the Personnel Division at CCSD and JICHS, which contains personal data relating to the employee, except for confidential references. The records may be reviewed only in the presence of a designated personnel official.

Employees may not write on documents but may be permitted to have copies made at the going rate per copy Requests for copies must be made in advance.

The employee may submit a formal request to the CCSD Ombudsman or to the school to amend records of disagreement in the personnel records If the request is denied through the CCSD Ombudsman process or the school, the employee's recourse is to place a concise statement of disagreement in the personnel records.

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policies 4116.26/4216.26 Employee Participation in School Budget Preparation

All school employees shall have an opportunity to be involved in the budget-making process Department heads shall be informed of the funds allocated to each department. Said budgets are public records and shall be made available to the public.

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4117.1/4217.1 Evaluation

In order to ensure that the students of JICHS are taught and served by competent educators, e g , teachers and administrators, the Board directs the principal to develop and maintain an appropriate program of evaluation of all certified and/or administrative employees This program may include testing of current and future employees to ensure that all teachers and administrators are proficient in basic reading, mathematics, and writing skills The testing program may include, but not be limited to the use of the Teacher Test of Language Skills when its use is appropriate to the performance concern(s) of the principal

TERI (Teacher and Employee Retention Incentive Program) program participants are subject to the same evaluation requirements as a regular employee Therefore, participation in the program does not guarantee employment for the duration of the program period.

The principal is required to evaluate all employees in accordance with SC State Code and existing Board Policy

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policies 4117.2/4217.2 Employee Benefit

Each employee shall receive an activity pass, which allows for admission to ten (10) school events

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

AR 4117.2-R/4217.2-R Employee Benefit

Use of Athletic Passes

The pass shall provide free admission for the employee and guest(s) up to a total of ten admissions to any regular season contest sponsored by a Charleston County public high school Employees shall be granted only one pass per school term. The passes are not good for special events such as the Sertoma Football Classic, State play-off competitions, or other Jamborees.

Passes are not transferable. The name of the employee must be typed or written in ink prior to distribution. The person whose name appears on the pass must be present and admitted to the event in order for the pass to be used.

The gatekeeper may request identification.

The pass shall be honored for admission to most other school-sponsored activities Exceptions are fund-raising activities, events with limited space requiring admission by pre-sale or reserved tickets, and direct cost events such as dinners, banquets or receptions. If there is any doubt, the sponsoring school's office shall be contacted for clarification prior to the time of the function.

Abuse of this pass may result in the confiscation of the pass by the gatekeeper and the return of the pass to the employee's immediate supervisor.

ADOPTED: 04/28/2004
EFFECTIVE: 07/01/2004

Policies 4119.1/4219.1 Separation-Resignation (CCSD Employees)

CCSD REF 4120

Contracted employees must submit their Notice of Resignation in writing to the principal and department head at least thirty days prior to the effective date of such resignation. Acceptance of the resignation is subject to the approval of the Board. In cases where such separation will cause an undue hardship on the school if a suitable replacement is not employed prior to the separation date, approval will be contingent upon finding and employing a suitable replacement Pertinent SC State Department of Education Regulations applies and will be furnished upon request.

If an employee resigns from JICHS, re-employment in another constituent district or division is subject to review by the Department of Human Resource Services and subsequent recommendation of the Superintendent in accordance with the charter

In order to maintain the best-qualified faculty and staff to meet the mission of the school, employees under contract are required to submit anticipated resignations, including retirement or transfer request by June 1 for employment in the ensuing year. Requests made after that time will be contingent upon locating and hiring a suitable replacement for the posted position vacated

To facilitate the timely acceptance of a resignation, when appropriate, the principal shall accept the resignation on behalf of the board

Employment separation terminates benefits and return to employment is as that of a new employee.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4119.10/4219.61 Employee on Probation Financial Consequences

Any employee of JICHS placed on probation by the principal for any reason shall not be eligible for promotion and shall not receive or accrue any salary increase or other enhanced job-related benefit not required by law during the probationary period. Employee accumulation of seniority or longevity credits is not affected.

This policy does not in any way limit the principal's authority to impose sanctions, penalties or conditions of employment related to other disciplinary actions

Sanctions, such as warnings or limited probation, may not result in the financial consequences of this policy.

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4122/4254 Substitute Teachers

Note: To be determined by the admin.

ADOPTED:
EFFECTIVE 07/01/2003

Policies 4131.32/4231.32 Professional Staff Development Activities

The Board recognizes its particular responsibility to provide opportunities for continual professional growth of its staff Such opportunities shall include special in-service courses and workshops; a professional library, assistance from consultants (in-house as well as outside the school), and, within budgetary limitations, school visitations and attendance at professional conferences and meetings.

In-service training, workshops, and meetings called by the principal shall be considered school business and shall not be charged against any other leave.

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policies 4133/4233.1 Travel

The Board shall, within budgetary limitations, reimburse employees for normal and reasonable expenses for hotel, food, registration, and transportation costs incurred while attending authorized conferences and/or visitations for purposes related to instructional or operational improvements in the school. Arrangements for attendance must be approved, in writing, by the principal or designee The participant may attend without loss of salary.

The principal is authorized to approve travel under the following conditions

- County Travel: Members of the staff who are required to travel from school to school or from office to office, etc. in the performance of assigned duties are entitled to reimbursement for such travel at the rate established by the State of South Carolina for all State employees Travel is expected to be made by the most direct route unless otherwise justified. The principal shall approve this travel.

- Out-of-County Travel: Members of the staff may be reimbursed for travel fees and subsistence for professional meetings, conferences, etc. provided that

    - All such travel outside of South Carolina has prior approval of the principal

    - Such travel has approval as prescribed above even if it involves only leave for the employee when some other agency of the employee pays other expenses.

- A school vehicle may be used for travel whenever available. Authorized public transportation may be used whenever it is in the best interest of the school. Whenever practical, private vehicles may be used. Reimbursement will be limited to the prevailing state mileage rate, or the airline tourist fare.

- The number of vehicles necessary to transport the number of conferees attending the same conference shall be limited. Reimbursements shall not be made for additional vehicles driven solely for personal reasons. The principal is responsible for designating, in advance, the number of vehicles for which the mileage is reimbursable. Reimbursement for meals and lodging may be restricted to the period of time which would have been appropriate if air travel had been utilized as the most economical mode of transportation.

- The use of rental vehicles shall be prohibited unless it is determined to be in the best interest of the school. Reimbursement shall be limited to official school business.

- Fees to be paid by the school shall be limited to those incurred for attendance at the conferences, meetings, etc

- Subsistence shall be limited to hotel charges, meals, and other such necessary items The school shall pay no purely personal charges The school shall pay no alcoholic beverages, tours, or personal charges. Gratuities shall be limited to no more than 15 percent.

- A detailed expense account shall accompany requisitions from school funds and shall be filed as soon as possible upon completion of the authorized travel.

- Lodging: Reimbursement of actual expenses incurred for lodging shall be made upon presentation of a paid receipt Dual occupancy of rooms is encouraged when practical and acceptable. No reimbursement shall be made for overnight lodging within a 50-mile radius of the school unless approved in advance by the principal.

- Dependents Accompanying District Representatives If a dependent accompanies an employee of the school on an authorized trip, only those expenses directly attributable to the employee shall be reimbursed

- Travel Advances: Payment of travel advances, if necessary, shall normally be limited to pre-payment of commercial travel, required pre-registration and/or necessary lodging deposits. The principal or designee must approve payment of estimated travel expenses to the employee in advance

  Such advances shall be for extreme situations and shall be limited to trips of three nights lodging or more with a maximum advance of 75% of the expected charges. Appropriate documentation must be filed upon return and prior to final payment of expenses.

- Responsibility It shall be the responsibility of the principal to provide for the monitoring of the charges for travel which may be claimed by his/her employees in order to determine that such charges are reasonable, taking into consideration the location, purpose of travel, or other extenuating circumstances. A report shall be submitted to the employee's supervisor of attendance at conferences or other activities related to instructional improvement in the school

- Board Discretion: At its discretion, the Board may direct specified personnel to represent the school in a variety of activities not specifically mentioned above and activities beyond the limitations of this policy.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4134/4234.1 Tutoring

It is expected that every effort shall be made by the principal and the teacher to help the students before recommending that parents engage a tutor. When teachers or employees enter into an agreement with parents for tutoring students for a fee, the following guidelines shall be used:

- Tutoring for a fee or soliciting for tutoring may not be done during school hours or within school.
- Tutoring one's own current student for a fee is strictly prohibited.
- Employees may not charge a student a fee for any instructional or guidance services which may be considered part of his/her regular teaching responsibilities

This policy shall not preclude teachers and other employees from providing tutorial services to students not assigned to them in the regular school program. Such activities shall be conducted outside of the school time and away from school facilities.

For the purpose of this policy, tutoring includes, but is not limited to, direct instruction in the academic areas, private music or voice lessons, guidance and counseling services, and coaching for a fee.

The Board is not involved in setting tutoring fees and accepts no responsibility for the services rendered as a result of tutoring for a fee by one of its employees.

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policies 4135.4/4235.4 Grievances

A PURPOSE

The purpose of this grievance procedure is to secure at the lowest possible administrative level, equitable solutions to problems, which may arise, affecting the welfare or working conditions of employees of James Island Charter High School All proceedings shall be confidential and any disposition of the case shall not be made public without the agreement of all parties Events or conditions where the Board is without the authority to act or where the review is prescribed by law are not grievances and are, therefore, not covered by this procedure

B. DEFINITION

- Grievance a claim by an employee of a violation, misrepresentation or misapplication of a provision of Board policies and administrative procedures or rules and regulations as they affect the employee or work of such employee, any problem or concern an employee may have regarding employment, based upon a claim of race, sex, age or other discriminatory action (The following shall not be considered grievances under this procedure as separate procedures are provided under other policies· DISMISSAL (4119.2), NON-RENEWAL/DEMOTION (4119 3, 4119.4, 4119 5, 4119 6, 4119 7)

- Aggrieved Person· an employee making the complaint

- Conferee· an employee selected by the aggrieved person to be present as a witness at a grievance conference (The grievance conference begins at Level One)

- Peer Review Panel. a panel composed of five (5) voting members, selected at random from the same work category as the aggrieved employee to hear the appeal from a Level Two decision

C. PROVISION

- The employee may initiate the formal grievance procedure within ten (10) workdays following the time when the employee reasonably should have gained knowledge of its occurrence.

- During the period of processing the grievance, the employee shall continue to perform duties and observe all applicable rules and regulations of the Board until such grievance has been resolved

- Grievances and appeals shall be filed on official forms provided by the school.

- Each party shall bear total costs incurred

- The grievance procedure shall not be construed as limiting the right of an employee to discuss a concern with a member of the school's administration.

- An administrator or supervisor may not deny or restrict any rights or privileges of an employee who has filed a grievance
- A grievance shall be initiated at the lowest level appropriate to render a decision
- Failure at any step of this procedure to communicate the decision of a grievance within the specified time limits shall permit the employee to proceed at the next level
- Failure at any step of this procedure to appeal a grievance to the next level within the specified time limits shall be deemed acceptance of the decision rendered at that level
- At level one or higher, the employee, supervisor or administrator may request a fellow employee, department head, supervisor, administrator, or other staff member to participate in a grievance as a conferee

D. PROCEDURE

Intermediate Level -Informal Complaint

- When an employee feels that a grievance exists, the matter shall first be discussed with the immediate supervisor in an effort to resolve the problem informally.

Level One -Formal Complaint to Immediate Supervisor

- If the problem is not resolved to the satisfaction of the aggrieved person at the Intermediate Level, a formal grievance may be submitted to the immediate supervisor. *The grievance may be submitted on the School Grievance Form within ten (10) workdays after termination at the Intermediate Level
- The supervisor shall schedule a personal conference with the employee at a mutually agreeable time within five (5) workdays, unless both parties agree to delay for mutual convenience. The supervisor shall render a written decision to the aggrieved employee within five (5) workdays after the conference.

Level Two -Appeal to principal

- An employee may appeal the decision made at Level One by submitting a School Appeal Request Form to the principal within five (5) workdays after receiving the Level One decision. A copy of the appeal shall be submitted to the Level One decision-maker. If the appeal relates to a complaint concerning the principal, Level Two is preempted and the appeal is made directly to Level Three.

The principal and appropriate parties shall investigate and conduct an appeal conference with the parties involved within five (5) workdays, unless the parties involved agree to a delay for mutual convenience. The principal shall render a written decision to the aggrieved employee within five (5) workdays after the conference

Level Three - Hearing by a Review Panel

The employee may appeal the Level Two decision, within five (5) workdays after receipt, by requesting a Review Panel Hearing. Within five (5) workdays, the principal's designee shall supervise the selection of a review panel.

The Review Panel shall consist of the five (5) voting members selected at random.

The majority of the panel members shall be selected from the same employee group as the complainant but shall not be selected from the same department or office The principal or designee shall appoint an ex-officio member of the panel. The ex-officio member shall rule on procedure and admissibility of evidence Each panel shall elect a chairperson The Review Panel shall conduct the hearing ten (10) workdays after receipt of an appeal request

To expedite the work of the panel, release time may be approved by the principal for participating employees. Parties involved shall be given at least five (5) workdays' notice of any scheduled hearing

At the conclusion of the hearing(s), the chairperson of the Review Panel shall submit a written report to the principal. The report to the principal shall contain the facts presented and the conclusions of the panel from the hearing(s). Any member of the panel dissenting from the majority view may include written reasons in the report as minority opinion. The principal may concur with or overrule the findings and commendations of the Review Panel. Should the grievance involve the principal, the panel's report shall be submitted directly to the Board The principal shall render a decision to the aggrieved employee within ten (10) workdays of receipt of the Review Panel's report.

Level Four - Appeal to the Board

An employee may appeal the decision of the principal to the Board within five (5) workdays after receipt of the principal's decision. After reviewing all documents relating to the grievance, the Board shall render its decision within thirty (30) days of receipt of the appeal The Board may wish to conduct (a) hearing(s) prior to making its decision The decision of the Board shall be final.

*Lowest Level appropriate to render a decision

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4135.5/4224 Harassment Prevention

The school is committed to providing a work environment that is free from harassment In keeping with this commitment, a strict policy prohibiting harassment, including sexual harassment, shall be maintained. Harassment in any form including verbal, physical, and visual harassment is prohibited

Any employee who believes that he or she has been harassed by a co-worker, supervisor, or agent of the school should promptly report the facts of the incident(s) and the names of the individuals allegedly involved This report shall be made to the immediate supervisor or directly to the department head Supervisors should immediately report any incidents of harassment to the principal when such reports are made to them The principal or a designee shall investigate all such claims

The complainant will be notified of the resolution, in writing, as soon as the investigation is completed

Any person determined to have purposefully made a false report of harassment, shall be disciplined for such conduct and may be reported to the proper authorities for appropriate action.

All complaints will be handled expeditiously

No retaliation will be taken against the complainant.

Definitions

There are two types of harassment: Quid pro quo and Hostile Environment

- Quid pro quo harassment is any unwelcome advances, requests for sexual favors, or other verbal or physical activity of sexual nature, when the acceptance or rejection of such activity, explicitly or implicitly, affects the basis of employment for the employee

- Hostile Environment harassment is any unwelcome verbal, visual, or physical conduct of a sexual or unprofessional nature that is so severe or pervasive that it alters the employee's condition of employment and creates an environment that the employee and a "reasonable" person would find intimidating, hostile, abusive or offensive.

ADOPTED 04/28/2003
EFFECTIVE· 07/01/2003

Policies 4138/4226 Non-School Employment

All full-time personnel of James Island Charter High School, with the exception of teachers, work a minimum forty-hour week.

Outside employment, which causes variation in the individual's workday and/or workweek, must be approved in writing by the principal. Such approval shall include certification that the forty-hour week requirement is being met and the approval shall be kept on file.

Outside employment after working hours by employees does not require prior approval Any employment that adversely affects work performance or employment that adversely affects or damages the school's image may be prohibited Should employment be prohibited, the employee may appeal to the Board.

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4141/4231 Salary Guide

All employees shall be governed by the salary schedule approved by the CCSD Board of Trustees. When applicable, local, state, and federal allotments of any combination of these shall be included A TERI (Teacher and Employee Retention Incentive Program) Program participant is retired for retirement benefits purposes only. A TERI program participant is considered to be an active employee, retaining all other rights and benefits of an active employee and is eligible for any salary increases that other employees receive

James Island Charter High School shall use the salary schedules approved by the CCSD Board of Trustees

Any employee whose position remains unchanged and whose salary is higher than that provided for his/her classification on any newly adopted salary schedule shall remain at the higher salary but shall not be entitled to an increase until such time as his/her classification warrants it on the salary schedule.

For special programs not included in the adopted budget i.e , summer projects, adult education, community school activities, etc. the Board-approved hourly wage shall be used and a pro rata amount as needed, in accordance with job responsibilities and requirements

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4142/4242 Salary Checks (CCSD Employees)

Salary checks shall be paid on a bi-weekly schedule, as published by the administration, prior to the beginning of the fiscal year If the regular payday falls on a day when central offices are scheduled to be closed, paychecks shall be distributed the last workday prior to the scheduled closing

Any balance, in the salary due to an employee at the time of termination of employment, shall normally be paid on the payday following the next full pay schedule cycle

DEDUCTIONS

The following payroll deductions, other than legally required, are authorized Tax Sheltered Annuity, Health and Dental Insurance, United Way, approved credit unions, approved life insurance plans, U. S. Savings Bonds, and South Carolina Deferred Compensation Plan. The consent of the employee shall be obtained on a form supplied by the district

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policies 4144/4244 Workers' Compensation

Employees shall be covered under the provision of the South Carolina Workers' Compensation Law Any employee who is absent due to a job-related, on-the-job injury, may elect to be compensated using a combined payment from the Workers' Compensation Benefit Pool and a portion of regular salary, to be charged against any accumulated sick leave or annual leave The total payment of this combined salary may not exceed the employee's current daily rate

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4146.1/4236.1 Tax Sheltered Annuities (CCSD Employees)

Employees may participate in the tax sheltered annuity programs as authorized by the Charleston County School Board of Trustees for payroll deduction Participating companies must have a minimum of ten employee applications before payroll deduction shall be initiated. A CCSD disclosure form must be completed and signed by an authorized company representative and the employee before the payroll deduction process begins The employee shall initiate this request on forms supplied by the school district Authorization of this program does not mean that the Charleston County School District Board of Trustees or its administration endorses any of the participating companies. This program is voluntary and employees shall bear full responsibility for their involvement with these companies.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4147/4237.1 Employee/Employment-Related

ACCOMMODATIONS

The Board is concerned about providing a safe working environment for all employees Every precaution should be taken to make the employee's work environment safe Employees shall not be required to work under unsafe or hazardous conditions or to perform tasks that endanger their health, safety or well-being.

Prevention of accidents is an important responsibility of all personnel If a condition exists which constitutes a hazard to students, visitors, or other employees, the employee should report the same to the supervisor immediately

All employees should familiarize themselves with the Fire, Safety, and Disaster plans of the school

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4147.2/4237.2M Employee Assistance Plan

When, in the opinion of the supervisor, an employee's performance is negatively affected by personal problems such as alcohol or substance abuse, depression, etc , the supervisor may require that the employee seek the services of a reputable counselor or agency.

Verification that such services are being used by the employee may also be required to the extent that such information does not infringe upon the confidentiality or specific nature of the assistance needed.

If the employee's performance has been affected by this condition, such that continuation of his/her duties would jeopardize health, safety or education of the students and/or fellow co-workers, the supervisor may submit, for approval, an Employee Assistance Plan that may include temporary suspension or reassignment.

All employee Assistance Plans shall be kept in the individual's personnel records

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4147.3/4237.3 Smoking

The Surgeon General of the United States has declared smoking and the inhaling of smoke by a second party, as hazardous to the health of human beings Therefore, smoking in the James Island Charter High School facility is strictly prohibited.

Persons conducting meetings, in-service training and other group gatherings for the school shall announce this smoking policy to all attendees

For the purpose of this policy, school facilities include any buildings or stadiums, as well as school-owned and operated vehicles Individuals shall be allowed to smoke in their own vehicles while parked on school property.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4148/4248 Employee Protection

Any employee of James Island Charter High School who is threatened with bodily harm by an individual or group while carrying out his assigned duties shall be offered reasonable protection by the school as may be within its available manpower resources He/She shall immediately notify the principal or supervisor The principal or supervisor shall then immediately notify the police department, if appropriate. Immediate steps will the taken in cooperation with the employee to provide such reasonable precautions for the employee's safety as are available

Upon determination of the Board that an employee has been physically disabled from performing his/her duties because of bodily injuries received in an assault on an employee occurring in the course of employment, the Board shall grant the injured employee leave of absence with contract pay for the period that such disability continues, not to exceed one year. All disability payments and benefits received from South Carolina Workmen's Compensation or any other federal or state agency or other benefits from whatever source (other than privately owned insurance) shall be credited against such pay

The assaulted injured employee shall undergo necessary medical examinations by such examiners as are requested by the Board at school expense, and when found fit for duty shall return to employment or such payments shall be discontinued

Employees, whose indispensable personal property (such as eyeglasses, hearing aid, dentures, or articles of clothing necessarily worn or carried) is damaged beyond repair, may be reimbursed actual value at the time of damage

The school shall not be obligated to assume any cost when injury is proved to be due to the employee's provocation of his attacker, or to feelings between the parties not related to the employee's performance of duty

ADOPTED: 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4148.1/4248.1 Employee Protection From Economic Loss

The school shall protect from economic loss any employee whose personal property is damaged or stolen when such loss is the result of the employee carrying out his/her duties and not due to negligence by the employee making the claim. This economic protection shall include loss resulting from the inadvertent actions of another employee Reimbursement shall be limited to the insurance deductible amount carried by the employee and shall not exceed $250 unless approved by the Board

ADOPTED. 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4149/4238 Legal Assistance

Any employee menaced, threatened, assaulted, or battered as a result of employment with the school, shall be offered free legal counsel and service through attorneys for the school.

In the event that any employee of the school is prosecuted in any action, civil or criminal, or special proceeding in the Courts of this State, or of the United States, by reason of any act done or omitted in good faith in the course of his employment, the school, when requested in writing by any such employee, shall appear and defend the action or proceeding in said employee's behalf

The employee involved shall be granted leave time when required by the attorneys for the school to prepare or participate in the prosecution or defense of the matter Such leave shall be granted with pay after notice When other attorneys are used by the employee, the standard leave provisions in force shall apply

The employee shall make written requests for legal representation The Board shall be notified of all such requests and the grounds for such requests.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4150/4250 Temporary Leave

The Board recognizes that employees may wish or may be required to be absent for several reasons:

- Those beyond their control, such as personal sickness or injury, pregnancy, jury duty, military service or emergencies;
- Those governed by compassion or conviction, such as family illness, bereavement, religious observances;
- Those stemming from occupational status such as attendance at meetings, conventions, etc,

Absence for any reason is justified and is considered as such to the extent that the welfare of the educational program and the fiscal resources permit

Employees may not be absent from their place of duty during working hours without the permission of the principal or designee

Temporary leave is not available to temporary employees. Employees, who terminate employment, terminate benefits. Sick leave benefits and vacation earning rate, where applicable, may be re-instated by the board.

NOTIFICATION

All employees must call or otherwise notify their principals or immediate supervisors to report anticipated absences. Notification shall be made as soon as the need to be absent is known, but is required to be made prior to the beginning of the workday. On each day of absence, it is the responsibility of the employee to notify the authorized person regarding his/her return to work the succeeding (next) workday unless a period of absence has been pre-determined

The supervisor or principal may request verification for absence as to an employee's claimed reason in any situation that is believed not to be valid Such verification shall be made within five (5) calendar days of the absence.

ADOPTED. 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4151/4251 Absenteeism

Absences are sometimes unavoidable and, when legitimate, shall be considered excused absences. Unexcused absences or unauthorized leave is defined as non-performance of those duties and responsibilities assigned by the school. These include all duties and responsibilities as defined by statute, rules, and regulations of the State Board of Education, policies of the board, and administrative regulations. Such unauthorized leave may include but is not limited to collective refusals to provide service, unauthorized use of sick leave, and unauthorized use of other leave benefits

DISCIPLINARY ACTION

Unauthorized leave may constitute a breach of contract and, therefore, may result in the initiation of dismissal procedure, loss of salary, or such disciplinary action as may be deemed appropriate

VERIFICATION OF ABSENCE

The principal or the supervisor of the employee may require a physician's verification of illness or other verification as to an employee's claimed reason for absence within five (5) calendar days of the absence.

PROCEDURE

The first level supervisor holds primary responsibility for determining the application of the policy in each case.

When employees are not meeting minimum attendance standards for the department or school, the immediate supervisor may develop an ATTENDANCE IMPROVEMENT PLAN in consultation with the employee to correct the attendance problem Failure to achieve the objective of the ATTENDANCE IMPROVEMENT PLAN may result in disciplinary action as described in the Absenteeism Control Policy

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4151.1/4251.1 Illness And Injury

Sick Leave is allocated at the rate of one and one-fourth days per scheduled work month during the individual's work year For example, a 12-month full time employee, i e , 30 hours or more of work per week, receives 15 days of sick leave annually A teacher receives 12 days of sick leave for the 190 days or nine and a half months of work

ADMINISTRATIVE RESPONSIBILITY

The principal, department head, or division head shall be responsible for administering the policy and its intent for persons under his or her supervision. The supervisor may require a statement from a medical doctor or acceptable proof that the employee was or is unable to report for work, so that there shall be no abuse of sick leave privileges A doctor's certificate may also be required to indicate that an employee is able to return to work.

CUMULATIVE SICK LEAVE

Sick leave may be accumulated to the number of workdays in the employee's work year, less paid holidays and paid annual leave, e.g. teachers 190 workdays; 12- month full time employees: 260 workdays, less paid holidays and paid annual leave days

PROVISIONS

- SHORT TERM LEAVE: Leave requests, which extend fewer than ten days in succession, are considered short-term leaves and are approved by the principal and department head.

- LONG TERM LEAVE Leave requests which extend ten or more days in succession are considered long term leaves and must be submitted on the appropriate leave request form to the principal for review and processing. A final disposition shall be made and the leave request form shall be returned with the status indicated.

- EXTENDED SICK LEAVE. When cumulative sick leave has been exhausted, the employee who is unable to return to work shall be considered absent without pay. Employees with long and faithful service may petition the Board, through the administration, for advance sick leave award. Employees may be required to repay leave approved under this provision

- RETURN TO CURRENT POSITION· During the first 12 calendar weeks or less of the approved leave period, replacement for the employee shall be temporary to ensure the employee's position remains for his or her return. If an employee requests leave beyond the 12 calendar week period, the position may be filled with a regular replacement Upon request to return to duty, the employee shall be assigned to the same position vacated, if available, or offered a comparable position when one becomes available. This leave is

considered a long-term leave of absence and therefore, the appropriate form must be completed and processed.

- REASONS This policy covers personal illness and injury, personal medical and dental appointments, birth of a baby, and adoption of a child (primary caretaker only). To attend to serious illness of a qualifying family member or for leave related to the death of a qualifying family member, leave is allowed under this policy. Qualifying family members include husband, wife, son, daughter, father, mother, brother, sister, stepson, stepdaughter, stepfather, stepmother, stepbrother, stepsister, son-in-law, daughter-in-law, father-in-law, mother-in-law, brother-in-law, sister-in-law, grandparents, grandchildren, and any relative who may reside in the employee's household at the time of illness or death. Not more than three days for each occurrence of illness in the family or bereavement shall be charged against the accumulated sick leave, subject to the approval of the supervisor Additional days (not more than ten), may be requested in severe circumstances Any employee with ten years or more service and 100 or more days of accumulated sick leave shall be allowed to request additional sick leave days for illness in the family or bereavement. Such requests shall be submitted to the Board for disposition

- NOTE: There is no paid leave for foster care placement. Childcare beyond six weeks after the birth or adoption of a baby may be extended by verification from a certified medical professional See Policies 4152 1/4252 1 for leave without pay to cover these leave requests.

- TRANSFER CREDIT: As provided by South Carolina State Law, employees of South Carolina public school districts or other agencies with membership in the S.C State Retirement System, may transfer accumulated sick leave to James Island Charter High School, not to exceed the maximum allowed by state law. Leave is transferable if the employment with the school occurs within six calendar months following the employment from the former district or agency.

- CONVERSION CREDIT Administrators in the positions of principal or director level and higher, who are employed from outside of the school and who do not meet the guidelines for Provision 6, shall be credited with sick leave equivalent to 1/2 the sick leave accumulated in his/her former employing district, not to exceed the maximum allowed by state law. Conversion credit becomes effective after eighteen months of service to the school

- NOTE: Credit converted under Provision 7 may not count toward any S C State Retirement Benefit

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4151.2/4251.2 Temporary Leave For Employees Who Do Not Earn Annual Leave

There shall be five temporary leave days available for teachers and other employees who do not earn annual leave Three of these days may be used without loss of substitute pay Two of these days may be used, less the standard substitute pay deducted, as specified by the principal

Permission may be granted by the supervisor under the condition that the employee gives notice of such leave at least 48 hours prior to the requested time of absence

Understanding that emergency situations may occur, the supervisor has the discretion to approve or disapprove requests if notice is less than 48 hours and/or if faculty requests for the same period exceeds 10% of the faculty or 10 or more faculty members, whichever is the lesser amount

Temporary leave shall not be granted during the following periods:

- The first five days of school
- The last five days of school
- To extend a school holiday
- The period of standardized testing where the employee is involved with the testing program
- The last teacher workday
- Periods, as designated by the principal or director, which may cause a detrimental effect on the educational mission of the school or department.

The principal or designee must approve any deviation from these provisions. Failure to receive approval shall result in loss of pay.

ADOPTED 04/28/2003
EFFECTIVE· 07/01/2003

Policies 4151.3/4251.3 Temporary Leave For Employees Who Earn Annual Leave

There shall be two temporary leave days available for employees who earn annual leave. These days may be used without loss of substitute pay.

Permission may be granted by the supervisor under the condition that the employee gives notice of such leave at least 48 hours prior to the requested time of absence.

Understanding that emergency situations may occur, the supervisor has the discretion to approve or disapprove the request if notice is less than 48 hours

Temporary leave shall not be granted during the following periods:

- The first five days of school
- The last five days of school
- To extend a holiday leave
- The period of standardized testing where the employee is involved with the testing program
- The last teacher workday
- Periods, as designated by the principal, which may cause a detrimental effect on the educational mission of the school

The principal must approve any deviation from these provisions

Failure to receive approval shall result in loss of pay

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policies 4151.4/4251.4 Temporary Leave-Professional Meetings and School Business

SCHOOL-BUSINESS

The principal may approve employee participation in school-related activities as a representative of the school Such activities include, but are not limited to, local and out-of-county workshops, school review teams (Southern Association Accreditation), teacher observations and evaluation, exchange programs, etc This approved absence shall be recorded as school business (SH) and shall not result in a deduction from the employee's leave time or pay.

PROFESSIONAL LEAVE

Attendance at professional meetings must be approved by the principal or authorized representative and is limited to five (5) days per year. Professional meetings covered in this policy are those whose specific objectives are to improve teacher and/or administrator competencies in their specific educational fields or areas. Not included are meetings of organizations in which the above-described aims are by-products of or secondary to the purpose of the meeting as described by the meeting agenda It is recognized that some meetings of the same organization could be approved under this policy while other meetings may not For example, a classroom teacher meeting to instruct teachers on methods of using media in their classrooms would be approved. A meeting of teachers to elect officers of the organization and/or to review or establish legislative programs would not be approved. Special consideration for additional days may be granted if the employee is an officer or is a participant on the program of a professional meeting The fact that an employee holds office in an organization would not in itself justify approval of a request for leave. This approved absence shall be recorded as professional leave (P) and shall not result in a deduction from the employee's leave time or pay.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4151.5/4251.5 Court Appearances-Jury Duty

When an employee is required to appear in court (for matters other than personal business or private concerns) or serve on a jury, he/she shall submit to the principal, a copy of a court order, summons, subpoena, or certificate from the Clerk of Court This leave shall not be counted against other leave and shall not result in loss of salary The same shall not apply to out-of-state, non-federal court appearances Teachers are requested to re-schedule jury duty for non-school time whenever possible

ADOPTED: 04/28/2004
EFFECTIVE 07/01/2004

Policies 4151.9/4251.9 Military Training

(RESERVE OR NATIONAL GUARD)

Employees are eligible to receive military leave for field training or active duty with the South Carolina National Guard, South Carolina Air National Guard, U S Army Reserve, U S Naval Reserve, U.S. Air Force Reserve, U S. Marine Reserve, or U S Coast Guard Reserve This leave may not exceed fifteen consecutive calendar days (10 workdays) in the fiscal year, July 1-June 30 However, if an employee is ordered to fifteen non-consecutive workdays of military duty in order to complete his minimum requirements as required by federal law, that employee would be entitled to fifteen workdays of military leave. In the event an employee is called upon to serve during an emergency, an additional thirty days may be granted with pay

The military unit commander concerned must certify that training during regular summer vacation was not available to the teacher reservist should said reservist be other than a 12-month employee.

The employee shall receive regular pay for workdays or paid holidays missed during his/her training leave Employees shall not be paid for days on which he/she would normally not be paid (Saturday, Sunday, etc.)

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4152/4252 Long Term Leave (Including Family and Medical Leave Act)

CCSD REF: Replaces 4152.30 and 4152.31

Employees are eligible for long term leave under the following provision

Family and Medical Leave for the following purposes

- the birth of a baby
- the first-year care of a child
- the adoption or foster placement of a child
- the serious illness of a spouse, parent, or child
- personal illness (See Policy 4151 1)

Such leave shall be without pay unless used in concert with paid annual or accumulated sick leave, as allowed by the Illness and Injury and Annual Leave Policies

Employees with one or more years of James Island Charter High School or Charleston County School District experience and who have worked at least 1250 hours during that time are eligible for up to 12 calendar weeks of leave. No employee shall be eligible for more than 12 weeks of leave in any 12-month period The 12-month period shall commence with the last day of leave used under this policy. The following summarizes conditions under this provision·

When accumulated sick leave is used under this provision, the period of the leave shall be counted calendar weeks rather than work weeks

When both spouses are employed by the School or District, the combined amount of leave for birth, adoption or foster care, and family illness shall be limited to the 12 calendar weeks No couple shall be eligible for more than 12 weeks of leave in any 12-month period. The 12-month period shall commence with the last day of leave used under this policy

When the need for leave is anticipated, a 30 day notice is required

Certification is required for medical leaves Second or third medical opinions may also be required and shall be at the school's expense in such cases Certification information shall include but not be limited to: (1) the date that the health condition commenced, (2) the duration; (3) the necessity for the employee's leave, and (4) the employee's inability to perform job functions (for personal illness only).

In the case of the employee's personal illness, the school may require certification from the health-care provider that the employee is able to resume work

The employer's portion of group health care plan(s) shall be paid by the school during the leave period.

The employee on leave shall notify the principal or designee at least 10 workdays prior to return to work, if that date is different from the date listed on the leave request form. Return to work after the 12 calendar week period, shall be in the same or equivalent position, with equivalent or higher pay, benefits and conditions of employment.

NOTE Employees do not accrue seniority or employment benefits, i.e , sick leave, etc., during the leave period

To limit the disruption of the educational process, employee leave for planned medical treatment (personal or family) that requires the employee to be on leave for more than 20% of the working days may be approved with specifications to include but not be limited to·

- taking the leave in a block of time,
- delaying the leave for a mutually agreeable time,
- transferring to an available position with equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position

Because the end of the semester is a critical time for (a) curriculum review, (b) developing final examination and (c) evaluating students the following stipulations may be invoked.

- If the employee begins leave five or more weeks prior to the end of the semester, and the period of the leave is for more than three weeks, the employee may be required to delay return to work until the next semester.

- If the employee begins leave (except personal sick leave) less than five weeks before the end of the semester and the period of the leave is greater than two weeks, the employee may be required to delay return to work until the next semester.

- If the employee begins leave (except personal sick leave) less than three weeks before the end of the semester and the period of leave is greater than five working days, the employee may be required to delay return to work until the next semester

- Employees may be required to use annual leave or accumulated sick leave prior to using leave under this provision

- If an employee fails to return to work after the leave period has expired, the employee must reimburse the school for all premiums and cost paid during the leave period Exceptions may be made in cases of personal illness, family illness or circumstances beyond the employee's control.

Leave included herein may be extended beyond the 12 calendar-week period without cost to the school Requests should be forwarded to the board with approval of the principal. Recommendations for approval that require cost to the school shall be forwarded to the board for disposition

KEY DEFINITIONS

- Employment benefits. All benefits, including group life insurance, health insurance, sick leave, disability insurance, annual leave, educational benefits, and pension, regardless of whether the benefits are provided by a practice or written policy of an employer or through an employee benefit plan

- Parent. A biological parent or person charged with the duties and responsibilities of a parent

- Son or Daughter: A biological, adopted, or foster child, a stepchild, or legal ward who is younger than 18 years old, or who is 18 years old or older and incapable of self-care because of a mental or a physical disability.

- Spouse Legal husband or legal wife

- Serious health condition An illness, injury, impairment, or physical or mental condition that involves (a) in-patient care in a hospital, hospice, or residential medical care facility, or (b) continuing treatment by a health-care provider.

ADOPTED: 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4152.4/4252.4 Long-Term Leave Military Leave And Service

Military leave without pay shall be granted to any employee who enters active duty in the armed forces of the United States Upon returning from military service, the employee shall be granted credit for experience in conformance with State Department of Education regulations. Such experience does not accrue credit toward sick leave An employee returning from military service must seek re-employment within three (3) months from the date of honorable discharge This section does not apply to temporary employees

ADOPTED. 04/28/2003
EFFECTIVE. 07/01/2003

Policies 4152.7/4252.7 Long-Term Leaves-Political

An employee of the James Island Charter High School elected to a term of public office must secure leave without pay for the period he/she is required to serve in conflict with regular employment When the employee requests return to duty, he/she shall be assigned to the same position, where possible Where this is not possible, the employee shall be offered a comparable job

The need for this provision is dictated by the nature of the conflict in employment that may require the absence of the employee three or four days each week for a period of time The Board may grant exceptions

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policies 4153.1/4253.1 Annual Leave

Employees are entitled to annual leave if employed on a twelve-month basis In case of a holiday occurring during the employee's annual leave period, e g , schools and offices are closed, the holiday shall not be counted as a part of the annual leave of the employee.

Annual leave allowance shall not be cumulative Annual leave is earned at the end of the year and shall be used by the end of the succeeding year. A 60-day grace period shall be automatically allowed However, annual leave not used within the year and grace period shall be forfeited, unless a request for extension is made to the principal Approval for this request shall only be made under extreme circumstances where the employment schedule demands prevented the employee from taking the annual leave

In the event that an employee terminates employment, days approved for extension shall not be included in the annual leave pay if the extension exceeds ninety days beyond the grace period

Annual leave earnings shall be as follows:

- After one year 2 weeks
- After three consecutive years 3 weeks
- After fifteen consecutive years 4 weeks

During the first 6 months of employment, the employee may borrow up to one week of annual leave, with the approval of the immediate supervisor This one week is included in the weeks to be earned at the end of the work year.

ADOPTED July 1, 2003

Policies 4153.2/4253.2 Official Holidays

The following list constitutes approved holidays for employees of the James Island Charter High School Employees shall be paid for holidays occurring during their periods of employment. (Exceptions Teachers and other non-annual school contracted, certificated employees)

January 1 - New Year's Day

Easter -Two Days

Memorial Day

July 4 - Independence Day

Labor Day - First Monday in September

General Election Day -Even years in November

Thanksgiving -Thursday and Friday

Christmas Eve, Christmas Day, and the day after Christmas

Should a holiday fall on a Saturday, it shall be celebrated on Friday If a holiday falls on a Sunday, it shall be celebrated on Monday

This holiday schedule can be adjusted for inclement weather

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4153.3/4253.3 Inclement Weather Emergency Closings/Delayed Openings

During emergencies due to weather or other conditions, it may be necessary to close schools and offices. Public announcements and/or administrative announcements shall indicate one of the following types of closings:

- School and Offices Closed Students will not attend school. Personnel will not report to work

  The telephone tree should be activated as soon as possible to notify all employees of school and office closings Designated employees in critical areas will report as directed by their supervisors When the school and offices are closed, personnel not scheduled to make up days will designate appropriate leave to cover the necessary time lost Typically, teachers, teacher assistants, food service workers, principals, and some office staff will be scheduled for make-up days. Any leave used other than annual leave, e g , sick leave, to cover the lost time must be supported by appropriate documentation, submitted to the principal.

- School Closed-Offices Open. Students will not attend school. All office workers and twelve month employees, both school based and non-school-based, will report at the regular time or when it is safe.

  The telephone tree should be activated as soon as possible to notify all employees of school closings and offices opening Designated employees in critical areas will report as directed by their supervisors When the school and offices are closed, personnel not scheduled to make up days will designate appropriate leave to cover the necessary time lost. Typically, teachers, teacher assistants, food service workers, principals, and some office staff will be scheduled for make-up days. Any leave used other than annual leave, e.g., sick leave, to cover the lost time must be supported by appropriate documentation, submitted to the principal.

  The principal must approve exceptions to this procedure The Board will address unusual or extended emergency situations.

- Delayed Opening· The school, and offices will operate on a two (2) hour delay.

  The telephone tree should be activated as soon as possible to notify all employees of delayed opening

  Schools and offices will open two (2) hours later than normal (i e. regular opening 8·00 a.m -delayed opening 10:00 am)

  Students should not be dropped off before school opening

  Buses will run on a two (2) hour delayed schedule, (i e. normal pick-up is 7 30 a m. - delayed pick up will be at 9 30 a m).

Breakfast will not be served

School day ends at the regular time.

Designated employees in critical areas will report as directed by their supervisors All other personnel will report to work two hours later than normal.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policies 4153.4/4253.4 Annual Leave Pay

Upon separation from employment with James Island Charter High School, a regular employee shall be entitled to annual leave pay earned in the current year plus any unused annual leave accumulated, not to exceed 45 days Because the allowable accumulation schedule does not permit the carryover to exceed 40 days, employees anticipating retirement may save five (5) days from the previous work year to designate for retirement pay These five (5) days will only be added to those persons having 40 earned and accumulated days at the time of retirement Annual leave pay shall be made at the termination of employment or when the employee enters the TERI program

Employees choosing the TERI (Teacher and Employee Retention Incentive) Program will be entitled to earn annual leave for those positions allowed in the current annual leave policy at the designated rate. Employees will not be entitled to annual leave pay at the time of employment separation under this program Such annual leave must be used prior to the separation day unless the principal or board requests the employee to remain on active duty until the completion of the approved separation date Under these conditions, the employee will be paid for unused accumulated annual leave.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Certificate Personnel

CERTIFICATE PERSONNEL

Policy 4100 Definitions

Certificated Employee - a teacher, librarian, principal, supervisor, specialist, or any other employee who must possess, as a condition of employment, a valid certificate issued by the S C Department of Education, pertinent to his/her position

Provisional Contract Teacher - a teacher (a) new to the profession; (b) with fewer than 140 days of experience in South Carolina public schools who has not been administered the evaluation process as described in the Teacher Evaluation Guide, (c) with fewer than 1 1/2 years (270 days) of experience in an out-of state public or private school; (d) with all former experience in South Carolina private schools, any college or any technical school.

Annual Contract Teacher - a teacher (a) who has successfully completed the evaluation process for provisional contract teachers and is typically in the second year of teaching; (b) who has at least 1 1/2 years (270 days) of teaching experience in an out-of state public or private school, (c) who has had at least one year of teaching experience in CCSD, left prior to 1983-84, has not been granted a continuing contract by another South Carolina school district, and wishes to re-enter the school district, (d) who is a Trade and Industrial (T & I) teacher new to the profession

Continuing Contract Teacher - a teacher (a) who has been an employee of CCSD continuously since 1983-84 (and possibly before this date), (b) who has been employed by CCSD since the 1983-84 school year and has successfully completed a provisional and an annual contract year, (c) who was awarded continuing contract status by another South Carolina school district

Certified Non-Administrative Employees-regular positions for which a contract is awarded for services (i e teachers, media specialists, guidance counselors, itinerant teachers), etc

ADOPTED. 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4101 Definitions

- Administrative Employees - persons who have management and/or supervisory responsibilities as defined by Board policy.
- Non-administrative Employees - persons whose positions do not have management or supervisory responsibilities.
- Technicians - employees whose jobs require mechanical skills in an art, handicraft, science, etc
- Temporary Employees - persons who accept assignments with the knowledge that the assignments are not regular assignments and are fewer than four months These employees are not entitled to short or long term leaves
- Part-time Employees - employees who regularly work part of each regular workday, week or month Part-time employees are entitled to fringe benefits at the same rate as their employment, as defined by Board policy and State law.

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4112.4 Contract Renewal Teachers and Other Non-Administrative Positions

The Board shall give written notice of contract renewal to certificated, non-administrative personnel on or before April 15 of each year Failure on the part of the Board to give such notification shall constitute automatic contract renewal Therefore, the teacher/employee shall be offered a contract. Personnel receiving an offer of a contract must give written acceptance to the Board or its designee on or before April 25. Failure on the part of the employee to give such notice shall constitute rejection of the contract See S C Code (1976) Sections 59-25- 410 and 59-25-420

Regular teachers' contracts shall be made on the basis of the minimum number of teacher workdays as defined by the State Department of Education All calculations for allowances and deductions shall be made on the basis of the number of teaching and planning days provided in the calendar as adopted by the Board of Directors

Planning days in addition to those specified in the approved calendar, shall be compensated at a rate approved by the board or the board's designee

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policy 4113 Certification

Certification requirements for school personnel in the James Island Charter High School are those officially approved by the State Board of Education and published as the "Defined Minimum Program for South Carolina School Districts "

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4115 Assignment and Transfer

CCSD REF: 4115/4215 2

Assignment:

- **Teachers**

Grade level and subject assignments shall be made by the principal, based on parameters and guidelines specified in the Defined Minimum Program for South Carolina Schools Tentative subject or class assignments shall be made as early as possible, but no later than ten days prior to the opening of school

Relocation of personnel may become necessary for reasons such as the following meeting allocation requirements, changing instructional placements, requesting transfers, etc. Any teacher affected by changes in grade or subject must be notified by the principal and conferred with as soon as it is practical to do so. Every effort shall be made to consider the teacher's preference regarding the re- assignment

- **All other employees**

Relocation of personnel may become necessary for reasons such as the following meeting allocation requirements, changing instructional placements, reorganization for better service delivery, change in district priorities, etc Assignments will be made by the supervisor, based on the job description and with the knowledge of the employee's preparation, skills, experience, area(s) of expertise and school needs Every effort shall be made to consider the employee's preference regarding the re-assignment, when possible

Transfer:

Any teacher hired prior to charter conversion and holding a valid employment contract for the succeeding school year may request a transfer to another school in the system where a vacancy exists The provisions outlined in CCSD policy # 4115 shall apply.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003
REVISED 01/20/2004

Policy 4115.2 Promotion / Vacancies

CCSD Ref 4215 1

The principal shall have posted in the school a notice of vacancy for all certificated positions as they occur.

School level non-administrative positions shall be posted by the constituent district and updated weekly by the Division of Personnel Services. These positions are exempt from the fifteen-calendar day waiting period.

Central staff and school level administrative positions are considered promotional opportunities and, except in cases of emergency, shall not be filled until such vacancies have been posted for at least (15) calendar days.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4115.3 Increased Teacher Load – Steps to Determine Pay Increases

The following procedures should be followed when a teacher vacancy at JICHS cannot be immediately filled by a certified teacher The vacancy can be filled by a teacher on staff once the following criteria are met

a The principal must recommend the teacher for the increased teaching load

b The board must review and approve the principal's recommendation

c The recommended teacher must possess a current, valid professional certification in the content area of the additional class and must meet the federal definition of a "highly qualified" teacher

d The recommended teacher must have a full teaching load prior to assuming the additional class and the responsibilities thereof

e The extra pay will begin after ten consecutive days of coverage Pay will be retroactive to the first day of coverage A 90-minute class will receive 1/3 of the daily rate A 50-minute class will receive 1/5 of the daily rate Daily rate shall be determined as annual salary divided by contracted days

f The principal will complete the appropriate paperwork to advertise the vacancy

g The principal must be proactive in filling the vacancy and returning the teacher to his/her normal teaching load, based on the fact that this arrangement is not intended to be permanent

h The principal has the responsibility for ensuring that the increased workload does not have a negative impact on the teacher's other classes

Policy 4116.21 Academic Freedom

Academic freedom shall be granted to those who teach, and no arbitrary limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning man, human society, the physical and biological worlds and other branches of learning when presented in accordance with the curriculum

Academic freedom is not absolute. It must be used judiciously and prudently within the basic ethical responsibilities of the teaching profession

ADOPTED. 04/28/2003
EFFECTIVE· 07/01/2003

Policy 4116.24 Selection of Materials

CCSD POLICY 6161

The department heads shall involve teachers in the selection process of textbooks, audio-visual materials, library reference materials, maps and globes, laboratory and shop equipment, art supplies, athletic equipment, current periodicals, standardized tests, guidance materials, and other necessary tools for the teaching profession. Efforts shall be continued to seek and use textbooks and supplementary reading materials, which contain the contributions of minority groups to the development of the United States.

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policy 4116.25 Requisition of Materials

Each teacher shall be given the opportunity to submit requisitions to the department head for instructional materials and supplies for the following school term Teachers new to the school shall be instructed concerning the requisition procedure at the time of employment or during the pre-school orientation Material purchases must be made with the written approval of the designated signature authority and in accordance with the school procurement code Purchases not made in this manner shall be the sole responsibility of the purchaser.

ADOPTED: 04/28/2003
EFFECTIVE. 07/01/2003

Policy 4116.27 Student Grade Assignment

Grades or evaluations given by a teacher shall not be changed without the approval of the principal and the teacher who assigned the grade. Mathematical errors in averaging may be corrected by the principal with notification given to the teacher

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policy 4116.31 Student Discipline

The Board recognizes that the teacher has responsibility for maintaining discipline within the classroom Disciplinary problems shall be handled among teacher, student, and parent or guardian in a calm, reasonable manner.

Recognizing its responsibility to give all reasonable support and assistance to the teacher with respect to the maintenance of control and discipline in the classroom, the Board provides the following procedures that shall apply when discipline in the classroom is unable to be maintained.

A teacher may exclude a student from a class period when, in the opinion of the teacher, the grossness of any violation interferes with the education of other students

When a student is so excluded by a teacher, the student shall be sent from the classroom to the administrative offices and the problem shall be referred for solution to the principal or designee.

The principal or designee shall take appropriate action to solve the discipline problem The teacher shall be notified of the conditions under which re-admittance is granted

If the behavior problem persists or the student does not meet the conditions for re-admittance, said student shall be suspended until a parent conference may be held.

To aid teachers and administrators in their efforts to maintain a satisfactory disciplinary climate, the Board publishes and distributes to parents through students, a Student Code of Conduct.

ADOPTED. 04/28/2003
EFFECTIVE. 07/01/2003

Policy 4116.32 Teacher Notification of Student Disciplinary Action

CCSD Ref 5144 3

For any disciplinary hearing by the disciplinary review committee or by the board of directors, all administrators and teachers involved shall be notified of the intended action within at least five days, when possible, prior to a hearing These same individuals shall receive written copies of any Board or committee decision as a result of the hearing(s) within ten workdays following the written decision

Notification of the decision shall be the responsibility of the principal or designee

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4117.3 Suspension Without Pay

Whenever the principal has reason to believe that a teacher or other employee has committed an infraction of Board policy requiring admonition or reprimand, but which is not serious enough to warrant dismissal, the principal may suspend the teacher or other employee for up to five (5) workdays, without pay.

The suspended employee shall be notified in writing of the suspension and that a hearing before a Review Panel is available upon request provided such request is made in writing with n fifteen (15) calendar days of the suspension

A Review Panel composed of an administrative representative, a representative from one of the other departments, and an employee selected at random from the same employee class as the employee under question, shall be convened within fifteen (15) workdays following the request for review to consider the merits of the actions.

DECISION BY THE PRINCIPAL

The Review Panel shall submit its recommendations to the principal, within fifteen (15) workdays following the hearing The principal shall notify the employee of his/her decision within ten (10) workdays following the hearing.

APPEAL TO THE BOARD

The employee may appeal the principal's decision to the Board within ten (10) workdays after receiving the decision. The appeal must briefly state why the employee believes the decision is in error.

The Board shall review all materials presented at the earlier hearing and, after examining these materials, the Board may or may not grant the request for a hearing of the matter. Written notice of the Board's decision on whether or not to grant the request shall be rendered within thirty (30) calendar days of receipt of the request.

If a hearing is granted in the above appeal, the employee shall be given written notice of the time and place of such hearing which shall be set within fifteen (15) calendar days from the time of the board's determination to hear the matter. A written decision of the board shall be made within thirty (30) calendar days following the hearing

ADOPTED: 04/28/2003
EFFECTIVE. 07/01/2003
REVISED: 01/20/2004

Policy 4117.4 Endorsement Of School Administrators And Use Of Teacher Evaluation Instruments

All principals and assistant principals must be trained and endorsed as evaluators Principals and assistant principals who fail to become endorsed as evaluators shall be reassessed to determine their endorsement status. Failure to become endorsed after reassessment shall result in the removal of the individual from the principal or assistant principal position.

Since the principal is the instructional leader of the school, he or she is not limited to the approved teacher evaluation instrument for assessing teachers. The principal may use additional methods to ensure that students receive appropriate instruction and that teachers exhibit appropriate teaching behaviors.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4119.2 Separation-Dismissal Non-Renewal Continuing Contract Teachers And Administrators hired by JICHS after conversion

When an administrator charged with the supervision of employees, finds it necessary to admonish an employee for any reason(s) that he/she believes may lead to dismissal or may cause the employee not to be re-employed, the administrator shall:

- Bring the matter in writing to the attention of the employee involved and make a reasonable effort to assist the employee in correcting whatever appears to be the cause of the potential dismissal or failure to be re-employed

- Allow reasonable time for improvement unless, in the opinion of the principal, immediate suspension of the employee is necessary.

- When the principal has reason to believe that cause exists for the dismissal of an employee and when he/she is of the opinion that the immediate suspension of an employee is in the best interest of students or other employees in the school, the principal shall notify the employee in writing of the suspension. Such written notice shall include the fact that a hearing before a review panel is available, provided such a request is made in writing within fifteen (15) workdays after receipt of the suspension notice. Further appeal from suspension shall be granted under the Statute of the State of South Carolina.

- The salary of the suspended employee shall cease as of the date the panel sustains the suspension If sufficient grounds for suspension are not subsequently found, the employee shall be reinstated without loss of compensation.

The following, not intended as an all inclusive list, shall be considered good cause for dismissal of an employee under contract:

- Violation of school policy
- Violation of State or Federal laws which substantially affect the school
- Incompetence
- Excessive unauthorized absences or tardiness
- Failure to obey a legal school directive or order of a supervisor
- Making a false statement or report, written or oral
- Breach of conduct
- Drunkenness or drinking on school property or at a school function
- Persistent neglect of duty
- Gross immorality in violation of State law
- Evident unfitness for position in which employed
- Unprofessional conduct
- Dishonesty
- Illegal use, sale or possession of drugs or narcotics
- Any cause involving moral turpitude in violation of State law
- Failure to successfully complete the required evaluation as specified in school policies

- Insubordination
- Physical or mental incapacity
- Conduct which substantially interferes with the performance of duties
- Use of racist or ethnic slurs

No employee shall be dismissed unless written notice specifying cause of dismissal is first given the employee by the principal and an opportunity for a hearing has been afforded the employee Such written notice shall include the fact that a hearing before a review panel is available upon request and shall set forth the reason for termination.

Within fifteen (15) workdays after receipt of the notice of suspension or dismissal, an employee may serve upon the principal a written request for a hearing before a review panel. If the employee fails to make such a request, or after a hearing as herein provided for, the board shall take such action and shall enter such order as it deems lawful and appropriate The hearing shall be conducted by the panel not fewer than ten (10) nor more than fifteen (15) workdays after the request is served A notice of the time and place of the hearing shall be given the employee not fewer than five (5) workdays prior to the date of the hearing. Any such hearing shall be public unless the employee requests in writing that it be private The employee has the privilege of (1) being present at the hearing with counsel, (2) cross-examining witnesses, (3) offering evidence and witnesses, and (4) providing defenses for the charges The complainants shall initiate the introduction of evidence in substantiation of charges. Within ten (10) workdays following the hearing, the board shall examine the evidence and shall render a written decision accordingly

In the case of hearings conducted by the panel, the non-prevailing party may appeal the panel's decision to the board if written request is made within fifteen (15) workdays of the panel's decision. If the employee is reinstated by the board, the employee shall receive back pay from the date of dismissal by the panel If the employee is not reinstated by the board, the employee's date of termination shall be the date his/her dismissal was recommended by the panel

The board may issue subpoenas requiring the attendance of witnesses at any appeal hearing which shall be a de novo hearing and, at the request of the teacher against whom a charge is made, shall issue such subpoenas which may limit the number of witnesses to be subpoenaed in behalf of either side to be no more than ten (10) per side Character witnesses may be limited to three (3) Additional character statements may be submitted in writing. All testimony at any hearing shall be taken under oath. The complainant(s) shall initiate presentation of evidence and the same procedures and rules of evidence in hearings before the panel shall apply in the de novo hearing before the board

Any member of the board or a designee of the board may administer the oath and shall employ a competent reporter to take stenographic or stenotype notes of all of the testimony. One-half of the cost of the reporter's services at the hearing shall be paid by the board and the other half by the employee Either party desiring a transcript of the hearing shall pay for the cost thereof

The decision of the board shall be final, unless within thirty (30) days thereafter, an appeal is made to the Court of Common Pleas of Charleston County

Notice of such an appeal and the grounds thereof shall be filed with the board. The Board shall, within thirty (30) calendar days thereafter, file a certified copy of the transcript record with the clerk of such court.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4119.2-A Separation-Dismissal Non-Renewal Continuing Contract Teachers And Administrators –Employees of CCSD at time of conversion

When an administrator charged with the supervision of employees, finds it necessary to admonish an employee for any reason(s) that he/she believes may lead to dismissal or may cause the employee not to be re-employed, the administrator shall:

- Bring the matter in writing to the attention of the employee involved and make a reasonable effort to assist the employee in correcting whatever appears to be the cause of the potential dismissal or failure to be re-employed

- Allow reasonable time for improvement unless, in the opinion of the principal, immediate suspension of the employee is necessary.

- When the principal has reason to believe that cause exists for the dismissal of an employee and when he/she is of the opinion that the immediate suspension of an employee is in the best interest of students or other employees in the school, the principal shall notify the employee in writing of the suspension. Such written notice shall include the fact that a hearing before a review panel is available, provided such a request is made in writing within fifteen (15) workdays after receipt of the suspension notice. Further appeal from suspension shall be granted under the Statute of the State of South Carolina.

- The salary of the suspended employee shall cease as of the date the panel sustains the suspension. If sufficient grounds for suspension are not subsequently found, the employee shall be reinstated without loss of compensation

The following, not intended as an all inclusive list, shall be considered good cause for dismissal of an employee under contract:

- Violation of school policy
- Violation of State or Federal laws which substantially affect the school
- Incompetence
- Excessive unauthorized absences or tardiness
- Failure to obey a legal school directive or order of a supervisor
- Making a false statement or report, written or oral
- Breach of conduct
- Drunkenness or drinking on school property or at a school function
- Persistent neglect of duty
- Gross immorality in violation of State law
- Evident unfitness for position in which employed
- Unprofessional conduct
- Dishonesty
- Illegal use, sale or possession of drugs or narcotics
- Any cause involving moral turpitude in violation of State law
- Failure to successfully complete the required evaluation as specified in school policies

- Insubordination
- Physical or mental incapacity
- Conduct which substantially interferes with the performance of duties
- Use of racist or ethnic slurs

No employee shall be dismissed unless written notice specifying cause of dismissal is first given the employee by the principal and an opportunity for a hearing has been afforded the employee. Such written notice shall include the fact that a hearing before a review panel is available upon request and shall set forth the reason for termination

Within fifteen (15) workdays after receipt of the notice of suspension or dismissal, an employee may serve upon the principal a written request for a hearing before the board If the employee fails to make such a request, or after a hearing as herein provided for, the board shall take such action and shall enter such order as it deems lawful and appropriate. The hearing shall be conducted by the board not fewer than ten (10) nor more than fifteen (15) workdays after the request is served A notice of the time and place of the hearing shall be given the employee not fewer than five (5) workdays prior to the date of the hearing Any such hearing shall be public unless the employee requests in writing that it be private. The employee has the privilege of (1) being present at the hearing with counsel, (2) cross-examining witnesses, (3) offering evidence and witnesses, and (4) providing defenses for the charges. The complainants shall initiate the introduction of evidence in substantiation of charges Within ten (10) workdays following the hearing, the board shall examine the evidence and shall render a written decision accordingly.

In the case of hearings conducted by the board, the non-prevailing party may appeal the board's decision to the CCSD board if written request is made within fifteen (15) workdays of the board's decision If the CCSD board reinstates the employee, the employee shall receive back pay from the date of dismissal by the board If the CCSD board does not reinstate the employee, the employee's date of termination shall be the date his/her dismissal was recommended by the board.

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policy 4119. 3 Separation- Non- Renewal Teachers Induction/Provisional Contract

Teachers hired at the Induction or Provisional contract level and who fail to successfully complete the Induction or Provisional level performance standards may be terminated at the end of their Induction or Provisional contract year An Induction contract teacher who is not terminated but whose performance is not sufficient to be given an annual contract, may be employed for one additional year under a "Provisional Contract" with approval from the principal. No person may be employed as a Provisional teacher for more than one year

During the Induction and Provisional contract periods, the provisions of the S C. Teacher Employment and Dismissal Act. S C. Code Ann. 59-25-410 to 530 (1990 & Supp.) and the provisions of Personnel Policy 4119 2 shall not apply. Should immediate dismissal during a contract period become necessary, the affected Induction/Provisional contract teacher shall be entitled to an informal hearing before the principal, whose decision regarding that teacher's continuing employment shall be final.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003
REVISED: 01/20/2004

Policy 4119.4 Separation-Non-Renewal - Annual Contract Teacher- hired by JICHS after conversion

After successful completion of the one-year Induction contract period, a teacher who is fully certified may be employed by the school under a one-year annual contract. Teachers employed under an "Annual" contract and who fail to successfully complete the evaluation program may be terminated at the end of the contract year The teacher may be re-employed for one additional year under an annual contract with the approval of the principal. No person may be employed under an annual contract for more than two years

During the annual contract period the employment dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25 of this title and Personnel Policy 4119.2 do not apply.

HEARING BY A REVIEW PANEL

Teachers working under a one-year annual contract who are not recommended for re-employment at the end of the year may have an informal hearing before a review panel within fifteen calendar days after receiving notification of non-renewal This request should be made to the principal, who shall convene a review panel appointed by the principal within fifteen workdays of such request. The review panel, composed of an administrative representative from the school, a representative from one of the other departments, and a teacher selected at random from the grade level or subject areas as the teacher under question, shall review all of the evidence. The teacher may provide such information, testimony, or witnesses as the teacher deems necessary. An ex-officio member shall be appointed by the principal to rule on procedures and admissibility of evidence

DECISION BY THE PRINCIPAL

The review panel shall submit its recommendations to the principal within fifteen (15) workdays following the hearing. The principal shall notify the teacher of his decision within twenty (20) workdays following the hearing

APPEAL TO THE BOARD

The teacher may appeal the principal's decision to the board within ten (10) workdays after receiving the decision. The appeal must briefly state (1) the question to be presented before the board and (2) why the teacher believes the principal erred in his judgement.

The board shall review all materials presented at the earlier hearing and, after examining these materials, the board may or may not grant the request for a board hearing of this matter. Written notice of the board's decision on whether or not to grant the request shall be rendered within thirty (30) calendar days of receiving the request

If the board determines that a hearing is warranted, the teacher shall be given written notice of the time and place of such a hearing, which shall be set forth within fifteen (15) calendar days

from the time of the board's determination to hear the matter. A written decision of the board shall be made within thirty (30) calendar days following the hearing.

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policy 4119.4-A Separation-Non-Renewal - Annual Contract Teacher - Employed by CCSD at time of conversion

After successful completion of the one-year Induction contract period, a teacher who is fully certified may be employed by the school under a one-year annual contract Teachers employed under an "Annual" contract and who fail to successfully complete the evaluation program may be terminated at the end of the contract year. The teacher may be re-employed for one additional year under an annual contract with the approval of the principal. No person may be employed under an annual contract for more than two years.

During the annual contract period the employment dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25 of this title and Personnel Policy 4119.2 do not apply.

HEARING BY THE BOARD

Teachers working under a one-year annual contract who are not recommended for re-employment at the end of the year may have an informal hearing before the board within fifteen calendar days after receiving notification of non-renewal. This request should be made to the principal. The teacher may provide such information, testimony, or witnesses as the teacher deems necessary

DECISION BY THE BOARD

The board shall submit its recommendations to the principal within fifteen (15) workdays following the hearing. The principal shall notify the teacher of his decision within twenty (20) workdays following the hearing

APPEAL TO THE CCSD BOARD

The teacher may appeal the board's decision to the CCSD board within ten (10) workdays after receiving the decision. The appeal must briefly state (1) the question to be presented before the CCSD board and (2) why the teacher believes the board erred in its judgment

The CCSD board shall review all materials presented at the earlier hearing and, after examining these materials, the CCSD board may or may not grant the request for a CCSD board hearing of this matter. Written notice of the CCSD board's decision on whether or not to grant the request shall be rendered within thirty (30) calendar days of receiving the request

If the CCSD board determines that a hearing is warranted, the teacher shall be given written notice of the time and place of such a hearing, which shall be set forth within fifteen (15) calendar days from the time of the CCSD board's determination to hear the matter A written decision of the CCSD board shall be made within thirty (30) calendar days following the hearing

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4119.6 Separation-Non-Renewal Annual Contract Employees (Non- Teachers)

HEARING BY A REVIEW PANEL

Employees, not including principals, working under a one-year annual contract who are not recommended for re-employment at the end of the year may request a hearing before a review panel within fifteen (15) days after receiving notification of non- renewal. This request shall be made to the principal, who shall convene a review panel appointed by the principal, within fifteen (15) workdays of such request. The review panel, composed of an administrative representative from the school, and a representative from one other office, plus an employee selected at random from the same employee class as the employee under question shall review all of the evidence. The employee may provide such information, testimony, or witness as the employee deems necessary. An ex-officio member shall be appointed by the principal to rule on procedures and admissibility of evidence,

DECISION OF THE PRINCIPAL

The review panel shall submit its recommendations to the principal within fifteen (15) workdays following the hearing The principal shall notify the employee of his/her decision within twenty (20) workdays following the hearing.

APPEAL TO THE BOARD

The employee may appeal the principal's decision to the board within ten (10) workdays after receiving the decision. The appeal must briefly state (1) the question to be presented before the board and (2) why the appellant believes the principal erred in his or her judgement.

The board shall review all materials presented at the earlier hearing and, after examining these materials, the board may or may not grant the request for a board hearing of this matter. Written notice of the board's decision on whether or not to grant the request shall be rendered within thirty-five (35) calendar days of the receipt of the request.

If the board determines that a hearing is warranted, the employee shall be given written notice of the time and place of such a hearing, which shall be set within fifteen (15) calendar days from the time of the board's determination to hear the matter A written decision of the board shall be made within thirty (30) calendar days following the hearing. The decision of the board shall be final.

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4119.7 Separation-Non-Renewal Trade and Industrial Teachers

Teachers certified under the trade and industrial (T & I) education certification process are to follow the same sequence of potential contracts as other teachers i.e , induction, provisional, annual, and continuing (See Personnel Policies 4119.3 and 4119 4) However, T & I teachers who successfully complete an induction contract and who are hired as annual contract teachers may have up to four annual contracts T & I teachers who have an induction contract and then successfully complete a provisional contract may have up to three annual contracts.

During the annual contract period, the employment dismissal provision of school policy 4119 2 shall not apply.

ADOPTED. 04/28/2003
EFFECTIVE. 07/01/2003

Policy 4119.9 Reduction-In-Force (Certified Non-Administrative Personnel)

CCSD Ref 4119.11/4219 54219.51 School Based Employees

When faced with declining student enrollment, program changes, financial limitations, or state or federal regulations, the board may elect to abolish job positions, reduce the length of the work year and salary of employees, and/or reduce the number of employees. If it is determined that a Reduction-In-Force (RIF) or elimination of position(s) is necessary, the principal shall recommend to the board the positions to be eliminated or a reduction in positions from the current contractual period to a lesser percent of service Such recommendations shall occur after reviewing the current curriculum offerings, program priorities, and services necessary for the effective and efficient operation of the school. Reduction-In-Force for administrative and classified personnel are covered under separate policies

In order to retain and employ the most capable and productive of the qualified employees, the following provides an orderly manner to reduce the number of employees, when and if the need arises:

The principal shall review a list of employees in the affected group or classification, e g., teachers by area(s) of certification or assignment, media specialists, guidance counselors, etc.

Normal attrition shall be used as much as possible.

In considering persons to fill the available positions, the employee must be certified for the job assignment and meet the qualifications established for the job. Employees shall be listed in rank order, based on their merit rating in the affected group. (The merit rating system will be defined in the regulations.)

In case of a tie ranking, seniority, e.g., years of unbroken service in the school and/or CCSD will be the determining factor. If seniority results in a tie, a lottery drawing will be the final determinant. The principal will provide the merit ranking The Division of Personnel Services will provide data on seniority for the ranking, when necessary Available positions will be filled from the list in descending order

When all available positions have been filled, displaced persons with the least merit rating are considered RIFfed.

The principal will notify any RIFfed employees in writing as soon as a decision is made RIF for contracted employees becomes effective at the end of the current contract. RIF notices should be sent in lieu of a contract renewal in such cases.

Such notice shall include but not be limited to:

The basis of the decision to conduct the RIF
The reason(s) for the selection of the employee affected class, e g., merit rank and seniority or lottery rank where applicable

A copy of the RIF policy
Provision to respond or to appeal the decision; and
Benefits information

Termination of employment through a RIF terminates benefits and other employee rights Group insurance benefits may be continued at the employee's expense as provided by state and federal laws.

Such benefits and rights shall be restored upon re-employment, if re-employment occurs under the Recall Provision of this policy

RECALL PROVISIONS

Recall provisions shall be in effect through October 1 of the ensuing school term The school will be responsible to maintain and update its information The following guidelines shall govern the Recall Process:

Persons considered for recall have first priority for vacancies within their affected group or classification, prior to October 1 of the ensuing school term

Persons not eligible for the recall positions in the school must apply for vacancies in the constituent district for which they wish to be considered.

Post conversion employees wishing to remain within CCSD, must submit an application to the office of personnel as a new hire

Employees eligible for recall shall be required to keep the principal and Personnel Division informed of their current address, telephone number and any change in availability status.

If any person qualified for recall (a) waives recall rights in writing; (b) fails to accept recall to a position for which the person is qualified; (c) fails to respond within five business days to a recall notice sent to the last address or to a contact made by telephone, or (d) fails to report for duty in an accepted position, the name shall be removed from the list.

Any person who is recalled shall have all employment benefits reinstated to which that employee was entitled at the time of termination. However, no benefits may be accrued during the period of unemployment and the person shall be subject to all changes in employment conditions which have been made in the interim.

Positions accepted on recall shall carry the salary commensurate with that position.

For the purpose of this policy, the following definitions are provided:

- Reduction-In-Force (RIF)- the termination of personnel before the end of a contract term/fiscal year or at the end of a contract/fiscal year when a program change, reorganization, or economic reasons are anticipated

- Program change- consolidation, curtailment or elimination of a curriculum offering, service, or activity

- Reorganization- consolidation, restructuring or elimination of a department within the school.

- Seniority- unbroken years of service in the school and/or CCSD. Approved leaves of absence will be considered as unbroken service Absence due to a RIF, with recall by October 1 of the ensuing school term after the RIF, will also be considered unbroken service.

- Service year- 1.0 FTE with 75% or more in attendance/pay credit Fractional parts of a year will be added to compute total service time.

- Affected Group- the classification or grouping in which the employee's position is considered for the RIF Policy implementation. In cases of employees holding multiple certification, the employee must have worked in the specialty area for at least one year of the last five years.

ADOPTED 04/28/2004
EFFECTIVE: 07/01/2004

Policy 4119.11 Reduction-In-Force Administrative Personnel (CCSD Employees)

(Certificated and Classified)

CCSD REFS 4119.9, 4219 5, and 4219 51

If it is determined that a Reduction-in Force (RIF) or elimination of a position is necessary for program change, reorganization, or economic reasons, the principal shall recommend to the board, positions to be eliminated or a reduction in positions from the current contractual period to a lesser percent of service. Such recommendations shall occur after reviewing the current curriculum offerings, program priorities, and services necessary for the effective and efficient operation of the school, with regard to needs and priorities Reduction-in-force activities for teachers and classified, non-administrative personnel are covered under separate policies

The following provides an orderly manner to reduce staff, when and if need arises:

The principal shall review a list of employees in the affected group or classification.

Normal attrition shall be used as much as possible.

In considering persons to fill the available positions, employees must have worked in the area of assignment or in a higher related position for at lease one year within the last five years of service or that employee is considered ineligible to replace an employee in a RIF situation. Because employees hold numerous certifications, some of which may be in areas for which the employees have no work experience or have not worked for a number of years, this minimum work experience requirement is added

Once the staff reduction plan has been approved by the board, staff members holding the position(s) in question shall be ranked with respect to the available position(s), based on their performance evaluation rating and then on seniority within the performance rank, and then years of unbroken service in the school and/or CCSD Available positions shall be filled from the list in descending order.

When all available positions have been filled, displaced person(s) of lesser rank shall be considered RIFfed

These RIFfed employees shall be placed on the school surplus list and offered the first available position in the affected group or classification.

Employees recommended for a RIF shall be notified in writing as soon as a decision is made, but not less than 30 calendar days prior to the effective date of the RIF.

Such notice shall include, but not be limited to

- The basis of the decision to conduct the RIF
- The reason(s) for the selection of the employee affected class, e g , seniority rank

- A copy of the RIF policy
- Provisions for responding or appealing the decision, and
- Benefits information

Termination of employment through a RIF terminates benefits and other employee Rights. Group insurance benefits may be continued at the employee's expense as provided by state and federal laws.

Such benefits and rights shall be restored upon re-employment.

For the purpose of this policy, the following definitions are provided:

- Reduction-in-Force (RIF) – the termination of personnel before the end of a contract term/fiscal year or at the end of a contract/fiscal year when a program change, reorganization, or economic reasons are anticipated.

- Program change – consolidation, curtailment or elimination of a curriculum offering, service, or activity.

- Reorganization-consolidation, restructuring or elimination of a department within the school

- Seniority – Unbroken years of service in the Charleston County School District. Approved leaves of absence will be considered as unbroken service Absence due to a RIF with recall within the 24-month period will also be considered unbroken service

- Service year - 1 0 FTE with 75% or more in attendance/pay credit. Fractional parts of a year will be added to compute total service time.

- Affected Group – the classification or grouping in which the employee's position is considered for the RIF Policy implementation. In cases of employees holding multiple certifications, the employee must have worked in the specialty area for at least one year of the last five years

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4123 Student Teachers

The James Island Charter High School shall cooperate with accredited teacher training institutions and other school systems in providing student teaching and observation opportunities for teacher candidates who are appropriately qualified and recommended

It shall be the responsibility of the teacher training institution to ensure adequate measures for the supervision and evaluation of student teachers. The school, upon the recommendation of the cooperating school, may ask for the recall of a student teacher found to be incompetent or otherwise unqualified in accordance with performance objectives as stated in the contractual agreement

The supervising teacher shall work with the perspective teacher in an effort to produce professional competency. No teacher shall supervise more than one student teacher per school year A department may not have more than two (2) student teachers per school year Teachers and principals shall be encouraged to participate in formal courses to prepare themselves for the supervision of student teachers.

No teacher (without his/her consent) shall be required to supervise student teachers.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4125 Summer School Teachers

Positions in the summer school program shall, to the extent feasible, be filled by regularly appointed teachers in the school. In filling such positions, consideration shall be given to a teacher's competence, major and minor fields of study and length of service in the school.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4131 Exchange Teachers

In the case of any teacher coming to James Island Charter High School on an exchange basis, the requirements of the certification rules and regulations may be waived by the principal within the limitations of the law and subject to approval by the board.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4136 Faculty Meetings

Faculty meetings shall be scheduled regularly. Through faculty meetings, the staff shall be given an opportunity to receive and understand administration procedures, to discuss new educational findings, and to become familiar with the aims and purposes of the philosophy of the school for the continuing improvement of the education of all pupils.

Hours and dates of faculty meetings shall be stated at the beginning of the academic year Emergency meetings may be called at the discretion of the principal Where practical, there shall not be meetings or required attendance after regular school hours on Fridays or on a day immediately preceding any holiday or other days during which teacher attendance is not required

Faculty meetings are considered a normal part of a teacher's assignment and attendance is required as in any other assignment.

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policy 4137 Soliciting And Selling

Employees shall not use school time or school facilities in connection with any personal activity for financial profit outside the regular school program School employees shall not initiate the sale of goods or services to students and/or parents who attend the school Any violation of this provision shall be held to be willful insubordination

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policy 4137.1 Non-School Sponsored Excursions

Inasmuch as teachers and other employees conduct private, extended educational or sightseeing tours involving the participation of students, the board wishes to state its attitude and position regarding such excursions

As it is not the function of the board to regulate the activities of its employees and students during non-school time, the board shall neither sanction nor prohibit such activities or assume any responsibility for such excursions

Teachers and other employees shall not solicit or collect fees or other money from students for such excursions nor promote such excursions during school time or on school property

When such excursions are conducted, the teacher or other employee responsible for the excursion shall notify parents and students that such trips are privately conducted and are not school related

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4143 Extra Pay For Extra Work

Within James Island Charter High School, personnel shall not ordinarily receive extra compensation for multiple school assignments or activities being performed simultaneously

Teachers shall be compensated when performing non-professional work in excess of the forty-hour (40) workweek at an approved rate.

Exceptions must be approved by department heads, the principal and the board

ADOPTED. 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4201 Definitions

- Classified Employees - employees whose jobs do not require a certificate from the State Department of Education as a condition of employment.
- Administrative Employees - persons who have management and/or supervisory responsibilities as defined by the Position Matrix for Salary Placement.
- Non-administrative Employees - persons whose positions are not listed on the Position Matrix and who do not have management or supervisory responsibilities.
- Office Workers - employees whose major responsibilities are of a clerical nature such as secretaries, bookkeepers, receptionists, switchboard operators, clerks, etc.
- Technicians - employees whose jobs require mechanical skills in an art, in handicraft, or in science, etc.
- Aides - persons who assist a professional staff member, a paraprofessional.
- Temporary Employees - persons who accept assignments with the knowledge that the assignment is not on-going and regular (Temporary employees are not entitled to any fringe benefits other than workmen's compensation).
- Part-time Employees - persons who regularly work part of each regular workday, week or month (Part-time employees are entitled to fringe benefits at the same rate as their employment).

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4203 Probationary Period

Employees not hired by contract are considered to be in a probationary status during their first sixty workdays of employment This sixty-day period shall include paid holidays as stipulated by the Board Employees hired for the first time in the school or rehired without transfer of benefits do not have emergency and/or personal leave benefits until the probationary period has been served. Sick leave shall be granted at a rate of one and one quarter days per month during the probationary period. At the end of the probationary period, accrued benefits shall be awarded

Should a probationary employee be absent for any reason for five or more consecutive days, his/her probation shall be extended by the length of such absence

During the probationary period the employee may resign without notice, explanation, or further obligation. The probationary employee may likewise be dismissed without notice and without further obligation

For jobs requiring a longer period of training, the probationary period may be longer but must be stipulated in writing to the employee prior to job acceptance. The supervisor may request an extension of the probationary period, if in his/her judgment, the employee's job performance warrants such an extension Such requests must be made to the principal or designee When the probationary period is extended, the affected employee must be notified in writing prior to the end of the current probationary period The notice of extension should include the time period of the extension and the requirements necessary to successfully complete the extended probationary period

School employees who voluntarily transfer or who apply and are selected for a position with a higher grade than their previous position shall also be required to serve a sixty-workday probationary period in the new position in the event that the employee is not able to perform the duties of the new assignment in accordance with the standards expected, he/she may be dismissed during the probationary period Employees in this category may use their sick leave and personal leave benefits accrued while serving their probationary period.

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policy 4214.2 Health Certificates

Food service workers and any other employees whose regular duties include preparation or handling of food must possess current, valid health certificates issued by the Charleston County Health Department.

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

Policy 4215.1 Promotion-Vacancies

CCSD Ref· 4115.2

It is the desire and policy of the board to promote from within the ranks whenever it is practical, educationally desirable and consistent with the educational needs of the community. An employee's eligibility for promotion is determined by the requirements of the job (i.e. specific skills and related experience). All qualified personnel shall be given adequate opportunities to make application for such positions.

ADOPTED 04/28/2003
EFFECTIVE 07/01/2003

Policy 4216 Workday and Work Week

Classified employees who are non-administrative personnel are considered hourly employees Unless otherwise specified or covered by a leave policy, hourly employees are paid for the hours worked and reported on the time sheet During the workday, no more than two (2) short rest breaks (5 to 15 minutes in duration) shall be provided

These breaks are considered work time and are included in the employee's pay for time worked

The workweek begins at 12:01 a m. on Saturday and ends at 12 00 midnight on Friday Employee work periods may be adjusted within a 40-hour period during the workweek. Overtime is paid for hours worked beyond 40 in any workweek.

The board recognizes that there may be times when employees are called to work during "off-hours" for emergencies. There may also be times when supervisors anticipate a potential problem and may notify employees that the possibility exists for a call back to work. If and when the employee is called to duty during these periods, compensation will be made in compliance with the current overtime policy provisions.

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policy 4216.36 Compensation and Benefits - Aides and Study Hall Proctors

Aides and study hall proctors, also referred to as paraprofessionals are hourly employees and shall be paid for hours worked. All benefits provided by policy shall be afforded these employees.

ADOPTED 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4219.2 Separation-Dismissal or Non-Renewal -- Non-Contractual Employees

CCSD REF. 4219.22

When a supervisor finds it necessary to admonish an employee for any reason(s) that he/she believes may lead to dismissal or may cause the employee not to be re-employed, the supervisor shall counsel with the employee and make a reasonable effort to assist the employee in correcting whatever appears to be the cause of the potential dismissal or failure to be re-employed Reasonable time for improvement may be granted, unless in the opinion of the principal immediate suspension of the employee is necessary, pending a review and final disposition of employment status. Suspension shall be without pay, unless otherwise specified.

When dismissal or non-renewal is considered, the principal makes the final determination The principal notifies the employee with a written explanation of appeal rights if the decision is to dismiss or not renew employment. The employee may appeal the principal's decision to the board. Such appeal must be made in writing within ten workdays of receipt of the dismissal or non-renewal notice The written notice shall clearly outline the reason for dismissal or non-renewal

The board will review the appeal request, any pertinent information provided by the employee, and information provided by the principal. The board may decide the issue based on the information presented or may request that a review panel be formed. If a review panel is requested, it shall be convened within ten workdays following the request for review. It shall submit a report to the board within five workdays following review completion

The board shall render a decision, which will be communicated to the employee in writing, within five workdays of receiving the review panel's report

The board may uphold the dismissal or non-renewal action or reinstate the employee, with or without consequence, e g , suspension without pay, letter of reprimand, formal probation, etc. If the employee is reinstated, lost wages may be paid in whole or in part, retroactive to the date of termination.

Failure on the part of the employee to appeal in a timely manner and at each opportunity provided shall result in a final disposition of termination The employee shall be notified of the final disposition by the principal within five workdays after the appeal period ends

The decision of the board is final and concludes all due process available

The following, not intended as an all inclusive list, shall be considered grounds for dismissal or non-renewal:

- Violation of school rules and regulations
- Violation of State or Federal laws which substantially affect the school
- Incompetence
- Excessive unauthorized absence or tardiness

- Failure to obey a legal directive or order of a supervisor
- Making a false statement or report, written or oral
- Breach of conduct
- Drunkenness or drinking on school property or at a school function
- Persistent neglect of duty
- Gross immorality in violation of State law
- Evident unfitness for position in which employed
- Unprofessional conduct
- Dishonesty
- Illegal use, sale or possession of drugs or narcotics
- Any cause involving moral turpitude in violation of State law
- Failure to successfully complete the required evaluation as specified in school policies
- Insubordination
- Physical or mental incapacity
- Conduct which substantially interferes with the performance of duties
- Use of racist or ethnic slurs

The provisions of this policy are limited to regular employees who are terminated as a disciplinary action Temporary employees and employees terminated due to a reduction in force are not covered by this policy

ADOPTED: 04/28/2003
EFFECTIVE: 07/01/2003

Policy 4219.4 Suspension Without Pay

An employee guilty of misconduct, such as, but not limited to tardiness, under the influence of drugs and/or alcohol, and insubordination, not serious enough to warrant dismissal, may be suspended without pay for a period not to exceed five (5) days. Such employee must be notified in writing of the specific charges(s) and of the exact terms of the suspension. Such suspension must bear the recommendation of the immediate supervisor and the approval of the principal The employee shall have the right to appeal to the employing board any such suspension provided a written request for a hearing is made within five (5) calendar days after receipt of notice of suspension If the board determines that the suspension involves the employee's legal rights, it may grant said employee a hearing. Its decision, with appropriate instructions, in the event a hearing is granted, shall be given to the employee in writing.

Should such suspension be moderated or overruled by proper authority, restoration of pay shall be made in part or whole as directed

ADOPTED. 04/28/2003
EFFECTIVE 07/01/2003

Policy 4219.5 Reduction-In-Force (Classified Non-Administrative Personnel) School-Based Employees (CCSD Employees)

CCSD REFS: 4119 9, 4119.11, and 4219 51

If it is determined that a Reduction-in Force (RIF) or elimination of a position is necessary for program change, reorganization, or economic reasons, the principal shall recommend to the board, positions to be eliminated or a reduction in positions from the current contractual period to a lesser percent of service. Such recommendations shall occur after reviewing the current curriculum offerings, program priorities, and services necessary for the effective and efficient operation of the school, with regard to school needs and priorities. Reduction-in-force activities for teachers and administrative personnel are covered under separate policies

The following provides an orderly manner to reduce staff, when and if the need arises.

The principal shall review a list of employees in the affected group or classification, e.g , secretaries, technicians, clerks, etc., in the same division.

Normal attrition shall be used as much as possible.

In considering persons to fill the available positions, employees must have worked in the area of assignment or in a higher related-position for at least one year within the last five years of service or that employee is considered ineligible to replace an employee in a RIF situation.

Once the staff reduction plan has been approved by the principal or designee, staff members holding the position(s) in question shall be ranked with respect to the available position(s), based on their performance evaluation rating and then on seniority within the performance rank, and then years of unbroken service in the school and/or CCSD Available positions shall be filled from the list in descending order.

When all available positions have been filled, displaced person(s) of lesser rank shall be considered RIFfed.

These RIFfed employees shall be placed on the school surplus list and offered the first available position in the affected group or classification.

Employees recommended for a RIF shall be notified in writing as soon as a decision is made, but not less than 30 calendar days prior to the effective date of the RIF

Such notice shall include, but not be limited to·

- The basis of the decision to conduct the RIF
- The reason(s) for the selection of the employee affected class, e.g. performance evaluation and seniority rank within the evaluation group
- A copy of the RIF policy
- Provisions for responding or appealing the decision, and

- Benefits information

Termination of employment through a RIF terminates benefits and other employee rights. Group insurance benefits may be continued at the employee's expense as provided by state and federal laws.

Such benefits and rights shall be restored upon re-employment.

For the purpose of this policy, the following definitions are provided:

- Reduction-in-Force (RIF) - the termination of personnel before the end of a contract term/fiscal year or at the end of a contract/fiscal year when a program change, reorganization, or economic reasons are anticipated.

- Program change – consolidation, curtailment or elimination of a curriculum offering, service or activity.

- Reorganization – consolidation, restructuring or elimination of a department within the school

- Seniority – Unbroken years of service in the Charleston County School District Approved leaves of absence will be considered as unbroken service Absence due to a RIF with recall within the 24-month period will also be considered unbroken service

- Service year – 1.0 FTE with 75% or more in attendance/pay credit. Fractional parts of a year will be added to compute total service time.

- Affected Group – the classification or grouping in which the employee's position is considered for the RIF Policy implementation. The employee must have worked in the area for at least one year of the last five years

ADOPTED 04/28/2003
EFFECTIVE. 07/01/2003

Policy 4233 Overtime Pay/Compensatory Time

Employees who are non-certificated or non-administrative are entitled to overtime pay or compensatory time off after working 40 hours in a workweek. The workweek shall begin at 12:01 AM on Saturday and end at 12.00 midnight on Friday. When the workweek contains a paid holiday, overtime is paid after 40 hours of actual work have been completed, excluding the paid holiday time

Overtime is paid at the rate of one and one-half (1 1/2) times the hourly rate Compensatory time off is at a rate of one and one-half hours off for each hour of overtime worked Compensatory time off should be used during the workweek in which the overtime was earned, but may be postponed for no more than four weeks beyond the time earned. Under extenuating circumstances, the four-week period may be extended by the supervisor, with approval of the principal. Supervisors shall grant compensatory time off rather than overtime pay where possible.

Employees required to work on holidays shall be entitled to overtime pay or compensatory time award, without regard to the number of hours worked in the week

ADOPTED: 04/28/2003
EFFECTIVE 07/01/2003

ROA1290

5000 SERIES

SERIES 5000 - STUDENT
Policy 5111 Student Admissions

JICHS is open to all students who are under the age of twenty-one years of age, eligible to attend grades 9 through 12, and reside within the CCSD District 3 attendance area

- By adopting the rules set forth in the South Carolina Charter School Act, JICHS agrees to implement the following admission policies

- All students, including special education students, who live within District 3 attendance zone, shall be given first-right of enrollment.
- Students who do not reside in District 3 may make application and qualify to participate in the International Baccalaureate Diploma Program at the beginning of the school year and shall be given priority enrollment after all District 3 students are given the opportunity to enroll.
- JICHS will give priority to siblings of students previously selected for enrollment
- The South Carolina Charter School Act of 1996, as amended, shall govern the priority admission of children of employees and charter committee members
- At the beginning of the school year, any other student residing outside of District 3 may apply for admission, with students previously enrolled in the school prior to its conversion given first priority to attend, and said students will be granted admission on a first-come-first served basis. If the level of interest exceeds the capacity of the school, students will be accepted into the school by random lot, as prescribed by the South Carolina Charter School Act A lottery, conducted at the end of each semester, will consist of a random selection.
- Admission for students who live outside of the District 3 attendance zone is permitted only when space is available.
- Students who live within the District 3 attendance zone then under expulsion by any school will be denied admission for the remainder of the school year.
- Every effort will be made to insure that the racial makeup of the school reflects the District 3 population within a 20% variance.

Children of employees who reside outside the district may enroll their children at JICHS in accord with the South Carolina Charter School Act of 1996, as amended. JICHS does not anticipate the admission of any student residing outside of Charleston County

Proof of Legal Residence
All students must be eligible to attend school in the Charleston County School District Students must reside with legal guardians, and parents/guardians will be required to submit two proofs of residence upon enrollment Acceptable proof of residence includes lease agreement, power bill, or other acceptable proof of residence

Students denied admission to JICHS may appeal that decision to the Board of Directors of James Island Charter High School A decision of the JICHS Board of Directors may be appealed to the Charleston County District 3 Constituent Board of Trustees with that Board's decision on the issue being final and without further review

ADOPTED: 05/22/2003

EFFECTIVE: 07/01/2003

Policy 5113 Attendance

Constitutional and Statutory Provisions·

S.C. Code, 1976, as amended.

Section 59-63-20 -Age of Attendance

Section 59-63-30 -Qualifications for Attendance

Section 59-65-90 -State Board to establish rules and regulations defining lawful and unlawful absences.

State Board of Education Regulations

Regulations for Immediate Implementation-Student Attendance/ Lawful and Unlawful Absences, August 1, 1984.

ADOPTED: 05/22/2003
EFFECTIVE· 07/01/2003

Policy 5113-R Attendance and Credit/Promotion

As a result of the Education Improvement Act of 1984, the following guidelines have been established for student attendance at James Island Charter High School and approved by the James Island Charter High School Board of Directors.

- 85 days of each 90 day semester course to receive ½ unit of credit
- 42 days of each 45 day 4x4 course to receive ½ unit of credit
- 85 days of each 90 day 4x4 or A/B course to receive 1 unit of credit
- 170 days of each 180 day year course to receive 1 unit of credit

Credit for any course shall be denied if a student does not meet attendance requirements.

Credit will be denied for any course in which a student has excessive absences Denial of credit shall occur at the (on the)

- 6th absence for each 90 day semester course (1/2 unit of credit)
- 4th absence for each 45 day semester course (1/2 unit of credit)
- 6th absence for each 90 day 4x4 or A/B course (1 unit of credit)
- 11th absence for each 180 day year course (1 unit of credit)

The principal or designee may make exceptions for denial of credit Exceptions for denial of credit are limited to:

- court intervention (with appropriate documentation)
- serious illness, disabling injury (with medical documentation)
- death in the family (with appropriate documentation)
- other extraordinary hardships that prevented attendance (with applicable documentation)
- religious holidays of their faith (with applicable documentation)

Denial of credit for any course may be appealed to the principal in writing within 10 working days following the date of notification The principal will promptly approve or disapprove any absences in excess of the approved number. Approval will be based on, but not limited to·

- lawful (excused vs. unexcused) or unlawful absences
- circumstances affecting absences
- responsibility demonstrated by parents/guardians and students
- the educational record of the student
- court recommendation, if applicable

The decision of the principal may be appealed to the board in writing within 10 working days following the date of notification The decision of the board will be final

ABSENCES

Students are expected to be in attendance ninety (90) days each semester/one hundred and eighty (180) days each year. Students enrolling in JICHS from in state will have attendance counted from the first day of school. Students enrolling in JICHS from out of state will have attendance counted from the day of enrollment

James Island Charter High School students will be counted absent if they miss more that 1/3 of a class period Failure to attend class constitutes an absence.

All absences shall be classified as either lawful or unlawful.

Lawful excused absences shall include

- Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance (medical documentation)
- Students in whose immediate family (siblings, parents, or grandparents) there is a death.
- Students may be excused from attendance in school for recognized religious holidays of their faith.
- Students ordered to appear in court
- Students may be excused from attendance in class(es) to participate in activities representing the school The subject teacher may deny permission if the student does not have a passing average or has been excessively absent. All missed work has to be made up. All student absences for such school activities must have prior approval of the principal.

Approved activities are:

- Region, State, National competition representing the school
- Ceremonies honoring outstanding students
- Activities approved by Team Leadership

- Students absent with acceptable cause Acceptable cause is interpreted as being out of school for a condition over which the students and parents or guardians had no control and/or for emergencies that could not be addressed at any other time.

NOTE The following circumstances will not be considered as an absence

- Students participating in approved field trips
- Students who are late or absent due to problems with school bus
- Students assigned to in-school suspension classes

Lawful unexcused absences shall include:

- Students who are absent from school as the result of suspension
- Suspensions that cause a student to exceed the allotted number of absences in a course must be promptly reviewed by the principal in order to determine if other alternatives may be more appropriate

- Students who are absent from class as a result of extra curricular activities, not approved by the school administration
- Students suspended from the school bus who do not report to school
- Students who are absent from class/school as a result of scheduled appointments that can be made at times other than school hours.
- Parental notes for student illnesses that cannot be substantiated by medical statements regarding poor health or chronic illness

Unlawful absences:

- Students who are willingly absent from school without the knowledge of their parents
- Students who are absent from school without acceptable cause with the knowledge of their parents

Validation of lawful absences:

A student must provide a valid written statement to the attendance office for every absence.

The valid written statement must contain the student's name, grade and homeroom, the date(s) of absence(s), reason(s), for absences(s), the telephone number and signature of the parent/guardian.

With documentation, students may accumulate up to:

- 5 absences for each 90 day semester, 4x4 or A/B course
- 3 absences for each 45 day semester course
- 10 absences for each 180 day year course

Documentation will entitle the student to make up class work missed during the absences.

Even though documentation is received, credit/promotion may be denied for excessive absences, when the student accumulates:

- 6 days for each 90 day semester, 4x4 or A/B course
- 4 days for each 45 day semester course
- 10 days for each 180 day year course

The school office must receive all parental excuses within two days after the student returns to school. If some excuses require additional documentation, the student is given 5 days after the student returns to school. Excuses for absences received after the designated deadlines may not be accepted.

Procedures

Each teacher will be responsible for taking and maintaining accurate attendance records. Teachers will record all absences and tardies in the attendance book and send the information to the attendance officer electronically or by Scantron. The administration will determine if the absence is lawful excused, lawful unexcused, or unlawful. Upon receipt of the determination of the type of absences, the teacher will notify the parent/guardian before the student exceeds the allotted number of days. An Excessive Absence report will be signed by the student and dated A copy will be given to the student to take home to the parent, a copy sent to the attendance office, and a copy kept by the teacher The report will be issued to a student who:

- misses 2 or more days in a ½ credit 90 minute class
- misses 3 or more days of a 1 credit 90 minute class
- misses 3 or more days of a ½ credit 50 minute class
- misses 5 or more days in a 1 credit 50 minute class

Denial of Credit form will be sent home when the student exceeds the number of absences and is passing the course. An Excessive Absence report will be signed by the student and dated. A copy will be given to the student to take home to the parent, a copy sent to the attendance office, and a copy kept by the teacher. The report will be issued when the student exceeds

- 3 days in a ½ credit 90 minute class
- 5 days in a ½ credit 50 minute class
- 5 days in a 1 credit 90 minute class
- 10 days in a 1 credit 50 minute class

When a student does not return to school the day after the required teacher notification date (Excessive Absences and Denial of Credit), both the yellow and white copies are forwarded to the office The office will mail the yellow copy to the parents the same day it is received from the teacher. A follow-up phone call will be made to the parents by the attendance office.

Each year should begin with an individual student file folder (alphabetical order) for each student to be controlled at the attendance office. All excuses will be placed in the file folders during the year along with any Absence or Denial of Credit notifications. Attendance records for all students denied credit must be maintained until the start of the next school year

Attendance Make-up

James Island Charter High School students who have a passing average in a class that they will be denied credit due to excessive absences may attend attendance make-up school To attend Attendance Make-up School a student must meet the following requirements:

- In a 90-day semester course more than 5 unexcused absences and less than 11 unexcused absences
- In a 45-day semester course more than 3 unexcused absences and less than 7 unexcused absences

- In a 90-day year course more than 6 unexcused absences and less than 11 unexcused absences
- In a 180-day year course more than 10 unexcused absences and less than 16 unexcused absences
- Meet the Make-up attendance requirements published in the student handbook and/or Code of Conduct and teacher handbook.

The principal shall establish and publish attendance requirements in the Student Handbook or Code of Conduct. Procedures for notification for excessive absences and denial of credit will be published in the faculty handbook.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5114 Absences and Excuses

CCSD REF 5113-R, 5114, and 5114-R

Tardiness and Early Dismissal

The principal shall establish consistent school procedures compatible with the Student Code of Conduct to deal with student tardiness and early dismissal Students will be counted absent for a full period if they miss more than 1/3 of a class period

Students at JICHS must attend

- 85 days of each 90 day semester course to receive ½ unit of credit
- 42 days of each 45 day 4x 4 course to receive ½ unit of credit
- 85 days of each 90 day 4 x 4 or A/B course to receive 1 unit of credit
- 170 days of each 180 day year course to receive 1 unit of credit
-

Students may not be considered eligible for credit if they have more than the allotted absences

Excuses

Any student who is absent from school for one or more class periods must present a note from the parent or legal guardian upon returning to school All excuses shall be strictly confidential and will be accepted as evidence that the student was not truant Written excuses must contain the following information:

- Name of student
- Date
- Reason for absence
- Date of absence or absences
- Homeroom section
- Legal signature of parent

False excuses shall be referred to the school administration for appropriate disciplinary action.

The school must receive all parental excuses within 2 days after the student returns to school. **Some form of written excuse must cover every absence for exam exemption**. When an excuse requires additional documentation, the two (2) day limitation may be extended to five days. Excuses not received for absences or excuses for absence received after the designated deadlines will not be accepted and these absences will not count as lawful unexcused and the student will not be allowed to make up work.

All absences are defined as lawful (excused, unexcused) or unlawful. An **excused** lawful absence (including excused tardiness) shall permit a student to make up work missed during the absence Any absence determined to be unexcused or unlawful will not entitle a student to make up work missed during the absence. At the discretion of the principal, students will be permitted to make up work for an unexcused lawful absence

Students may not make up nine-week or semester exams without a doctor's excuse, court excuse, or death in the immediate family (parent, grandparent, or sibling)

Lawful excused absences shall include:

- Students who are ill, whose attendance in school would endanger their health or the health of others, and who may be temporarily excused from attendance (medical documentation).
- Students in whose immediate family (siblings, parents, or grandparents) there is a death.
- Students excused from attendance in school for recognized religious holidays of their faith.
- Students ordered to appear in court.
- Students excused from attendance in class (es) to participate in activities representing the school The subject teacher may deny permission if the student does not have a passing average or has been excessively absent All missed work has to be made up All student absences for such school activities must have prior approval of the principal

  Approved activities are

  - State and national competitions representing the school
  - Ceremonies honoring outstanding students
  - Activities approved by leadership team

  Other:
  - Students absent with acceptable cause Acceptable cause is interpreted as being out of school for a condition over which the students and parents or guardians had no control and/or emergencies that could not be addressed at any other time.

NOTE. The following circumstances will not be considered as an absence:
- Students participating in approved field trips
- Students who are late or absent due to problems with school bus.
- Students assigned to in-school suspension classes

An excused lawful absence or tardiness shall permit a student to make up work.

Lawful unexcused absences shall include:

- Students who are absent from school as the result of out of school suspension.
- Students who are absent from class as a result of extra curricular activities, not approved by the school administration
- Students suspended from the school bus that do not report to school
- Students who are absent from class/school as a result of scheduled appointments, which can be made at times other than school hours.
- Parental notes for student illnesses in excess of allowed absences, which cannot be substantiated by medical statements regarding poor health or chronic illness.

At the discretion of the principal, students will be permitted to make up work for an unexcused lawful absence

Unlawful absences

- Students who are willingly absent from school without the knowledge of their parents.
- Students who are absent from school without acceptable cause with the knowledge of their parents

Procedures

- The attendance officer is responsible for determining whether absences are lawful or unlawful Those determined to be unlawful shall be documented.
- At three (3) accumulated unlawful absences in a class, the grade level administrator or designee notifies the parent/guardian by telephone or mail
- At three (3) consecutive or five (5) accumulated unlawful absences in a class the grade level administrator or designee completes a truancy investigation A conference is requested with the student and parent or guardian to develop a truancy intervention plan designed to improve student attendance and eliminate unlawful absences. The conference must demonstrate efforts by the school to assist the parent or guardian and should
  - Include appropriate personnel, such as guidance counselor, attendance clerk, and grade level principal.
  - Include a written truancy intervention plan signed by all participants and a copy provided to the parent and student If a parent cannot, will not, or does not attend the scheduled truancy conference, this information is indicated on the truancy intervention plan and a copy or the plan is mailed to the parent
  - Ensure the parent or guardian is aware of the attendance law violation and the impending need for a petition to the courts to be made.
  - Include referrals to community agencies/resources as appropriate
  - Include plans to periodically review the effectiveness of the interventions.

Intervention plans are considered unsuccessful when a student accumulates two unlawful absences after the plan has been implemented.

- At seven (7) accumulated unlawful absences or in the event the student has completely stopped attending school, intervention plans are updated to reflect the dates of absence to determine why the interventions are not effective and to prepare a truancy referral

Truancy referrals are made through the James Island Charter High School Office of Student Hearings (this should be the school principal) A truancy packet is forwarded to that office. The truancy packet must contain a copy of the following:

- Truancy Court Referral form

- Truancy Information and Intervention Plan
- Student Attendance Detail Summary

Students, parent, or guardians, as appropriate, will be summoned to appear before the James Island Charter High School Hearing Officer to answer to the charge of truancy Parent/guardian, student and Hearing Officer will sign an Attendance Contract. The document will be kept on file at 1000 Ft Johnson Rd. with copies to the parent and school attendance office

If a student stops attending school or accumulates two (2) additional *unlawful absences*, the following step is taken:

- If subsequent unlawful absences occur, a petition will be made to the Family Court The following documents are forwarded to Family Court

  - Copy of the prior court order(s)
  - Student Attendance Detail Record
  - Family Court Affidavit

At this time, the parent and student will be summoned to appear in Court.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5115 Truancy

The school will endeavor to reduce truancy through adoption of strict policies and regulations in regard to unlawful absences. The administration is directed to investigate the cause of absences and to seek the cooperation and involvement of parents and other community resources to reduce truancy An unlawful absence is defined as a student's willful absence from school without the knowledge of the parent or guardian or a student's absence from school without cause with the knowledge of the parent or guardian.

A concentrated effort will be made to prevent and remedy truancy in its early stages School personnel will seek cooperation from parents by making telephone contact and/ or holding parental conferences. After three consecutive unlawful absences or a total of five unlawful absences, school officials shall identify the reasons for the student's continued absence and develop a plan in conjunction with the student and parent or guardian to improve future attendance

The school will be responsible to see that its employees take whatever action is required to see that students comply with the South Carolina Compulsory Attendance Law Such authority includes filing of petitions or complaints in proper cases with the Family Court in Charleston County.

ADOPTED 05/22/2003
EFFECTIVE 07/01/2003

AR 5115-R Truancy

Truancy applies to children who become five (5) years old on or before September of the current year until they have reached their 17th birthday

When it is suspected that neighborhood school-aged children are not attending any school, the principal or designee in the residential area is responsible for making a truancy investigation

REPORTING AND PROCESSING NON-ATTENDANCE

- Step 1 At three (3) accumulated unlawful absences, the school notifies the parent or guardian by telephone or mail.

- Step 2. At three (3) consecutive or five (5) accumulated unlawful absences, the principal or designee completes a truancy investigation. A conference is requested with the student and parent or guardian to develop a truancy intervention plan designed to improve student attendance and eliminate unlawful absences The conference must demonstrate efforts by the school to assist the parent or guardian and should:

  Include appropriate personnel, such as classroom/homeroom teachers, guidance counselor.

  Include a written truancy intervention signed by all participants and a copy provided to the parent and student. If a parent cannot, will not, or does not attend a scheduled truancy conference, this information is indicated on the truancy intervention plan, and a copy of the plan is mailed to the parents

  Include referrals to community agencies/resources as appropriate.

  Include plans to periodically review the effectiveness of the interventions.

  Develop further interventions.

  Ensure the parent or guardian is aware of the attendance law violation and the impending need for a petition to the courts to be made.

  Determine if a consultation with DSS is needed due to parental neglect

- Step 3. At seven (7) accumulated unlawful absences or in the event a student has completely stopped attending school, intervention plans are updated to reflect the dates of absence, to determine why the interventions are not effective and to prepare a court referral. Court referrals/petitions are made through the school's legal representative and must include the following documents·

  - Truancy Court Referral
  - Family Court Truancy Information and Action Sheet

- Student Attendance Detail Report

- Step 4. If subsequent absences occur, another petition is made to the Family Court The following documents are forwarded to the legal representative.

    - Copy of the prior court order(s),
    - Student Attendance Detail Report,
    - Family Court Affidavit.

ADOPTED. 05/22/2003
EFFECTIVE 07/01/2003

Policy 5116 School Day

CCSD REF 6112

It shall be the policy of the school that the instructional day shall be in compliance with, and may exceed, state requirements as defined in the South Carolina Department of Education School Administrators Guide: Regulations and Statutes.

ADOPTED. 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5116-R School Day

CCSD REF: 6112

The school day for all instructional levels must be at least seven hours. With the exceptions noted below, students are to be engaged in instruction during the seven school hours.

A maximum of 40 minutes shall be allowed for lunch/recess as part of the seven hour day at all instructional levels.

At all instructional levels, a maximum of 10 minutes shall be allowed for homeroom as part of the seven-hour day When no homeroom period is utilized, administrative time required to determine attendance, make announcements, or complete other tasks normally accomplished during the homeroom period shall not exceed 10 minutes If it does, the time must be added to the seven hour day.

At the high school level, a maximum of 25 minutes shall be allowed for the change of classes as part of the seven-hour day. If class changes require more than 25 minutes, the time must be added to the seven-hour day.

Breakfast shall not be included in the seven-hour day

Priority must be given to teaching and learning tasks, that is, tasks that are directly related to the concepts and objectives of the courses to be completed.

Activities such as field trips, assemblies, and other tasks that directly relate to the concepts and objectives of the school curriculum may be scheduled as part of the instructional day.

Activity periods or club schedules may be scheduled as part of the instructional day as needed, provided that (1) no more than 12 such periods are utilized during any school year; (2) no instructional period operates for less than 40 minutes excluding change-of-class time; and (3) no class is eliminated from the daily schedule

Field trips, pep rallies, and other activities not directly related to teaching and learning tasks may be scheduled as part of the time allocated for activity periods or clubs scheduled as stated above, or may be scheduled as additional time in the instructional day

Class interruptions must be limited only to emergencies. Any outside interference with the continuous progress of teaching and learning shall be considered an interruption. Emergencies exist when conditions arise that make it impossible or impractical to delay class interruptions until the next change of class.

The principal shall be responsible to see that policies and procedures are established that prohibit non-emergency class interruptions such as classroom deliveries or teacher visits from salesman, parents, students, or other persons not specifically authorized.

During instructional time, general announcements and announcements paging students shall not be considered as emergency interruptions unless emergency conditions exist.

The instructional day for students diagnosed as handicapped in accordance with the criteria established by the S.C State Board of Education shall be in compliance with the requirements of their individual education plan.

ADOPTED: 05/22/2003
EFFECTIVE 07/01/2003

Policy 5121 Assignment to Special Programs

CCSD REF: 6141

All JICHS students scoring below established South Carolina standards in basic skills will be required to enroll in appropriate remedial and compensatory education programs.

In extreme cases only, where placement in such programs serves to impede the progress of a child, the principal of the school may waive the requirement, but must provide an alternative form of remediation consistent with the Basic Skills Assessment Act of 1978.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5121.1 Assessment Program

The board believes that each student is entitled to a sound education that provides the student an opportunity to acquire the basic skills needed to be an effective citizen in our society.

In affirming this belief, the board commits the school to implementation of any assessment program as mandated by the South Carolina General Assembly, and directs the administration to take steps necessary to comply with all South Carolina State Board of Education and State Department of Education rules and regulations

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5122.1 Exam Exemption Policy - High School

CCSD REF. 6155.3

- All mid-term exams will be taken.
- Exams for all ½ credit classes will be taken
- All students with an average of 93 or above for the second half of a full credit course may exempt the final exam in that class.
- Exemptions will not include IB exams, AP exams or any state mandated exam.
- In order to exempt the exam, the student must not have any unexcused/unlawful absences.

ADOPTED 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5125 Student Records Confidentiality

Right to Review and Challenge

STUDENT RECORD - CONFIDENTIALITY - RIGHT TO REVIEW AND CHALLENGE

A cumulative record shall be maintained for every pupil enrolled in the public schools of Charleston County. Such records may be used for the benefit, promotion or general welfare of the pupil and shall be considered as confidential. No one but authorized school personnel, parents, or legal guardians shall have access to the cumulative record without a subpoena or written permission of the parent or legal guardian Whenever a student has attained eighteen years of age or is attending an institution of post-secondary education, thereafter the permission of the student shall be required.

A request to inspect and review official records, files and data shall be made in writing and permission granted to authorized persons within two weeks after such request The right to inspect and review cumulative records shall include the right to review all material incorporated in each student's cumulative folder specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher and counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

Any parent desiring to challenge the content of their child's school record, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other right of students, shall first make such request in writing to the school principal Should this effort be unsuccessful, the parent shall be entitled to a hearing before the board

Information contained in school records shall not be made available to any individual, agency, or organization, without the written consent of parents, other than to the following: professional staff members of the school systems in which the student intends to enroll, an inspection with application for receipt of financial aid, and authorized representatives of the United States Comptroller General, Secretary of Education, and State Educational Authorities.

Schools shall establish procedures to verify the accuracy of data and to destroy, periodically, information no longer needed.

When information is furnished in compliance with judicial order or pursuant to any lawfully issued subpoena, the parents should be notified in advance of compliance therewith by the principal.

Any information transferred to a third party shall be with the understanding that no additional persons shall have access to such information without the written consent of the parents of the students.

The custodian of school records may charge for reproduction of such records Such charge shall not exceed the actual cost to the school.

Annual notification of their rights under this policy shall be made to parents and students eighteen or over.

ADOPTED. 05/22/2003
EFFECTIVE: 07/01/2003

AR 5125-R Student Records

A divorced parent who does not have custody of his/her child does not lose all parental rights under the law. Such a parent has the right to inspect the child's records, including test data and report cards, and hold parental conferences with teachers The only way such parental rights can be extinguished is by court order

A stepparent does not acquire such parental rights through marriage to a natural parent Therefore, a stepparent would not have the right, unilaterally, to review records or have parental conferences. The only acceptable way a stepparent could acquire such parental rights would be through either adoption or by obtaining legal custody, both of which would require a court order

A grandparent would have the same rights as a stepparent, unless such grandparent has custody of the child.

A natural parent may obtain copies of report cards by furnishing a stamped self- addressed envelope to the school and by paying, in advance, for all reproduction costs

ADOPTED 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5127 Participation in School Commencement Exercises

PARTICIPATION IN HIGH SCHOOL COMMENCEMENT EXERCISES

It is the policy of the school that all student participants in high school commencement exercises shall have met as certified by the principal all requirements for a Diploma, Certificate of Achievement or Certificate of Attendance Students in addition must meet all requirements of the school administration Participation in commencement is a privilege and not a right.

ADOPTED. 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5128 Differentiated Diploma and Graduation Requirements

South Carolina High School Diploma Requirements

In order to receive a state high school diploma, the student must have attended the high school issuing the diploma for at least the semester immediately preceding graduation except in the case of a bona fide change of residence to a location where the sending school will not grant the diploma Units earned in a summer school program do not satisfy this requirement

No students shall be allowed to apply to the units required for a state high school diploma more than six units earned in summer school and/or through approved correspondence courses and/or through adult education programs

Subjects	Diploma Requirements College Prep AND Tech Prep
English/Language Arts	4 units
Mathematics	4 units
Science	3 units
United States History and Constitution	1 unit
Economics	½ unit
United States Government	½ unit
Other Social Studies	1 unit
Physical Education or Junior ROTC	1 unit
Computer Science (including Keyboarding)	1 unit
	College Prep or Tech Prep
Foreign Language	1 unit
Career and Technology	1 unit
Total Core Units	17 units
Electives – language arts, math, science, social studies, visual and performing arts, foreign language, career and technology, physical education, etc	7 units
Total Units	24 units
Exit Exam	Pass South Carolina Exit Exam
Computer Science	Demonstrate Computer Literacy

Grade Classification

- **Grade 9**

  In order to be classified as a ninth grade student, the individual must have met the requirements of the Grade 8 Promotion Standard.

- **Grade 10**

  In order to be classified as a tenth grade student, the individual must have completed six (6) units to include:

  One unit in English 1
  One unit in mathematics

  (For purposes of the administration of the new S C Exit Exam, students will be tested in the spring of the second year after their initial enrollment in 9th grade, even if they are not classified as a 10th grader for other purposes)

- **Grade 11**

  In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:

  One unit in English 1
  One unit in English 2
  Two units in mathematics
  One unit in science

  In addition, students who do not pass one or more subtests of the S C. Exit Exam administered in the tenth grade will be put on academic probation until all subtests are passed

- **Grade 12**

  In order to be classified as twelfth grade student, beginning with the school year 2000-2001, the individual must have completed eighteen (18) units to include*

  One unit in English 1
  One unit in English 2
  One unit in English 3
  Three units in mathematics
  Two units in science

  In addition, the student must be enrolled in all other units (required and elective) needed to complete graduation requirements

  When, based on the student's schedule, it is anticipated that a student will complete graduation requirements by the end of the school year, the student may be placed in a

senior homeroom at the beginning of the first semester even if all of the units listed above are not completed.

Course Load

All students enrolled as regular students in Grades 9-12 at JICHS must be enrolled in a minimum number of courses or unit equivalents as follows

Grade 9-10	7 units
Grade 11	5 units
Grade 12	5 units

In cases of extreme hardship, a senior may request in writing to the Principal, permission for a waiver of the five-unit requirements These requests must flow through the board for a recommendation. It is not the intent of JICHS to grant wholesale approval, only those cases considered a bona fide hardship should be approved.

International Baccalaureate Courses

The award of the IB Diploma requires a minimum of 24 points and coursework and passing scores on examinations in six IB subjects, completion of 150 hours of Creativity, Action, and Service (CAS) activities; a 4,000 word Extended Essay, and the Theory of Knowledge course. According to the International Baccalaureate Organization, "a candidate must be registered by an authorized IBO member school at the time of examinations Each candidate must be in good standing at the school at the time of examinations. A candidate who does not fulfill the requirements for the award of the Diploma will receive a certificate indicating the results obtained in individual subjects Certificates are not available for the Extended Essay, Theory of Knowledge or CAS." Students enrolled in an IB course must complete the coursework and sit for the IB examination or refund the school expenses incurred on their behalf

Special Education

A goal of the CCSD/JICHS is to provide a free and appropriate public education for all students with disabilities. Students with disabilities who attain the same competencies required of non-disabled students receive a State High School Diploma. When a student's disabling condition prohibits him/her from earning a State High School Diploma, the exit options available are a CCSD/JICHS Employment Diploma for Students with Disabilities or a Certification of Completion Guidance Counselors and caseload managers have a copy of the course descriptions and course numbers.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5130.1 Extracurricular Inter-Scholastic Activities

CCSD REF: 6145

To participate in extracurricular/interscholastic activities, students in grades nine through twelve must achieve an overall passing average in addition to the following.

1 To be eligible in the first semester, a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or in summer school.

To be eligible during the second semester, the student must meet one of the following conditions:

a If the student met first semester eligibility requirements, then he or she must pass the equivalent of four ½ units during the first semester.

b If the student did not meet first semester eligibility requirements, then he or she must pass the equivalent of five ½ units during the first semester

In a 4 X 4 block schedule where units or ½ units are granted at the end of the first semester, the following will apply

- If not eligible first semester, must earn 2 units
- If not eligible first semester, must earn 2 ½ units

2. Students must satisfy eligibility requirements in the semester preceding participation.
   a. Credits earned in a summer school approved by the State Department of Education may apply for first semester eligibility A maximum of two units per year may be used.
   b. Students eligible for a first semester sport will be permitted to complete that sport even if it extends into the second semester

3 Handicapped students:

a Students diagnosed as handicapped and being served in a non-diploma program shall be considered eligible for participation in interscholastic activities if they are successfully meeting the requirements of their Individual Education Plan.

b Students diagnosed as handicapped and being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in interscholastic activities.

4 Credit courses used for eligibility purposes must be courses that are applicable as credit toward a high school diploma A student may also use college credit courses provided the student has met or is meeting all requirements for graduation

ADOPTED 05/22/2003
EFFECTIVE. 07/01/2003

Policy 5131.6 Administration of Medicines

CCSD REF: 5144

School personnel will administer medications only pursuant to district policy and regulation.

The principal or designee may assist with the administration of prescribed oral, topical, or inhaler pharmaceutical medications to students during school hours or during authorized school events upon the written request of the physician or other legal prescriber and the parent/legal guardian. The employee may not assist in the administration of any non-pharmaceutical product.

In a life-threatening emergency, such as a severe allergic reaction (i.e. bee sting), trained school personnel may give an Epi-Pen (injectable medicine), provided by the parent or legal guardian, in accordance with the individual's written Health Management Plan and orders from the student's physician or other legal prescriber

The school retains the discretion to reject request(s) for the administration of any medication which requires administration by a licensed nurse. In the event that the parent and the physician request a staff member be trained to administer such a medication, in the absence of the licensed nurse, in a life-saving situation (i e glucagon for severe hypoglycemia), and a willing employee is identified and trained by the physician's staff and parents, an Authorization for the Administration of Emergency Health Care Procedures form should be completed by the employee, the parent, the principal and the physician. Competency of the employee is to be assessed by the physician and or physician's staff.

Long-term (over two weeks) prescription and non-prescription medications require a Medication Permission Request Form (or written orders from doctor or other legal prescriber) properly completed and signed by the parent/legal guardian and the physician or other legal prescriber All prescription medications must be properly labeled in their original prescription container. Long-term, non-prescription medications do not require a prescription label but must be provided in the original sealed container with the manufacturer's label intact.

Medications prescribed for a short term (two weeks or less) may be administered to those who present the medication in a pharmacy-labeled container with required information including a current date, plus written permission from the parent or legal guardian. (i.e., antibiotics, pain relievers for braces, injuries etc.)

The licensed school nurse may administer medications to students as directed by the school's physician consultant in written health services clinical policies and standing orders.

All medication must be kept in a secured/locked location in the school office or health room Parents are expected to bring the medication to school. The school is not responsible until the principal or designee receives it Non-school employees are prohibited from administering medication The only exception will be a currently licensed registered nurse volunteering at the school All individuals administering medication must be designated by the principal and oriented by the licensed school nurse

Students may not carry medicine in school with one exception Due to life-threatening conditions, some students may be given permission to carry their own medications. Permission will be granted only after careful review by the school in consultation with the registered professional school nurse and the student's parent/legal guardian and physician or legal prescriber A Health Management Plan must be completed.

Any medication found in a student's possession (except as described above) will be confiscated by school officials. At the principal's discretion, the student may be sent home, a police report made, and disciplinary action taken as stated in policy # 5144 1 (Substance Abuse)

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

AR 5131.6-R Administration of Medicines

CCSD Ref 5144.1

The school recognizes the occasional need for employees to administer medication to individual students. The procedures detailed below must be followed in the administration of medicine.

Prior to administering any long-term (over two weeks) prescription and non-prescription pharmaceutical medication, all the following conditions must be met·

A Medication Permission Request Form, or other written authorization, properly completed and signed by the physician or other legal prescriber and the parent or legal guardian, must be on file. It must include

- child's name
- physician's name and telephone number
- name of medication
- dosage
- time(s) to be administered

In addition, the original prescription container, properly labeled with the student's name and a current date, is required for all prescription medications Non-prescription, long-term medications do not require a prescription label but must be provided in a manufacturer's bottle with the seal and label intact

The required parental permission, the physician's statement, and the prescribed medication will be delivered to the school principal or designee by the parent The school is not responsible for medication until the principal or designee receives it.

Prior to administering short-term (two weeks or less) prescription medications, all of the following must be met.

The original prescription container, properly labeled with the student's name and a current date, is required for all prescription medications

Written permission must be obtained from the parent or guardian.

The employee will not assist with the administration of any non-pharmaceutical products. (i e herbal remedies)

The school will not be held liable in the event of adverse reactions when the medication has been given in the prescribed manner.

The school retains the discretion to reject request(s) for the administration of any medication

Responsibility for the particular aspects of this policy are indicated below.

The principal may designate up to three specific individuals who have been trained to administer medication according to the Guidelines for Medication Administration. These individuals must be present at school on a daily basis (In anticipation of absences and emergencies, a back-up schedule should be available.)

All designated individuals must receive in-service (Form # MED 5 0 is to be completed) related to the administration of medications as provided by the licensed school nurse and must be provided with on-going supervision by the principal to ensure safe practice School personnel assisting with the administration of medication to students must inform the principal and the licensed nurse of any problems. (Form # MED 4 0 is to be used to document)

The school principal or designee will be responsible for the safekeeping of all medication All medication should be kept secured and locked up at all times. Only authorized personnel should have access to medications. Medications requiring refrigeration should be kept separate from food and refrigerated in a secured/locked area available only to authorized school personnel

A Student Medication Log will be maintained noting administration of all medicine by designated staff members. Each time the medication is received from home, the tablets must be checked and counted and the number recorded on the Student Medication Log. Any discrepancy must be reported to the principal, the licensed school nurse, and the parent/legal guardian immediately

No more than a thirty-day supply of medicine will be kept at school.

School staff members will communicate with the principal, parent or legal guardian, and the licensed school nurse about any problems or effects of administering medicine to students at school.

All medication information is confidential At the end of the year, upon discontinuation of the medication, or upon transfer of the student to another school or district, the student's Medication Permission Request Form and his/her Student Medication Log must be placed in the child's health file, locked in the nurse's office.

The Guidelines for Medication Administration will be followed unless written authorization signed by the physician or other legal prescriber is received In all cases the principal and licensed school nurse should be immediately notified. The designee should observe the student taking the medication The student should not be permitted to leave the designated area until the medicine has been consumed If oral medication requires water, water and fresh paper cups should be available (i e faucet or thermos of water).

Older students should assume the responsibility for appearing at designated times to take their medication. However, the person designated by the principal to administer medication should remind any student not reporting at the specified time

In the event there are unusual circumstances (or atypical requests), the licensed school nurse or RN supervisor should be notified to assist in establishing appropriate procedures.

The licensed school nurse should be notified of all student allergies so that she/he can record the information on the SC Comprehensive School Health Record.

The Medication Permission Request Form must be completed by a physician or other legal prescriber and parent or legal guardian annually or as required by the length of the prescription(s). A new form or written authorization from the doctor must be obtained if there is a change in medication.

Parents must inform the principal or designee of any change in the pupil's health or change in medication and present an updated physician's statement.

Parents will reclaim any unused medications within one week of the discontinuation of the medication or on the last day of school for students (not before) The licensed school nurse (with a witness) will destroy any unused medications after this time or as soon as feasible and document on the Medication Log. Medications will not be sent home with students at the end of the year or at the discontinuation of the medication.

Public/Parent Awareness

The principal must communicate the medication policy and procedure by sending home the brochure (form # MED 1 0) that is a part of this regulation at the beginning of each year and as needed. It must also be a part of every registration and orientation packet.

The same brochure should be distributed at PTA Meetings.

Form letter # MED 8.0 may be used to communicate to parents/legal guardians regarding the student's medication when specific needs arise.

ADOPTED 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5131.7 Medicines at School

CCSD REF: 5144.1

School personnel will administer medications only pursuant to district policy and regulation.

The principal or designee may assist with the administration of prescribed oral, topical, or inhaler medications to students during school hours or during authorized school events upon the written request of the physician or other legal prescriber and the parent/legal guardian In a life-threatening emergency such as a severe allergic reaction (i e. bee sting), trained school personnel may give an Epi-Pen (injectable medicine) in consultation with the principal, the registered professional school nurse, the parent/legal guardian, and the student's physician or other legal prescriber.

The school retains the discretion to reject request(s) for the administration of any medication that requires administration by a licensed registered nurse The school also refuses to administer medications except upon receipt of a Medication Permission Request Form (or written orders from doctor or other legal prescriber) properly completed and signed by the parent/legal guardian and the physician or other legal prescriber. (No over the counter medication or emergency medication will be given at school unless it is in compliance with all the requirements for a prescription medication) All medications must be properly labeled in their prescription container, and must be kept in a secured/locked location in the school office or health room Parents are expected to bring the medication to school The school is not responsible until the principal or designee receives it Non-school employees are prohibited from administering medication. The only exception will be a currently licensed registered professional nurse volunteering at the school. All individuals administering medication must be designated by the principal and oriented by the registered professional school nurse

No student may carry medicine in school with one exception Due to life-threatening conditions, students may be given permission to carry their own medications. Permission will be granted only after careful review by the school in consultation with the registered professional school nurse and the student's parent/legal guardian and physician or legal prescriber. A Health Management Plan must be completed.

Any medication found in a student's possession (except as described above) will be confiscated by school officials. At the principal's discretion, the student may be sent home, a police report made, and disciplinary action taken as stated in policy #5144.1 (Substance" Abuse)

ADOPTED: 05/22/2003
EFFECTIVE 07/01/2003

Policy 5132 Dress and Grooming

The standards for dress at James Island Charter High School are intended to discourage styles, which are inappropriate, for school or which present health hazards. Students will adhere to the following restrictions concerning their dress.

- No hats, bandanas, or sweatbands may be in the student's possession during school. Such items should be placed in a locker before first period or they will be confiscated. The school will claim no responsibility for confiscated items
- Shorts are permitted with restriction. Shorts must be appropriate regarding length, tightness, and thickness of material Shorts must reach the end of the fingertips. The following are NOT ALLOWED:
  - Short shorts (Daisy Dukes, running, and biking shorts)
  - Shorts with holes or shorts of thin material that reveal underwear.
  - Spandex shorts unless covered with a top, other shorts, or a dress.
- Skirts and dress must reach the end of the fingertips
- Shirts and blouses
  - Boys: No tank tops, sleeveless shirts, or shirts that expose the midriff
  - Girls No tank tops, halter-tops, low cut blouses, or tops that expose the midriff. (Shoulder straps must be at least two fingers in width.)
- All clothing and jewelry advertising or displaying a controlled substance, profanity, or vulgarity is prohibited.
- Pants must be worn over the hips and at the waistline. Waistline is defined as that area where the body bends when leaning over.
- Sunglasses may not be worn in the building without a doctor's excuse.
- Bedroom slippers and/or sleepwear are not allowed
- Accessories that may be used as a weapon or that may present a safety hazard are NOT PERMITTED. Examples include spiked neck collars, dog collars, spiked wristbands, heavy chain, wallet chains, safety pins, and jewelry chains that link body parts. Students who are not dressed in accordance with the dress code will be sent to the office to call parents, who, in turn, will bring a change of appropriate clothes or the student may wear clothing provided by the principal. A student's absence from class will be marked as "unexcused".

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5133 Participation in After-School Activities

It shall be the policy of the school that no student who misses all or any portion of a school day, unless excused by the principal, shall be permitted to participate later that day or evening in any extracurricular or school-sponsored authorized or related activity or event.

ADOPTED 05/22/2003
EFFECTIVE 07/01/2003

Policy 5138 Pregnant Students

A pregnant girl may continue her educational program at school. She may, on request, receive homebound instruction when medical complications make it impossible for her to attend the regular program, as certified by a licensed physician. This may include the immediate post-delivery period with the length of instruction being determined by her physician

ADOPTED: 05/22/2003
EFFECTIVE. 07/01/2003

Policy 5141.1 Accidents

Any school-related accident resulting in major injury to a pupil and/or property damage shall be reported to the principal's office. A major injury includes any injury severe enough to cause the loss of one half day or more of school or necessitating the consultation of a physician for medical assistance

ADOPTED: 05/22/2003
EFFECTIVE. 07/01/2003

Policy 5141.2 Communicable Diseases

CCSD REF 4114 4

The principal shall decide on a case-by-case basis whether or not students, faculty, or other staff members infected with communicable diseases should be permitted to attend classes, participate in school activities, or report to work.

In making these case-by-case determinations, the principal shall (1) confer with individuals from the medical community and/or any other discipline and (2) shall use the recommended procedures from the Department of Health and Environmental Control.
Persons affected by this policy will be treated with total confidentiality.

ADOPTED: 05/22/2003
EFFECTIVE 07/01/2003

Policy 5141.21 Acquired Immune Deficiency Syndrome (AIDS)

Decisions regarding the type of educational setting for the Human T-lymphotrophic Virus Type III (HTLV-III) infected child will be made on a case by case basis by the principal taking into account the child's behavior, neurological development, and physical condition The principal shall make these decisions, using a team approach to include the child's physician, the child's parent or guardian, and personnel from the school district and local health department, and others as deemed necessary.

HTLV-III infected children with any one of the following conditions will be excluded from the classroom:

- Those who lack control of body secretions or
- Those exhibiting behavioral problems, such as biting or
- Those with uncoverable, oozing lesions.

The identity of any student with AIDS/ARC or HTLV-III infection should be confidential

ADOPTED 05/22/2003
EFFECTIVE: 07/01/2003

Policy 5141.4 Child Abuse and Neglect

The board fully supports the Department of Social Services (DSS) in its effort to provide a safe and healthy environment for underage children. In keeping with this policy, the school will develop a guide to be used by its faculty and staff in a reported abuse or neglect of a student at JICHS.

General Guidelines.

- The individual who first receives the report of abuse or neglect is required to inform DSS and becomes the first responder
- This first responder will keep the principal informed of the reported incident
- The first responder will work with guidance to complete the necessary paperwork.
- Guidance will make a decision on the immediate response needed for the child and will keep the principal advised of action taken at the school level and actions taken by DSS
- In order to maintain student record continuity, a copy of the JICHS Child Abuse and Neglect form will be sent to CCSD, Guidance Services at 75 Calhoun St.

ADOPTED 03/31/2003
EFFECTIVE 07/01/2003

AR 5141.4-R Neglect/Child Abuse Administrative Regulation

Reporting Procedures for Child Abuse/Neglect·

Any school employee first suspecting the abuse reports this observation as follows:

An immediate report shall be made by telephone or otherwise and shall include the following information: name, address and age of student name and address of parent or caretaker· nature and extent of injuries or description of neglect and any other information that might help establish the cause of the injuries or condition, and followed by a written report on Charleston County School District form # 010-0153

Suspicion of child abuse or neglect is all that is required of school personnel in order to make the report It is not within the responsibilities of school personnel to prove that the child has been abused or neglected, or to make a determination of whether the child is in need of protection.

Any involvement of school personnel in investigation or treatment should be in conjunction with the local Child Protection Unit of the Department of Social Services. When there is a question of the child's safety in returning home, DSS should respond immediately or direct you in disposition of the child.

Where there is visible evidence of physical trauma, school personnel should either: (a) take a color photograph which must be submitted with the report; or (b) bring this condition to the attention of the local Child Protection Unit of the Department of Social Services so that appropriate photographs and/or x-rays may be taken

School employees who make child abuse or neglect reports shall maintain the confidentiality of the information contained in the report. Such information is to be released only to the Department of Social Services or the county law enforcement agency.

Unauthorized dissemination of such information may result in conviction of a misdemeanor that is punishable by imprisonment of not more than six months or payment of a fine of not more than five hundred dollars, or both.

ADOPTED: 05/22/2003
EFFECTIVE· 07/01/31

Policy 5144 Student Rights and Responsibilities

Consistent with state statute (See Sections 59-15-40, 59-19-90 et seq and 59-63-210 et seq Code of Laws of South Carolina, 1976, and Act 340 of the Acts of 1967), the board adopts these standards of student conduct described in the Student Rights and Responsibilities.

The rules set forth in this document shall establish minimum standards of conduct and behavior that must be met by all pupils as a condition for these pupils to attend school.

The Student Rights and Responsibilities shall be distributed annually to each student.

ADOPTED. 05/22/2003
EFFECTIVE: 07/01/31

Policy 5144.1 Substance Abuse

CCSD REF: 5131 6

The following are adopted as school policies and the violation of any these policies may result in expulsion

- No student shall be in possession of, use, manufacture, sell, dispense, or distribute a controlled substance, a counterfeit controlled substance, an imitation controlled substance (as defined by State law), or an illegal drug or narcotic.

- No student shall be in possession of or use a prescription drug unless procedures established in policy number 5131 6 (MEDICINE AT SCHOOL) and 5131 6 (R) have been followed.

- No student shall be in possession of, use, manufacture, dispense, sell or distribute beer, ale, liquor, wine, or alcoholic beverage of any kind.

- A student shall not be under the influence of any illegal drug, narcotic, controlled substance, beer, ale, liquor, wine, or alcoholic beverage of any kind

- The definition of "controlled substance", "counterfeit controlled substance", and "imitation controlled substance" is contained in the South Carolina Code of Laws for 1976, as amended, at Section 44-53-110 (1986 Supplement)

- In the event that a school administrator determines that a student has violated one of the above policies, the school administrator shall follow the general procedures listed below:

    - Ensure emergency medical care if needed
    - Notify the parent or parent's designee.
    - Notify the guidance counselor.
    - Notify the registered professional school nurse
    - Notify appropriate law enforcement officials and immediately turn the prohibited substance over to the law enforcement officials if the possession of the prohibited substance is illegal.
    - Recommend the student for expulsion to the discipline committee

ADOPTED 05/22/2003
EFFECTIVE: 07/01/31

Policy 5144.2 Extraordinary Proceedings

CCSD REF: 9361.1

When a majority of the board shall agree that the action of the discipline committee in readmitting a student to school or maintaining a student in school constitutes a reasonable chance of danger to persons or property, or that the re-admittance or maintenance so clearly undermines the goals of quality education that the integrity of the system is jeopardized, the board may then on its own motion, require that the matter be brought before it for hearing, de novo without regard to any decision formerly reached by the discipline committee.

To overturn an action of the discipline committee under this Extraordinary Proceeding de novo hearing, a vote of six members of the board shall be required.

ADOPTED 05/22/2003
EFFECTIVE 07/01/31

Policy 5144.3 Teacher Notification of Student Disciplinary Action

CCSD REF: 4116.32

For any disciplinary hearing by the discipline review committee or by the board of directors, all administrators and teachers involved shall be notified of the intended action within at least five days, when possible, prior to a hearing These same individuals shall receive written copies of any board or committee decision as a result of the hearing(s) within ten workdays following the written decision

Notification of the decision shall be the responsibility of the principal or designee.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/31

Policy 5144.4 Corporal Punishment

The use of corporal punishment, defined as any act of physical force upon a pupil for the purpose of punishing that pupil, is not acceptable in this school and will not be used as a disciplinary measure

The board will permit the use of reasonable and necessary physical force·

- to quell a disturbance threatening physical injury to others, and to themselves
- to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil
- for the purpose of self-defense
- for the protection of property, or
- for the purpose of removing a student from a classroom or other area deemed inappropriate.

ADOPTED 05/22/2003
EFFECTIVE 07/01/31

Policy 5144.5 Expulsion Procedures -Special Education

Under the doctrine of in loco parentis, the disciplining of public school children has been left to principals and school boards As a result of the Individual Disabilities Education Act (IDEA), the case law regarding discipline and expulsion for handicapped students has changed

To ensure compliance with recent court decisions, IDEA, and Section 504 of the Civil Rights Act, it shall be the policy of JICHS, before expelling a handicapped student, to

- Notify the parents of their rights under IDEA
- Hold an IEP team meeting to determine if the special education placement is appropriate and if a causal relationship exists between the offense and the handicapping condition
- Submit the team's recommendation to the principal for one of the following

    - To recommend expulsion when no relationship exists
    - To recommend appropriate discipline short of expulsion when a relationship exists
    - To place the student in a more appropriate placement
    - To request a due process hearing when parents do not agree with the committee's recommendation
    - To request JICHS counsel to obtain a court order to restrain the student from attending school because his/her behavior presents a danger

In all cases, the principal's decision will be communicated to the JICHS board The JICHS board will be informed of all alcohol, drug, weapon and assault on employee-related offenses

ADOPTED 8/16/2004
EFFECTIVE 07/01/2004

AR 5144.5-R Expulsion Procedures -Special Education

Regulations: CCSD Handicapped Expulsion Policy
Recommendation for Expulsion:

When a handicapped student commits an expellable offense and is recommended for expulsion, a multidisciplinary placement review committee meeting must be held and the parents invited The multidisciplinary team must have a psychologist or a special education consultant, a principal, a regular education and a special education teacher in attendance

The multidisciplinary team must determine (1) whether the student's current placement is appropriate and (2) whether the expellable behavior has a causal connection to his handicap

At the placement review meeting, the individual student's records are reviewed and the specifics of the case are discussed

Psychologist reviews the psychological report for background information, observations, and other pertinent information Tests results are checked to see if placement is appropriate, if the evaluation is current, and if further testing is warranted

Teacher reviews the IEP and Functional Analysis and Behavior Intervention Plan (FA&BIP) to determine what behaviors are being addressed and how Teacher discusses the student's performance in special education class and recommends what changes should be made in the program and amends the IEP and FA&BIP when appropriate

Principal reviews discipline report and summarizes the specific incident that resulted in the recommendation for expulsion

Questions, concerns, and additional pertinent information are shared

The committee must determine if there is a causal connection between the behavior and the handicap If the committee feels the behavior was the result of the student's handicap, disciplinary action short of expulsion may be taken, and the committee may revise the student's IEP to address the inappropriate behavior

When the committee determines that the child needs a change of placement to a more restrictive setting, because the same behavior would probably not have occurred in another placement, and/or because in the current placement the student was not totally responsible for his action, then a change of placement is recommended

Recommended changes might be resource to self-contained, self-contained without any mainstreaming, self-contained without any unstructured or unsupervised time including special area, lunch, bathroom and class change, self-contained to abbreviated day or homebased (Note When either of the last two placements is recommended, it needs to be understood that it will be a very short placement) Individual student goals and the criteria for the student to be readmitted to a full day self-contained placement must be clearly set forth After every ten days, the

placement must be reviewed The multidisciplinary team must determine if the student's behavior warrants a less restrictive placement.

When the parents agree with the recommended change of placement, the IEP is amended and the placement change occurs with the principal's approval

If the parents refuse the placement change, then the school calls for a due process hearing pursuant to IDEA

A summary of the committee's decision and suggestions are sent to the principal

No Relationship

- When the multidisciplinary team, based on pertinent information, determines that the offense has no causal connection to the student's handicap, then the recommendation for expulsion continues as with any regular JICHS student

- The parents are notified of the committee's decision If the parents are a part of the IEP placement review meeting, they are given a copy of the Parent Information Handbook stating their rights and responsibilities under IDEA When the parents do not attend, a letter summarizing the placement committee's decision and a copy of the Parent Information Handbook must be sent by mail to the parents' home address

- A letter summarizing the multidisciplinary placement review committee's decision should be sent to the principal The recommendation for expulsion should proceed and be heard by the discipline board

- The discipline board hears the case

- If the board elects to expel the special education student, the student will not be allowed to attend school for the remainder of the regular school year Special education students who have been expelled shall continue to receive a free appropriate public education

- The principal notifies the school, parent, and special education consultant The attendance clerk at the school continues to carry the student in his/her handicap category for the remainder of the regular school year A copy of the student's placement form indicating expelled should be maintained in the school's Attendance Office for EFA audit purposes

- The special education consultant and the parent will meet within (5) days to review/amend the IEP and to schedule the instruction and/or related services to be provided for the remainder of the regular school year

- A periodic review meeting will be held prior to the end of the school year to review and result the current IEP and develop an IEP for the following year

- The discipline board's decision may be appealed to the JICHS board in accordance with established policy

ADOPTED 8/16/2004
EFFECTIVE 07/01/2004

Policy 5144.6 Summer School Discipline Code Violations

It is the policy of the board that when an administrator recommends a student for expulsion, the discipline committee shall be the decision making body for that alleged violation and shall expel or not expel for that summer school program, confirming or denying academic credit therefore.

ADOPTED: 05/22/2003

Policy 5144.7 Off-Campus Alcohol and Drug Abuse

It shall be the policy of the school that should Charleston County School District authorities determine in any demonstrable way from the behavior or statements of a student or any other testimony or evidence that a student has arrived or returned to Charleston County School District property or at a Charleston County School District sponsored event reasonably soon after the consumption of any alcohol or prohibited drug, there shall be a conclusive presumption that the student has intentionally presented himself or herself in such a manner so as to deliberately prevent the Charleston County School District from delivering education or other service to that student on that day or portion thereof. That student then shall be recommended for expulsion in the same manner and fashion as in Section 4 33 of the Students' Rights and Responsibilities discipline Code.

ADOPTED
EFFECTIVE: 07/01/31

Policy 5144.8 Student Assaults On Employees

Anytime a student physically attacks a school employee, the principal shall be informed in writing.

The administration shall automatically appeal any decision of the discipline committee returning a student to school after any such attack or striking and inform the board of the circumstances.

ADOPTED: 05/22/2003
EFFECTIVE 07/01/31

AR 5144.8-R Student Assaults On Employees

Administrators shall use the attached form to report all incidents of physical assault by a student on a school employee When the discipline committee returns a student recommended for expulsion to school, the principal shall use the same procedures included in Policy 5144.1 to initiate an appeal to the board.

ADOPTED 05/22/2003
EFFECTIVE 07/01/31

AR 5144.8-R Attachment

STUDENT ASSAULTS ON SCHOOL EMPLOYEES
JAMES ISLAND CHARTER HIGH SCHOOL

Employee Name. _____ Date _____

Class/Location: _____

Student's Name: _____

Employee Statement:

I, _____ attest that the above written statement is accurate and true

_____
Signature

Policy 5144.9 Staff/Student Relations

CCSD REF. 4134 1/4234 2

The primary focus of interactions between employees of the school and students is the furtherance of academic achievement and support of the educational mission of the school The relationship should be one of mutual respect with employees acting as role models, fostering positive, cooperative associations, while conducting themselves appropriately. Taking a sincere interest in students' learning is commendable, however, special efforts should be made to avoid any semblance of impropriety.

When working with students after school hours or outside of school, employees should be attentive to maintain professional appearances and make every effort to inform parents and obtain parental approval.

Following are examples of situations that may give rise to charges of unethical conduct (This is not an exhaustive list).

- Consistently working with an individual student behind closed doors in a private, non-work setting
- Hugging or touching a student in a private setting
- Kissing a student
- Leaving the school campus with a student without prior approval
- Tutoring a student at his/her home (except home school teachers) without parental knowledge or consent
- Using obscene or profane language with students
- Engaging in improper conversations with students
- Condoning a student calling teachers and administrators by their first name
- Dating a student currently enrolled in the school

The immediate supervisor shall promptly address an employee's behavior when questions are raised involving possible unethical conduct.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/31

AR 5144.9-R Staff/Student Relations Regulations

CCSD REF 41341-R /4234 2-R

When possible unethical conduct by an employee has been reported, the immediate supervisor shall:

- Secure, if possible, statements from eyewitnesses and other people who have knowledge of the incident(s), including the alleged victim
- Discuss the incident(s) with the employee
- Present the employee with any credible information that has been gathered about the incident(s)
- Request a written response from the employee
- Emphasize the importance of maintaining a professional relationship with students if there is no factual basis to the incident
- Consult the school's attorney and other appropriate personnel for advice on consequences* (especially if the employee requests an opportunity to confront his/her accusers)
- Meet again with the employee and render a decision on consequences, if there is a factual basis to the incidents
- Report the incident(s) to the police and
- Confirm the decision in writing to the employee with copies to his or her personnel file and the principal

*Consequences may range from a reprimand to dismissal

ADOPTED: 05/22/2003
EFFECTIVE 07/01/31

Policy 5144.11 Parent/Legal Guardian School Attendance in Lieu of Expulsion

In an effort to limit out of school suspensions, parents/guardians can be offered the opportunity to attend school with the student Should the parent choose not to elect this option, the student will then be recommended to the disciplinary committee for expulsion.

ADOPTED. 05/22/2003
EFFECTIVE: 07/01/31

AR 5144.11-R Parent/Legal Guardian School Attendance in Lieu of Expulsion Regulations

The principal presents the following options to the parent/guardian of students who have become disciplinary problems, but are not yet considered consistent offenders

- attend school with your child; or
- respond to a recommendation for expulsion.

If the parent/guardian elects to attend school for a number of days (can not be less than one day) to be determined by the principal, he/she will:

- attend all classes and periods with the student, including recess and lunch,
- sit next to the student for the entire day, and
- attend an end-of-day conference with the principal or designee to discuss the child's behavior, including the possibility of a recommendation for expulsion or placement in an alternative program if available.

If the parent/guardian attends school and disrupts the classroom or school in any way

- the police will be called immediately, and charges will be filed against the parent and
- the student will be removed from school immediately, and will be referred to the disciplinary committee with a recommendation for expulsion.

If the parent / guardian refuses to come to school, the principal will recommend expulsion to the disciplinary committee.

The disciplinary committee, after review of the expulsion recommendation, will:

- recommend expulsion to the board; or
- assign the student to an alternative school if available, or
- place the student on principal's probation and return him / her to school after an appropriate period of suspension.

The principal may excuse a parent/guardian from attending school for extenuating circumstances. Economic hardship or loss of pay is NOT an extenuating circumstance. Out of school suspension will be administered when the principal accepts an extenuating circumstance as legitimate (e.g. parent/guardian in hospital) The student will return to school, after suspension, on strict probation

If the parent/guardian expresses hostility toward the school's staff and, in the judgment of the principal, his or her presence at school would present a potential danger, the student may be suspended in lieu of visitation.

In the event the student is a special education student as defined by state or federal law, a multidisciplinary team meeting, or an accommodation team meeting, as appropriate, will be held to determine whether the aberrant behavior is related to the handicapping condition before the

policy is implemented. If the team determines the aberrant behavior is related to the handicapping condition and the parent elects not to attend school with the child, the principal will not suspend the child if there have already been ten days of suspension during the academic year and will not recommend expulsion.

ADOPTED: 05/22/2003
EFFECTIVE. 07/01/31

Policy 5145.1 Police Interview and Apprehension of Students During School Hours

It shall be the policy of the school to allow police to interview students during school hours only when students have indicated they have information pertinent to the matter under investigation or when they are victims or complainants of the matter under investigation

A student who is suspected by the police or school officials of committing an offense shall be questioned by police on school property when all of his constitutional rights have been explained to him

It is recognized that police officers have the right to arrest, with or without warrant, students during school hours The principal will negotiate with the arresting officer to insure that arrests at school are accomplished with minimum disruption to the classroom instruction If a student is placed under arrest, then the custody of such student is no longer that of the school and the police may remove the student from school grounds.

The principal or his representative shall notify the parents or guardians of any student arrested during school hours.

ADOPTED: 04/28/2004
EFFECTIVE: 07/01/2004

Policy 5145.2 Search and Seizure

In accordance with the laws of the State of South Carolina:

Any person entering the premises of the school shall be deemed to have consented to a reasonable search of his or her person and effects.

The school principal, or designee, may conduct a reasonable search, on school property, and in accordance with school procedures, of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, shoes, satchels and pockets with or without probable cause.

The school principal, or designee, may conduct reasonable searches, on school property, and in accordance with school procedures, of the person and property of visitors to the school premises.

No school administrator or official shall conduct a strip search.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/31

AR 5145.2-R Search and Seizure

CCSD REF: 1310/4155/4255

The school will post right-to-search notices at entrances to all school property.

The principal or designee may make a reasonable search of any person either entering a school building and grounds or attending a school-sponsored activity.

The reasonable standard is met if (1) a search can be justified at its inception, and (2) the search is reasonably related in scope to the circumstances that justified it in the first place, e.g , acting on a tip or an observation of a suspicious situation Probable cause, belief that the subject is violating the law, is not required prior to conducting a search

An adult witness, preferably another administrator, should be present when conducting a search. If possible, someone of the same gender should conduct a search.

Searches, insofar as possible, should be private An exception to this general rule is when an illegal substance (drug) or weapon is in clear sight and immediate action is necessary.

Miranda-type warnings or announcements of impending searches are not required prior to conducting a reasonable search

Students who refuse a reasonable search shall be turned over to the school police officer who will conduct the search or have the student arrested Students who are arrested shall be suspended and may be recommended for expulsion. All others refusing a reasonable search shall be turned over to the school's police officer for further action.

Strip searches are prohibited.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/31

Policy 5145.3 Freedom of Speech

Distribution of Printed Matter

The board encourages freedom of expression and creativity of its students subject to the following limitations:

- No person shall distribute any printed or written material on the grounds of the school or in the school building unless the distribution of such material shall have prior approval by the school administration and shall be signed by the authors.

- The school administration shall give or deny its approval within two days of submission.

In granting or denying approval, the following guidelines shall apply:

- No material shall be distributed which, either by its content or by the manner of distribution itself, (1) will interfere with the proper and orderly operation and discipline of the school, (2) may cause violence or disorder, (3) is considered obscene, libelous, slanderous or defamatory according to current definition, (4) is designed for commercial purposes or to solicit funds for any purpose, (5) promotes favors, or opposes any political candidate or issue to be decided by general or special election, (6) attacks any ethnic, religious or racial group, or (7) will constitute an invasion of the rights of others.

- The principal shall designate reasonable times and places for the distribution of printed or written material on school grounds Those students who are granted approval to distribute materials shall be responsible for removing all litter caused by such distribution.

Any student who shall distribute material on school grounds or property without obtaining approval shall be subject to suspension or expulsion.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/31

Policy 5145.5 Non-Discrimination

It is the policy of the school not to discriminate on the basis of sex in its educational programs or activities A student is protected from sex discrimination in the following areas: (1) admission to and enrollment in school, (2) access to enrollment in courses, (3) use of school facilities, (4) counseling and guidance materials, texts, and practices, (5) vocational education, (6) physical education, (7) competitive athletics, (8) graduation requirements, (9) student rules and regulations and benefits, (10) treatment as a married and/or pregnant student, (11) health services, (12) school approved extra-curriculum activities, and (13) most other benefits and services.

Any student discriminated against on the basis of sex should contact the Title IX Coordinator.

ADOPTED: 05/22/2003
EFFECTIVE 07/01/31

6000 SERIES

SERIES 6000 - STUDENT
Policy 6112 School Day

CCSD Ref 5116

It shall be the policy of the school that the instructional day shall be in compliance with, and may exceed, state requirements as defined in the South Carolina Department of Education School Administrators Guide: Regulations and Statutes

ADOPTED: 05/22/2003
EFFECTIVE 07/01/2003

AR 6112-R School Day

CCSD REF· 5116-R

The school day for all instructional levels must be at least seven hours.

With the exceptions noted below, students are to be engaged in instruction during the seven school hours.

A maximum of 40 minutes shall be allowed for lunch/recess as part of the seven-hour day at all instructional levels.

At all instructional levels, a maximum of 10 minutes shall be allowed for homeroom as part of the seven-hour day. When no homeroom period is utilized, administrative time required to determine attendance, make announcements, or complete other tasks normally accomplished during the homeroom period shall not exceed 10 minutes, if it does, the time must be added to the seven hour day.

A maximum of 25 minutes shall be allowed for the change of classes as part of the seven-hour day. If class changes require more than 25 minutes, the time must be added to the seven-hour day.

Breakfast shall not be included in the seven-hour day

Priority must be given to teaching and learning tasks; that is, tasks that are directly related to the concepts and objectives of the courses to be completed.

Activities such as field trips, assemblies, and other tasks that directly relate to the concepts and objectives of the school curriculum may be scheduled as part of the instructional day.

Activity periods or club schedules may be scheduled as part of the instructional day as needed, provided that: (1) no more than 12 such periods are utilized during any school year; (2) no instructional period operates for less than 40 minutes excluding change-of-class time; and (3) no class is eliminated from the daily schedule.

Field trips, pep rallies, and other activities not directly related to teaching and learning tasks may be scheduled as part of the time allocated for activity periods or clubs scheduled as stated above, or may be scheduled as additional time in the instructional day

Class interruptions must be limited only to emergencies. Any outside interference with the continuous progress of teaching and learning shall be considered an interruption Emergencies exist when conditions arise that make it impossible or impractical to delay class interruptions until the next change of class

The principal shall be responsible to see that policies and procedures are established that prohibit non-emergency class interruptions such as classroom deliveries or teacher visits from vendors, parents, students, or other persons not specifically authorized.

During instructional time, general announcements and announcements paging students shall not be considered as emergency interruptions unless emergency conditions exist.

The instructional day for students diagnosed as handicapped in accordance with the criteria established by the S.C. State Board of Education shall be in compliance with the requirements of their individual education plan.

ADOPTED. 05/22/2003
EFFECTIVE· 07/01/2003

Policy 6114.6 Inclement Weather – (Emergency Closing/Delayed Openings)

CCSD REF 4153.3/4253 3/1112.13

During emergencies due to weather or other conditions, it may be necessary to close schools and offices. Public announcements and/or administrative announcements shall indicate one of the following types of closings:

- School and Offices Closed The school will be closed. Students will not attend school. Personnel will not report to work
- School Closed-Offices Open: The school is closed. Students will not attend school All office workers and twelve-month employees, both school-based and non school-based, will report at the regular time or when it is safe.
- Delayed Opening: The school will operate on a two (2) hour delay.
  - School and offices will open two (2) hours later than normal (i.e. regular opening 8 00 am) -- Delay opening 10:00 am
  - Students should not be dropped off before school opening.
  - Buses will run on a two (2) hour delayed schedule, (i e. normal pick up is 7 30 am -- Delayed pickup will be at 9.30 am)
  - Breakfast will not be served.
  - School day ends at the regular time.
  - Designated employees in critical areas will report as directed by their supervisors All other personnel will report to work two (2) hours later than normal

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6141 Assignment To Special Programs

CCSD REF. 5121

All school students scoring below established South Carolina standards in basic skills will be required to enroll in appropriate remedial and compensatory education programs

In extreme cases only, where placement in such programs serves to impede the progress of a child, the principal may waive the requirement, but must provide an alternative form of remediation consistent with the Basic Skills Assessment Act of 1978

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6145 Extracurricular/Interscholastic Activities

CCSD REF. 5130.1

To participate in extracurricular/interscholastic activities, students in grades nine through twelve must achieve an overall passing average and either.

- pass at least four academic courses, including each unit the student takes that is required for graduation, or
- pass a total of five academic courses.

Students must satisfy these conditions in the semester preceding participation in the extracurricular/interscholastic activity. Credits earned in a summer school approved by the State Department of Education may be applied toward first semester eligibility if all other requirements of this policy are met.

ADOPTED: 05/22/2003
EFFECTIVE. 07/01/2003

AR 6145-R Extracurricular/Interscholastic Activities

CCSD REF: 5130.1-R

The following DEFINITIONS pertain to the implementation of this policy:

- Extracurricular activities include those ongoing school sponsored activities, which may include student participation outside the normal school operating hours.
- Interscholastic activities shall be defined as all of those activities, which involve school-sponsored competition between or among schools.

Examples.

- Activities for which a coach, director or sponsor receives a salary supplement from the school (cheerleading, student council, school plays, athletics, academic bowl, etc.)
- Activities which are included but extend beyond course requirements (marching band, debate, newspaper, etc)
- School clubs (UBASA, Spanish Club, Key Club, French Club, DECA, Academic Team)

Eligibility refers to the individual status of each student being extended the privilege of participation in extracurricular /interscholastic activities

To participate in extracurricular/interscholastic activities, students in grades nine through twelve must achieve an overall passing average in addition to the following:

- To be eligible in the first semester a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school.

  To be eligible during the second semester the student must meet one of the following conditions:

  - If the student met first semester eligibility requirements then he or she must pass the equivalent of four, ½ units during the first semester.
  - If the student did not meet first semester eligibility requirements then he or she must pass the equivalent of five, ½ units during the first semester.

    In a 4x4 block schedule where units or ½ units are granted at the end of the first semester the following will apply

    - If eligible first semester, must earn 2 units
    - If not eligible first semester, must earn 2 ½ units

    - Students must satisfy eligibility requirements in the semester preceding participation

- Credits earned in a summer school approved by the State Department of Education may apply for first semester eligibility. A maximum of two units per year may be used

- Students eligible for first semester sport will be permitted to complete that sport even if it extends into the second semester

If more than one unit of credit is awarded on a yearly basis in a particular subject, this subject shall count as more than one academic course. (Example. A subject taught for three units of credit shall be considered the equivalent of three academic courses.)

Students passing the eighth grade-by-promotion academically will have met requirements for academic eligibility for first semester ninth grade.

An ineligible student shall not be allowed to participate in any extracurricular/ interscholastic activity. However, an ineligible student shall be allowed to participate in a co-curricular activity that occurs during the regular school day if he is a member of the class.

If activities are connected with curriculum experiences in a regular classroom situation (e.g. band, chorus, vocational), a student determined to be ineligible will be allowed to continue as part of the class and earn the grade and credit(s) for that course Ineligible students will not be allowed to participate in extra-curricular/interscholastic activities and shall not be penalized or have the course grade lowered because of their ineligibility to participate in those activities.

Those students diagnosed as handicapped in accordance with the criteria established by the State Board of Education and satisfying the requirements of their Individual Education Plan (IEP) as required by Public Law 94-142 will be permitted to participate in extracurricular/interscholastic activities.

Credit courses used for eligibility purposes must be courses that are applicable as credit toward a state high school diploma. If a student has met or is meeting all requirements for graduation and is enrolled in college credit courses, these college credit courses may be used to meet eligibility requirements.

Attendance at extracurricular/interscholastic activities, (athletic event, concert, prom, etc) are not affected by this policy.

In order not to penalize an ineligible student more than one semester, the student will be allowed to participate in a tryout session for an activity that will occur in a forthcoming semester (i e , cheerleader tryouts, solo and ensemble, etc.). Activities requiring multiple weeks of practice with a coach in preparation for the tryout session will not be allowed Students are not permitted to practice during their period of ineligibility.

ADOPTED· 05/22/2003
EFFECTIVE. 07/01/2003

Policy 6152 Student Fees

The school may assess fees for instructional and related services, (e g , field trips) provided the fee is necessary to promote and enhance the basic curriculum and related experiences

School fees, to offset the cost of educational materials and supplies, may not be charged to students eligible for free lunch and must be pro rata for students eligible for reduced price lunches if the parents or guardians of these students so request

Students who are exempted or unable to pay fees will not be denied access to any instructional activity.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6153-A Field Trips

For the purposes of this policy, a field trip is defined as any school sponsored activity that takes one or more students away from the school campus. In order that students may benefit from experiences that make learning more relevant, memorable and meaningful The board supports and encourages the extension of learning experiences through instructional field trips as well as field trips which allow students to participate in interscholastic or extracurricular/co-curricular competitions and activities.

The board does not endorse field trips when their primary purpose is to purely reward students without any academic benefit.

The staff is authorized to establish regulations and procedures to ensure that; all reasonable and prudent steps are taken to safeguard the physical and educational welfare of participating students and of students who do not participate; appropriate and adequate adult supervision is provided; the highest standards for instructional field trips are established to ensure that student participation enhances achievement of state curriculum standards. No child shall be denied access to field trips that take place during the school day due to an inability to pay field trip fees.

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Policy 6153-R Field Trips

School-wide Coordination of Field Trips

Principals will facilitate school-wide planning to ensure that learning experiences away from the campus are articulated across the grade levels and/or among departments. Consideration should be given to the total number of hours/days dedicated to field trips as well as the distribution of field trip experiences within the school year calendar. The impact of multiple field trips planned by different teachers on specific students or groups of students should also be examined The cost of field trip experiences and the ability of the majority of the students to participate should also be considered

Field Trip Approval

All field trips will be approved by the principal. Out of country field trips will be approved by the principal and board

Instructional field trips are linked to appropriate South Carolina Curriculum Standards The field trip supports the teacher's approved long-range plan for the academic year Specific objectives that clearly define what students will know and be able to do, as a result of participation in the field trip, are identified The teacher has planned preparatory activities to be conducted prior to the trip, learning activities to take place during the trip, and follow-up activities and assessments following the trip. The time away from the campus is carefully planned to maximize the effectiveness of the trip.

Arrangements have been made, for students who are unable to participate, to be engaged in appropriate instructional activities at school during the trip, non-participating students will also be provided with alternative activities to meet the objectives of the field trip The number of students participating in the trip and the reasons for non-participation should be considered during the principal review of the field trip request

The duration of time away from the school/home and distance traveled is appropriate for the age and maturity of the students involved

The cost is reasonable and provisions are made to include students who are unable to pay for any trip that takes place within the school day.

Students are provided an opportunity to participate in fundraising activities for trips that extend beyond the school day

Safety and Supervision

Appropriate adult supervision is to be provided as follows

- Middle/High: Minimum one supervisor for every 15 students.

- On overnight trips involving coed groups, at least one chaperone of each gender must be included in the total group of chaperones.

- At least one certificated employee of JICHS must be in charge of each field trip and must accompany students on the trip. All chaperones that are not school employees must sign a Field Trip Chaperone form for each trip they supervise. For each chaperone, the school must check any reference data available (i e. Sex Offender List) or any other information available at the school. All chaperones are to be briefed prior to the trip regarding their responsibilities and to be made aware of which employee is in charge of the trip.

- If students are divided into smaller groups, one chaperone will supervise each group. Tour guides provided at the field trip site may not be included as chaperones for small groups

A roster of students on the trip will be made and checked each time students board or leave the bus. A copy of the roster is to be filed at the school office prior to departure A route description and itinerary will also be left in the school office prior to departure.

All students and staff participating in the trip must carry identification with them. Students with medical problems must include identification of these problems. The employee in charge of the trip will secure any medical information and medications to be administered for children on the trip from the school office with directions prior to leaving on the trip.

JICHS encourages groups to use school activity buses or state-owned vehicles when possible. If not possible, group should use commercial carriers as an alternative. Groups must not use private vehicles without securing the special permission of the principal as indicated on the Request for Field Trip Approval form. Students shall not drive private vehicles for field trips If private vehicles are used, they shall be driven by a person at least 21 years of age and they must have minimum insurance coverage as required by the State of South Carolina

If an accident or unusual occurrence happens on the trip, the principal is to be notified immediately A complete follow-up report must be submitted to the principal and the board as soon as possible after the trip.

Student Participation

Parental/guardian permission must be obtained for each field trip. Parents/guardians are to be informed of the purpose of the trip and the details of trip logistics

Students who participate in field trip activities shall be limited to those who are participating in the class or activity for which the trip is designed

The school principal may deny a student the opportunity to participate in a field trip if, in the professional judgment of the staff, the student's participation would jeopardize his/her personal safety/educational progress or the safety/educational progress of others

Guidelines for Student Safety

Assign students to permanent small groups, each accompanied by an assigned chaperone. Ensure that students understand that they are to remain with their assigned group.

Assign students to vehicle/buses and do not allow students to switch places Clearly communicate expectations for behavior on the bus and at rest stops.

Clearly communicate schedules, activities, dress codes and areas/sites where students may and may not be.

Students may never be alone. Given the age of the students and the nature of the field trip location, students may be given the freedom to move about as small groups of students within clearly defined parameters.

Swimming is not an activity approved by the board.

Ensure continuous supervision of students on overnight trips Establish a curfew after which room doors will be taped. One of the chaperones should walk the halls on an hourly basis Hotels are preferred to motels, rooms without balconies are preferred House boys and girls on different floors or different ends of the halls. Give students the room number and phone number of their assigned chaperones for emergency contacts. Leave a room assignment list at the hotel desk. No students are allowed in chaperones' rooms. Caution students to:

- avoid stairwells except in an emergency and always move in pairs
- avoid talking to strangers
- know where emergency exits are located
- open room doors only for chaperones, the trip sponsor or roommates
- never leave keys under door mats or other hiding places; never leave the room without locking the door

ADOPTED· 05/22/2003
EFFECTIVE 07/01/2003

Policy 6153-B Field Trips

The board supports the idea of extending the school program by providing learning experiences and other activities away from school that are of value in helping achieve educational objectives These extensions of classroom instruction and the school program are referred to as field trips For purposes of this policy, a field trip is defined as any school-sponsored activity that takes one or more students away from the school setting.

There are two types of field trips:

- Instructional Field Trips (extensions of classroom instruction)
- Interscholastic/Extracurricular Field Trips (extensions of the school program)

Field trips are further classified by the length of time and the approving authority.

- A field trip that will be completed and students returned to school at the close of the normal school day. Approving Authority --principal.

- A field trip that will be completed and students returned to school after the close of the normal school day or a field trip that will not be completed in one day. Approving Authority -- principal.

The school staff, under the direction of the administration, shall take all reasonable and prudent steps to safeguard the physical and educational welfare of participating students.

Each such student shall be given guidance in setting up educationally sound variations in his school program to enable him to participate and shall be counseled as to his obligations in fulfilling them. The administration may place restrictions upon a student's participation when in the staff's judgment his welfare requires it. Charges or fees for field trips may be necessary.

No funds are budgeted for field trips. Field trips may be denied because of cost or because the sponsor has not made arrangements for all students in the group to participate.

In the event a school employee accompanying the students on a field trip in the capacity of either "professional employee in charge of the trip" or "student supervisor" is offered an opportunity for a reduced charge for admission, travel or accommodations, the fee charged the students shall be reduced a pro rata amount and the employee shall be responsible for paying the normal charge for admission, travel or accommodations. School employees will not accept gratuities or reduced charges as a prerequisite for arranging fieldtrips.

Students who participate in field trip activities shall be limited to those who are participating in the particular subject or activity and will benefit by achievement of the specific educational objective.

The principal shall develop administrative regulations pertaining to the implementation of this policy

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6153-B-R Field Trips Administrative

INSTRUCTIONAL FIELD TRIPS

PREPARATION, EVALUATION AND FOLLOW-UP FOR INSTRUCTIONAL FIELD TRIPS

Preparation by the teacher

- Organize logistics
- Submit preliminary plan to the administration outlining specific academic objectives for students as well as logistics.
- Provide for the safety of students.
- Arrange for supervisors
- Make financial arrangements, if any.
- Secure parental consent
- Inform administration of completed plans in writing and gain approval.

Overnight field trip requests must be in the principal's office three weeks prior to the date of the trip.

Resources

Visit site of interest, noting displays, exhibits, etc., of particular interest to purpose(s) of the trip Observe potential danger spots to students. Locate potential danger spots to students. Locate rest rooms and water fountains.

Distribute available printed guides for the destination, make certain students understand the purpose(s) of the trip, allow question and answer session for students, and provide time for students to take notes, sketch, etc.

Instruction

Give sufficient in-school instruction time to explain, research and describe the field trip.

Make certain that students understand the purpose(s) of the trip and that they know what to look for by use of the instructional booklet.

Make certain that students and their parents understand the educational purpose(s) of the trip, the departure and return times and places, dates(s) and other pertinent information about the trip, that includes established standards of behavior, dress and safety.

Evaluation and Follow-up

Using one or more of the following procedures, the teacher shall evaluate the students' attainment of the educational objective stated in the field trip request·

- Class discussion
- Testing
  - Written
  - Oral
- Individual and group projects
- Essays, poems and letters to officials at site visited
- Construction projects
- Art works
- Bulletin boards

Investigations

A complete follow-up report of the trip must be submitted to the principal as soon as possible after the trip is completed if an accident or unusual occurrence happens on the trip or if the principal specifically requests it.

SUPERVISION OF INSTRUCTIONAL FIELD TRIPS

Number of Supervisors

High School- There shall be a minimum of one supervisor for every 15 students. A coed group must be accompanied by a chaperone of each sex.

At least one professional employee (teacher, principal, assistant principal, supervisor) of the school must be in charge of each field trip and must accompany students on the trip.

All supervisors should be briefed in advance and made aware that one professional employee of the school is in charge of the field trip.

If the students must be divided into smaller groups, there shall be one supervisor for each group This supervisor may include guides at the site.

The professional employee in charge of the field trip shall be present at the site where the trip originates and remain until all students have departed for home when the trip terminates

A roster of students going on a field trip shall be made and checked each time students board or leave the bus A copy of the roster is filed in the school office prior to departure

The use of private transportation should be avoided if possible. Private transportation, if used, shall have the minimum insurance required by the State of South Carolina.

Route descriptions are filed in the school office prior to departure

All students and staff participating in the trip must carry identification with them.

Students with medical problems must have identification of these problems on them when participating in field trips The adult supervisors should have a written listing of these medical problems.

INTERSCHOLASTIC/EXTRACURRICULAR FIELD TRIPS

PREPARATION FOR INTERSCHOLASTIC/EXTRACURRICULAR FIELD TRIPS

- Submit preliminary plan to the administration outlining specific logistics for students.
- Provide for the safety of students.
- Arrange for supervisors.
- Make financial and accommodation arrangements, if any.
- Secure parental consent.
- Inform administration of completed plans in writing and gain approval.

SUPERVISION OF EXTRACURRICULAR FIELD TRIPS

Number of Supervisors

High School-- There shall be a minimum of one supervisor for every 15 students. A coed group must be accompanied by a chaperone of each sex.

At least one professional employee (teacher, principal, assistant principal, supervisor) of the school must be in charge of each field trip and must accompany students on the trip.

All supervisors should be briefed in advance and made aware that one professional employee of the school is in charge of the field trip.

If the students must be divided into smaller groups, there shall be one supervisor for each group. This supervision may include guides at the site.

The professional employee in charge of the field trip shall be present at the site where the trip originates and remain until all students have departed for home when the trip terminates.

A roster of students going on a field trip shall be made and checked each time students board or leave the bus. A copy of the roster is filed in the school office prior to departure

The use of private transportation should be avoided if possible. Private transportation, if used, shall have insurance that will provide minimum insurance coverage required by the State of South Carolina.

A complete follow-up report of the trip must be submitted to the principal and superintendent as soon as possible after the trip is completed if an accident or unusual occurrence happens on the trip or if the principal specifically requests it.

Route descriptions are filed in the school office prior to departure.

All students and staff participating in the trip must carry identification with them.

Students with medical problems must have identification of these problems on them when participating in field trips, or adult supervisors have a written listing of these medical problems.

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EFFECTIVE: 07/01/2003

Policy 6154 Homework

It shall be the policy of the school that regular and meaningful homework assignments be educationally valuable and necessary Assignments will be made only after the teacher has observed the student perform the skill(s) correctly at least once. In addition to reinforcement or skills attained through guided and independent practice, homework assignments may also encourage students to conduct research and think independently. Teachers shall correct and grade written assignments The principal shall monitor to ensure a reasonable balance between subjects and length of assignments. The school's homework policy shall be communicated to parents.

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EFFECTIVE: 07/01/2003

Policy 6155 Grading and Reporting Student Progress

CCSD REF 5122

The purpose of grades is to fairly evaluate and report student progress in a manner that is understood by a variety of audiences (e.g., students, parents, teachers, college admissions offices, and future employers). It shall be the policy of JICHS that students be given grades that accurately reflect the results of their work. All parents and guardians will be informed of requirements for promotion and graduation at the beginning of the school year and shall be notified of student progress at regular intervals. The principal shall establish procedures to communicate this information to students and their parents or guardians

Classroom assessments are to be aligned to the S.C. Curriculum Standards and are to provide opportunities for students to demonstrate critical and creative thinking, problem solving and application of skills as well as knowledge and comprehension Teachers are expected to measure each student's progress against the established grade level standards for performance rather than utilizing a method, which compares students' progress to that of others in the class or a method of grading based on student improvement (as opposed to achievement of standards).

Each teacher will establish a grading policy that clearly specifies which assignments and assessments will be included in the calculation of the grade and how grades for different student work will be weighted in the final grade, they will communicate this policy in writing to students and their parents and guardians at the beginning of the school year or semester

Principals and teachers are expected to ensure that:

- Teachers in the same grade level and/or department confer to establish greater reliability in grading practices, including expectations for student performance, grading criteria, and the methods for calculating grades
- Clear communication to parents and students occurs at the beginning of the school year regarding academic objectives and expectations for student performance, grading practices and procedures
- Frequent assessments of student progress take place employing a variety of formal and informal assessment strategies and including assessments of varying degrees of cognitive complexity
- Assessment results are used to determine necessary adjustments in the pace of instruction, instructional strategies and instructional materials
- Ongoing feedback is provided to students and their parents about student progress and parents and students have an opportunity to review graded assessments in a timely manner, and
- When students are experiencing difficulty learning, conferences with the students and parents take place in advance of the end of the reporting period and when needed to develop an Academic Plan and minimize the chances of a continuing problem.

Students are expected to take responsibility for their own learning and to continually strive to improve their performance Parents are expected to monitor student progress and to communicate with teachers as needed to ensure that optimal learning takes place at home and at school
ADOPTED. 05/22/2003
EFFECTIVE: 07/01/2003

AR 6155-R Grading and Reporting Student Progress Regulations

General Guidelines

- The James Island Charter High School shall develop a standardized report card to be issued at the end of each grading period.

- Assignment of grades shall be the responsibility of the teacher and shall be monitored by the principal to ensure accuracy. The classroom teacher will keep accurate records of student performance by entering the exact numerical grade (or other assessment results) as earned and will be responsible for justifying grades recorded on report cards and permanent records.

- Once a grade is recorded on a student's record, it becomes a legal record of the student's performance and may only be changed by completing a Permanent Record Grade Change form signed by the teacher and the principal. Falsification or modification of a student's grade record without proper authorization is fraud

- Assignments of grades shall be the primary responsibility of the teacher and shall be monitored by the department head to ensure accuracy. When the monitoring indicates the need for adjustment of a grade, and if the department head and teacher do not agree, either party has the right to appeal to the principal whose decision will be final.

- All work considered in grade determination must have been assigned for completion during the grading period and must reflect the content and skills required in the curriculum.

- Extra credit assignments will be used sparingly. They must reflect the content and skills required through the established S C Curriculum Standards and must be graded to the same standards applied to other work in the course

- Students' academic grades may not include assessments of classroom behavior.

- When students work together to produce a product as a group, teachers are encouraged to acknowledge students' teamwork, however, each student shall be graded on his or her contribution to the project and/or assessed individually on what was learned through the group effort. The teacher shall determine the grading criteria in advance and communicate the criteria to students and parents when the unit of instruction is initiated.

- The grading policy is applicable to special education students (with the exception of special education students participating in non-traditional curricula (i.e., self-help, independent living, functional and adaptive skills) who will receive a special education report card based on IEP goals). In addition to grades on the standard JICHS report card, the parents of all special education children must be informed in writing, at least quarterly, regarding students' progress toward attaining each annual goal on the IEP.

- At the end of the school year, teachers will turn in their grade books to the principal for reference regarding student grades and promotion during the summer months. Grade books will be maintained on file by the principal for one semester following the school year and then destroyed. Principals may specify that either electronic and/or paper files be kept.

- The use of a traditional grading system for ESOL students is often inappropriate. Classroom teachers of ESOL students are to consult with the ESOL teacher to determine appropriate instructional and grading accommodations.

GRADING STANDARDS

1 The S.C. Uniform Grading Scale shall be implemented in all courses for grades 9-12

A	93-100
B	85-92
C	77-84
D	70-76
F	69 or below

Quality points will be assigned to grades to calculate the Grade Point Ratio (GPR) using the table provided by the state.

2 Numerical grades for the report cards issued in grades 9-12 shall be calculated as follows

- Quarter Grade – Advisory Progress Reports in half-year courses (4X4 schedule) will not count as a quarter grade. They shall be advisory progress reports only. Progress Reports are issued at 4 ½ weeks and 13 ½ weeks in an eighteen-week course
- Midcourse/Semester Grade – This grade includes all of the coursework assessments for the period being graded. This grade should include, but not be limited to: major tests, quizzes, project grades, portfolio assessments and class participation This will be communicated to students at the beginning of each course in the teacher's grading policy. The average of these will count 75% of the grade. An exam is required for every course and will count 25% of the grade.

- Final Grade – The grade for the second term of a one-credit course will be calculated as described above The final grade will be the average of the midcourse grade and the second term grade

  The final grade for a one-half credit course will be the grade arrived at by counting the course work 75% and the exam 25%.

3 A final exam will be administered in all courses regardless of the student's grade unless they are exempt. Teachers are not required to administer additional final exams to students who sit for the AP/IB exams or are enrolled in classes, which require state-

mandated end-of-course exams. Students who elect not to sit for AP or IB exams will be required to take a course final exam, unless exempt and will reimburse JICHS for any expenses incurred on their behalf. Students who are failing AP or IB courses may have the option of taking a final exam

- Exemption Policy – Students with an average of 93 or above in the second half of the course, who have no unlawful absences, may be exempted from the final exam Students enrolled in courses, which have a state mandated, end-of-course exam, cannot exempt.

4 A maximum of two examinations will be administered on a given day. Unless otherwise approved by the principal or as required for standardized tests, (i.e , S C End-of-Course exams) exams are to be scheduled for a minimum of 100 minutes.

5. Teachers will document all actual grades in their grade books. However, the lowest grade recorded on the report card at the quarter or midcourse shall be 55, with a comment requiring a parent conference. All grades thereafter shall be the true average achieved by the student.

6. A teacher may give a grade of "incomplete" if, in the teacher's professional judgment and with the approval of the principal, an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented long-term illness or a death in the immediate family. The teacher, student and parent will develop and sign a contract for completion of the course, which will not extend beyond the end of the next semester or the conclusion of the school year The principal must approve the contract and it is at the principal's discretion to approve any extension of the contract. The student's incomplete grade will be reported as an "I". Once the work has been completed, the teacher will authorize the appropriate change in the grade If the work is not completed within the agreed upon time, zeros will be given for the incomplete work. The "I" will be replaced by the student's actual average

7 A grade of "audit" (AU) may be given, with the approval of the principal, if a student attends a class with no expectation of receiving credit. A student who transfers to JICHS late in the semester or who wishes to review content of a course may choose to audit. The student and parent must sign a statement at the time of registration indicating that they understand that no credit will be awarded for the course. This option will be provided on a space available basis only Students who are auditing will meet attendance requirements and complete all coursework Failure to adhere to this policy will result in the student's removal from the class and placement in a study hall.

8 A student enrolled in more than the minimum number of courses may withdraw from a course if circumstances warrant, provided the course is an elective If a student withdraws on or before the 10th day of a 180 day course, the 5th day of a 90 day course, or the 3rd day of a 45 day course, the course name and number will be removed from the student's record and no grade will be posted If a student withdraws from a course after the timelines established above with a passing grade, a grade of 62 will be posted and

will be included in the student's grade point ratio (GPR). This grade penalty for a late withdrawal does not apply in cases in which the school administration cancels a course or initiates other schedule changes. If the student withdraws from the course after the timelines established above with a failing grade, the student's failing average at the time of withdrawal will be recorded.

9. If a student retakes a course in which a D or F has been earned, all grades for the course will be included in the student's GPR. Students may retake a middle school Carnegie unit in 9th grade and, no matter what grade was earned in middle school, the freshman grade will appear on the transcript whether it is higher or lower.

10 Students may take the first unit of a foreign language, Algebra 1 and Keyboarding for Carnegie units in the middle school Honors weight may not be awarded for these Carnegie units.

11 Teachers' grade books and student examinations are to be kept on file by the principal for one semester after the examination period and destroyed.

12. Students with a final average lower than a 50 will not be eligible to take that course in summer school.

Conversion Table: Numerical Grade to Weighted Quality Points

Average	Grade	College Prep/Tech Prep	Honors	Advanced Placement/ International Baccalaureate
100	A	4 87	5 37	5 87
99	A	4.75	5 25	5.75
98	A	4.62	5.12	5 62
97	A	4 50	5.00	5.50
96	A	4 37	4.87	5.37
95	A	4.25	4.75	5 25
94	A	4 12	4.62	5 12
93	A	4.00	4.50	5.00
92	B	3 87	4.37	4 87
91	B	3.75	4 25	4 75
90	B	3 62	4.12	4 62
89	B	3 50	4 00	4 50
88	B	3 37	3.87	4 37
87	B	3 25	3.75	4 25
86	B	3 12	3.62	4 12
85	B	3 00	3.50	4.00
84	C	2 87	3.37	3.87
83	C	2.75	3 25	3.75
82	C	2 62	3.12	3 62
81	C	2 50	3 00	3 50
80	C	2.37	2 87	3.37
79	C	2 25	2.75	3 25
78	C	2.12	2.62	3.12
77	C	2.00	2 50	3 00
76	D	1 86	2 36	2.86
75	D	1 72	2 22	2 72
74	D	1.57	2 07	2 57
73	D	1.43	1.93	2.43
72	D	1.29	1.79	2 29
71	D	1.14	1.64	2 14
70	D	1 00	1.50	2 00
69	F	87	1 37	1.87
68	F	75	1 25	1.75
67	F	62	1 12	1 62
66	F	.50	1.00	1 50
65	F	.37	.87	1 37
64	F	.25	75	1 25
63	F	.12	.62	1 12
0-62	F	0 00	0 00	0 00

Grade Point Ratio will be calculated using the following formula with no rounding:

GPR = sum (quality points x units)
Sum of units attempted

EXAMPLE.

Student A	Grade	Quality Points	Unit
English I CP	91	3 75	1.0
Algebra I CP	87	3.25	1 0
Physical Science CP	94	4 12	1.0
World Geography Honors	83	3.25	1 0
Physical Education CP	92	3 87	0 5
French I CP	84	2 87	1.0
			Sum 5.5

COMPUTATION:

3.75 x 1 = 3 75
3.25 x 1 = 3 25
4 12 x 1 = 4 12
3.25 x 1 = 3.25
3.87 x .5 = 1.935
2.87 x 1 = 2.87

Sum = 19.175/5 5 = 3 4863636

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EFFECTIVE 07/01/2003

Policy 6155.2 Grading Standards

CCSD REF 5122

It shall be the policy of the school that students are to be given grades that accurately reflect the results of their work Papers, tests, assignments or other student products will be graded and marked accurately All written work shall be graded from the standpoint of grammar and composition as well as the appropriate content.

Assignments of grades shall be the primary responsibility of the teacher and shall be monitored by the department head to ensure accuracy. When the monitoring indicates the need for adjustment of a grade, and if the department head and teacher do not agree, either party has the right of appeal to the principal whose decision will be final.

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Policy 6155.3 Exam Exemption Policy - High School

CCSD REF: 5122 1

All mid-term exams will be taken.

Exams for all ½ credit courses will be taken.

All students with an average of 93 or above for the second half of a full credit course may exempt the final exam in that class In order to exempt the exam, the student must not have any unexcused/unlawful absences.

Exemption will not include AP exams, IB exams or any state mandated exams

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EFFECTIVE: 07/01/2003

Policy 6155.4 Reading Policy

CCSD REF. 5122 2

The board recognizes the critical importance of reading as an essential academic skill, which all students must acquire to be successful in school and in life The goal of the school is for all students to become lifelong, independent, strategic readers. The school will emphasize reading across the content areas and interventions for struggling readers

Expectations for Reading

The school will provide an environment, which ensures effective and consistent reading instruction for all students. The school shall provide the necessary support for all students who experience difficulty in reading and use appropriate on-going strategies to assess students' performance and progress.

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Policy 6156 Mathematics

The school recognizes the critical importance of mathematics education for all students. The school's goal is to have all students become confident problem-solvers who effectively communicate their ideas and results, value mathematics, and are actively engaged in learning mathematics.

Expectations for mathematics

The State will provide teachers with Curriculum Standards for Mathematics in grades 9 - 12 that identify grade level competencies for all students.

- SDE Curriculum Standards, 1998 & 2000
- SDE Blueprint for Success, 1998

The school will establish a comprehensive mathematics program that ensures effective and consistent mathematics instruction for all students

Indicators

- Build consensus for a math philosophy for the school.
- Examine annually the School Renewal Plan and, if applicable, the Title I School Improvement Plan to re-evaluate math initiatives in the school
- Determine the instructional levels of students to provide differentiation of instruction in mathematics.
- Provide a balanced program between the Process Standards (problem solving, reasoning, communicating, and making connections) and computational fluency.
- Promote best practices of the teaching and learning of mathematics.
- Increase direct teaching of mathematics to all students.
- Use technology in instruction whenever appropriate.
- Promote professional development.
- Celebrate math successes of students, parents, and faculty.
- Provide all students with equal access to a challenging mathematics curriculum
- Promote the integration of content and process standards whenever appropriate with other curricular areas..

The school will provide the necessary support for all students who experience difficulty in mathematics.

Indicators

- The math department will examine instructional methods, practices, technology, and programs to determine their effectiveness with students struggling in mathematics
- Promote extended-day learning opportunities
- Develop Academic Plans and Year-Long Comprehensive Remediation Programs that promote acceleration in mathematics for struggling students

The school will make manipulatives, calculators, and other materials necessary for effective teaching and learning of mathematics available to teachers, and students.

Indicators

- Provide all students access to math manipulatives and calculators
- Ensure access to computers
- Ensure that purchases of supplementary materials support the math initiatives of the school
- Seek grant opportunities for classroom manipulative kits & calculator sets

ADOPTED 05/22/2003
EFFECTIVE 07/01/2003

Policy 6157 High School Examinations

It shall be the policy of the school that all students be administered a final examination in every course in which they are enrolled for high school diploma credit, both first and second semesters.

ADOPTED 05/22/2003
EFFECTIVE 07/01/2003

AR 6157-R High School Examinations

A maximum of two examinations will be administered on a given day

The regular semester work will count 75% and the examination 25% of each semester grade.

All students, including seniors, will be required to take the examinations in every course taken for credit.

Unless otherwise approved by the principal, examinations are to be scheduled for two regular class periods (100 minutes minimum)

Teachers' grade books and student examinations should be kept on file by the principal for one semester after the examination period.

ADOPTED: 05/22/2003
EFFECTIVE 07/01/2003

Policy 6161 Selection of Instructional Materials

The board delegates to the professional staff the authority to select instructional materials on the basis of quality and relevance to student performance objectives, standards set forth by state regulations, the recommendations of professional academic organizations and the mores and sensibilities of the community. Teachers, media specialists, guidance counselors, and administrators are professionally trained personnel who know the requisites of a well-balanced media collection, courses of study, appropriate instructional materials, and the individual needs of students.

Students have the right to access a wide diversity of materials in their school library media centers and classrooms. Selection of materials for media centers and classrooms includes representation of diverse points of view. Teachers should allow for reasonable competition of ideas within the classroom and should provide opportunities for students to study and discuss such topics openly. Materials selected for students to use in media centers or classrooms will be considered as a whole and will not be excluded because of the race, nationality or political or religious views of the author or publisher. Materials should reflect the multi-faceted character of American society and present life in a true and realistic manner.

Instructional materials, as referred to in this policy, include the following categories: school library media collections, textbooks, curriculum guides, materials used in special education and guidance programs, commercial programs, teacher-generated classroom materials, and materials approved by advisory committees. All such materials, whatever their physical makeup, fall within the scope of this selection policy.

The professional staff shall ensure that instructional materials promote study, foster critical thinking, encourage recreational reading and enable students to make intelligent judgments in their daily lives.

The leadership team has final approval over textbooks and other instructional materials identified for use in classrooms. Teachers will be involved in the selection of all instructional materials JICHS promotes academic freedom and the student's right to read.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

AR 6161-R Selection of Instructional Materials

School Library Media Collection:

The school media specialist uses State Department of Education approved selection sources to provide a well-balanced, up-to-date collection, which supports the school curriculum and offers a range of reading for all students. The media specialist systematically assesses the collection, determining needs and discarding materials which are outdated, worn out or inappropriate for the age and developmental levels of the students

Textbooks

The S C. Department of Education annually names a statewide committee to identify textbooks, software, and other instructional materials appropriate for designated grade levels and content areas The committee approves a range of materials from which local districts may select

The principal or designee implements the selection process for JICHS. Department heads chair teacher committees, which identify the materials to be used in the school

The principal is notified of the adopted materials by department heads

Curriculum Guides

The leadership team, using the state department guidelines, oversees the ongoing process of curriculum development. According to program needs, funds are budgeted to create or update curriculum guides For each program area, the department head and selected teachers read current research on theory and practice to write or revise. Upon approval of the principal, the curriculum is implemented All curricula are monitored and evaluated as per state guidelines

Special Education Program Materials

The school oversees the selection of materials from the S.C. Department of Education list of approved texts. Committees composed of special education teachers select additional materials for special education programs

Materials determined to be appropriate for the age, ability and reading level of the students are piloted on a limited basis before being accepted for general use. Because special education students have specific instructional needs as reflected in their Individual Education Plans, teachers are offered a range of materials from which to choose.

Although the principal has responsibility for special education program materials, the special education teachers will advise the principal of materials selected for use in the program.

Guidance Program Materials

Guidance services for individuals, groups, and classrooms, are offered to students. The guidance program covers topics such as career counseling, substance abuse prevention, personal safety, decision making, higher order thinking skills, and self awareness. Guidance counselors should advise their principals and teachers of the nature of materials selected for the guidance program. Principals have ultimate responsibility for guidance program materials selected at the school.

Supplemental Classroom Materials

Supplemental classroom materials include commercial products, teacher-generated materials, and curriculum guides from other school districts. In the selection of supplemental classroom materials, teachers should consult guidelines published by the national councils of their professional organizations Teachers must preview all materials introduced into classrooms.

Individual teachers should study commercially produced materials for content relevance and age-appropriateness and to ensure that the materials reflect the instructional philosophy and objectives of the school and knowledge of best practices. Teacher generated materials, including but not limited to writing samples, reading passages, study guides, demonstration handouts, and tests, should be relevant to the content of the course and appropriate for the age and developmental levels of the students. Principals have ultimate responsibility for supplemental materials.

Miscellaneous Materials

All professional staff should consult with someone who has seen, heard, or worked with outside speakers invited to the school and should carefully monitor any materials introduced by speakers, previewing such materials whenever possible. If speakers wish to distribute materials, that have not been previewed, staff members should request that the materials be left with them for subsequent distribution. Similar care should be taken regarding materials students bring into their classrooms from home Principals are to be advised if any potentially controversial materials are introduced into the school.

Gifts

Gifts of materials or of funds with which to purchase materials are accepted with the understanding that such materials are subject to the selection criteria and procedures of this policy. School administrators may sign donors' receipts, accepting full ownership of a donated item, but they will not assign a dollar value to the donated item.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6161.1 Textbooks and Supplies

CCSD REF: 6161.2/4116 24

The staff shall involve teachers in the selection of texts, audio-visual materials, library reference materials, maps and globes, laboratory and shop equipment, art supplies, athletic equipment, current periodicals, standardized tests, guidance materials, and other necessary tools for the teaching profession. Efforts shall be continued to seek and use textbooks and supplementary reading materials that contain the contributions of minority groups to the development of the United States.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6161.3 Supplementary Instructional Materials

Copyright Law

The board recognizes that the 1976 Federal Copyright Law, P.L 94-553, (effective January 1, 1978) makes it illegal to duplicate copyrighted materials without permission except for certain exempt purposes

The board further realizes that severe penalties are provided for unauthorized copying of audio, visual, or printed materials unless the copying falls with-in the bounds of the "fair use" doctrine. The board, therefore, informs all personnel that unauthorized reproduction and/or use of copyrighted materials is illegal, unethical, and not permitted by the board and that violations of the copyright law may result in criminal or civil suits and/or suspension or dismissal from employment in the system.

To protect staff members and the school against legal redress for alleged violation of the copyright laws, the person making the reproduction is responsible for determining that the action is within the law. When an individual is not certain, he should contact the principal in order to ascertain whether copying falls under "permitted use" If it does not, the principal may request permission to reproduce materials from copyright holders Requests to reproduce copyrighted materials on school equipment will not be honored unless the reproduction is legally permissible

ADOPTED. 05/22/2003
EFFECTIVE 07/01/2003

AR 6161.3-R Supplementary Instructional Materials
Copyright Guidelines

The copyright law applies to all formats, e.g., print and electronic. Educators may use copyrighted resources under the "Fair Use" guidelines provided the use meets these four criteria:

- The purpose of the use
- The nature of the work used
- The amount of the work used
- The effect the use will have on the potential market for the work used

A teacher may:

- Show a video of a broadcast television program within (10) days of the broadcast
- Show a movie (even if it is labeled "for home use only") if it meets the following criteria
    a Is a part of face-to-face instruction
    b Is documented in your lesson plans
    c. Supports the goals and objectives of that lesson
    d. Is a true and legal copy
- Use parts of legally attained and properly credited copyrighted materials for instructional purposes and for student projects, including multimedia presentations
- Retain the project for instructional purposes for up to two (2) years after the first use, after two years must have written permission to use any copyrighted materials
- Retain project indefinitely if needed for presentations to peers (i.e , conferences, in-service workshops), job performance evaluations or interviews
- Use materials that are directly connected to the curriculum
- Make a class set of print copies if the copying meets the criteria of:
    a Brevity
    b Spontaneity
    c Cumulative effect
- Utilize Cable-in-the-Classroom, ITV, PBS programming
- Students to keep their projects as part of their electronic portfolios for school and/or job interviews
- Students to perform/display their projects in the course for which they were created

A Teacher may not:

- Show a dubbed tape of any program
- Show a tape of a movie or other program from a premium cable channel (e g HBO, Disney, A&E, Turner, The History Channel)
- Edit a video
- Show a movie for reward or entertainment
- Create anthologies for students in place of purchasing these materials
- Make multiple copies of computer software programs
- Load a single-user copy of a computer software program on multiple computers
- Make print copies for every student in the class

- Use copies of cartoon, TV, or film characters for classroom/hallway decorations, bulletin boards, newsletters, or hand-outs
- Use portions of copyrighted materials in multimedia projects beyond the Fair Use limits
- Copy entire workbooks, test booklets, sheet music, etc., in place of purchasing
- Make illegal copies at the direction of your supervisor
- Post presentations on the Internet without prior written permission from every copyright holder whose work was used.

How Much Can be Copied:

- Motion media: 10% or 3 minutes, whichever is less, of a single work
- Print media: 10% or 1000 words, whichever is less, of a single work.
- Poems (less than 250 words). the entire poem; no more than three (3) poems by one poet or five (5) poems from one anthology.
- Poems (more than 250 words): up to 250 words, no more than three (3) excerpts from one poet, no more than five (5) excerpts by different poets from a single anthology.
- Music, lyrics, music videos: up to 10%, no more than thirty (30) seconds of music and lyrics from a single work.
- Illustrations/photographs: Entire image; no more than five (5) images by single artist/photographer; no more than 10%, or fifteen (15) images, whichever is less, from a collection published as a single work.

Some Copyright reminders:

- Educational "Fair Use" is not a justification for defying the Law
- Any resources used in any type of project must be given proper credit
- Consider materials found on the Internet to be copyrighted unless specifically noted as "copyright free" or "royalty free"
- Copyrighted materials on the Internet have the same rights and protection as any other copyrighted materials
- Access to information does not mean freedom to copy and use

For complete information: http://www.copyright.gov

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6161.4 Technology Acceptable Use Policy

CCSD REF. 4135.1/4235.1

Technology Acceptable Use Policy
Student Guidelines

The school provides Internet access to students and teachers. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. We believe the Internet offers vast, diverse, and unique resources to both students and teachers.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers Students and staff will have access to.

- electronic mail (e-mail) communication;
- information and news as well as a variety of research institutions,
- public domain software and shareware of all types; and
- many University Library Catalogs, the Library of Congress, and
- ERIC- a large collection of information relevant to educators and students.

With access to computers and people world-wide comes the availability of material that may not have educational value in the context of the school setting On a global network, however, it is impossible to control all materials and limit all access to information which has no educational value.

JICHS firmly believes that the valuable resources and interactions available on this network far outweigh the possibility that some users may procure material that is inconsistent with the educational goals of the school.

The smooth operation of the network relies upon the proper conduct of the end users that must adhere to strict guidelines. These guidelines are provided as a part of this document so those users are aware of their responsibilities when accessing the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial of access to the Internet.

Internet -Terms and Conditions or Use

Define a Purpose for Internet Use: All use of the Internet during school hours must be in support of education and research and consistent with the educational objectives of the school. Users must have a well-defined documented reason for accessing the Internet No "surfing" is allowed "Surfing" is the term for unstructured searches or just exploring to see what is out there. Students must have a topic, or subject, to be researched, and it must be directly related to a given assignment from one or more teachers There should be adult supervision while any student is researching on the Internet.

- Maintain Network Etiquette (sometimes called "Netiquette").
- Be polite. Do not send abusive or threatening messages to others.
- Do not swear or use vulgarities or other inappropriate language.
- Do not send credit card numbers, bank account numbers, social security numbers, personal addresses, or personal phone numbers across the Internet.
- Be aware that the Internet is not a secure or private means of communication; you never really know who else may be "listening in" People who operate the system have access to all mail Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not disrupt network communications Disruptions would include downloading large files, sending mass e-mail messages, transmitting virus routines or annoying other users

All information accessible via the network should be assumed to be private property of the person presenting the material.

Acceptable Use: The purpose of NSFNET (National Science Foundation NETwork), which is the backbone network to the Internet, is to support research and education in and among academic institutions of the U.S. by providing access to unique resources and the opportunity for collaborative work.

Privileges The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of the privilege (Before students log on to the Internet. they will be part of a discussion with a teacher pertaining to the proper use of the network) Any misuse of the Internet will result in disciplinary action by an administrator in the school/district.

Security: Security on any computer system is a high priority, especially when the system involves many users. If a user feels he can identify a security problem on the Internet, he must notify a system administrator or the technology coordinator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Denying Access if a parent or guardian is uncomfortable with the option of his or her child/ren accessing the Internet, the student(s) may be assigned to a different activity when classmates are using the Internet. That decision may be indicated in the parent signature part of the Student Technology Use Agreement and the student(s) will then be assigned an alternate activity.

Disclaimer: The school makes no warranties of any kind, whether expressed or implied, for the service it is providing The school will not be responsible for any damages suffered while using the Internet This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through its services.
ADOPTED. 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6162.5 Test Security

The school shall provide for the storage of all secure tests and evaluation instruments used for all state-operated testing or assessment programs. Materials include, but are not limited to, test booklets, examiners' manuals, answer keys, completed answer documents, observational answer keys, audiotapes and videotapes, and completed observation sheets.

It is unlawful, for anyone knowingly or willfully, to violate test security procedures and regulations as promulgated by Part II, Section 98, of the 1985-86 South Carolina Appropriations Act Violations of these regulations and procedures are considered unethical and unprofessional and will result in appropriate disciplinary action. These regulations shall apply to tests administered through the State Board of Education as well as tests administered through school testing programs.

ADOPTED. 05/22/2003
EFFECTIVE: 07/01/2003

AR 6162.5-R Test Security

The school test coordinator or principal shall be accountable for the security of test materials assigned to him or her by the state. Test coordinators, principals, and teachers are accountable for storing secured materials under lock and key when not in use {i.e., for administration or coding of required information) and for ensuring that all materials distributed to teachers are returned and accounted for. if materials are stored in teachers' classrooms during the administration period, they must be kept in locked storage Materials may be distributed to teachers in advance of testing as specified by each testing program. To ensure that all materials are accounted for, school test coordinators must use appropriate security forms for distribution and collection of test materials. All coding of identifying information, other than that coded by the examinee, should be done by teachers or by aides or adult volunteers under supervised conditions

It is unlawful for anyone to knowingly and/or willfully violate test security procedures and regulations as promulgated by Part II, Section 9B, of the 1985-86 South Carolina Appropriations Act. These violations include.

- While in possession of a test, giving examinees access to test questions or directly teaching content of specific test items prior to testing;
- Copying, reproducing, or using in any manner inconsistent with test security regulations all or any portion of any secured test booklet,
- Coaching examinees during testing or altering or interfering with examinees' responses in any way;
- Making answer keys available to examinees;
- Failing to follow security regulations for distribution and return of secure tests as directed or failing to account for all secure test materials before, during, and after testing;.
- Participating in, directing, aiding, counseling, assisting in, encouraging, or failing to report any of the acts prohibited in this section.

The school may invalidate test scores for cases in which there has been a breach of test security or when a test has not been administered according to specified test administration procedures.

Any student violating test security provisions will be subject to disciplinary action. Offenses listed in the Student Rights and Responsibilities handbook shall apply to all statewide and school testing programs

These include but are not limited to:

- 4 5 Possession of stolen property
- 4.10 Providing false information to a school official
- 4.13 Theft/larceny
- 4 16 Deliberate defacing or destruction of school property
- 4 18 Encouraging others to break school rules
- 4 24 Cheating/Plagiarism

Students should be notified (e.g.," through school handbooks) that the above offenses apply to secured test materials.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6174 Summer School

It shall be the policy of the school that summer school provides an opportunity for remediation, acceleration and enrichment. No student shall be allowed to take a required course unless he or she has previously failed that course or unless the student has an approved program of acceleration

The Administration shall prepare regulations to implement this policy.

ADOPTED 05/22/2003
EFFECTIVE: 07/01/2003

AR 6174-R Summer School

The following regulations shall pertain to the implementation of this policy:

With the permission of the school principal, a student shall be allowed to take a required course in summer school provided that the student:

- has previously failed the course; or
- has an approved, accelerated educational plan; or
- has an approved educational plan, into which the required subject cannot be scheduled during the regular school year; or
- is able to complete all graduation requirements in the summer session(s).

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

Policy 6190 Student Expulsion/Promotion Guides

In the event that a student has been expelled from school and that student has been returned to school under a Temporary Restraining Order issued by a court of competent jurisdiction, grade promotion or graduation for that student shall be denied and withheld by the school unless and until the student shall finally receive a favorable judicial ruling.

ADOPTED: 05/22/2003
EFFECTIVE: 07/01/2003

STATE OF SOUTH CAROLINA	)	**IN THE FAMILY COURT FOR THE**
	)	**NINTH JUDICIAL CIRCUIT**
COUNTY OF CHARLESTON	)	
JANE DOE,	)	**C.A. NO.: 2007-CP-10-5203**
Plaintiff,	)	
vs.	)	**AFFIDAVIT OF JANE DOE**
CHARLES SMITH AND CHARLESTON COUNTY SCHOOL DISTRICT	)	
Defendant.	)	

FILED
2008 JUN -6 AM 10: 17
JULIE J. ARMSTRONG
CLERK OF COURT
BY _____

PERSONALLY APPEARED BEFORE ME, Jane Doe, who after first being duly sworn testifies

1. I am over the age of 21 and I make the statements contained herein of my own free will.
2. In the academic year 1988-89, I was a freshman at James Island High School.
3. The Defendant Charles Smith was one of my teachers that year.
4. During that year, when I was 15 years old, the Defendant Charles Smith sexually assaulted me on several occasions.
5. During that same year, I attempted to commit suicide after one of the worst assaults that I can recall so far.
6. From the time I was 15 until last year, 2007, I had no memory of those assaults
7. I am employed in law enforcement
8. In January and February of 2007, as a result of a situation in my occupation, specifically the sexual assault of a minor by one of the inmates that I was

supervising, I began having a lot of anxiety and depression that was not normal for me.

9. Gradually, memories of Charles Smith assaulting me began to return to me. The memories also included nonsexual activities that he would engage in with me.

10. The memories were causing me a very difficult time and I sought treatment at MUSC.

11 In therapy, I am recovering more memories, and that process continues today.

12. Attached to this Affidavit are medical records that I recently obtained from Roper-St. Francis Hospital in Charleston that evidence my suicide attempt in 1989.

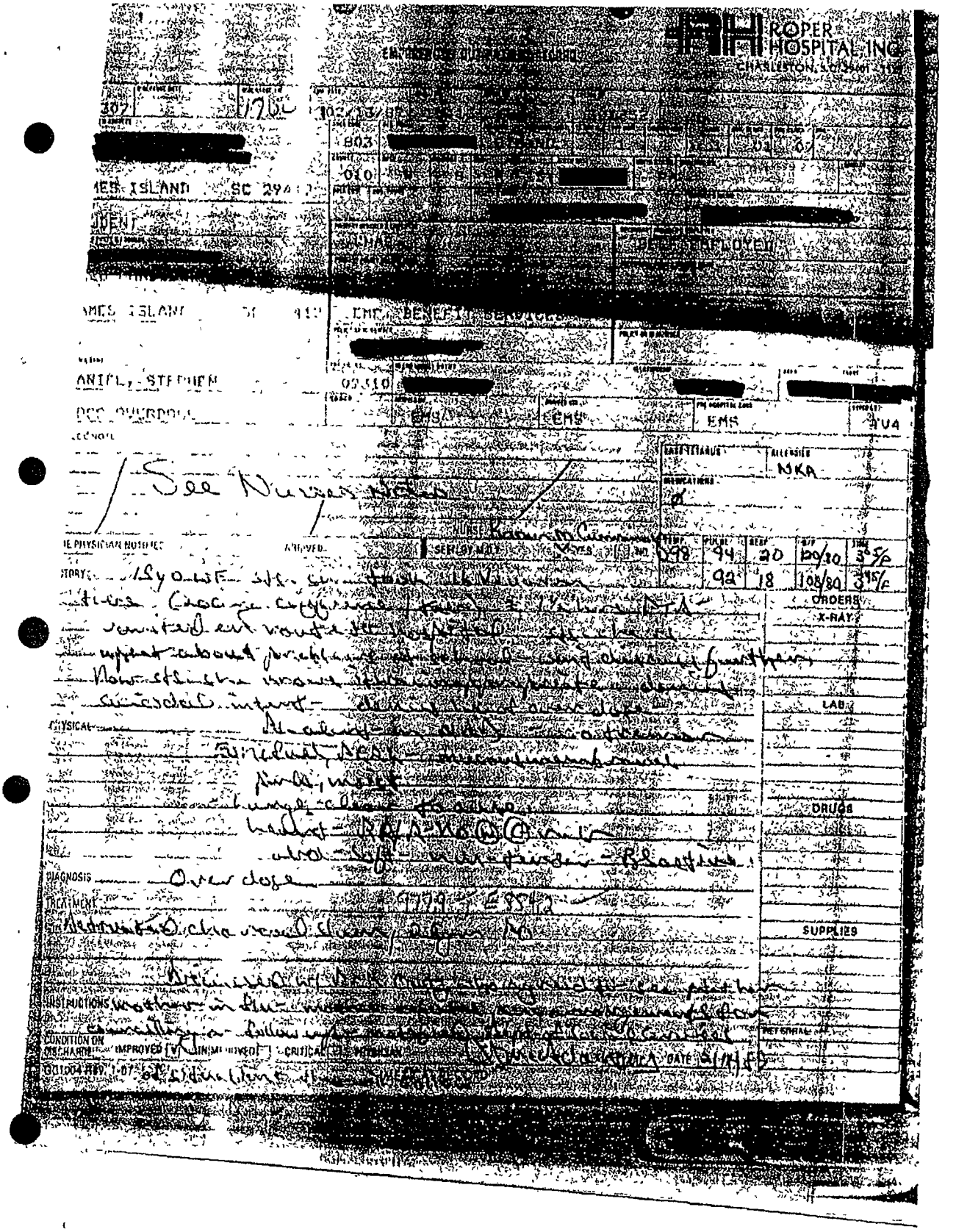
FURTHER THE AFFIANT SAYETH NOT.

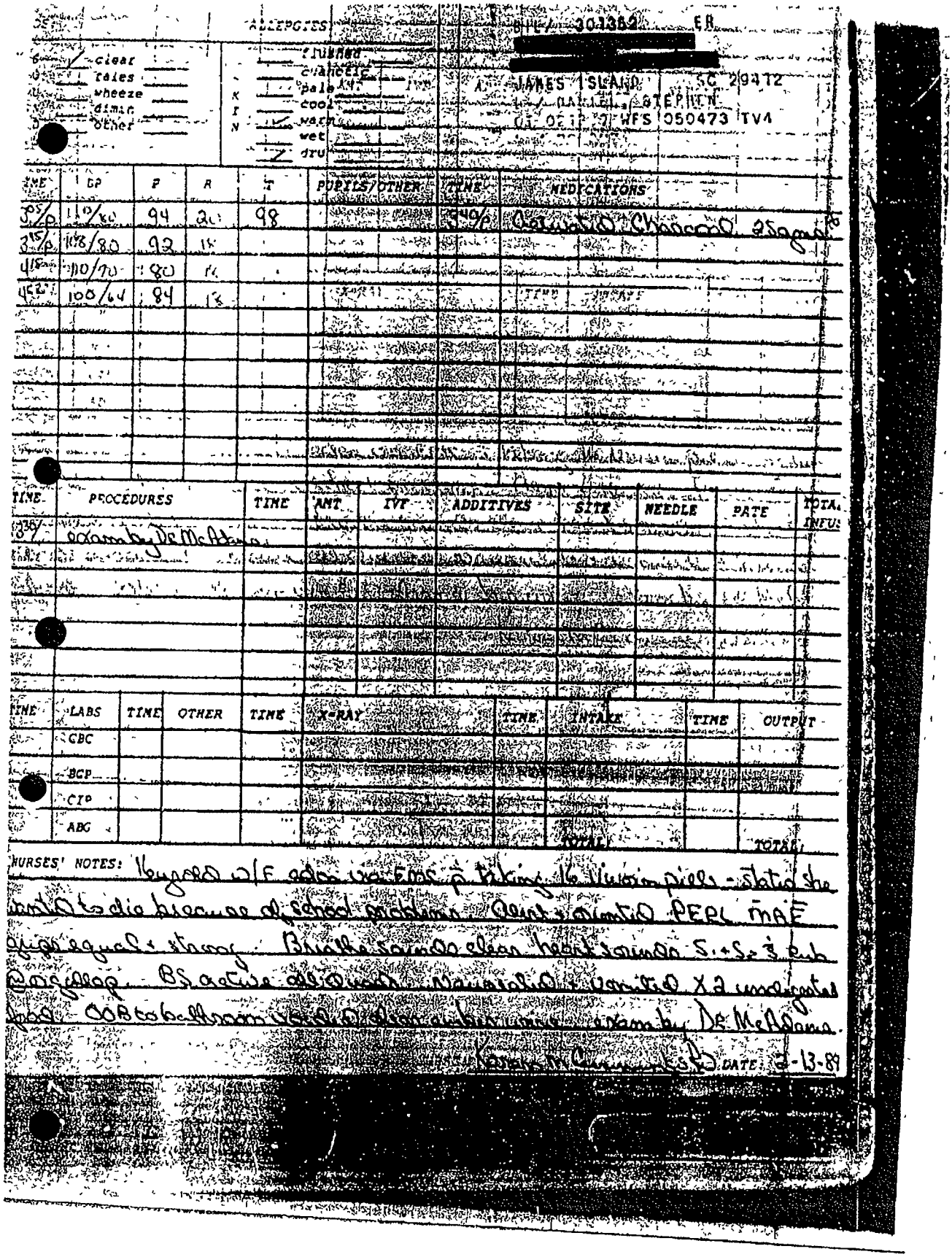
Jane Doe

Jane Doe

Sworn to before me this 2ND day of JUNE, 2008

Notary Public for South Carolina
My commission expires: 1/23/2017


ROPER HOSPITAL, INC
CHARLESTON, S.C.
EMS
EMS
EMS
NKA
ORDERS
X-RAY
LAB
DRUGS
SUPPLIES
DIAGNOSIS
Over dose
TREATMENT
DISCHARGE INSTRUCTIONS
CONDITION ON DISCHARGE
IMPROVED
UNIMPROVED
CRITICAL
DATE



ALLERGIES

clear
rales
wheeze
dimin
other

flushed
cyanotic
pale
cool
warm
wet
dry

SKIN

30-1352 EB

[redacted]

A. JAMES ISLAND SC 29412

STEPHEN

DR. [illegible] WFS 050473 TV4

TIME	BP	P	R	T	PUPILS/OTHER
0915	110/80	94	20	98	
1315	108/80	92	18		
1615	110/70	80	16		
1655	100/64	84	18		

TIME	MEDICATIONS
0940	Colace, Charcoal 25gm

TIME	PROCEDURES	TIME
0937	Exam by Dr McAdams	

TIME	IMT	IVT	ADDITIVES	SITE	NEEDLE	RATE	TOTAL INFUSED

TIME	LABS	TIME	OTHER	TIME
	CBC			
	BCP			
	CIP			
	ABG			

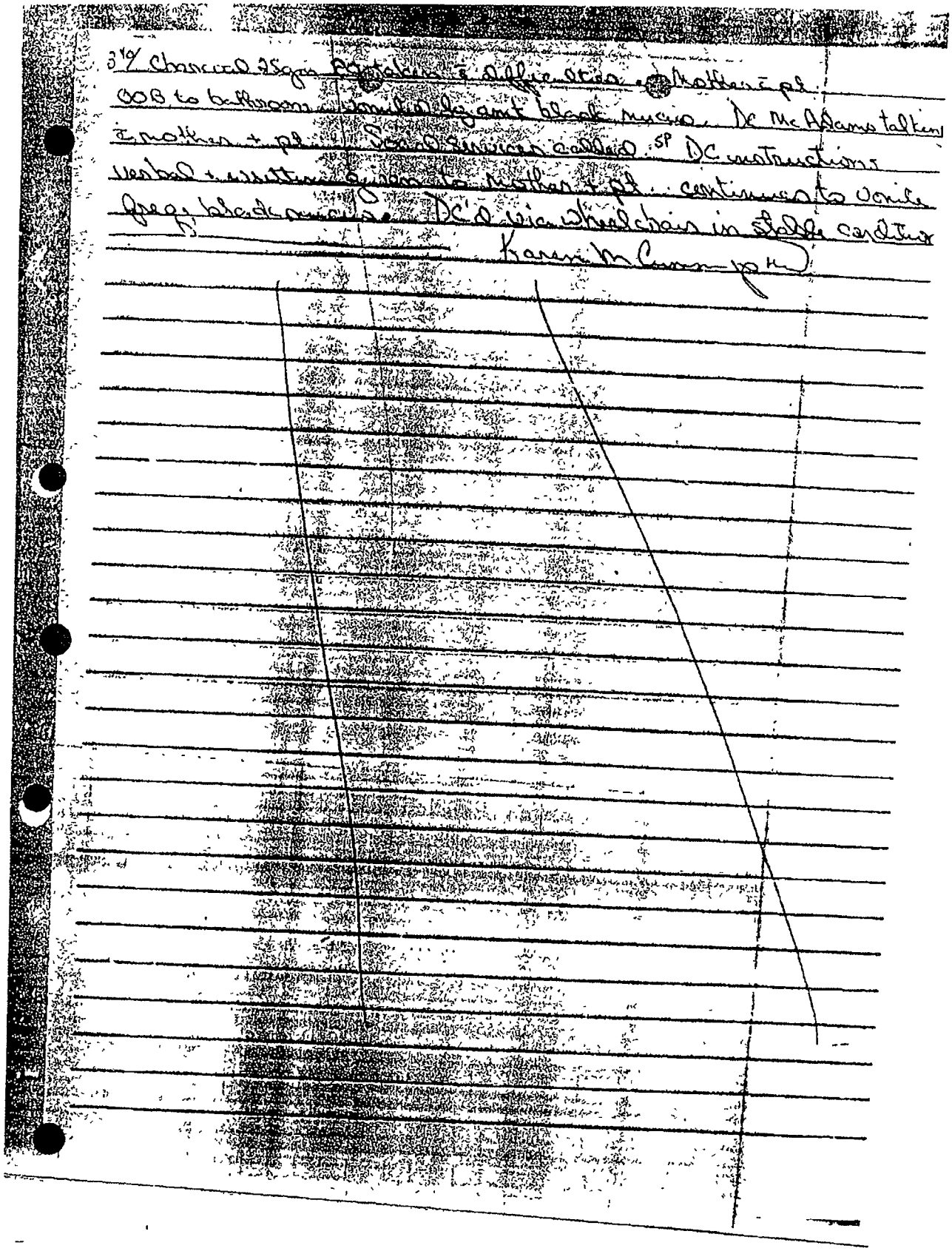
TIME	X-RAY

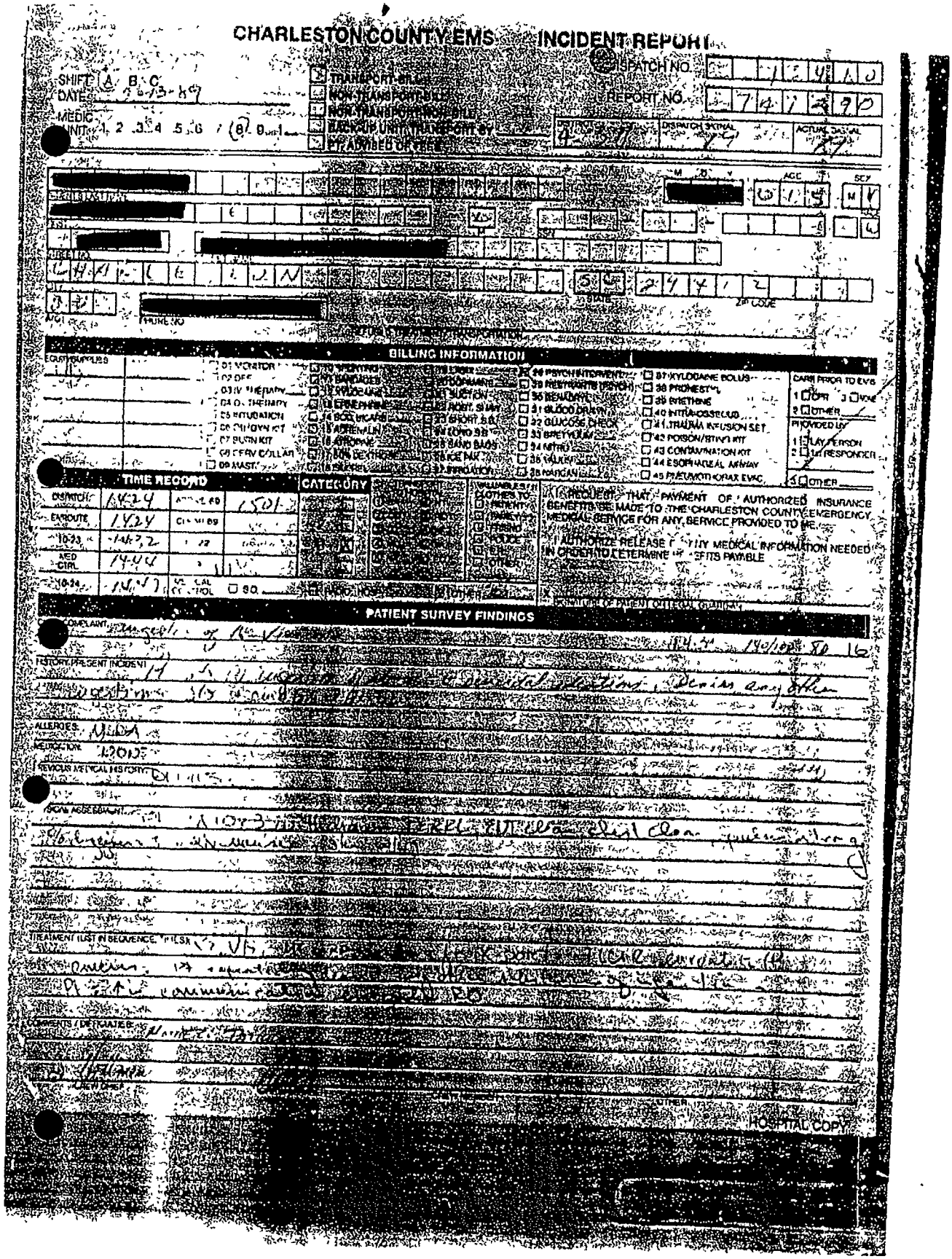
TIME	INTAKE
	TOTAL

TIME	OUTPUT
	TOTAL

NURSES' NOTES: Keyed w/F adm vs Fms & taking 16 diff pills - stated she took 16 pills because of school problems. Quit smoking PERL MAE equal & reactive. Breath sounds clear heart sounds S1 S2 & sub Regular. BS active all quads. Neurologic & vascular X 2 unchanged Pedal edema 1+ bilateral. Exam by Dr McAdams.

DATE: 3-13-89





CHARLESTON COUNTY EMS INCIDENT REPORT

DISPATCH NO.

REPORT NO.

SHIFT A B C

DATE

MEDIC UNIT 1 2 3 4 5 6 7 8 9 10

TRANSPORT-en route

NON-TRANSPORT-SCENE

NON-TRANSPORT-NON-SCENE

BACK-UP UNIT-TRANSPORT BY

PT ADVISED OF FEE

DISTRICT

DISPATCH (Arrival)

ACTUAL (Arrival)

[redacted]

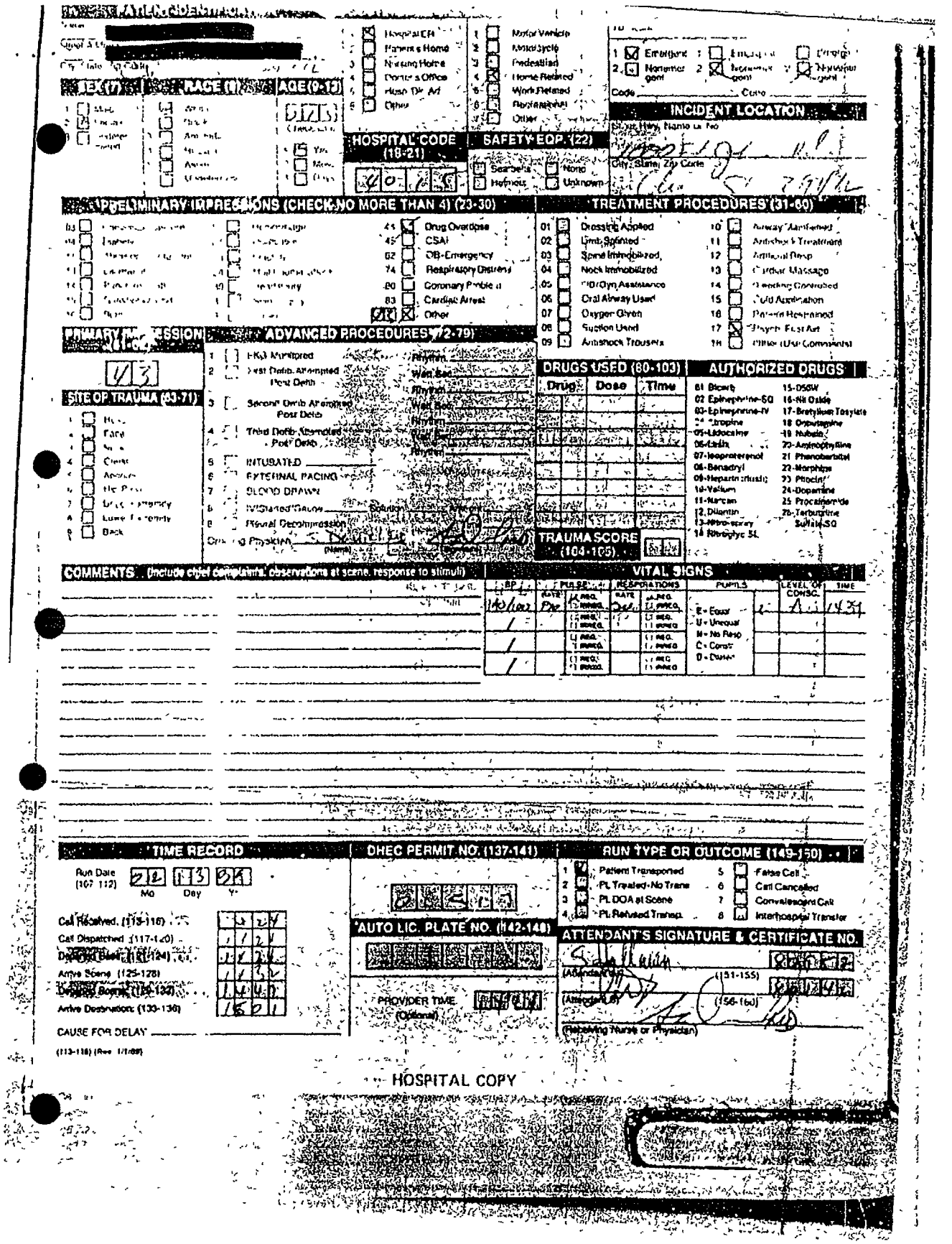
AGE

SEX

[redacted]

[redacted]

[redacted]



AGE (0-3)

INCIDENT LOCATION

HOSPITAL CODE (18-21)

SAFETY EQP. (22)

PRELIMINARY IMPRESSIONS (CHECK NO MORE THAN 4) (23-30)

TREATMENT PROCEDURES (31-60)

PRIMARY IMPRESSION

ADVANCED PROCEDURES (72-79)

SITE OF TRAUMA (63-71)

DRUGS USED (80-103)

AUTHORIZED DRUGS

TRAUMA SCORE (104-105)

COMMENTS (Include chief complaints, observations at scene, response to stimuli)

VITAL SIGNS

TIME RECORD

DHEC PERMIT NO. (137-141)

RUN TYPE OR OUTCOME (149-150)

AUTO LIC. PLATE NO. (142-148)

ATTENDANT'S SIGNATURE & CERTIFICATE NO.

PROVIDER TIME (Optional)

CAUSE FOR DELAY

(113-116) (Rev. 1/1/89)

HOSPITAL COPY

STATE OF SOUTH CAROLINA COUNTY OF CHARLESTON JANE DOE, Plaintiff, vs. CHARLES SMITH AND CHARLESTON COUNTY SCHOOL DISTRICT Defendant.	)	IN THE FAMILY COURT FOR THE NINTH JUDICIAL CIRCUIT C.A. NO.: 2007-CP-10-5203 AFFIDAVIT OF HEIDI ZINZOW, PH.D.

FILED
2008 JUN -6 AM 10: 18
JULIE J. ARMSTRONG
CLERK OF COURT
BY _____

PERSONALLY APPEARED BEFORE ME, Heidi Zinzow, Ph D., who after first being duly sworn testifies:

I have seen Jane Doe for twenty-four (24) sessions of psychotherapy at the National Crime Victims Research & Treatment Center since August 9, 2007 During her initial intake session, she reported that Mr Charles Smith, her former softball coach and geography teacher, had fondled her on several occasions and forced her to perform oral sex on at least one occasion when she was fifteen (15) years old. She reported that she did not actively recall these events since age fifteen (15) until February 2007 It appears that she was highly avoidant of these memories, as is sometimes the case with traumatic events for some people, who choose not to talk about, remember, or allow themselves to be exposed to reminders of the negative events. Thus, failure to recall is sometimes due to the fact that such recollections are

emotionally painful In this case, it appears that she actively and successfully put these memories out of her mind to avoid associated emotional pain, which manifested as a lack of recollection of the abusive events In February 2007, her memories were triggered or cued by a thematically related incident involving sexual assault of a minor by a former coworker at the detention center where she is employed At that point, she noted that several symptoms of anxiety and depression were interfering with her social and occupational functioning because she could not stop thinking about the past event. At intake, she met criteria for Posttraumatic Stress Disorder and Major Depressive Disorder.

Of note, Jane Doe's d escriptions of the sexual abuse fit with established patterns of abuser "grooming" behavior, during which a perpetrator undertakes activities with a child to build trust and lower inhibitions in preparation for later sexual abuse of the child. These descriptions add further validity to the accuracy of her memories Jane Doe reported a suicide attempt following the most severe incident, which is consistent with a high level of distress at the time of the abuse, as well as the high level of distress she reported when later recalling these memories. She received medical treatment at this time. The focus of our therapy has been on reducing anxiety related to the sexual abuse memories, increasing exposure to avoided thoughts and activities, and developing coping skills to manage anxiety and depression.

Heidi Zinzow, Ph.D.
Postdoctoral Fellow

Ron Acierno, PhD
Supervisor

Sworn to before me this 30th
day of May, 2008

Belinda Thrower-Reneis
Notary Public for South Carolina
My commission expires. July 17, 2016

STATE OF SOUTH CAROLINA)	IN THE COURT OF COMMON PLEAS
)	NINTH JUDICIAL CIRCUIT
COUNTY OF CHARLESTON)	
)	CASE NO · 2010_-CP-10_-7699
)	
JANE DOE,)	**MOTION AND ORDER INFORMATION**
Plaintiff,)	**FORM AND COVERSHEET**
vs.)	
)	
CHARLES SMITH, CHARLESTON)	
COUNTY SCHOOL DISTRICT AND	
JAMES ISLAND HIGH SCHOOL,	
Defendant)	

Plaintiff's Attorney.	Defendant's Attorney
Aaron Edwards, Bar No. _____ Address 622 Johnnie Dodds Blvd. Mount Pleasant, SC 29464 Phone 843-849-6000Fax 843-881-1400 E-mail: _____Other: _____	Robin L. Jackson, Bar No. 16948 Address P.O. Box 12279 Charleston, SC 29422 Phone 843-556-4045 Fax843-556-4046 E-mail Robin@sennlegal.comOther. _____

☒ **MOTION HEARING REQUESTED (attach written motion and complete SECTIONS I and III)**
☐ **FORM MOTION, NO HEARING REQUESTED (complete SECTIONS II and III)**
☐ **PROPOSED ORDER/CONSENT ORDER (complete SECTIONS II and III)**

SECTION I: Hearing Information

Nature of Motion Motion for Summary Judgment
Estimated Time Needed 15 minutes Court Reporter Needed. ☒YES/☐ NO

SECTION II: Motion/Order Type

☒ Written motion attached
☐ Form Motion/Order
I hereby move for relief or action by the court as set forth in the attached proposed order

_____ April 10, 2012
Signature of Attorney for ☐ Plaintiff /☒ Defendant Date submitted

SECTION III: Motion Fee

☒ PAID – AMOUNT $ 25.00
☐ EXEMPT (check reason)
☐ Rule to Show Cause in Child or Spousal Support
☐ Domestic Abuse or Abuse and Neglect
☐ Indigent Status ☐ State Agency v Indigent Party
☐ Sexually Violent Predator Act ☐ Post-Conviction Relief
☐ Motion for Stay in Bankruptcy
☐ Motion for Publication ☐ Motion for Execution (Rule 69, SCRCP)
☐ Proposed order submitted at request of the court, or, reduced to writing from motion made in open court per judge's instructions
Name of Court Reporter. _____
☐ Other: _____

JUDGE'S SECTION	
☐ Motion Fee to be paid upon filing of the attached order. ☐ Other _____	JUDGE CODE _____ Date _____

CLERK'S VERIFICATION

Collected by:_____ Date Filed _____
☐ MOTION FEE COLLECTED· $ _____
☐ CONTESTED – AMOUNT DUE: $ _____

STATE OF SOUTH CAROLINA COUNTY OF CHARLESTON JANE DOE, Plaintiff, v CHARLES SMITH, CHARLESTON COUNTY SCHOOL DISTRICT AND JAMES ISLAND HIGH SCHOOL, Defendants.	IN THE COURT OF COMMON PLEAS FOR THE NINTH CIRCUIT CASE NO 2010-CP-10-7699 **DEFENDANT SMITH'S MOTION FOR SUMMARY JUDGMENT**

FILED
2012 APR 10 AM 11:23
JULIE J. ARMSTRONG
CLERK OF COURT
BY

TO. JANE DOE, and her attorney AARON EDWARDS.

Now Comes Defendant CHARLES SMITH, and states that he will move this Honorable Court on the tenth (10th) day or as soon thereafter as possible for an Order granting him summary judgment pursuant to Rule 12 and Rule 56 of the South Carolina Rules of Civil Procedure The basis for this motion is

1) the Plaintiff has missed the applicable statute of limitations;

2.) there is no evidence to support a tolling of the statute of limitations,

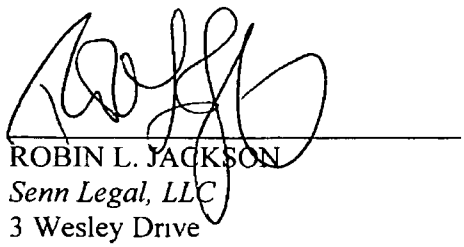
3.) there is no evidence of gross negligence on the part of this defendant; and

4) this defendant is entitled to the protections of the S C Tort Claims Act

Based on this motion, applicable case and statutory law, discovery, the pleadings and a memorandum of law which will be submitted, Defendant CHARLES SMITH, respectfully requests

this court to grant him Summary Judgment on all causes of action

Respectfully Submitted,



ROBIN L. JACKSON
Senn Legal, LLC
3 Wesley Drive
P.O. Box 12279
Charleston, SC 29422
843-556-4045
fax. 843-556-4046
Robin@SennLegal.com

April 10, 2012

Attorney for Defendant Smith

STATE OF SOUTH CAROLINA COUNTY OF CHARLESTON JANE DOE, Plaintiff, v CHARLES SMITH, CHARLESTON COUNTY SCHOOL DISTRICT AND JAMES ISLAND HIGH SCHOOL, Defendants	IN THE COURT OF COMMON PLEAS FOR THE NINTH CIRCUIT CASE NO 2010-CP-10-7699 CERTIFICATE OF SERVICE

FILED
2012 APR 10 AM 11:23
JULIE J. ARMSTRONG
CLERK OF COURT
BY

The undersigned hereby certifies that true copies of Defendant Charles Smith's Motion for Summary Judgment were served on counsel of record for all parties, via hand delivery on the 10th day of April, 2012, to the following

Aaron E Edwards, Esquire
The Richter Firm, LLC
622 Johnnie Dodds Blvd
Mt. Pleasant, SC 29464

Brian L Quisenberry, Esq
Young Clement Rivers, LLP
Post Office Box 993
Charleston, SC 29402

Robin L. Jackson

Senn Legal, LLC.

Attorneys at Law

3 Wesley Drive
Post Office Box 12279
Charleston, South Carolina 29422-2279
Telephone. (843) 556-4045
Facsimile (843) 556-4046

Sandra J Senn
Robin L Jackson
Christopher T Dorsel
Caitlin E Pierson

Of Counsel
Hon. Jenny A Horne
(House District 94)
(Licensed in SC & NC)

April 10, 2012

The Honorable Julie J Armstrong
Clerk of Court, Charleston County
100 Broad Street, Suite 106
Charleston, SC 29401

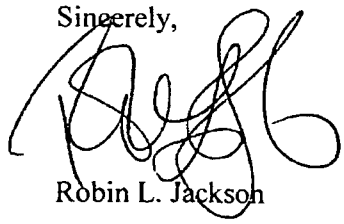
RE. Jane Doe v. Charleston County Schools, Charles Smith
Case No : 07-CP-10-05203
IRF Claim No.: 46138

Dear Julie· -

Enclosed for filing please find the original and one copy of my Motion for Summary Judgment on behalf of Defendant Charles Smith along with a certificate of service, motion slip and motion fee check in the above referenced case. As noted by the Certificate of Service, all counsel of record are being served with a copy of this document on today's date

With kind regards, I am,

Sincerely,



Robin L. Jackson

RLJ/jsf

Enclosure
cc: Aaron E. Edwards, Esquire
Brian L Quisenberry, Esquire

STATE OF SOUTH CAROLINA	)	IN THE COURT OF COMMON PLEAS
	)	
COUNTY OF CHARLESTON	)	CASE NO.: 2010-CP-10-7699
Jane Doe	)	
	)	
☐ Plaintiff(s)	)	
	)	
vs.	)	MOTION AND ORDER INFORMATION FORM AND COVER SHEET
	)	
Charleston County School District, James Island High School and Charles Smith,	)	
☒ Defendant(s)	)	
Check box above indicating submitting party	)	

Name, SC Bar No. and Address of Plaintiff's Attorney	Name, SC Bar No. and Address of Defendant's Attorney
Lawrence E. Richter, Jr., Esquire Aaron E. Edwards, Esquire The Richter Firm, LLC 622 Johnnie Dodds Blvd. Mt. Pleasant, SC 29464 Telephone: (843) 849-6000 fax: (843) 881-1400	Brian L. Quisenberry, SC Bar No. 73637 Address: Young Clement Rivers, LLP Post Office Box 993 Charleston, SC 29402-0993 Telephone: (843) 724-6659 fax: (843) 579-1325 e-mail: bquisenberry@ycrlaw.com other:

☒ MOTION HEARING REQUESTED (attach *written* motion and complete SECTIONS I and III)
☐ FORM MOTION, NO HEARING REQUESTED (complete SECTIONS II and III)
☐ PROPOSED ORDER/CONSENT ORDER (COMPLETE SECTIONS II and III)

SECTION I: HEARING INFORMATION

Nature of Motion: Summary Judgment
Estimated Time Needed: 15 mins. Court Reporter Needed?: ☒ YES ☐ NO

SECTION II: MOTION TYPE

☒ Written Motion Attached
☐ Form Motion –
I hereby move for relief or action by the Court as set forth in the attached proposed order.

Signature of Attorney for ☐ Plaintiff (s) ☒ Defendant(s) Dated: 5/1/12

SECTION III: MOTION FEE

☒ PAID – AMOUNT $ $25.00
☐ EXEMPT:
(check reason)
☐ Rule to Show Cause in Child or Spousal Support
☐ Domestic Abuse or Abuse and Neglect
☐ Indigent Status ☐ State Agency w. Indigent Party
☐ Sexually Violent Predator Act
☐ Post-Conviction Relief
☐ Motion for Stay Bankruptcy
☐ Motion for Publication
☐ Motion for Execution (Rule 69, *SCRCP*)
☐ Proposed order submitted at request of the Court; or, reduced to writing from motion made in open court per judge's instructions
Name of Court Reporter: _____
☐ Other:

JUDGE'S SECTION	JUDGE:
☐ Motion Fee to be paid upon filing of the attached order ☐ Other: _____	CODE: _____ DATE: _____

CLERK'S VERIFICATION

Collected by: _____ Date Filed: _____
(print name)
☐ MOTION FEE COLLECTED: _____
☐ CONTESTED – AMOUNT DUE:

STATE OF SOUTH CAROLINA	)	IN THE COURT OF COMMON PLEAS
	)	
COUNTY OF CHARLESTON	)	NINTH JUDICIAL CIRCUIT
JANE DOE,	)	CASE NO 2010-CP-10-7699
PLAINTIFF,	)	**MOTION FOR SUMMARY JUDGMENT BY DEFENDANTS CHARLESTON COUNTY SCHOOL DISTRICT AND JAMES ISLAND HIGH SCHOOL**
vs.	)	
CHARLES SMITH, CHARLESTON COUNTY SCHOOL DISTRICT AND JAMES ISLAND HIGH SCHOOL,	)	
DEFENDANTS.	)	

FILED
2010 OCT -1 PM 4:19
JULIE J. ARMSTRONG
CLERK OF COURT

TO. AARON EDWARDS, ATTORNEY FOR PLAINTIFF:

YOU WILL PLEASE TAKE NOTICE that the undersigned counsel for the Defendants, Charleston County School District and James Island High School, (hereinafter "Defendants") will move, on the tenth day after service hereof, at 10:00 a.m., or as soon thereafter as counsel can be heard, before the Presiding Judge of the Ninth Judicial Circuit, Charleston County for an Order granting the Defendants' Motion for Summary Judgment and dismissing the Second Amended Complaint of the Plaintiff against the Defendants pursuant to South Carolina Rules of Civil Procedure, Rule 56, on the grounds that there is no genuine issue as to any material fact which would entitle the Plaintiff to recovery against these Defendants, and therefore, these Defendants are entitled to Summary Judgment as a matter of law.

This Motion is also based on the following grounds

1. Plaintiff's claims against these Defendants fail as a matter of law because her claims are barred by the applicable statute of limitations.

2. Plaintiff's fiduciary duty claim fails as a matter of law against these Defendants because these Defendants owed no such duty to Plaintiff under South Carolina law, and there is no evidence these Defendants breached any such duty.

3 Plaintiff's outrage claim fails as a matter of law against these Defendants because the claim is barred under the Tort Claims Act, and Plaintiff has no evidence to establish outrage against these Defendants

4. Plaintiff's gross negligence claim fails as a matter of law against these Defendants because there is no evidence of gross negligence on the part of these Defendants, and there is no evidence these Defendants knew or should have known of the necessity of controlling Smith prior to the alleged incidents giving rise to Plaintiff's claim

5 Plaintiff's claims against Defendant James Island High School fail as a matter of law for the additional reason that the High School did not exist as an entity separate from the Charleston County School District at the time of the alleged incidents at issue in Plaintiff's Second Amended Complaint.

This Motion is further based upon the applicable case law and statutory law, and upon the pleadings, discovery, and exhibits that have been produced through the course of this litigation. This motion may also be supported by memoranda, briefs, affidavits and other documents or evidence

Defendants, therefore, respectfully request that this Court grant Summary Judgment as to all of Plaintiff's claims against these Defendants, and grant Defendants other such relief as this Court may deem just and proper

[SIGNATURE BLOCK ON FOLLOWING PAGE]

YOUNG CLEMENT RIVERS, LLP

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E-mail. wjohnson@ycrlaw com

Attorneys for the Defendants Charleston County School District and James Island High School

Charleston, South Carolina

Dated: 5/1/2012

CERTIFICATE OF MAILING

I hereby certify that a copy of the foregoing pleading was mailed to all counsel of record in this proceeding this 1st day of May, 2012

Karen L. Russell

STATE OF SOUTH CAROLINA COUNTY OF CHARLESTON JANE DOE, Plaintiff, v. CHARLES SMITH, CHARLESTON COUNTY SCHOOL DISTRICT AND JAMES ISLAND HIGH SCHOOL, Defendants.	IN THE COURT OF COMMON PLEAS FOR THE NINTH CIRCUIT CASE NO.: 2010-CP-10-7699 **DEFENDANT SMITH'S MEMORANDUM IN SUPPORT OF HIS MOTION FOR SUMMARY JUDGMENT**

OVERVIEW

On November 20, 2007, plaintiff filed her complaint in this action against the Charleston County School District, and Charles Smith. Thereafter, the plaintiff amended her complaint to include James Island High School as a defendant and further amended it to change the causes of action. The amended complaint alleges causes of action for breach of fiduciary duty, gross negligence and outrage against all defendants This motion addresses only those allegations against Mr Smith. Mr. Smith denies all allegations, asserts that the acts alleged by the plaintiff never occurred and asserts that he acted properly at all times and never sexually assaulted the plaintiff.

FACTS

The plaintiff alleges that while she was a second year freshman at James Island High School, more than twenty (20) years ago, during the 1988-1989 school year, she was sexually assaulted by

Charles Smith. (See School Records, Exhibit A). During that school year, Mr Smith was plaintiff's geography teacher, and was also the high school softball coach. The plaintiff alleges that she does not know the dates of the assaults, but claims they occurred at some unknown point between September 1988 and February 12, 1989. February 12, 1989 is an important date, because this is when the plaintiff allegedly attempted to commit suicide by taking an unknown amount of Vivarin caffeine pills (Hospital report, Exhibit C). The plaintiff has alleged five separate incidents occurring at an unknown points and in unknown order during this time period. She further asserts that the there were no further incidents after her suicide attempt She returned to school and the softball team after the alleged suicide attempt and finished out the year both in Mr. Smith's class and on his softball team. The following year, she returned to the school, as a third year Freshman. (Exhibit A). At the end of the 1989-1990 school year, she dropped out and later earned her GED. (Withdrawal Form, Exhibit B) Mr Smith continued as both a teacher and coach at James Island High School until his retirement in 2008.

After getting her GED, the plaintiff proceeded through a series of jobs from which she was fired for having sexual relationships with her supervisors Eventually, she became a corrections officer with the South Carolina Department of Corrections. While employed there, she witnessed several violent acts She was disciplined on several occasions, reduced in rank and eventually terminated for refusing to comply with orders (Exhibit D) She then worked as a detention officer for the Charleston County Sheriff's Office, but was terminated for inappropriate conduct. (Exhibit E) It was during her time as a detention officer in 2007, that she claims she suddenly remembered being sexually assaulted by Mr Smith approximately 19 years prior. She claims that until her epiphany in 2007, she had no recollection of anything that had occurred in her life between sometime after the alleged assault and/or suicide attempt, through age 18. This is the second time

the plaintiff has alleged that she was sexually abused by being forced to perform oral sex, followed by an allegation of memory repression. She first time, the plaintiff asserts that she was sexually abused by a babysitter sometime between the ages of 4 and 6. (Deposition of [redacted] 29/23-25, Exhibit F). She claims she was forced to perform oral sex on the babysitter. ([redacted] 30/3-4). She also claims that she repressed the memories of such abuse until 1995-96 ([redacted] 33/16-20). She has no explanation for why those allegedly repressed memories of the same kind of alleged abuse surfaced in 1995 or 1996, but the second alleged abuse allegations did not, and did not come forward until 2007.

Mr. Smith asserts that he acted properly and had no relationship with the plaintiff other than that of a teacher-student and coach-player. He asserts that there was no sexual contact of any kind (Deposition of Smith, 171/6-14, Exhibit G). While he admits that he occasionally gave her and other members of the softball team a ride home after practice or games, he denies sexually assaulting anyone and further asserts that no inappropriate behavior took place. (Smith, 31/14-24, Exhibit G)

STANDARD OF REVIEW

"The purpose of summary judgment is to expedite disposition of cases which do not require the services of a fact finder." George v Fabri, 345 S.C 440, 452, 548 S E. 2d 868, 874 (2001). "A motion for summary judgment shall be granted 'if the pleadings, depositions, answers to interrogatories, and admissions on file, together with the affidavits, if any, show that there is no genuine issue as to any material fact and that the moving party is entitled to a judgment as a matter of law.'" Id (quoting Rule 56(c), SCRCP) *accord* Trivelas v. South Carolina Dep't. of Transportation, 348 S C. 125, 130, 558 S E 2d 271, 273 (Ct. App. 2001); Wells v. City of Lynchburg, 331 S.C. 296, 301, 501 S.E 2d 746, 749 (Ct App 1998); *see also* Tupper v Dorchester

County, 326 S C. 318, 325, 487 S E. 2d 187, 191 (1997). Summary judgment is appropriate when "there is no genuine issue as to any material fact and...the moving party is entitled to judgment as a matter of law," Celotex Corp. v. Catrett, 477 U.S. 317, 322, 106 S Ct. 2548 (1986), and "where the record taken as a whole could not lead a rational trier of fact to find for the non-moving party, there is no 'genuine issue for trial.'" Matsushita Electrical Industrial Co , Ltd v. Zenith Radio Corp , 475 U.S. 574, 106 S Ct. 1348, 1356 (1986)

LAW AND ARGUMENT

I. DEFENDANT SMITH IS ENTITLED TO SUMMARY JUDGMENT ON ALL CAUSES OF ACTION, BECAUSE THE PLAINTIFF FAILED TO FILE WITHIN THE STATUTE OF LIMITATIONS AND DOES NOT QUALIFY FOR ANY EXTENSIONS.

All of plaintiff's causes of action brought in the amended complaint should be dismissed as to Charles Smith because the plaintiff did not timely filed her complaint within the three-year statute of limitations set forth in the SC Code Ann §15-3-530 (5). The statute of limitations applicable to actions "for assault, battery, or any injury to the person or rights of another... is three years for actions arising on or after April 5, 1988 " Although a statute of limitations specifically concerning sexual-abuse actions, S.C. Code Ann. § 15-3-555, became effective on August 31, 2001 and would normally apply retroactively, that statute is not applicable here for reasons that are discussed in more detail below.

According to the discovery rule, the three-year statute of limitations found in section 15-3-350 (5) begins to run when the underlying cause of action reasonably ought to have been discovered. *Dean v Ruscon Corp* , 321 S C 360, 363, 468 S E 2d 645, 647 (1996) Thus, the three-year clock starts ticking on the "day the injured party either knows or should have known by the exercise of reasonable diligence to cause of action arises from the wrongful conduct." *Bayle v. S C Dep't Of*

Transp , 340 4 S C. 115, 123, 540 2 S.E.2d 376, 740 (Ct App. 2001) This determination is objective, rather than subjective. *Id.* As such, the question is not whether the particular plaintiff in this case actually knew she had a claim. *Martin v Companion Healthcare Corp.*, 357 S C 570, 576, 593 S.E 2d 624, 627 (Ct App. 2004). Instead, the proper inquiry is "whether the circumstances of the case with a person of common knowledge and experience on notice that some right of his has been invaded, or that some claim against another party might exist " *Young v S C. Dep't of Corr.*, 330 3S. C. 714, 719, 511 S E 2d 413, 416 (Ct.App. 1999)

In *Doe v Crooks*, 364 SC 349, 613 S.E.2d 536 (2005), the plaintiff sued his former physician for sexual abuse allegedly committed when the plaintiff was 14 or 15 years old in 1983. *Id* At 351, 613 S E.2d at 537 The action was commenced in 2002, when the plaintiff was 34 years old. *Id* The plaintiff acknowledged that he was aware of the abuse while it was occurring but alleged that he did not realize the full extent of his injuries until 2001 *Id* Thus, the court concluded that discovery occurred in 1983 when the plaintiff was 15 *Id* at 352, 613 S.E 2d at 538. Under § 15-3-40 (1), the limitation period was tolled until the plaintiff reached the age of maturity, eighteen. *Id.* Therefore, pursuant to §15-3-535, the plaintiff had six years from the date that he reached the age of eighteen to file his action.[1] *Id* Because he failed to do so, has cause of action lapsed in 1992. *Id.* at 353, 613 S E 2d at 538.

On appeal, the plaintiff argued that the recently enacted statute of limitations for sexual abuse claims applied:

> An action to recover damages for injury to a person arising out of an act of sexual abuse or incest must be commenced within six years after the person becomes 21 years of age or within three years from the time of discovery by the person of the

[1]For actions accruing prior to April 5, 1988, the limitations period of 6 years in duration. The three-year limitations period now found in the Code applies to actions accruing on or after April 5, 1988.

injury and the causal relationship between the injury and sexual abuse or incest whichever occurs later.

S C. Code Ann. §15-3-555 (A). The court acknowledged that statutes of limitations are generally applied retroactively and that the general assembly did not express any intent to limit the application of §15-3-555 prospectively *Id.* At 352, 613 S.E 2d at 538. However, a new statute of limitations cannot operate to revive an action for which the limitations period has already expired. *Id.* At 351-52, 613 S.E 2d at 538 Therefore, because of the plaintiff's cause of action lapsed in 1992, nine years before §15-3-555 was adopted, the same did not apply. *Id* at 353, 613 S.E 2d at 538. The South Carolina Supreme Court affirmed that trial court's dismissal of the action on the grounds that, when §15-3-555 became effective, the plaintiff's cause of action had already lapsed under §§15-3-530 (5) and 15-3-535 *Id*

In this case, the plaintiff alleges defendant injured her during the 1988-1989 school year while she was a minor In accordance with the allegations of the amended complaint, the alleged circumstances would have put a person of common knowledge and experience on notice some right of hers had been invaded or that she had a claim against another person Under *Doe*, the plaintiff did not have to fully understand the extent of the injury, she only had to understand that she was harmed When asked about two alleged incidents at the teachers desk, she testified

98

2 Q. And did you say anything while he was doing
3 this?
4 A I was very, very uncomfortable.
5 Q. Did you say anything?
6 A I don't recall saying anything.
7 Q Did you try to get up out of the chair?
8 A. I remember just freezing

99

25 Okay Were there any other instances?

100

1 A. I was sitting behind his desk another time and
2 he took my hand and put my hand on his penis
3 through his pants
4 Q. Did you try to pull your hand away?
5 A. I froze.

This testimony shows that she knew at the time the situation was allegedly going on, that she was being harmed. Additionally, she testified that after the alleged oral sex incident:

104

16 When you got home was there anybody at your
17 house?
18 A. All I remember is going into my room and closing
19 my door. I don't -- I don't recall if anybody
20 was home or not
21 Q. What was the next time you saw anybody?
22 A. I don't recall All I remember is going home
23 and going into my room and laying on my bed with
24 my cat.
25 Q. Your mom never came in to say, hey, welcome home

105

1 or --
2 A. I don't recall All I remember is going home,
3 going into my room, closing my door and holding
4 onto my cat crying

Finally, after the caffeine pill overdose, the plaintiff told hospital staff she was having problems at school, but although offered, she and her mother declined counseling. This behavior clearly indicates knowledge of harm during and after the events. Additionally, she was fifteen years old She was in high school and was old enough to know right from wrong, and to know that a teacher should not be fondling her vagina in the classroom or forcing her to perform oral sex on him in his car Though the plaintiff has refused to answer any questions about her actual feelings at the time, it is illogical for her to say that she was uncomfortable and "froze" while he was touching her in the classroom, and that she went home and cried after the oral sex incident, but that she didn't think it was wrong, or that he was harming her.

However, because the plaintiff was a minor when the alleged injuries occurred, the statute of limitations was tolled until she reached the age of majority. *See* S C. Code Ann. §15-3-40 Based on her date of birth, May 4, 1973 she would have reached the age of 18 in 1991. She then had three years, or until 1994 to file her action *See* S.C. Code Ann. §15-3-530 (5). She failed to do so and, therefore, her right to bring an action lapsed in 1994, seven years before §15-3-555 was adopted. For that reason, even if plaintiff were to allege that §15-3-555 saves her action, it clearly is not applicable. Because she failed to file her action before it lapsed in 1994, the action must be dismissed.

II. THERE IS NO INDEPENDENTLY VERIFIABLE EVIDENCE OF ABUSE TO SUPPORT PLAINTIFF'S REPRESSED MEMORY ASSERTION.

As her claim is untimely under the statute of limitations, the only way the plaintiff can get around it is with a claim of repressed memory The plaintiff claims that at some point after the last alleged abuse incident in 1988 or1989, she involuntarily repressed all memories relating to her life

between the ages 15 and 18. At age 18, she picks up recollection, but had no memories from the period of time between ages 15 and 18, until 2007. In 2007, she claims she suddenly started having dreams of Mr. Smith standing over her laughing, and that those dreams have turned into memories. ([redacted]138/10-20, Exhibit F). Therefore, she asserts that she is entitled to use 2007 as the date she was first aware of the abuse, and the applicable date for the running of the statute of limitations. This is not supported by the evidence, and the plaintiff does not meet the required criteria.

The court in *Moriarty v Garden Sanctuary Church of God,* 334 S C 150, 511 S.E.2d 699 (Ct. App. 1999) decided that "objective verifiability" is required for the application of the discovery rule. It set forth eight ways to verify the abuse:

(1) admission by the abuser; or
(2) a criminal conviction; or
(3) documented medical history of childhood sexual abuse; or
(4) contemporaneous records or written statements of the abuser, such as diaries or letters; or
(5) photographs or recordings of the abuse, or
(6) an objective eyewitness's account; or
(7) evidence the abuser had sexually abused others; or
(8) proof of a chain of facts and circumstances having sufficient probative force to produce a reasonable and probable conclusion that sexual abuse occurred

Here, the plaintiff has met none of these requirements There has been no admission, conviction or documentation, there are no records, photographs, eyewitnesses or other alleged victims The only possibility the plaintiff has is number eight, and even that cannot be met. The plaintiff has been trying to show that her suicide attempt is proof of a chain of facts and circumstances sufficient to produce the reasonable and probable conclusion that sexual abuse occurred It simply does not. The plaintiff's own testimony was that at the time she attempted suicide, she didn't know why she

wanted to die ([redacted]111/12-16). Without the suicide attempt to support her allegations, she has nothing objective to verify her claim of repressed memory.

Therefore, because the plaintiff cannot meet any of the criteria required by *Moriarty*, and because there is evidence of knowledge that implicates the discovery rule, the plaintiff has missed the statute of limitations, and this matter should be dismissed.

III. PLAINTIFF'S CLAIMS OF INTENTIONAL INFLICTION OF EMOTIONAL DISTRESS/OUTRAGE ARE BARRED BY THE PLAIN LANGUAGE OF THE SOUTH CAROLINA TORT CLAIMS ACT.

To the extent that the plaintiff claims Intentional Infliction of Emotional Distress against Charles Smith, there is no proper claim for such The South Carolina Tort Claims Act specifically states that a "loss" is defines as "bodily injury, disease, death, or damage to tangible property, including lost wages and economic loss to the person who suffered the injury, disease, or death, pain and suffering, mental anguish, and any other element of actual damages recoverable in actions for negligence, **but does not include the intentional infliction of emotional harm** " S.C. Code Ann. § 15-78-30(f) (*emphasis added*). Thus, Charles Smith is entitled to summary judgment on this cause of action because it is statutorily barred.

IV. PUNITIVE DAMAGES ARE NOT PERMISSIBLE AGAINST THIS DEFENDANT.

Punitive damages are barred against a governmental entity by Section § 15-78-120(b), which mandates that "[n]o award for damages under this chapter shall include punitive or exemplary damages or interest prior to the judgment " Therefore, this defendant is entitled summary judgment

on this claim and all claims for punitive damages against this defendant should be dismissed.

CONCLUSION

Defendant Charles Smith is entitled to be dismissed from this case as a matter of law. He was an employee acting in the course and scope of his duties as a teacher and coach at the time of the alleged occurrences There is no evidence of gross negligence on the part of Smith, nor is there any evidence of a breach of fiduciary duty. Finally, under the South Carolina Tort Claims Act, Outrage is not a permissible cause of action This motion is based upon the pleadings, discovery, supporting memorandum, affidavits and arguments of counsel. For all of the reasons stated, Charles Smith submits that there are no genuine issues for trial and asks that the Court grant his Motion for Summary Judgment as to all causes of action

S/ Robin L Jackson
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Robin@SennLegal.com

July 20, 2012

Attorney for Defendant Smith

EXHIBIT A

James Island High School
1000 Fort Johnson Road
Charleston County Schools
Charleston, South Carolina 29412

Merger in 1983-84 of Fort Johnson and James Island High Schools.

Accredited by South Carolina Dept. of Education

HIGH SCHOOL RECORD

Name: [redacted] Place of Birth: MEADVILLE, PA Date of Birth: [redacted]

Parent: [redacted] Address: [redacted] Phone: [redacted]

Date Entered: 8-24-89 Was (Will be) graduated: _____

Grade Point Average: _____ Rank in class: Number ____ in class of ____

[redacted] L 000830113 Gr 9 Yr 89-90

		1st	2nd	Sem	3rd	4th	8em	Fin		
English 1	BROWN S	60	65	70	50	63	62	66	0	0.0
Spanish I	ROCKHOLD T	63	60	62	50				0	0.0
STUDY HALL	BAKER E									
World Geography	SMITH C	80	70	72	68	72	66	70	1	2.0
DRIVER ED	GIST G	80	80	80				80	½	-
LUNCH										
Prac Phy Science	DERCOLA N	75	70	75	64	70	67	71	1	1.1
9TH GD HOMEROOM	FITCHETT J									

88-89 Grades From Central Cambria HS Ebensburg, Pa.

					units	
World History	75	65	70	70	1	2.0
English I	75	65	65	65	0	0.0
Alg. I	70	70	70	65	0	0.0
G. Science	75	65	65	65	0	0.0
Spanish I	75	70	70	65	1	2.0
Computers	75	65			½	
					2½	

2½

Redden, Michelle L 000830113 Gr 9 Yr 89-90

		1ST	2ND	SEM	3RD	4TH	SEM	FIN
ALGEBRA	RICHARDSON	74	67	71	65	10	35	40
GENERAL ENGLISH I	BROWN S	64	72	75	50	64	67	71
GENERAL MATH I	BROWN K	80	81	81	62	67	65	77
PHYSICAL ED I	BERRIER J	70	92	82	87	85	84	83
GENERAL BIOLOGY	DERCOLA N	75	77	76	64	66	67	72

4

ade ar	1st Sem	2nd Sem	Avg.	UNITS

lays Absent Total Units:

SUMMER SCHOOL WORK:

Tests, Activities, Honors: _____

Charleston County School District
JCB
SEP 29 2008
Staff Rec.
Records Office

Principal or Counselor

Richter 0082

EXHIBIT B

8-21-90

GUIDANCE DEPARTMENT
WITHDRAWAL FORM

James Island High School
1000 Fort Johnson Road
Charleston, S.C. 29412

STUDENT' NAME [redacted] GRADE & SECTION 9TH

ADDRESS [redacted] DATE OF BIRTH [redacted]

PARENT/GUARDIAN [redacted] PHONE [redacted]

I am officially withdrawing from James Island High School for the reason given below. I certify that my parents or guardian have knowledge of my withdrawal. I understand that if I am not cleared properly by all teachers and school agencies concerned, my records cannot be sent to any other school of outside agency.

REASON FOR WITHDRAWAL: GOING TO NIGHT SCHOOL.

DATE: 08-21-90 [redacted]
Signature of Student or Guardian

TEACHERS: Please indicate by your initials below if the student has cleared with you to withdraw from James Island High School. Mark the appropriate column to show whether a student has returned his/her book, or paid any appropriate fees that were due.*

	TEACHER	SUBJECT	Room	INITIALS	Book Returned	Grades
HOMEROOM						
1st Period						
2nd Period						
3rd Period						
4th Period						
5th Period						
6th Period						
7th Period						

*Example: Student withdraws, but has lost his/her textbook. Mark NO in the Book Returned column and the price of the book (if not paid for) in the Fee Owed column.

*Example: Student transfers, returns his/her book but had neglected to pay the department fee, i.e. math fee -$4.00. Mark YES in the Book Returned column and the math fee owed, $4.00 in the Fee Owed column.

LIBRARY _____ OFFICE _____ ATTENDANCE _____

GUIDANCE _____ Removed from all rolls DATE _____

BOOKROOM AGENT _____

Charleston County
School District
SEP 29 2008
Staff Rec'd
Records Office

Richter 0080

EXHIBIT C

ROPER HOSPITAL, INC
CHARLESTON, S.C. 29401

EMERGENCY RECORD

[redacted]

ATRIGAN, BALADA

DEPLOYED

EMP. BENEFIT PLAN

POLICY OR ID NUMBER
114-40-8789

MOTHER

[redacted]

02310

[redacted]

EMS

EMS

TYPE
V04

NIEL, STEPHEN

SS. OVERDOSE

ALLERGIES
NKA

NOTES

See Nurses Notes

MEDICATIONS

PHYSICIAN NOTIFIED

ARRIVED

SEEN BY M.D.

TEMP	PULSE	RESP.	B/P	TIME
98	94	20	120/80	3:55 P
	99	18	108/80	4:05 P

ORDERS

X-RAY

LAB

DRUGS

SUPPLIES

REFERRAL

Overdose

DIAGNOSIS

TREATMENT

INSTRUCTIONS

IMPROVED | UNIMPROVED | CRITICAL | DEAD

DATE 1/14/87

ALLERGIES

[redacted]

STEPHEN

WFS 050473 TV4

clear
rales
wheeze
other

flushed
cyanotic
pale
cool
warm
wet
dry

IE	BP	P	R	T	PUPILS/OTHER	TIME	MEDICATIONS
5/p	130/80	94	20	98		2400	Ceftriaxone Channeled again
5/p	108/80	92	18				
15	110/70	80	14				
2nd	160/64	84	18				

TIME | X-RAY

TIME | INTAKE | TIME | OUTPUT

CBC
BCP
CIP
ABG

IME	PROCEDURES	TIME	AMT	IVF	ADDITIVES	SITE	NEEDLE	PATE	TOTAL INFUS
330	Exam by DeMeAllams								

IME	LABS	TIME	OTHER	TIME
	CBC			
	BCP			
	CIP			
	ABG			

X-RAY | TIME | INTAKE | TIME | OUTPUT

TOTAL | TOTAL

NURSES' NOTES: 16yoaa w/f adm via ER c hx of taking 16 Tylenol pills - states she took to die because of school problems. Denies drug use. PERL MAE equal + strong. Bilat sounds clear heart sounds S1+S2 & sub equal + strong. BS active all quads. Nausea + vomited X2 undigested food. Abd soft c hyperactive bowel sounds. Exam by DeMeAllams.

Kevin M Cummings MD DATE 3-13-87

3 1/2 Charcoal Sepia Portraiture & Difficulties. Mother & pt OOB to bathroom. Smith Signature & black music. Dr McAdams talking & mother & pt Social Services called SP Dr instructions verbal & written given to Mother & pt continues to vomit greyish blackness. Dr d/c wheelchair in stable condition Karen McCrum RN

EXHIBIT D

South Carolina Department of Corrections

MARK SANFORD, Governor
JON E. OZMINT, Director

September 14, 2005

CERTIFIED MAIL

Ms. [redacted]

RE: Termination of Employment

Dear Ms. [redacted]

On August 30, 2005, you received corrective action for your third offense of unprofessional conduct which stated that you were reduced in rank from a Sergeant to Corporal without a reduction in salary and reassigned to McCormick Correctional Institution. You were instructed to report to McCormick on September 6, 2005. However, you refused in writing to comply with the directive.

As a result, you were charged with violation of SCDC Policy ADM-11.04, Employee Corrective Action, Item 060, Refusal to Carry Out Oral or Written Direction of Supervisor, and Item 090, Unauthorized Absence From Work. A corrective action review meeting was held with Warden Kendall on September 13, 2005 at Leath Correctional Institution. Based on your refusal to report to McCormick Correctional Institution and your continued unauthorized absence, termination was recommended.

Therefore, I must inform you that your employment with the South Carolina Department of Corrections is terminated effective close of business September 13, 2005. If you choose to appeal this action through the employee grievance and appeals process, contact the Employee Relations Branch at (803) 896-8527 to file a grievance within 14 calendar days from the receipt of this letter. Per your verbal request, I have attached a grievance form.

You must contact the Human Resources Office at Leath Correctional Institution to initiate proper clearance procedures in order to receive your final paycheck. By copy of this letter, I am advising the institution of this action.

RECEIVED
HUMAN RESOURCES
05 SEP 14 AM 10:29

Sincerely,

Robin M. Gracien, Chief
Employee Relations Branch
Division of Human Resources

Attachment

cc: Catherine Kendall, Warden, Leath
Perry Rickenbaker, HR Manager, Leath
Colie Rushton, Warden, McCormick
Payroll Branch
File

EXHIBIT E

J. Al Cannon, Jr., Esq.
Sheriff, Charleston County



3505 Pinehaven Drive
Charleston Heights, SC 29405-7789

Memorandum:

To: [redacted]

From: **Chief Deputy M. Lucas**

Date: **October 14, 2011**

Subject: **Letter of Termination**

This is to notify you that your employment with the Charleston County Sheriff's office is terminated, effective immediately, as a result of your inappropriate conduct relating to an employee emergency assistance request you made.

On or about Friday, September 16, 2011, you left Charleston on an unexpected trip to go to New York to see your grandmother, who had apparently suffered a stroke. After departing, you sent an e-mail requesting monetary assistance from the Employee Support Committee to help you pay the unexpected cost of gasoline and food. In response to your request, the Committee voted to grant you enough money to pay for gasoline and food costs incurred from the time of your request until the time of your return, subject to a cap. Because you did not have a credit card that you could use in the meanwhile, one member of the Committee even went to your bank and deposited $400.00 in cash (the amount you represented that you needed to get home) so that you could access it immediately with your debit card. Upon your return home, you submitted receipts showing a total of 581.63 in eligible expenses. At that time the Committee tendered you a check for the remaining $181.63 of eligible expenses.

At some point in the process, you began to ask for additional assistance for your regular monthly household bills. In reviewing your request(s), the Committee observed from the receipts you submitted that you had gone to Canada during your emergency trip. As it turned out, you took a side trip to visit Niagra Falls while you were visiting your grandmother. In addition to any additional gasoline cost this may have resulted in, your additional time away also led to additional missed days of work for which you did not have sufficient paid leave. While there may be nothing fundamentally wrong about taking a side trip or staying longer than anticipated with your grandmother, it certainly seemed to the Committee that was something extra and not an appropriate basis for additional pay out from the very limited resources available for true emergencies.

Exhibit F

STATE OF SOUTH CAROLINA COURT OF COMMON PLEAS

COUNTY OF CHARLESTON

CASE NO.: 2007-CP-10-5203

JANE DOE,

Plaintiff,

V.

CHARLESTON COUNTY SCHOOL DISTRICT, JAMES ISLAND HIGH SCHOOL, AND CHARLES SMITH,

Defendants

Deposition of [redacted] taken on behalf of the Defendant on Wednesday, September 7, 2011 at 11.00 a m. at Senn, McDonald & Leinbach, 3 Wesley Drive, Charleston, South Carolina

REPORTER: Nicole D. White

A-P-P-E-A-R-A-N-C-E-S

Appearances for the Plaintiff
By Aaron E Edwards, Esquire
THE RICHTER FIRM, LLC
622 Johnnie Dodds Blvd
Mt Pleasant, South Carolina 29464
(843) 849-6000
aaron@richterfirm com

Appearances for the Defendant
By Robin L Jackson, Esquire
SENN, MCDONALD & LEINBACH
3 Wesley Drive
Charleston, South Carolina 29422
(843) 556-4045
and
By Brian L Quisenberry, Esquire
and Wilbur Johnson, Esquire
YOUNG, CLEMENT, RIVERS, LLP
28 Broad Street
Charleston, South Carolina 29401
(843) 724-6641
Bquisenberry@yclaw com

Also Present
Charles Smith

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[redacted], having been first duly sworn, testified as follows)

E-X-A-M-I-N-A-T-I-O-N

BY MS JACKSON

Q [redacted], my name is Robin Jackson and I'm the attorney who represents Charles Smith, the Defendant in this action Have you ever given a deposition before?

A. No, ma'am

Q All right Very quickly, this is just a question and answer session It's not a quiz, it's not a test, it's also not an endurance contest If you need to take a break at any time, you let me know and we'll take a break I do have a stack of documents here that I will show you when I have questions about them and if you need more time to review them before I start asking you questions about them, please let me know and I'll be happy to give you time to review them Are you able to read?

A. Yes, ma'am.

Q All right. Are you under the influence of any medications today?

A. Yes.

Q What kind of medications?

A. Zoloft, the generic form of Zoloft

Q Okay

A. I took Ativan last night, Advil and there's a third medicine that I take, but I haven't taken it in a couple days.

Q Okay And what is it for?

A. It's for acid reflux type issues and stomach issues

Q All right Do you believe that any of those medications will have an affect on your ability to tell the truth today?

A. No, ma'am.

Q Do you think that there's any reason that you would not be able to give a truthful deposition here today?

A. No, ma'am.

Q All right Under the rules of civil procedure for the attorneys there are a few ground rules for the deposition The first one is that we have a court reporter here taking down every word that gets said in the room, so it's very important that we don't talk over top of one another I will do my best not to cut off your answers, if you will try not to cut off my questions so that she can take down a clear

Record, okay?
A **Yes, ma'am.**
Q Also, it's very important that you give verbal responses and don't just shake your head or nod your head If you do that or you say uh-huh or huh-uh, as people sometimes do in conversation, then I will prompt you by saying was that a yes or was that a no I don't mean any disrespect, I just want to make sure when we read the Record later, we're very clear on what your answer to the question was
A. **Yes, ma'am**
Q If at any time you don't understand a question that I'm asking you, please ask me to clarify it or rephrase it, I'll be happy to do so If you don't understand the question, you need to direct those questions to me, okay?
A. **Yes, ma'am.**
Q Also, for some reason this is a main artery for fire trucks and other emergency vehicles, so if -- and the driveway can get kind of loud, too, so if you ever don't hear part of my question, let me know that as well, all right?
A. **Yes, ma'am.**
Q What is your full legal name?

A. [redacted]
Q Your date of birth?
A. [redacted]
Q And your social security number?
A. [redacted]
Q And also, even though I'm taking notes, you do not need to talk slowly enough for me to get it down If I miss it, I'll get it from the court reporter later, okay?
A. **Yes, ma'am.**
Q What's your current address?
A. [redacted]
Q And how long have you lived there?
A. **Approximately two years.**
Q And where did you live before that?
A. [redacted]
Q And how long did you live there?
A. **Approximately two years.**
Q Okay Did anybody live there with you?
A. **No, ma'am.**
Q Okay Does anybody live with you at [redacted]?
A. **I live with my mom.**
Q Okay And where did you live before [redacted]n

Castle?
A. **At an apartment in Goose Creek. I can't remember what the address was.**
Q Okay And how long did you live there?
A. **I believe six months**
Q Okay Are you a member of any civic groups or organizations?
A. **Can you be more specific?**
Q Like Rotary, Kiwanis, garden club or book club, anything like that?
A. **No, ma'am**
Q All right Did anybody live with you in your apartment in Goose Creek?
A. **My cousin.**
Q What's your cousin's name?
A. **Chad Mitchell.**
Q And where is Chad now?
A. **I don't know.**
Q Are you married or engaged?
A. **No, ma'am.**
Q Have you ever been married?
A. **No, ma'am.**
Q Okay Are you in a relationship?
A. **No, ma'am**
Q Okay When was your last relationship?

A. **Approximately 2006.**
Q Okay And who was that with?
A. **Tinnel (ph) Gunter.**
Q And where is Tinnel now?
A. **I don't know.**
Q Where did she live when you were in a relationship with her?
A **North Charleston. I don't know the address.**
Q Okay How long was the relationship?
A. **Approximately 30 days.**
Q Okay Do you have any children?
A. **No, ma'am.**
Q Family members who live in Charleston County? And the reason I ask is this is a Charleston County case and I don't want to put any family members on the jury
A. **My mom**
Q Just your mom?
A **Yes, ma'am.**
Q Okay And her name is [redacted]?
A. **No.**
Q What is her name?
A [redacted].
Q [redacted] Okay Were you in the military?

A. Yes
Q What branch?
A **Army Reserves.**
Q And how long?
A. **Approximately four months.**
Q And what was your job?
A **In '88, November.**
Q What was your job?
A **Transportation management coordinator.**
Q Okay And you were discharged in '88, November or you joined in '88?
A **I don't know when my discharge date was nor my --**
Q What was -- you said '88, November
A **That's the job title.**
Q Okay Okay You don't know when you were discharged?
A **Not off the top of my head, ma'am.**
Q Approximately?
A. **1998.**
Q Okay And you were only in for four months?
A. **Yes, ma'am**
Q Did you enter and leave in '98 or --
A. **Approximately.**
Q Okay All right. And what was the reason for

your discharge?
A **I couldn't do the running.**
Q Okay And so was that a -- what -- do you know what type of discharge you received? Is it a medical discharge, an honorable discharge?
A. **I believe it was a general.**
Q General, okay When you were in, where were you stationed or where were you for training?
A. **Fort Jackson.**
Q All right I want to go through your work history Are you currently employed?
A. **Yes, ma'am**
Q Where?
A. **Charleston County Sheriff's Office Detention Center.**
Q All right And how long have you worked there?
A. **Five years and five days.**
Q Okay And are you a detention officer?
A **Yes, ma'am.**
Q All right Where did you work before the Charleston County Detention Center?
A. **South Carolina Department of Corrections**
Q All right And did you have a break in your employment between there?
A. **Yes, ma'am.**

Q How long was the break in employment?
A **Approximately 11 months.**
Q Okay And were you doing anything during those 11 months?
A. **I did work in between there with the South Carolina Department of Juvenile Justice for a few months**
Q And what did you do with DJJ?
A. **I was a juvenile detention officer.**
Q Okay At what facility?
A. **I believe it's coastal. It's next to Lieber.**
Q And why did you only do that for a few months?
A. **I went to work for the Charleston County Sheriff's Office.**
Q Okay. So was the break between Department of Corrections and DJJ and then you went straight from DJJ to Charleston County?
A. **Yes, ma'am.**
Q Okay
A. **And before DJJ -- I'm sorry, I'm backing up. I worked for Bermex. It was a meter reading company contracted with SCE&G.**
Q And how long did you do that?
A. **Approximately six months.**
Q Okay And did you leave there to go to DJJ?

A. **Yes, ma'am.**
Q Okay All right When did you work for Department of Corrections?
A. **Approximately 1996 to approximately 2005.**
Q Okay And in reviewing your personnel file it looks like you've worked at a number of different institutions
A. **Yes, ma'am**
Q I'm not gonna go through each one individually, but within the institutions were there certain areas that you did not ever work in?
A. **No. I -- I was versatile. I worked everywhere.**
Q Okay Did you work in segregation at Lieber?
A. **Yes, ma'am.**
Q So you dealt with inmates who were disciplinary problems?
A. **Yes, ma'am.**
Q Did you deal with inmates who assaulted other inmates?
A. **Yes, ma'am.**
Q Did you deal with sex offenders?
A **Yes, ma'am.**
Q And rapists?
A. **Yes, ma'am.**
Q All right And you were terminated from

Department of Corrections?
A. Yes, ma'am.
Q All right Where did you work before Department of Corrections?
A. Trident Security.
Q Okay And what did you do for Trident Security?
A. Security officer.
Q And where were you -- do they provide security to businesses?
A. Yes, ma'am
Q Okay And did you work at the same business all the time?
A. No, ma'am.
Q. Okay How long did you work for Trident Security?
A. Approximately six months.
Q Okay And did you leave Trident Security to go to Department of Corrections?
A. Yes, ma'am.
Q Okay Where did you work before Trident Security?
A Kiawah Island Resort.
Q Okay And what did you do for Kiawah?
A. I was a security officer and I worked in the housekeeping department.

Q And why did you leave?
A. I was terminated
Q Why?
A. I don't recall the exact reason why I was terminated.
Q Okay And you filed an EEOC complaint about that?
A. Yes, ma'am.
Q And what was the result of that?
A. I was given a letter of reference by the managing director.
Q Were you awarded any money?
A. Yes.
Q How much?
A. I am unsure. I believe it was between 1,000 to $2,000.
Q You received a letter of reference from Tommy Vickers?
A. Yes.
Q Okay Let's go ahead and mark this
(Whereupon, Defendant's Exhibit 1 was marked for identification)
A. When I left, the letter that I received was not the one from Tommy Vickers, but the one from Prem Devadas, the managing director.

Q Okay
A This was written much prior to me having left.
Q Okay The letter from Tommy Vickers was written prior to your leaving?
A Yes, ma'am.
Q Okay So this was written when you moved from being a security agent to a dispatcher?
A Yes, ma'am.
Q Okay And Tommy Vickers is the person that you had a sexual relationship with while you were working there?
A. Yes, ma'am.
Q. All right Where did you work before -- did you work anywhere simultaneous to working at Kiawah?
A. I don't believe so
Q What about James Island Fire?
A I was a volunteer with James Island Fire Department.
Q Okay From when to when?
A Approximately age 18 to age 19
Q Okay I found some records that said from 1991 to 1994, does that sound right?
A No
Q Were you still volunteering with James Island when you were working at Kiawah?

A No
Q Okay So did you volunteer at James Island prior to working at Kiawah?
A Yes I volunteered with James Island, which led to my employment in Mt. Pleasant Fire Department and I continued to volunteer with James Island for a short period of time while I worked at Mt. Pleasant
Q Okay All right All right Tell me about working at Mt Pleasant
A. Can you be more specific?
Q How long did you work there?
A Approximately a year and a half.
Q Okay And why did you leave?
A I don't recall.
Q Did you have a sexual relationship with a co-worker while you were there?
A Yes
Q Who was that?
A. Michael Doyon
Q Can you spell the last name?
A D-O-Y-O-N.
Q And did that have anything to do with your leaving?
A. I believe so.

Q Was he your supervisor?
A. **Yes, ma'am. He wasn't my immediate supervisor. He was in my chain of command**
Q Was he married?
A. **Yes.**
Q Do you remember whether you left voluntarily or were terminated?
A **I believe I was terminated, but I -- I don't remember if it was volunteer or termination.**
Q All right Where did you work before you volunteered at James Island or did you work -- let me rephrase that Did you work anywhere while you were volunteering at James Island?
A. **Yes.**
Q Where?
A. **The Pantry.**
Q Okay And what did you do for the Pantry?
A. **I was a cashier.**
Q And why did you leave there?
A. **I don't recall why I left.**
Q Okay And do you remember when you worked there?
A. **Vaguely.**
Q When was that?
A. **Approximately 18 to 19 years of age.**

Q Okay Okay And where did you work before that?
A **The Piggly Wiggly.**
Q Okay And when did you work at Piggly Wiggly?
A. **I don't recall.**
Q Okay What did you do at Piggly Wiggly?
A. **Was a cashier**
Q You just remember that it was before the Pantry?
A **Yes, ma'am.**
Q Okay Do you remember how old you were?
A. **No, ma'am.**
Q Okay Do you actually remember working there or did somebody tell you that you worked there?
A **I remember working there.**
Q Okay All right Did you ever work for the Charleston Police Department training cadets?
A **I volunteered with them.**
Q Okay And when was that?
A. **1996, 1997.**
Q Okay And why did you stop doing that?
A **Because I went to volunteer with the Goose Creek Police Explorers.**
Q Okay And how long did you volunteer with the Goose Creek Explorers?
A. **Until after that year's SCALE competition.**

Goose Creek was hosting the South Carolina Law Enforcement Explorers' yearly competition and I was the competition coordinator.
Q Okay And that was a volunteer position?
A. **Yes, ma'am. I did that while I worked at the Department of Corrections**
Q Okay And so once the competition was over, you left or you stayed and volunteered more?
A. **I was tired by the time the competition was over with, so I stayed with them, but I slowly just stopped doing stuff, because it got to be very tiring working full time and trying to do that full time.**
Q Okay All right Have you ever been treated for any drug or alcohol issues?
A. **No, ma'am.**
Q All right Other than the treatment that you received after 2007 relating to your memories of this case, have you ever received any treatment for mental illness or mental health?
A **Can you rephrase that?**
Q Sure It's my understanding that you've received counseling and some medication with regard to the memories of the incident that we're here about today

A. **Yes, ma'am**
Q Other than that, have you ever received any treatment for any mental illness or mental health reasons?
A. **I went to see a counselor about an -- an EAP counselor about a stabbing that occurred at Lieber and it was where an inmate was killed and I was depressed at the time. Other than that, I don't recall any.**
Q Okay Also, just because I know this is gonna be a long day and there's a lot of questions and a lot of different topics, if at any time you remember something or think of something that changes or corrects an answer that we've talked about previously, feel free to stop me and say, I need to go back to when you asked me about this I also remember whatever, okay Or no, it wasn't six months it was eight months, okay?
A. **(Indicating.) It is extremely warm in here. Is that normal?**
Q Is it warm in here?
(Off-the-Record conversation)
BY MS JACKSON
Q Do you have any siblings?
A. **Yes, ma'am.**

Q How many?
A. Can you be more specific?
Q How many siblings?
A. Half siblings?
Q All of them
A. I have one brother.
Q What is his name?
A. Michae[redacted]
Q And where does he live?
A. St. George.
Q Okay
A. I have a half brother, Timothy[redacted]
Q Where does he live?
A. St. George. And I have a half sister, Julie [redacted]
Q Julie or Julia?
A Julie.
Q Okay Where does she live?
A. Pennsylvania.
Q Okay Any others?
A. No, ma'am.
Q. All right Why did you stop volunteering at James Island?
A. Lack of time.
Q Okay

A. I was working full time at Mt. Pleasant Fire Department, which was consuming a great deal of time --
Q Okay
A. -- because of the shift work.
Q All right Did you ever have any issues with any other members of the James Island Fire Department?
A. Not that I recall.
Q All right In order to prepare for your deposition today I'm gonna ask you some questions and I want to preface the questions with I do not want to know anything that you and your attorney or any attorney at Mr Edwards' office discussed, okay? So if you spoke with an attorney to prepare for your deposition, I don't want to know about that I'm just gonna ask you some other questions and if any of these relate to a discussion with an attorney, then just say, I met with an attorney, okay? But don't tell me anything that was said with your attorney That's protected You understand?
A. Yes, ma'am
Q Okay Did you watch any videos about how to give a deposition?

A. No, ma'am.
Q Did you receive any pamphlets or papers about how to testify in a deposition?
MR EDWARDS Other than anything from me
A. No
Q Did you go on the internet and look up anything about how to testify at a deposition?
A Yes
Q What -- where did you go?
A. I don't recall.
Q Okay What information did you find?
A It didn't really make a lot of sense to me, the stuff that I was reading. So, I mean, I can't really explain to you what I found because I didn't understand it
Q Okay Did you review any documents?
A. Can you be more specific?
Q Well, you can see from the binder he's got there's been a lot of documents exchanged amongst the parties Did you review any kind of documents whether they be employment records or police reports or records from Heidi Zinzow?
A. No, I reviewed -- went over my interrogatories --

Q Okay
A -- briefly and I didn't even go over them very well.
Q Okay Did you talk to anyone besides your attorney's office about getting ready for this deposition?
A. My mom
Q Okay And what did you talk to your mom about?
A. Just told her that I was nervous, anxiety.
Q Anyone else?
A My sister-in-law.
Q And what's her name?
A. Tammy.
Q Is she married to Timothy or Michael?
A. Michael and that was a while ago, maybe a month ago.
Q Okay Do you have a best friend?
A. No. My dog.
Q Dog will keep your secrets
A. I don't have any secrets
Q Did your mom know that we were trying to take her deposition, as well?
A. Yes. My mom is vacationing in Pennsylvania
Q Do you know when she's expected back?
A Sometime this month or October at the latest

My grandmother's getting older in age and having health issues, so my mom is trying to spend a little bit of time between there and her brothers' and sisters' house visiting.

Q Does your mother work?

A. No, she's retired.

Q Okay Does your brother Michael work?

A. Yes.

Q Where does he work?

A. Construct South Construction.

Q What about Timothy?

A. Construct South Construction.

Q And Julie?

A. I don't know.

Q Oh, she's in Pennsylvania What about Tammy?

A. Construct South Construction.

Q Did you talk with any of your counselors or therapists about your deposition?

A. Yes.

Q Who?

A All of them

Q Okay Well, who are you seeing now?

A. I'm seeing -- I'm having a moment.

Q That's okay What is the name of the facility?

A. It's a counselor that I see at my attorney's office and I'm also seeing a therapist through my doctor's office.

Q Okay And which doctor?

A. Dr. Clark's office.

Q There's a therapist at Dr. Clark's office?

A Yes, ma'am.

Q And you don't remember -- is it a man or a woman?

A Woman.

Q And you say there's a therapist at your attorney's office?

A. Yes. And I texted her last night for a little while. Just not remembering names today.

Q Is she just in the same building?

A. No, she's out of Columbia.

Q Okay Tammy Bolton?

A Yes, Tonya.

Q Tonya, okay

A. I'm sorry.

Q That's okay And that's one of those things if you remember the name later, just stop me and take me back and we'll get it down, okay? And if I have -- when I ask you these questions, if I have information, I'll try to prompt you if I can figure out what you're talking about. And

what did y'all talk to the -- what did you talk to the therapists about?

A. Can you be more specific?

Q Well, did you talk to them just about your nervousness or did you talk to them about the subject matter of the deposition? Did you talk to them about how to go about answering questions?

A. Just the nervousness and how to cope with the nervousness and anxiety.

Q Okay

A. We don't discuss how to answer questions and things like that. That's not our topic of treatment.

Q Okay All right In going through the records, I found several different areas and so I'm gonna try to go through each one separately and if they start to kind of come together or overlap, then so be it, but I tried to split them up so we could go down a timeline

A. If you find a good place where we could take a few minute break, I would appreciate that.

Q We can take a break right now Just so we're clear, while you're taking a --

A. To use the restroom.

Q No, I don't need to know why you're taking a break, but during any break you're welcome to talk with anyone about the weather or what you want to eat for lunch, but not able to talk to anybody about your testimony

A I have no desire to talk to anybody but my attorney.

(Whereupon, there was a short break in the proceedings.)

BY MS JACKSON

Q All right In some of the records I found that there was an assertion by you that you were abused as a baby by a female babysitter

A. Yes, ma'am.

Q Okay Can you give me some more information about that? Do you know what age you were or who the babysitter was?

A. Can you be specific with each individual question what you want to know?

Q Just tell me what you remember about the abuse from the babysitter

A. Can you rephrase that?

Q How old were you when you were abused by your babysitter?

A. Approximately four or six.

Q And what kind of abuse was it?
A. Sexual abuse
Q And what was the nature of the sexual abuse?
A She made me perform oral sex on her.
Q All right And at what point did this become public?
A. Can you be specific as to what you mean by public?
Q When was the first time you told anyone about the abuse?
A The babysitter went and told my mom My mom immediately fired the babysitter. And I remember my mom hugging me and crying. So my mom has always known about the female babysitter.
Q Do you know whether that ever turned into criminal charges?
A I don't believe so.
Q Okay All right There was also a reference to abuse by a cousin during childhood that you told your grandmother about
A. I'm unclear about that issue
Q What do you mean, you're unclear about whether you told your grandmother that?
A. No. My cousins were very mean. I don't recall

there being any sexual abuse.
Q All right This was in a record at the MUSC Institute of Psychiatry that your grandmother's negative reaction to disclosure about a cousin molesting you has caused her -- has caused you not to trust your family.
A. That was about the babysitter.
Q Okay The babysitter is referred to in a different time and it says, "History of exposure includes abuse by female babysitter from infancy until nine "
A. I'm sorry, please repeat that.
Q "History of exposure includes she was abused by a female babysitter from infancy until she was nine "
A. That is incorrect
Q Okay Okay And so are you telling me now that you were never molested by a cousin?
A. No, ma'am.
Q That was a bad question because that called for a negative Were you ever molested by a cousin?
A No, ma'am.
Q Were you ever physically abused by a cousin?
A. There's many different levels of physical abuse. Being made to eat soap, being hit, yes.

Q Okay Was there ever a time in your life that you did not recall the sexual abuse by the babysitter?
A. Yes.
Q When?
A. Approximately, and this is just a guesstimation, approximately after it happened until I was working at Trident Security Services.
Q Was there an event that caused you to recall it?
A. All I recall is slowly recalling it and calling my mom and she helped me through it.
Q And you worked for Trident Security in 1996?
A. Approximately.
Q Okay So to your knowledge there was no event that triggered the memories?
A. No, ma'am.
Q Okay. And this abuse happened over a period of approximately two years from ages four to six?
A. According to my mother.
Q Okay
A Time wise, the actual sexual abuse from the babysitter occurred three to six months. You asked me for a time and I said it was approximately. I was approximately four to six. I don't recall exactly what age I was.

Q Okay And is the memory of your mother hugging you and crying something that you remembered in 1996 --
A Yes, ma'am.
Q -- or is that something your mother had to tell you?
A. No, ma'am, I remember her doing that
Q Okay And until -- and I'm using 1996, because that's the time period for Trident Security based on the timeline you gave me earlier That you worked there for six months before you started at Department of Corrections, which would put it at either the end of 1995 or beginning of 1996
A. Yes, ma'am
Q Are you saying that you had no recollection of that abuse before that time period 1995/1996?
A. My childhood is a blank to me and I don't remember a lot from the age of birth until about ten.
Q Why not?
A I don't know. You tell me why I don't remember. I don't know.
Q When did you realize that you couldn't remember your life between birth and age ten?

A. I don't know It's just the way that it's always been for me as long as -- as far back as I can remember.
Q So as far back as you can remember would be age 11?
A. Then I start to pick up the memory of my life and things that you do as a kid. You just remember riding a bicycle.
Q Okay And in your mind these things were from age 11 on, you don't have memories of ten back?
A. Very, very few. There are a few memories of the sexual abuse from a female babysitter that I remember and just a very few other things.
Q Okay The very few other things that you remember, were they traumatic experiences?
A A few things
Q Like what?
A When my dad would hit my mom and there's only a few times that I remember that. And when he broke a fish tank Other than that, it's happy stuff, playing with my cousin, my favorite cousin Just a few things, just a few memories.
Q You remember school?
A. No, ma'am.
Q You know who any of your teachers were?

A. No, ma'am
Q What was your Dad's name?
A. Jim
Q Where does he live now?
A. Pennsylvania.
Q Where in Pennsylvania?
A. Springboro
Q Do you know his address?
A No, ma'am. I haven't seen him in a number of years, couple of years, and I rarely see him.
Q When you started remembering this abuse in 1995/1996, do you remember whether you ever got any counseling for that?
A No, I turned to my mom.
Q Okay You turned to your mom when you remembered it in '95/'96?
A (Indicating) Yes.
Q Okay Do you know whether you received any counseling back when you were a small child right after the abuse happened?
A. I don't remember. I don't know.
Q And in developing your memories and talking to your mom, did your mom ever say that you got counseling when you were four to six?
A. No, ma'am.

Q Tell me what affect it had on you when you started having memories of the abuse from the babysitter?
A I remember talking to my mom a lot during that time period. I lived by myself and we spent a lot of time together.
Q Okay Did you become depressed?
A. Yes.
Q Did you have nightmares?
A. Not that I recall.
Q. Flash backs?
A. Yes.
Q Anxiety?
A. I can't say that I had anxiety then, because I've only defined what anxiety is since having PTSD in 2007, so I can't say that I had anxiety then.
Q Okay Self-esteem issues?
A. Not in my opinion, no.
Q Was there ever an issue or a time when you told your grandmother about any kind of sexual abuse and her reaction was not what you had expected?
A. I remember telling my grandmother about my cousins and how mean they were and she just brushed it off, so I'm thinking what you're

talking about is what I'm talking about right now. I don't recall ever telling my grandmother about being sexually abused, because I didn't even like my grandmother that much. I didn't trust her I mean, I still don't like her.
Q Okay All right When did your parents divorce?
A. Parents? My mom and my dad, my mom and my step dad? Be more specific.
Q Your mom and your dad
A. When I was young. Young. Before the abuse happened with the babysitter
Q Okay Have you ever sought out this babysitter?
A. I've thought about finding her and trying to put her in jail, but finding her would be equivalent to finding a needle in a hay stack. She's a white female. Her name is Linda and she lives in Pennsylvania. I don't think I would have very much luck finding her.
Q Okay All right And again, in reviewing the records I found several other experiences that I would -- that I have listed as traumatic If you don't consider them traumatic when we go through them, just tell me and we'll move on
A. Okay.

Q I have a witnessing a traffic fatality at age 18 Did you consider that to be a traumatic experience?
A. **No. Because I worked for the fire department, I expected that. I believe I was upset by it, naturally**
Q Okay What about a decapitated body at a crime scene, age 20?
A. That was normal. **That's like going to a fatality and going back to the fire station and eating spaghetti, it was just -- it was my job**
Q All right What about a stabbing at the jail when you were 26?
A **I was upset about it, but again, that's part of my job. Inmates kill inmates.**
Q Is that the incident when you went for counseling?
A **Yes, ma'am**
Q Why did you need to go for counseling for the stabbing of an inmate and not for a decapitated body?
A. **Because they made me go It's an EAP, they made everybody involved go. Department procedure.**
Q What about cleaning -- required to cleanup after a stabbing at age 29?

A **That's normal in prison. I've cleaned up like many a day in prison.**
Q Sexual harassment by your employer while you were at Kiawah?
A. **That was disturbing**
Q There was an incident report regarding an inmate masturbating in front of you on May 16th of 2009
A. **I have a very, very difficult time with that.**
Q And what did you do when that happened?
A. **I don't recall It's happened quite -- happens quite often at the jail.**
Q What is your regular response when it happens?
A. **I get stressed and I call my supervisor and demand that they deal with the individual because I refuse to. Typically my anxiety level goes up and I'm not thinking clearly when it happens.**
Q And I'm not trying to be obtuse, but I need to hear it from your own mouth Why?
A **Why?**
Q Why does your anxiety level go up and make you stressed and you refuse to deal with those types of inmates?
A. **I didn't have a problem with inmates doing that**

prior to 2007. When the memories of Charlie Smith doing what he did to me began to surface and I was being treated for post traumatic stress disorder, I'm just not able to deal with that type of behavior now.
Q Okay Are you alleging that Mr Smith masturbated in front of you?
A. **I'm alleging and telling you that Mr. Smith made me perform oral sex on him.**
Q Okay But my question was, are you alleging or telling me that Mr Smith ever masturbated in front of you?
A. **He ejaculated in my mouth, so is that considered -- I'm not -- maybe I don't understand your question as far as what you -- define your definition of masturbation to me and then I can better answer your question.**
Q Okay Well, tell me what it is when an inmate masturbates in front of you, what is he doing?
A **He's not touching me.**
Q Okay Is he touching himself?
A. **Yes.**
Q. Okay Did Mr Smith ever touch himself in a manner consistent with masturbation without touching you, but in front of you?

A. **No**
Q Okay
A. **When he did what he did, he touched me.**
Q Has there ever been a time that you have blocked out any of the events we just talked about, the traffic fatality, the decapitated body, the stabbing, sexual harassment or any of the incidents of inmates masturbating in front of you?
A **No.**
Q Did you block those from your mind?
A. **No.**
Q When you were -- when you left Mt Pleasant, did you ever file a complaint with regard to your departure?
A **I don't recall**
Q Did you ever file any complaints with the Department of Corrections when you were terminated from there?
A **Yes.**
Q And it's my understanding that you had several physical altercations with your stepfather where the police were involved
A. **Physical altercations are typically between two people and assaults are not, so I would be more**

inclined to describe that as him assaulting me, because it wasn't a two-party thing.

Q Okay And I found three police reports relating to physical violence between you and your stepfather Either he called the police or you called the police And I'm not making any assertions as to what actually happened, the police reports can speak for themselves Are you aware of three incidents where the police had to be called or where the police were called?

A I know that the police were called. How many times, I don't know

Q Okay Did you ever assert that you were harassed by anyone at the Mt Pleasant Fire Department?

A. Not that I recall

Q Okay All right So you've got an accusation of abuse by a female babysitter, sexual abuse, is that correct?

A. It's not an accusation, it's what happened I mean, I don't -- you got to understand that my highest level of education is eighth grade having completed, so sometimes whenever you use words I don't understand, I need a dictionary.

So define accusation. I know what happened. What's --

Q All right [redacted], you've been through the Criminal Justice Academy, correct?

A. Yes, ma'am

Q And you understand what an accusation is, don't you?

A. For detention, yes.

Q In criminal context, an accusation is when one person says that somebody else did something, but they haven't proved it in a court of law

A. Okay.

Q That's gonna be our definition for accusation

A. Yes, ma'am.

Q You have accused a female babysitter of sexually abusing you, correct?

A. Yes, ma'am.

Q And you have accused or asserted that you were physically abused by a cousin or more than one cousin?

A. Yes, ma'am.

Q And you have accused Mr Smith of sexual abuse that has not been proven in a court of law, correct?

A. But he did it, yes.

Q And you have accused your stepfather of assaulting you on more than one occasion?

A. Yes.

Q Was he ever convicted of any of those?

A. He does have a simple assault where he hit my cousin Spent a couple days in jail, I believe.

Q What about with regard to you?

A. No. When the police were called, I believe I was age 15, 16, 17, maybe 18 and they were several -- 25 years ago. I'm just guesstimating

Q How old were you in October of 1994, 21?

A I don't know. I don't know.

Q You were born in '73, correct?

A. Okay Yes, ma'am

Q And what month?

A May

Q May? So in October of '94 you'd be 21

A Yes, ma'am. I'm not aware of it, but if it happened -- yes, there were occasions where the police were called.

Q Do you know if he was ever convicted of assaulting you?

A. No, ma'am

Q Okay And you accused Tommy Vickers of sexual

harassment, correct?

A Yes, ma'am. It was proven within the company, but...

Q But not convicted?

A No.

Q And you have made accusations about your treatment at South Carolina Department of Corrections, but nobody was ever arrested or charged or disciplined, correct?

A. I don't know about disciplined, but not criminally charged.

Q Okay Who was disciplined?

A. People are disciplined behind closed doors and subordinates don't know about it, ma'am. I can't tell you.

Q So you're not aware of any?

A. No. And I wouldn't be. Wouldn't be normal for me to be aware of such actions.

Q And you filed a complaint against Deputy Avila from the Charleston County Sheriff's Office with regard to her investigation of your claims against Mr Smith?

A Yes, I did, which went unanswered.

Q And you also filed a complaint against another person at the Charleston County Sheriff's Office

when you wrote to the sheriff himself, correct? Somebody higher up Major -- drawing a blank Do you remember filing two complaints with the sheriff's office?

A. Unless -- if you know who you're referring to -- I don't know what you're referring to.

Q All right I'll pull that at the break

A. Thank you.

Q And did you file a formal complaint with the department -- with the Charleston County Detention Center for putting information about your status in their computer?

A. Yes.

Q All right You began taking antidepressants about a year and a half before you ever recalled this incident, isn't that correct? I show you started taking them from Franklin C Fetter Health Clinic in February of '06

A. Yes, I did. Yes.

Q. Okay And the memories came forth sometime around August of '07? And I say August of '07, that is when I have the intake to The National Crime Victims

A. No, ma'am, that's not correct.

Q Okay When did you first have your memories?

A. Approximately January of 2007.

Q Okay

A And I say approximately, it could have been into February, maybe March.

Q All right I'm ready to move into a new topic Do you need another break?

A. No, let's go.

(Off-the-Record conversation)

BY MS JACKSON

Q All right. Okay I want to talk some about your education

A. Yes, ma'am.

Q Where did you go to school before you moved to James Island?

A. I went to Central Cambria High School in Ebensburg, Pennsylvania.

Q Do you know how long you went there?

A. I don't recall

Q Was it a typical high school like 9 through 12 or did it include a junior high, do you remember?

A. I don't recall

Q Okay And what was the last grade that you completed before you moved to James Island?

A. Eighth grade.

Q Had you gone through 9th grade --

A. Yes

Q. -- and not completed?

A. Yes. I did not complete ninth grade

Q Okay

MR EDWARDS You talking about the one in Pennsylvania?

MS JACKSON In Pennsylvania

A I don't recall if I was in eighth grade or if I was in ninth grade, I don't recall.

Q Okay I'm gonna show you this (indicating), it may or may not help you

(Whereupon, Defendant's Exhibit 2 was marked for identification)

A. I have looked at this in the past and I don't know what grade that -- I mean, it says ninth grade I don't know if I completed an entire year there or if it was a part of a year. I don't remember

Q Okay

A. That would be something that you may have to ask my mother. I don't know.

Q Okay Does it say 36 weeks at each subject on page two under, it says, "No Weeks"?

MR EDWARDS. Where are you

looking? I'm sorry

MS JACKSON Page two, the first column

A. It does say 36 weeks.

Q Okay

A But it also has a first and a second Was that a first and second quarter? Was it half of the year, second half of year? Whenever I looked at it, that was my understanding. I couldn't determine what it was. I don't know how long I was there, so that is my interpretation of this document. For you to get more clarification, you might need to ask my mother, I don't know, or call the school.

Q Okay And it appears that you received 2 6 credits I'm looking down where it says total credits

A. Total credits, but I don't know how the credits were done in Pennsylvania.

Q. Okay But you agree that says 2 6?

A. Yes, ma'am.

Q Okay All right If you'll look at page one, it appears that there's some fill-in-the-blanks here and then it says grade point average and then right below that it looks like somebody has

kind of put a computer printout there Do you know who made that handwritten change --
A. No, ma'am
Q -- to the '88/'89?
A. No, ma'am.
Q And do you know who made the handwritten change over here where it appears to now say '87, '88 grades from Central Cambria?
A No, ma'am, I do not
Q Did you make those changes?
A. No, ma'am, I did not.
Q Okay Did you obtain this document?
A. I think I did. I think I gave my attorney something and it may have been this document and if I recall correctly, that change was already done And I remember saying something to my mom about look at this.
Q Okay
A. So -- but I did not change it.
Q Okay And so it appears to have grades for grade nine, year '88/'89 and then next to that says, "'87/'88 grades from Central Cambria High School" and then the next block down says, "Grade nine, year '89/'90 "
A. Yes, ma'am

Q Okay
A. When I went to James Island High School and I had Charlie Smith as my world geography teacher my first year, I don't remember from after my suicide attempt at the high school until I start picking up memories of when I went to Turner Job Core According to this document it says that I went to school at James Island High School the second year, but I do not remember any of that.
I do remember going to night school a few times and then I remember going to Turner Job Corps. And I'm telling you this so whenever you go to start asking questions, I mean, I don't want you to get frustrated, because I don't remember that second year. And at first whenever I looked at this, I thought it was a mistake, but it says that I went, so obviously I went.
Q Okay So you entered James Island --
A. Yes, ma'am.
Q -- the first time when you first moved here and you started at James Island, you were in what grade?
A. Ninth grade.
Q Okay So does it appear, at least from the

record since you don't have a memory of it, that you attended the ninth grade in '89/'90 and also in '89 -- I'm sorry, in '88/'89 and also in '89/'90?
A. According to these records I did attend at that time.
Q Okay And to make sure that I understand, you don't recall whether the grades that we have on this paper from Cambria High School are for the eighth grade or the ninth grade?
A I don't recall.
Q Okay
A. But if you look -- it would have to be the ninth grade because it appears, according to the Central Cambria records, that they're only ninth, tenth, eleventh and twelfth, so it would have to be ninth grade at Central Cambria
Q Okay
A. I went to Conneaut Valley High School before Central Cambria and Conneaut Valley High School was grade six to twelve and in Pennsylvania there are some schools that are six to twelve and some schools that are nine to twelve, so. .
Q. Right I grew up up north and my school was seven to twelve That's why I had asked you if

it was a nine to twelve school or if it included junior high
A. And I didn't know And once I looked at this, Central Cambria is nine to twelve school
Q And before that you went to Conneaut?
A. Conneaut Valley High School
Q And that was grades sixth through twelve
A. Yes, ma'am.
Q And you don't remember what grades you attended at Conneaut?
A. Most likely, according to this document, probably eighth grade.
Q Okay Would you know whether you completed sixth or seventh grade there?
A. Oh, yeah That's the school that I had went to in growing up, Conneaut Valley High School and Conneaut Valley Elementary School
Q Okay So sixth -- all right So sixth, seventh, eighth at Conneaut Valley Why did you move to Central Cambria?
A. I moved with -- I lived with my mom and then we went and lived with my dad for approximately two years and then my mom -- we went to live back with my mom and my mom moved to Johnstown. Her job was in Johnstown, which is right outside of

Ebensburg So I moved schools because of my mother.
Q Okay So when you went back to live with your mother was when you moved to Central Cambria?
A Yes, ma'am
Q Okay And so then you were there for one year, according to the records, before you moved to James Island, South Carolina?
A. I'm not sure if it is a year or if it is a half a year. According to this paperwork you have one and two I don't know if that's half a year or if it's quarters I don't know I don't.
Q All right
A. I can't tell you how long I was there. I don't know.
Q Okay But according to the records you were there for one grade, if Cambria is a nine through twelve school?
A If that is what you're telling me, yes
Q Okay. All right Why did you move from Pennsylvania to James Island?
A My mom married my stepfather and they relocated to Charleston. They had honeymooned down here. They either vacationed together or honeymooned. I believe they honeymooned and decided that this

is where they wanted to relocate to
Q So he wasn't from here?
A. They're both from Pennsylvania.
Q Okay
A. They met in Johnstown, which is where my mom was at.
Q Okay Okay Do you recall the school year '88/'89 up through the suicide attempt?
A. I remember parts of it.
Q Okay What do you remember about starting school at James Island?
A. Be more specific I mean...
Q Did you like it, did you not like it, did you have friends?
A. I liked the beach I liked living in Charleston
Q Okay
A. I'm not from anywhere that has a beach like that, so that was new. I've never been to the ocean, so I was excited to be here
Q. All right Did you have some friends that you made that year?
A. No.
Q You didn't have any friends?
A. No. We went to the beach as a family and just

kind of hung out as a family.
Q. What about at school, did you make friends at school?
A. None that I recall. I can't recall any friend's names.
Q Okay I saw it checked off on a list that you were -- played volleyball Do you recall playing volleyball?
A. I don't recall playing volleyball. I think I wanted to play volleyball, but I don't recall actually playing volleyball, other than in gym class.
Q Okay Softball is a spring sport, correct, at the high school level?
A. Yes. Early spring, I believe.
Q Was there a fall league at James Island that you recall?
A. No, ma'am, I don't believe there was.
Q Okay And was it a school league that -- did James Island have a school team?
A. James Island softball team James Island High School softball team.
Q Do you remember when softball conditioning started?
A. Was there a conditioning or is it just when

softball started?
Q Well --
A. I mean, now-a-days you have all these fancy ways they do this. You know, they condition, they have -- they have summertime ballpark and this was back in '89. We had softball practice.
Q Correct Right The reason that I ask is because I played a spring sport and for those people who didn't play a winter sport, they would start having -- the senior girls would get the younger girls together and they would run
A Okay. We didn't have any of that.
Q Lift weights?
A I'm sorry. I just showed up and we were doing softball
Q Okay So when the coach says this is our first practice, that was when everybody showed up the first time for practice?
A Yeah It was, you know, practice starts on this day, you show up
Q Okay And when was that approximately, what month did softball start?
A Approximately middle of January, approximately
Q Was that still during the winter sport season?
A. I don't recall.

Q Did you play any winter sport?
A. The only sport I played at James Island was softball –
Q All right
A. -- that I recall
Q Okay.
A. Can we take a few minutes break?
Q Yes
(Whereupon, there was a short break in the proceedings.)
BY MS JACKSON
Q All right So we were talking about the softball team Had you started practices as of the time you had your suicide attempt?
A. Yes.
Q Okay Do you know how many practices you had had?
A. I don't recall.
Q Did you play on the softball team after your suicide attempt?
A. I don't believe I did. I don't recall.
Q Do you recall ever losing your eligibility to play because of your grades?
A. Yes.
Q When did that happen?

A. I never played an actual game where I wore a uniform and at what point I stopped practicing, I don't recall even going back to school after the suicide attempt.
Q Okay And since you don't have any recollection after the suicide attempt, would it be fair to say that you had been notified that you were ineligible to play because of grades prior to that?
A. I don't know if we were still in the practice part and not the game part, I don't recall. But I know that I never put a uniform on and I don't believe I ever watched a game where they were all in uniforms.
Q Okay
A I did have a picture that was taken where they were in uniforms, but I don't believe I ever watched a game.
MS. JACKSON Okay All right Let's mark this
(Whereupon, Defendant's Exhibit 3 was marked for identification)
Q And if you would, it's about three pages long, go ahead and look through that real quick and let me know when you have looked through it

A Okay.
Q Do you see in there where it says --
A. I wrote this when I was being treated for post traumatic stress disorder and suicide
Q Okay
A. So...
Q Well, is this statement true?
A. Yes. But there's one little sentence in here or two that was what I was feeling now and not then.
Q Okay And what is that?
A. It's on page three.
Q Okay Where?
A. "When I attempted suicide at the school I remember thinking that I wanted him to pay for what he did to me. I was too embarrassed to tell anyone." That wasn't what I was thinking at the time. What I was thinking was I wanted to die What I was thinking in 2007 when all this was happening with the PTSD and the memories coming back was that I wanted Charlie Smith to pay for what he had done to me when I was a minor child in school.
Q Okay So the sentence before, what you just read actually says, "I remember wanting to die

after that happened," that's accurate?
A. Yes.
Q Okay What about the sentence after pay for what he did to me where it says, "I was too embarrassed to tell anyone," is that true?
A. That's what I was feeling today.
Q Okay Well, were you feeling that when you attempted suicide?
A. Too embarrassed to tell anyone whenever I attempted suicide?
Q Yes
A No I just wanted to die. As far as being too embarrassed to tell anyone, that is what I feel. I had a hard time in therapy because I was embarrassed for what happened and I had to understand that it wasn't my fault.
Q Okay Well, let's go to page two, about half-way down, you see where it says, "January 1989"? Might be on page three
A. I'm on page two You told me page two.
Q Oh, it is page two Okay I'm sorry January 1989, down four lines where it starts with, there and then it says, "Always cloudy "
MR EDWARDS That's three lines
Q Sorry "During the sexual abuse my grades began

to drop I became ineligible to play softball, but still went to all the practices and games "

A. I didn't go to any games.

Q Why did you put that in the statement then?

A. That was a -- when I was writing -- you understand this statement is very lengthy and I did not mean to put games on there, because I didn't go to any of the games. I don't recall going to any of the games.

Q Okay So that's not accurate?

A. No, ma'am.

Q Okay All right What about the sentence, "During the sexual abuse my grades began to drop," is that accurate?

A. The sexual abuse was from nearly the beginning of school year until this time, so that would be accurate. My -- if I recall correctly, my grades started out good the first couple of weeks and it may have even been the first month.

Q The first quarter I show that you had a 60 in English, 63 in Spanish, an 80 in geography, an 80 in driver's ed and a 75 in science Second semester your grade in English went up by five points Your grade in Spanish went down by three, geography down by ten Driver's ed

remained the same and science went up by three points Third semester was when you would have attempted suicide, correct?

A. I don't know what the third semester is for South Carolina. Is that the third semester in February?

Q You know, I'm gonna leave that to the attorneys for the school district, because I'm not sure either

A. I don't know.

Q But I -- my presumption is, just for the purposes of the deposition, okay, if it turns out that I'm incorrect, then we'll correct it, my presumption is that at the Christmas break that ends second semester and the third semester starts after Christmas break If that is the case, then would your suicide attempt have taken place during the third semester?

A. I believe so.

Q Okay And those were actually your lowest grades of the year, correct, 50 in English, a 50 in Spanish, 68 in world geography and 64 in science?

A. According to the paperwork, yes.

Q Okay And according to this paperwork, you did

not pass ninth grade in '88/'89 school year?

A. That is correct, according to the paper.

Q Okay Based on the records that we have from the school that show that you attended in '89/'90, and I'm only going based on Exhibit 2, have you ever been told by anyone that you played on the softball team during the '89/'90 school year?

A No, ma'am.

Q Okay

A. I don't recall that year at all.

Q Okay But has anybody ever told you, like your mother or another member of the softball team, ever told you that you played softball that following year?

A No, ma'am.

Q All right The letter of withdrawal from the school is August 21st of 1990 Do you have any reason to doubt that date?

MR EDWARDS I'm sorry, what?

Q. The date on the withdrawal letter from school when your mother signed you out

A. Do you have a copy of that letter?

MS JACKSON Brian, do you have a copy of that, mine's upstairs?

MR QUISENBERRY What, I'm sorry?

MS JACKSON Letter of withdrawal from school?

MR QUISENBERRY I can check Hold on

A. I'm sorry, what did you say the date was again?

Q August 21st, 1990 It would have been the beginning of the 1990/1991 school year

MR QUISENBERRY Don't see it in here I know what you're talking about, but I don't see it in here

BY MS JACKSON

Q All right I'll come back to that after the break and I'll go pull it Where did you go to night school?

A. James Island High School.

Q Do you remember going?

A. Yes

Q Okay Why were you more comfortable going to James Island Night School than regular school?

A. I wasn't. I stopped going. I refused to go.

Q And do you remember that?

A. No I remember not going and telling my mom that I didn't want to go.

Q Okay Why did you tell your mom you didn't want

to go?
A. I don't recall. I just remember telling her that I didn't want to go and we had heard about the Job Corps program.
Q Were there any qualifications that you had to meet in order to attend night school?
A. I don't recall. I don't know.
Q But you did go a couple of times and then stopped going?
A. Yes, ma'am.
Q Okay
A. For how long, I don't recall how long I went.
Q Okay Do you recall whether you finished any classes in order to get a grade?
A. I don't recall.
Q Okay When did you join Job Corps?
A Right after I quit night school.
Q All right
MR QUISENBERRY. I think this might be what you're looking for Withdrawal form?
BY MS JACKSON
Q Yes Okay Let's go back to that and let's mark this and I'll give this back to him That's Exhibit 4 to your deposition

(Whereupon, Defendant's Exhibit 4 was marked for identification)
Q It appears to be a parental form giving you permission to withdraw from school, is that correct?
A. Yes, ma'am.
Q And what is the date of the signature line?
A. 8/21/90.
Q Okay And whose signature is that?
A It's my signature. It appears to be my signature. I don't recall what my signature was in 1990.
Q Okay Do you have any reason to believe that that's not your signature or that somebody forged your name?
A. I think that's mine.
Q Okay
A Based on the printing up at the top, I print stuff, so that appears to be mine
Q Okay All right. How long were you in Job Corps?
A Approximately a couple of months
Q What happened?
A I obtained my high school equivalency certificate and I came home.

Q And is that why your GED is from Georgia?
A. Yes, ma'am.
Q I thought with Job Corps you had to sign on for a certain time period and learn job skills?
A I signed on for the high school equivalency GED program.
Q Okay All right And you got your GED and then what did you do?
A. I come home and went to work at the Pantry.
Q And when you went to Job Corps were you -- strike that When you refused to go to night school --
A. I didn't want to go to night school.
Q Okay Why didn't you want to go to night school?
A. Because I just didn't want to go. I don't recall why. It was more of a deal that I made with my mom that she would let me go to the Job Corps and it was the only way that I could quit night school So it wasn't that I just stopped going all together, I had --
Q. Why did you quit school to go to night school?
A. I don't recall.
Q But clearly when you made the decision and signed the form, you would have had a reason,

correct?
A. And that reason being to go to night school.
Q Okay But you didn't want to go to night school, correct?
A. I didn't want to go to day school.
Q But you also didn't want to go to night?
A. So I had to go to night school. I didn't want to go to night school. I didn't have a choice, because I had to go to school.
Q Okay And you didn't want to go to day school or night school and --
A. I didn't want to, but that didn't mean that I didn't have to.
Q I understand that
A. Okay.
Q But you did not want to go and is it your testimony that you don't remember why you didn't want to go to school?
A. I don't recall. And according to Exhibit 4, the reason for withdrawal was going to night school.
Q Okay But you already told me you didn't really want to go to night school, but you just had to go to school?
A That's correct.
Q And how did you even find out about night

school?
A. I don't recall
Q Somehow you did -- you found out about night school and made the decision with your mom presumably --
A. Yes, presumably.
Q -- that you were going to withdraw from day school and go to night school?
A. Yes.
Q Okay And then you went to night school for a period of time, decided you no longer wanted to go to night school, made a deal with your mother that you would go to Job Corps and get your GED?
A. That's correct
Q Okay Is it fair to assume that although it's unknown what the reason was, that you had a reason that you wanted to move from day school to night school?
A And according to the paperwork, that reason would be to go to night school. I'm not gonna presume anything, because I don't recall.
Q But you had a reason, whatever the reason was, and I'm not trying to presume and I'm not saying what the reason was
A. Well, the reason is -- says right here

(indicating) on the paperwork to go to night school I was also -- I believe I was also working at the time, too
Q Where were you working?
A It was either the Piggly Wiggly or McDonald's, one of the two I don't recall which one, but I do remember having a job
Q Okay
A Now, I'm not saying that that was the reason, because I don't recall what the reason was, but according to the paperwork, it said to go to night school
Q Okay And then you made the decision for some reason that you didn't want to go to night school anymore and you would just get your GED?
A. Me and my mother made the decision, yes You've got to understand, I was a juvenile, minor, I don't believe I could make the decisions like this without having a parent who gave me authorization
Q Who signed the form?
A Okay. Is there another form that attaches to this for parental, as well? I mean, I don't know if this is the only form. Maybe there's another one. I don't know.

Q Okay Does it say one of two?
A It doesn't say one of two.
Q Does it indicate that there's additional pages?
A. No, it does not.
Q Okay What does it say under your signature there, the typed --
A. Where at?
Q Under your signature
A. "Signature of student or guardian."
Q Okay And you signed that, not your mother, correct?
A. Yes.
Q. So you withdraw yourself from school, correct, not your mother, based on the documentation in the possession of the school?
A. Yes.
Q Okay
A. But it could also be a possibility that she had been there with me that day. I don't recall I just find it very hard to believe that the school district just let's somebody withdraw -- a minor child withdraw themselves, so there has to be more to this. Maybe she was with me. I don't know. But this is the form that I signed, Exhibit 4. I signed it, but I could have signed

this in the presence of my mother. I don't recall. Again, I find it very hard to believe that the school district would just let a minor child withdraw themselves from school.
Q You were 17, correct?
A. I don't know, was I?
Q Your birthday is in May of '73, correct?
A. Yes.
Q This is August of 1990?
A. Yes.
Q It's after your birthday in 1990?
A. Yes.
Q Ninety minus 73 is --
A. Seventeen.
Q Yes
A. I was 17.
Q And you did not go back to day school anymore?
A. No, ma'am.
Q So clearly this document did allow you to withdraw from school with your signature and not the signature of your mother, correct?
A. Yes, ma'am.
Q All right
A. According to that document.
Q Could your mother have forced you to continue

going to night school?
A I believe my mother could have My mother was a very big influence on my life. When she tells me to do something, I don't typically tell her no. I do what she tells me to, because she's my mother
Q Well, what was her opinion about you dropping out of school to go to night school?
A I don't recall You will have to ask her.
Q What I've got on the list now is a list of witnesses and these are witnesses who were named in your answers to discovery, so what I want to know from you is the information that was given to me and the answers to interrogatories was very vague
A Do you have a copy that I can refer to?
Q (Document tendered) I'm -- I'm just gonna go -- I may not have written them down in the same order that you identified them in
A Now, were these -- is this the only interrogatories? I believe I did another copy.
Q This is the set that was sent to me just this week
A. Is this the only set of interrogatories that you received?

Q You answered some to the school district, but these are the ones that you answered for Mr. Smith
A Okay.
Q Okay Is it easier for you to start with the first witness and go down through them or do you want me to go down through them on my list?
A. Ask your questions and I'll answer them to the best of my ability.
Q What information do you believe that Patricia Moore has about this case?
A. I don't know. You're gonna have to ask my mom I mean, I don't know what she's gonna tell you
Q Have you talked to her about this?
A. Briefly, but it's more about controlling my anxiety, depression and other issues and dealing with PTSD.
Q To your knowledge has she ever suffered from any memory loss in the past?
A. She's getting old. I mean, I don't know. I don't think so.
Q How about Tamm[redacted]
A. I know that my mom wasn't very happy when Charlie Smith showed up at my house after my suicide attempt. But you'll have to ask her

about that. And I know that he had met her on several occasions as he was dropping me off at my house. He spoke with my mother He befriended my mother.
Q Do you know why she was not happy with Mr Smith when he showed up after your suicide attempt?
A. I don't know. You'll have to ask her.
Q And you said she'll be back in September or October?
A. Roughly, yes.
Q And you'll provide that information to your attorney when she returns, that she's back?
A. I most definitely will.
Q All right
A But you have to understand that my grandmother is getting up in age and having health issues, so that is her tentative time for being back, but an emergency could come up I don't know.
Q Well, when your mother returns, you'll notify your attorney that she's back so we can get her deposition scheduled?
A Most definitely.
Q Tam[redacted] what does she know about this lawsuit?
A. Tam[redacted] is my sister-in-law, my brother's

wife, Mike's wife. Tammy has been a part of my life since her and my brother were dating and he was in high school As far as what she knows, she has seen how I've struggled since 2007 and the issues that I've been through and the rest you're gonna have to ask her.
Q. Is Michae[redacted] older than you or younger?
A. Older.
Q How much older?
A. I believe a year and two months
Q What does Michae[redacted] know about this?
A. My brother has been a part of my life for many years and he knows that Charlie Smith kept giving me rides home from school, softball practice and the rest you're gonna have to ask him.
Q Does your father have any information about this, Jim?
A Can you be more specific? My stepfather or my father
Q Jim
A Jim, no.
Q Okay Your stepfather?
A. No, not to my knowledge. I don't believe they're on here.

Q They're not. I just have written down their names All right, Katie Hucks?
A. I'm sure the softball team can tell you all the interaction Mr. Smith had with me. You're gonna have to speak with them.
Q Have you spoken with any of the softball team members to find out what they know?
A No.
Q Do you have any reason to believe that any of these softball members that appears to be Katie Hucks, Lillian Aquino, Nicole Ramsey, Melissa Heaton, Kathryn Hammerlund, Nicole Ramsey, I'm sorry, I just said her Troi Myers and Jacqueline Smalls will support your position?
A. Yes.
Q Who?
A. You asked me if I had any reason to believe, you didn't ask me who.
Q I'm asking you who now
A. I believe all of them.
Q Okay And what is it that you believe they will say that will support your accusations?
A. They will be able to tell you about the interaction that Charlie Smith had with me.
Q Okay Did you have a crush on him back then?

A. I looked up to him as a father figure.
Q Did you have a crush on him?
A No. I looked up to him as a father figure
Q Would you be surprised if several of these members of the softball team said that you had a crush on him?
A. Would I be surprised?
Q Yeah
A. Nothing surprises me.
Q Okay Who is John Russell Price, III?
A. He was somebody that I had went to school with.
Q What does he know about this?
A. You'll have to ask him.
Q You identified him as a witness, so I want to know what you think he's going to say if he's called as a witness?
A. I don't know what he's gonna say I know the comment that he made in my high school yearbook, but I don't know what he -- you're asking me to speculate what people are gonna say and I can't because I don't know what they're gonna say Do I think that they're gonna talk about the issues of Charlie Smith's blatant activities, yes, I do believe they will.
Q Okay Like what?

A Like him giving me a ride home all the time.
Q Okay What else?
A. I don't know what else they're gonna tell you
Q Well, do you understand that it's -- when you name a witness, it's generally because you believe they're going to say something in support of your case at trial?
A And I believe that they will.
Q Okay
A. Put them on the stand and ask them questions
Q But you have no idea what they might say, is that what you're telling me?
A For the most part
Q Have you spoken with John Russell Price, III since high school?
A I don't recall if I spoke with him or left him a message.
Q When?
A Approximately two years ago I believe I left him a message.
Q Did he return it?
A I don't believe he did.
Q. Did you ever ask him what he meant by the phrase he wrote in your yearbook?
A No And what -- let me make sure that I'm

correct. What phrase are you referring to?
Q You said he made a comment in your yearbook, so I'm just referring to whatever comment you were referring to
A I mean, there's a comment in there from him, yes.
Q And you never asked him what it meant?
A No.
Q Okay Doug Wright
A What?
Q Who is he?
A. Doug was one of the police explorers and I don't know what Doug will tell you.
Q Have you spoken with him since high school?
A. Yes
Q When?
A. Periodically over the years. He's in law enforcement. I've run into him occasionally here and there
Q You ever talk to him about this?
A. No. Last time I believe I saw Doug we were looking for an escaped inmate. I may have seen him since, but if I did, it was in passing
Q You give his name to the police to corroborate your story?

A. **I did**
Q Why was that?
A. **Because I believe that he would have said something to support the story.**
Q And do you know whether the police ever spoke with him?
A. **I believe they did.**
Q And do you know what he told them?
A. **I do not.**
Q Would you be surprised if he said you were attracted to Smith and followed him around?
A. **Nothing surprises me.**
Q Sadie Brown, who is she?
A. **English teacher.**
Q And what is it that you believe she knows about this?
A. **I believe she knows about Charlie Smith's behavior.**
Q With you?
A. **Yes.**
Q Okay Did you ever tell her about it?
A **Tell her about...**
Q Any of his behavior with you
A **Yes.**
Q When?

A. **In 2000 -- I believe in 2008. I met with her.**
Q And what did she say to you in 2008?
A **She didn't say much She clammed up, because she was going through some issues with the school district herself.**
Q Troi Myers, who is Troi Myers?
A. **A friend that I played softball with. I wouldn't say a friend. I haven't stayed in touch with any of these people**
Q Jacqueline Smalls?
A. **Somebody that I played softball with.**
Q Okay Have you stayed in touch with Katie Hucks, Lillian Aquino, Nicole Ramsey, Melissa Heaton or Kathryn Hammerlund?
A. **No.**
Q Other than the people we've already named and gone through, is there anybody else that you believe is a witness or has information that would be important to this case?
A **Not at this time.**
Q Do you expect to locate additional witnesses?
A. **Possibly. I mean, I don't know what's gonna happen in the future**
Q Are you making an effort to find additional persons?

A. **Not an active effort.**
Q Okay Did you have a crush on Doug Wright?
A. **I did.**
Q Excuse me?
A. **I did.**
Q. All right Somebody named Teresa wrote in your yearbook, "Do the world a favor and forget about the ass you met at the beginning of the year "
Do you know who she's referring to?
A. **I have no idea.**
Q Do you remember getting your friends or fellow students to sign your yearbook?
A. **Yes.**
Q Yearbooks are given out at the end of the school year?
A. **I don't recall. I don't know.**
Q But you remember having people sign it?
A. **Yes**
Q Do you remember signing other people's yearbooks?
A **Not that I recall.**
Q Do you remember asking Charlie Smith to sign your yearbook?
A. **He signed it, so I would assume that I did ask him to sign it.**

Q Okay All right When did you first become voluntarily sexually active?
MR EDWARDS Could you repeat that question? I want to make sure I heard you
Q Sure I said, when did you first become voluntarily sexually active? And what I'm saying is – I'm not including the abuse you suffered as a small child or the abuse you allegedly suffered with Mr Smith, but a voluntary sexual encounter
A. **I don't recall. And when I say that, I remember having a relationship with Michael Doyon at the fire department and with a guy that I used to work with at the Pantry, but prior to that, I don't remember. So when I first remember being sexually active voluntarily would be with someone when I worked at the Pantry.**
Q Was that a co-worker?
A. **Yes.**
Q All right For the next round of questions I want to talk about the interaction between you and Mr Smith, okay? For the sake of the deposition only, I'm going to preface the next questions with the fact that Mr Smith denies

that there was ever a sexual relationship, sexual activity or sexual touching of any kind between you and so when I ask you about this activity, I'm not making any admissions on behalf of Mr Smith, but so that I don't have to use the words accusations, allegations and denial in every single question, I'm just gonna preface this with that, okay?

A. Yes, ma'am.

Q All right

MR EDWARDS Would you mind if we take a quick break?

MS JACKSON Absolutely No problem.

(Whereupon, there was a short break in the proceedings)

BY MS JACKSON

Q Going back to the preface that I made before, now I want to talk to you about the relationship or interactions that you had with Charles Smith starting from the first time that you met him and going up through the last time that you remember, okay?

A. Yes, ma'am.

Q All right How did you first meet him?

A. James Island High School. He was my world geography teacher

Q Okay And how did it come to pass that you would get into his vehicle?

A He offered me rides home.

Q Okay And was this after an after school event or just after the end of the school day?

A. After the end of the school day.

Q Okay And if he had not offered you a ride home, how would you have gotten home?

A Either my brother or my mom or my stepfather.

Q Okay On the days when he would offer you a ride home, how did your mother, stepfather or brother know not to come get you?

A I don't recall

Q Okay Well, what would make you accept a ride from him as versus waiting for your mother or another family member to come get you?

A I know that my mom and my step dad worked at the time, so I may not have had the ride -- a ride home. I don't recall. I never rode the bus I don't ever remember riding a bus and I know --

Q Could you have ridden the bus?

A. I don't believe I ever rode the bus. I think my brother had his driver's license

Q. Okay Do you know how it came to be that he offered you a ride?

A. The first time he offered me a ride I was standing out front of the high school

Q Okay

A. And he was my world geography teacher. I didn't think anything of it

Q Okay And did anything happen that first time?

A. No, ma'am.

Q Okay. When or what was the first thing that happened that you felt to be inappropriate?

A. When this happened I had never been sexually involved with anybody. At the time that this was going on, I couldn't identify what was inappropriate and what wasn't because I didn't understand what was going on

The first time that Charlie Smith touched me was in the classroom And he leaned over my chair as if he was helping me with some work and he put his right hand on my right breast

Q Okay And how long did that instance last?

A. I mean, it was -- it was quick. I -- I don't know, five seconds, fifteen seconds.

Q Okay And how did you feel about him after that? Strike that Let me rephrase Were you

uncomfortable around him after that?

A. By that time that that had occurred, I had already become familiar enough with him because he would give me rides home. I mean, it wasn't just he took me home one day and then the next day he put his hand on the side of my breast. There had been some time that had passed that made me feel comfortable and trust him.

Q Okay

A. So how I felt was maybe it was an accident, maybe it was inadvertent.

Q Okay But you remember that?

A. I remember that since 2007, yes

Q And when that happened, when he put his hand on the side of your breast, did it make you uncomfortable?

A. I don't recall exactly what my emotions were at that time.

Q Okay Did you ever mention it to him?

A. I don't recall ever mentioning it to him

Q Did you enjoy it?

A No.

Q Well, how do you know that you didn't enjoy it if you don't know how you felt about it or what you said about it or any of that?

A Because if I felt like it was an accident, which I've already told you maybe it was an accident on his part, accidents aren't typically something that you enjoy. So based on the feeling that I had with thinking that his actions were maybe an accident, you don't enjoy accidents, I don't believe So that is what I'm basing that off of. Can I take you to that minute and tell you exactly how I felt, not precisely, I can't

Q Okay What was the next instance?

A. The next instance I believe it was at the horse stables, because when he would take me home, he would also take me by his horse stables.

Q Okay

A. Which, you know, somebody would think would be pretty inappropriate, but you know.

Q Did you think it was inappropriate?

A. Now, yes.

Q When you were going did you think it was inappropriate?

A. I was a kid.

Q Did your mom ever say it was inappropriate to you?

A. I don't believe she did.

Q Did you ever tell her that you were going to the horse stables with Mr Smith?

A. I don't know if I did.

Q Okay So what happened at the horse stables?

A. He felt my breast one time at the horse stables and he kissed me at the horse stables.

Q And what did you think about that when it happened?

A. I don't recall what I thought. I mean, I looked up to this man as a father figure I had a lot of trust and confidence in him. I don't recall what I thought.

Q Okay Did you --

A. I mean, I trusted this man. I trusted Charlie Smith.

Q Okay Was he married at the time?

A. Yes.

Q Okay And did any part of you think it's wrong for him to be kissing me at the horse stables?

A. I don't know what I was thinking at the time. I mean, I don't want to confuse what I might have been thinking back then because I don't recall with what I'm thinking now. And what I'm thinking now is what he did was wrong What he did to me was wrong. So you're asking me to

think back, you know, 20 years, 23 years and my emotions from what I'm feeling today are playing in there, too. What he did was wrong What Charlie Smith did to me was wrong So I mean, you're asking me what I felt back then. I can't tell you, I'm not back then I don't remember. I don't remember. So I mean, whenever you're asking me questions, I don't mean to jump around, but I have some very serious emotions about it now. I tried to put the man in jail, okay? So I mean, you know .

Q So what you're saying is you remember the action that took place, but you have no recollection of how you felt about it?

A. I don't remember how I felt about it

Q So you don't know whether it was consensual or not?

A. How could I say it was consensual. I don't believe it was consensual. When he held my head and making me --

Q We're not talking about --

A. This is not consensual, okay. I was a kid I didn't know any difference. I never had any interaction with sex and I trusted him

Q All right You were a kid, but you were at

least 16, if you were taking driver's ed that year

A. I was 15 when this issue happened. I was 15. I had just turned 15 that May and I started school what, in September -- August, September. I don't know when school started back then, but it was in August or September.

Q Did you get your driver's license when you were 15?

A. In South Carolina you can get your driver's license at 15 back then, I believe.

Q So you're 15 Did you know right from wrong when you were 15?

A To sit here and tell you that I know right from wrong, I don't know. Look at the kids now that are 15, do they know right --

Q I'm not asking you to look at the kids now I'm asking you if you, [redacted] when you were 15 years old knew the difference between right and wrong?

A. I thought that I knew the difference between right and wrong, but at 15 maybe I didn't know what was right and what was wrong.

Q All right. Is kissing a married man when you are not the one who's married to him right or

wrong?
MR EDWARDS Object to the form
Q You can answer
A. The way that he kissed me was a kiss that I would see not only a man and a wife do. You know, for somebody to kiss somebody else, you don't just have to be a man and wife. You can be the very best of friends, you know and did I think what he did at the time was wrong, I don't recall what I thought. Did I think that it was wrong to kiss a married man, the way that he kissed me, I've seen other people kiss each other.
Q When he touched your breast at the stables, did you go back and re-evaluate when he had touched your breast in the classroom and think, well, maybe it wasn't a mistake?
A. I don't recall what I was thinking then.
Q Okay What was your response after the incident at the stables?
A. I was still around him. I don't recall exactly what my response was, but I looked up to him. I didn't have a positive father figure in my life at the time and I looked up to him in that aspect.

Q Did you continue to take rides home from him?
A. I did.
Q And did you continue to go to the stables?
A. I believe I did.
Q And sometimes you actually rode your bike over there to see him when you knew he was gonna be there, didn't you?
A. Yes
Q All right What was the next instance?
A. In his classroom.
Q What happened?
A. I was sitting next to him and he put his hand up underneath my dress. I need to take a break for a few minutes.
Q Okay
(Whereupon, there was a short break in the proceedings)
BY MS JACKSON
Q When we left off we had discussed two instances and you had begun to discuss the third Before we get back to the third, do you have any recollection of the time frame over which these first three instances occurred?
A. No. In numerical order of what instance occurred when, I recall the first time being

when he touched my right breast in the classroom and I recall the last time being the forced oral sex Now, the other times in between I don't recall which order what happened in
Q Okay All right And in reviewing a lot of the statements and documents, it appears that, at least at some point, you felt that this group of instances occurred between January 1 and February 13th, which is when the suicide attempt was, is that correct, or is it a longer span of time?
A. It would -- it was a longer period of time. It was sometime between the beginning of the school year and the time that I attempted the suicide.
Q Okay All right So we're talking about a matter of months instead of a matter of weeks?
A Yes, ma'am.
Q Okay All right With the caveat that these middle instances may or may not be in chronological order, I do have it down just as number three, because it's the third thing you told me about, was sitting next to him and he put his hand under your dress Were you sitting next to him at his desk?
A. Yes.

Q And do you remember why you were at his desk?
A We were going over some work in the book. I don't recall exactly what it was that we were looking at, but it was in the world geography book
Q Okay And were other students in the classroom?
A. Yes.
Q And what happened?
A. He put his hand up underneath my dress and maneuvered his hand around my underwear and touched my vagina.
Q The outside?
A. Can you be more specific?
Q Did he put his fingers inside of your vagina or just touch the outside skin?
A The outside skin
Q Okay
A. He didn't penetrate my vagina, but he touched my vagina
Q Okay Right Okay Do you remember approximately how long that encounter lasted?
A I don't recall
Q Okay Did any other students come up to the desk?
A I don't believe so. We were doing like a study

time. It was quiet time.
Q And did you say anything while he was doing this?
A. I was very, very uncomfortable.
Q Did you say anything?
A I don't recall saying anything.
Q Did you try to get up out of the chair?
A. I remember just freezing. The way that Charlie Smith's classroom was, his desk area was blocked off to where there were a lot of books and things at the front of his desk and there was a desk beside his desk and it was a long way around the classroom to get to the back of this desk area
Q Okay And at this point at the very least he had already put his hand on your right breast in the classroom, because you knew that was first?
A. Yes, ma'am.
Q And he may or may not have already kissed you at the stables?
A. May or may not, yes, ma'am
Q Okay Did you consider talking to him from across his desk, so that you didn't --
A I don't recall what put me behind his desk, other than we were reading a book, the world

geography book. We were looking at something in the book and I was sitting down next to him.
Q Okay
A. Now we could go and say did you consider this or did you think about this, that's not what happened I'm telling you what happened. I don't know what I considered, all right? You asked me what happened, I'm telling you what happened Now you're throwing out what ifs. I can't give you what ifs I don't know about what if this, what if that.
Q Did you ever see any other students up sitting behind his desk with him?
A. He had students around his desk all the time.
Q I'm not asking you about around his desk, I'm asking about sitting behind his desk
A Behind his desk, beside his desk, yes.
Q Did you try to push his hand away?
A. I froze.
Q Did you tell anybody afterwards?
A. I don't believe I said anything.
Q Do you remember at what point in the day that you had his class?
A I don't recall
Q Okay Were there any other instances?

A. I was sitting behind his desk another time and he took my hand and put my hand on his penis through his pants
Q Did you try to pull your hand away?
A I froze.
Q. Did you tell anyone?
A. I don't believe I did.
Q Okay Whichever one of these two instances in the classroom happened first, and I understand that you don't recall which one it was, but when the second instance began happening, did you think back to the first instance and what had happened?
A I don't recall
Q All right Before we get to the episode of oral sex in the car, were there any other instances?
A. I believe -- I believe I've got everything, I believe.
Q Okay
A. I'm still recovering memories.
Q All right To your recollection have you ever had vaginal intercourse with Mr Smith?
A. No, I don't believe so.
Q To your recollection have you ever had anal intercourse with Mr Smith?

A. No, ma'am.
Q To your recollection did Mr Smith ever perform oral sex on you?
A No, ma'am.
Q Other than the one time that we're gonna discuss in just a minute in the Bronco, did you ever perform oral sex on him?
A. Other than that one time, no, ma'am, I don't believe so, but please keep in mind that I'm still recovering memories.
Q All right Tell me what happened to the best of your recollection the day that resulted in the oral sex in the Bronco?
A. Charlie Smith was giving me a ride home. He pulled over, shut the vehicle off, he pulled his penis out of his shorts and held my head while I performed oral sex on him and he ejaculated in my mouth.
Q And then what happened?
A. And then he put his penis away and he took me home.
Q All right When he pulled over and shut the vehicle off, did you climb onto the center console?
A. I believe I did I was on the center console

Q You know why you climbed onto the center console?
A. Do I know why I climbed on the center console? No, I don't know why I climbed on the center console. I know now what the result was.
Q Climbing on the center console put you much closer to Mr Smith than if you had remained in your seat, correct?
A. Yes.
Q. Did you see him unzip his shorts?
A. Yes
Q Did you say anything when he unzipped them?
A. No. I don't recall saying anything.
Q Did you attempt to move back over into your seat?
A. I don't recall if I did or not.
Q Did he have a hold of you at that time?
A. At what time, when I was on the center --
Q When he was unzipping his pants
A. It happened so fast, I don't recall if he had a hold on me at that moment or not. I don't recall.
Q Did he say anything?
A I don't recall him saying anything.
Q Did you say anything?

A. I don't recall saying anything.
Q Okay And then you said he held your head while you performed oral sex Did he push your head down to his penis?
A Yes.
Q And did you try to keep him from doing that?
A. I don't recall if I tried to fight him or not. I don't recall
Q As of that point did you know what oral sex was?
A. No.
Q You'd never even heard of it?
A. I've heard of it, but I didn't know what it was. I had no sexual experiences.
Q And I'm not talking about first-hand, I'm just talking about people talking at gym class or people talking in study hall about what oral sex is?
A. I'm sure somebody probably talked about it
Q Okay And you said he ejaculated in your mouth?
A. Yes.
Q Did you spit it out at him
A I remember choking on it.
Q Did he say anything at that point?
A. I don't recall.
Q Did he make any noises?

A. I remember him moaning, like a moaning or grunting.
Q Did he say anything on the way home?
A I don't recall.
Q Did you have anything with you that day?
A I believe I had my book bag, because I always carried my book bag.
Q Okay Did you take it with you when you got out of the car?
A. I'm assuming that I did
Q Did you say anything to him?
A. I don't recall -- I'm sorry.
Q Did you say anything to him when you were getting out of the car?
A. I didn't say anything.
Q When you got home was there anybody at your house?
A All I remember is going into my room and closing my door. I don't -- I don't recall if anybody was home or not.
Q What was the next time you saw anybody?
A. I don't recall. All I remember is going home and going into my room and laying on my bed with my cat.
Q Your mom never came in to say, hey, welcome home

or --
A. I don't recall All I remember is going home, going into my room, closing my door and holding onto my cat crying. That's all I remember. I don't remember if she come in and checked on me. I don't remember if I woke up the next morning and went to school. I don't remember. I don't remember what happened
Q So are you now saying that you have no recollection of anything that happened from the time you picked up -- laid on your bed with your cat until 2007 on this?
A. No. Because the suicide happened and I believe it was shortly after the oral sex.
Q Okay All right Has anybody that you know of given a written or recorded statement of any kind that supports the allegations that you're making against Mr Smith?
A. None that I'm aware of
Q Do you know for certain if anybody ever saw Mr Smith touching you in a sexual manner, meaning touching your breast, touching your vagina, kissing?
A. Not that I'm aware of.
Q If he was doing these things to you, these -- we

have five instances, why didn't you stay away from him?
A. **I trusted him and I looked up to him as a father Why I didn't stay away from him, I don't know why I didn't stay away from him**
Q Didn't he violate your trust when he felt your breasts or when he put his hand under your dress in his classroom?
A **I never had a relationship with my father and I looked up to him. You're asking me to answer a question to put myself back whenever I was fifteen I can't tell you what I was thinking back then as far as did I feel like he violated -- whatever your question was.**
Q Violated your trust You said you trusted him, so I asked if he violated your trust by putting his hands on your vagina in his classroom
A. **I don't recall how I felt at the time regarding him violating my trust**
MR EDWARDS Are you asking how she felt then or how she feels now?
MS JACKSON How she felt then I know how she feels now
A. **Oh, yes.**
Q Did you ever cry when he was touching you on any

of these five instances?
A. **I only recall crying when I was laying in bed with my cat after he forced me to perform oral sex on him. I may have cried the other times, but I don't recall . And I recall crying when I was laying in bed after the suicide attempt throwing up charcoal.**
Q Okay Do you ever recall telling him to stop?
A. **I don't recall.**
Q What I'm trying to understand is if you don't know as you sit here today how you felt back in 1989, '88/'89, during these five instances, how can you say they weren't consensual?
A. **I'm not saying that I didn't have feelings and what I'm telling you is that my feelings are so strong today, that maybe they're overwhelming what I felt then. I trusted him. And when he held my head down and forced me to perform oral sex on him, how can that possibly be consensual. I am very sure that that was not consensual.**
Q How are you very sure?
A. **Because to this day I have a very, very difficult time, if I ever have, performing oral sex on a man. That is how I know. Coupled with the fact that I was gagging and I'll never -- I**

just -- I can still feel it right now as if it was happening then. So I'm positive that that was not consensual.
Q All right What about the other instances? And I'm just trying to figure out if whatever order these things occurred in, the middle three things, was there a build up of -- did there come to a point leading to this oral sex instance where you started saying, you know, maybe something's not right here or did that kind of culminate in the oral sex instance that reduced -- sent you home in tears with your cat that then culminated in the suicide attempt? I'm trying to figure out when -- how we get to the suicide There's a road map and I'm just trying to understand how we get to the end point
A. **I'm just answering your questions to the best of my ability. Now, whether or not you understand, I can't help you with that. All I can do is answer your questions and that is what I'm trying to do.**
Q Okay My question is, did there ever come a time leading up to the oral sex in the Bronco, that you started to think something is not right

about this relationship with Mr Smith?
A **I don't recall.**
Q Let's talk about the suicide attempt Do you need a break before we go there?
A **No --**
Q Okay
A **-- Ma'am.**
Q All right It appears from the hospital record that your attorneys produced that the suicide attempt was February 13th of 1989
A **Do you have the document?**
Q I didn't bring it down, but if you want me to go get it, I can
A. **Please.**
Q Hold on one second
(Whereupon, there was a short break in the proceedings)
(Whereupon, Defendant's Exhibit 5 was marked for identification)
BY MS JACKSON
Q I'm gonna show you what's been marked as Exhibit 5 to your deposition It's an affidavit of Jane Doe that is two pages long and then it appeared to me that the -- based on the affidavit that the medical records were attached to it Were

you able to locate a date on those records? I can help you if you need --

A. Yes, if you don't mind.

Q Okay The second page of the record Go to the next page, there's a date right here in the corner (indicating)

A. Okay

Q And then if you go to the EMS run report, excuse me, EMS run report itself, there (indicating)

A. Okay.

Q And what date is on those documents?

A. 2/13/89.

Q Okay Does that help refresh your recollection as to the date of the suicide attempt?

A Yes.

Q Okay All right And do you remember what type of medication you took in an attempt to commit suicide?

A. Bivarin.

Q Okay Do you –

A. Vivarin.

Q Vivarin?

A. Yeah I'm not real sure of the spelling. If it's with a V or B

Q I think it's with a V

A. Yes. Right here (indicating)

Q Do you know why you took those?

A. Because I wanted to die

Q Okay Bad question Do you know why you chose that pill over something else?

A I don't know why

Q Okay And those are caffeine pills like No Doz?

A Yes, ma'am

Q Okay Do you remember how many you took?

A. I don't recall how many I took, but this paperwork says that I took 16.

Q And you were trying to commit suicide because of what had happened with Coach Smith?

A. All I recall is that I wanted to die

Q Okay Why did you want to die?

A I don't recall

Q How long had you been considering suicide as an option before the 13th?

A. I don't recall.

Q Did you think suicide would make you feel better?

A. All I wanted to do was die.

Q All right After any of these instances did you feel ashamed?

A All I recall is feeling very sick and puking

charcoal for a very long time.

Q Okay I'm talking about any of the instances with Coach Smith, any of the five?

A. Did I feel ashamed?

Q Yes

A I don't recall how I felt.

Q Okay When this was going on, did you ever consider telling anyone?

A. I don't recall. I mean, you're asking me questions of something that happened 20 some years ago and how I felt then. I know that I wanted to die after the suicide. I'm pretty sure that I didn't tell anybody, but I may have, but I don't recall telling anybody.

Q Ms[redacted], I understand that, but you're the one who's brought the lawsuit 20 years later, okay It would have been fantastic if we could have asked you these questions two or three years after the fact?

A. And I think it would have been fantastic, too had I remembered, so we're in the same boat

Q Well, that's fine, but you're the one who lived through this, has the memories I have nothing, so I have to ask you these questions and I have to find out what I can find out and I have to go

about it in various ways to see if I can't help you remember or jog a certain fact that you may not think that you know when I ask it one way that you may know when I ask it another way So I would appreciate it if you would just do me the courtesy of going down through and answering the questions the best that you can

A I am answering them to the best of my ability

Q What happened when your mother showed up at the hospital?

A I don't even remember seeing my mom at the hospital What I do recall is puking up charcoal.

Q And they gave you charcoal because you had taken an overdose, correct?

A. Yes.

Q Do you have any recollection of what you were thinking as you were puking up charcoal?

A It was crunchy and it was nasty tasting

Q All right When you took the pills, where were you in the school?

A. At the water fountain.

Q And where did you go?

A. I recall walking down the hallway from the water fountain and then I don't recall where I went

I remember being in the back of the EMS.
Q Do you ever recall seeing Charlie Smith after you took the pills and before the EMS showed up?
A. I don't recall.
Q Do you remember telling anyone that you had taken an overdose?
A. I remember falling. I don't remember saying anything.
Q All right Sometime after you attempted suicide you went back to school, but you don't remember it, is that correct?
A. Yes, ma'am.
Q Okay And sometime after that on or about August 21st of 1989, based on the records, is when you withdraw from school?
A. Was it 1989? According to your records, if you say so, yes
Q Well, you know what, let's double check We've got it as an exhibit I'm sorry, August 21st of 1990
A. According to Exhibit 4, yes.
(Off-the-Record conversation.)
BY MS JACKSON:
Q Do you ever remember seeing Mr Smith again from the time that you committed suicide?

A Attempted suicide
Q Attempted suicide, I apologize, to the time that you withdrew from school?
A. I remember seeing him one day when I was in my police cadet uniform, but I don't recall what – when that was, I mean, if it was before or after
Q In reviewing the documents and reading things, have you come to realize that you stayed in his class for the rest of the year?
A I don't recall that
Q Do you have any specific recollections of anything that happened between the time that you attempted suicide and the time that you withdraw from school?
A. I have memories of stuff, but I don't know the order in which they go in I don't know if maybe it's a memory that I'm having from after the suicide attempt or if it's something that I'm having prior to the suicide attempt. I guess you can say the numeric order stuff I'm sort of – I'm losing the numeric order of stuff. I don't know when what happened.
Q Okay Do you have any specific school memories that might be able to be related based on what

classes you took which year?
A. I remember the biology area, the biology classroom --
Q Okay And that was --
A. -- and the teacher.
Q That was a class you took in the '89/'90 school year, correct?
A. Yes, ma'am.
Q What about algebra or phys ed ?
A. I remember my physical education teacher. I don't remember my math teacher and of course, I remember my English teacher, Sadie Brown.
MS JACKSON All right Let's mark those two things
(Whereupon, Defendant's Exhibits 6 and 7 were marked for identification)
BY MS JACKSON
Q These are documents I believe were produced by the Department of Corrections in response to a subpoena The first one is a resume that says [redacted]at the top And the second one is an employment application stamped received recruiting branch March 11 of 1996 Let me know -- have you had a chance to look at both of these?

A. Yes, ma'am. I've looked at 6, Exhibit 6 and Exhibit 7.
Q. All right
A. Glanced over it.
Q On Exhibit 7 it says last grade completed and year and you marked ten for the grade and '91 for the year; is that correct?
A. Yes
Q But you didn't complete the tenth grade, did you?
A. No, I did not.
Q You actually didn't complete the 9th grade, did you?
A No, I did not.
Q So that's not correct?
A. No, it is not.
Q And did you fill out this application?
A Yes, I did. I could have been pencil whip and stuff at the time, because as you can see, the application is really long, so I took a bestimate (sic) guess based on not having any information at the time in front of me. If my memory is correct, I filled this out at Lieber Correction Institute with nothing in front of me except my resume, because you can't take

anything into the prison, so I probably didn't have all the information in front of me and I did the best estimated guess at the time in filling out an application.

Q And in 1996 you couldn't remember that you hadn't passed the ninth grade?

A. I just guessed. Look at the amount of information that's on here

Q Okay This is on page one, right?

A. I understand that's on page one. And I put down ten, that's fine. I'm not denying that I didn't put ten down.

Q Okay And that's not correct?

A. That is not correct.

Q Okay In 1996 what kind of a recollection did you have of the time period between 1989 and 1992?

A. 1992?

Q Or -- let me rephrase What time period -- as of 1996 when you filled out this application, did you still have a memory block for a period of time in your teenage years?

A. I vaguely remember working at the Piggly Wiggly as I've already told you. And I'm not looking at this, your exhibits, I'm going by what I

remember. After I attempted suicide I don't remember anything up until I started working at the Pantry, but I do recall working at the Piggly Wiggly sometime in there. I don't know when it was. I can't recall And I'm not looking at your exhibits whenever I say that.

Now, in 1996, whenever I filled this out, I had a resume in front of me, which I haven't seen for many years and I was going by some of the things that I remember from the Piggly Wiggly and the other employment jobs that I held from the Pantry. And from the volunteer fire department, James Island and for Mt. Pleasant Fire Department and from Kiawah Island Resort. And I never told you about that I didn't remember those employers or that time period. What I have told you is that I don't remember from the time of the suicide attempt up until working at the Pantry except a few small things.

Q Earlier when I asked you to go through those few small things with me, you never mentioned the Piggly Wiggly

A. I think that we have mentioned the Piggly Wiggly. I could be incorrect, but I think I told you that I worked at the Piggly Wiggly.

Q I'm talking about though, when I specifically said during the time period after the suicide, what else do you remember

A. I don't know if I worked at the Piggly Wiggly before the suicide or if I worked after the suicide But if you would like me to look at documents, which is Exhibit 7 --

Q Well, do you even know if those dates are correct?

A. I'm not sure if they're correct

Q Well, so how helpful are they if you don't even know if they're correct?

A It says on here that I worked at the Piggly from May '89 to August of '90 and that -- that would probably be correct So that would make it -- when was the suicide attempt, again?

Q February of '90?

A So that would make it during the suicide attempt that I worked there.

MR EDWARDS The medical records say February of '89

Q I'm sorry, February of '89

A So I worked at the Piggly Wiggly after the suicide attempt. And I vaguely remember working at the Piggly Wiggly. I remember putting

mushrooms up on the shelf at the Piggly Wiggly one day as a stocker and a cashier, but my job was a cashier, because the mushrooms fell down off the shelf

Q. And if Piggly Wiggly's records don't show you working there from May of 1989 to August of 1990?

A. When I filled this out, that is what I recall. That is what I recall. I mean, I --

Q Do you remember when Hugo hit?

A. I wasn't here when Hugo hit, I was in Pennsylvania. I do remember that. Once again, I told you that I don't remember a lot from the time I attempted suicide until I started working at the Pantry. So I mean, I'll tell you the best I can about the Piggly Wiggly, but that's in that time period that I don't recall very much

Q Why were you in Pennsylvania when Hugo hit?

A. I believe I went to Pennsylvania because of the storm.

Q All right. I believe I saw in your records that you saw Mr Smith in a store at about 1992?

A. Yes.

Q Tell me about what happened then

A. I went to get my hair cut at the Fantastic Sams where I've always gotten my hair cut and there was -- I was put on a waiting list and I had some time to kill, so I was walking around and I went into a sports store next to there and that's when I seen Charlie Smith. I bought some baseball cards and didn't think anything of it.
Q Did you talk to him?
A. I believe I did.
Q Had no ill feelings at that time?
A. I don't recall any.
Q Do you remember when all the allegations by the students at Porter Gaud and James Island came out against Eddie Fischer?
A. I recall that when my -- one of my past attorneys and I had discussed it. When those allegations came out I was working up in Greenville, I believe. Well, up near Greenville. I was working at -- I believe I was working at Tiger River, which is up near Spartanburg But I never followed that. I -- I think I was up there whenever that -- but you know what, that...
Q Late eighties?
A. That's not possible because I remember seeing

Eddie Fischer at Lieber Correction Institute in the pill line. So if he was already locked up by that time, no, that had to have happened earlier, whenever I was with the fire department maybe and I didn't follow it.
Q The newspaper articles that I found were in the late nineties, early 2000
A. In the late nineties I was in transition, early 2000, I was in transition to Columbia. And all I remember -- I remember running into Mr. Fischer at the prison he was in.
Q Did that trigger anything?
A. No, ma'am, it did not.
Q Did you know why he was there?
A. No, ma'am, I did not. With the Department of Corrections we don't have access, as an officer, to any charges that the inmates have, so I didn't pay attention to any charges, because I didn't have access to it and didn't really care.
Q Well, but if it was something highly covered in the newspaper, you could have seen it there or heard it in the news
A. I didn't read the paper whenever I was in my twenties or my teens I just recently started reading the paper in the last five, six, seven

years and now I sometimes don't even read it, because I see inmates in there all the time.
Q All right
A. So I wasn't at Tiger River when the Eddie Fischer case was filed there. I was still at Lieber in transition to Columbia.
(Whereupon, Defendant's Exhibit 8 was marked for Identification.)
Q I'm going to let you look at the color copy just because it's easier to see and for the Record, this is a stack of photos bate stamped Richter 200 through Richter 241
A. If you don't mind, may I please look at the exhibit copy instead?
Q Just want you to go through and tell me what these pictures are of and if you can just designate as the page number and the top and then bottom
A. Page number 200, top and bottom is [redacted], which is where I currently live; 201 is Landsdowne, 202 is Landsdowne, both top and bottom. 203 is where we originally lived when we first moved down here at Rivercrest, top and bottom 204 where we lived Rivercrest, top and bottom. 205 is where we had moved after we

moved from Rivercrest. We moved to -- no, no, I'm sorry, 205 is Trol's house That's where she lived at the time. These photos were taken for when I was going through therapy with National Crime Research and Treatment Center as part of my therapy and I gave a copy to my attorney and evidently they produced it. So this is all stuff that I went over with my therapist and what was specifically spoken about with my therapist, so...
Q Okay Well, what was the purpose of taking the picture of Trol's house?
A. To help eliminate stress. This whole issue right here was to help eliminate anxiety and stress and help me get through the PTSD. And we were sitting here talking about stuff in therapy that I went through with my therapist and I gave a copy to my attorney. I didn't think it would be given to you, but it was used in therapy as a therapy tool.
Q Okay
A. So do you want me to keep telling you what this stuff is?
Q Well, I need to know what these are pictures of and I also need to understand why they are?

A. Everything in this packet, this entire packet was taken and me and my therapist went through it as a way to reduce my anxiety overall. So to sit here and tell you each individual thing and what each individual thing created any part of anxiety for me, I don't think that's fair to me, but if that's what you want me to do, I'll do that, because this whole packet was for to help treat PTSD.
Q I understand that
A. Okay.
Q But in all of the however many thousands of pages of documents that I have read in this case --
A. Uh-huh.
Q -- not one time did I see the roller rink Hot Wheels mentioned and then I flip through these pictures --
A. It's a landmark to where Troi's house was. It's a landmark.
Q That's fine These are the things to understand I don't want to get into trial and have it turn out that you're gonna say, oh, yeah, we were right here where that red truck is when he made me perform oral sex on him

A Well, we weren't --
Q I need to understand what the purpose of you taking these pictures was
A Okay. Now you know the purpose Now I'll explain to you --
Q I need to understand why you took this particular picture
A. These are all landmarks and things to help eliminate the stress.
Q. All right Well, then all I need you to tell me page 207 what is the 990?
A. That's Deahl's (ph) Bluff. That's where the horse stables are 207, I think these are out of order 1523, I don't know what that is because, like I said, I think this is some of the stuff is out of order. I don't know what 1523 is It might be the numeric address for the Hot Wheels Center, I'm not sure
Q What is the West Chester sign?
A That is Troi's neighborhood directly across from the Hot Wheels. 209 and 10, 209 top and bottom is softball field.
Q Says 1014 on the mailbox and Seaside on the road sign
A I don't know what the 1014 is The Seaside is

the road that Charlie Smith would take me down to go to the horse stables. It's the cut through to get to the horse stables. 211, the top is the Seaside -- the beginning of Seaside. That is also where Charlie Smith pulled his Bronco over and I performed oral sex on him.
Q Okay And we can see that spot in this picture on 211?
A Yes, ma'am But it was different then. There were more woods in that area back then
Q Okay And on this picture take this pink highlighter and on page 211 I want you to put a rectangle where the Bronco was
A. Rectangle?
Q. That's a triangle
A. How about a circle?
Q Fine
A. Okay. (Complying.)
Q Okay But where along the road?
A. This was different back then There were trees. I don't know how far out the trees extended and this area's been cleared. This area is different than what it used to be back then.
Q Is the road the same?
A. Yeah The road is the same and I circled the

area. It was right in this area right in here (indicating). Now, it was different because there were trees there. The building has always been there, but this area right here (indicating) was more brushy and had more trees.
Q So we're talking closer to the building than the curve?
A. I would say closer to the curve than the building, because there was brush in that area.
Q Okay Can you make a smaller circle then, because it seems to me that you circled the entire area
A. It would be right in this area and I'll help you out in coloring with yellow, okay?
Q Okay So you pulled off the side of the road?
A. Yes, ma'am.
Q All right
A James Island High School is the bottom of 211. I don't know what 212 and 213 -- 212 is. 213 is the same as 211, the top of 211, just different angles beside the building. And 213 is the same as 211, I believe. Yeah. It's the same picture. I think it's the same picture. 214 is the high school football area 214 bottom is the softball area. 215, softball area. 216 is

the front entrance of the James Island High School, top and bottom. 217 top and bottom is the softball field.

Keep in mind, this stuff was different back then, too. The -- you know, some, like this trailer thing wasn't here and you know, this batting cage wasn't over there. But keep in mind the purpose of why these pictures were taken were to be used in therapy.

218 top and bottom is the softball field. 219 is the road next to softball field. 219 top and bottom same thing. 220 top and bottom is James Island High School 221 is James Island High School top. 221 bottom is Fort Johnson Road right outside the James Island High School. 222 is -- was Charlie Smith's classroom, I believe. The 222 bottom, I believe, is where Charlie Smith's parking spot was. I'm not 100 percent sure because the clarity of the picture. 223 top is the front of James Island High School. 223 bottom is the same. 224 top and bottom is the softball field. And I don't believe these bleachers -- these are new bleachers, I believe. Whether they were there in '89 there was a little bit of shelter then

225 top is Charlie Smith's parking spot, I believe. If the clarity -- I believe that is what it is, I think Let me see your color copy. I can't be 100 percent sure. 225 is the high school, part of the high school. I don't even know what part of it, it is. 226 is the softball field and 227 softball field area, I believe. 228 was Trafalgar Drive. That's the house that we lived in after we moved out of Rivercrest. 229 is Folly Road. I'm sorry, Fort Johnson Road and 229 bottom is the high school.

230 is where Steve Shadrich (ph) lives and that is where Charlie Smith took me one day, as well. Steve Shadrich is one of his friends who owns a painting company. He used to paint for Steve Shadrich.

231 is, I believe, the softball field area. 232, is that Steve Shadrich's house? I'm not sure what 232 is 233 -- 232, I believe he had a paint -- Charlie Smith had a paint job there. 233, I believe that's -- was Steve Shadrich's house. Yes, 233 is Steve Shadrich's house. 234 was another place that Charlie Smith had taken me by. It was a place that he painted. 234 235, the names of the places. 236, the top of

236 is part of 235, which I believe is one of the places that he painted at.

236 was Creekside Painting and Charlie Smith had taken me by there one day Might have been a couple days he took me there. He had to pick some stuff up.

237, Creekside Painting, both top and bottom. 238, Creekside Painting. 239, Creekside Painting. 240, James Island High School. 240 bottom, ducks in a pond and I don't know why it's in there. 241, Creekside Painting. I think we put the ducks in the pond as a way to try to relax me in therapy.

Q Okay Of the pictures that we just went through, Creekside Painting, did anything sexual ever happen between you and Charlie Smith at Creekside Painting?

A. I don't recall, but keep in mind, I'm still recovering memories.

Q Do you recall anything sexual happening between you and Charlie Smith at the Shadrich's home?

A. I don't recall. I'm still recovering memories and I get a bad feeling inside when I think about the Shadrich's home.

Q Okay Do you recall anything sexual happening

between you and Charlie Smith at any of the painting jobs that he took you by that you had pictures of in this packet?

A. I don't believe so.

Q All right You need a break?

A No, ma'am.

MR QUISENBERRY Can I take a break for a second?

THE DEPONENT Uh-huh

(Whereupon, there was a short break in the proceedings)

(Whereupon, Defendant's Exhibit 9 was marked for identification)

BY MS JACKSON

Q All right And would you also pull out Exhibit 3 Do you still have -- what number is this, nine?

A Nine.

Q All right Is Exhibit 3 a statement that you typed yourself?

A. Yes.

Q Okay And what was the purpose of typing the statement that's been marked as Exhibit 3?

A This was the original filing with the sheriff's office.

Q Okay And I understand that you gave it to the sheriff's office Did you type it for the purpose of giving it to the sheriff's office or did you type it as part of therapy and then use it?
A. No. I typed it for the purpose of giving it to the sheriff's office.
Q Okay And then Exhibit 9, which says, "Charleston County Sheriff's Office Statement," at the top
A. That was an additional follow-up, yes, ma'am.
Q Did you type that yourself or did somebody type that for you?
A. That was -- I typed it. That was an -- I believe that was an additional statement that I gave to Detective Avilla regarding more information. I want to say possibly for the solicitor's office.
Q Okay But you typed this yourself --
A. Yes, ma'am.
Q. -- Exhibit 9 Okay And just so that the Record is clear, somebody looks at the exhibits, the Richter 106 and Richter 107 appear to be an addendum that just got stuck in the middle of the typed statement, is that correct?

A. Yes. And I don't believe that they go with 105, 108 and 9, 10 and 11. I don't think I submitted them during the same time that I submitted the statement 105. I'm thinking that it may be part of 98, but I'm not 100 percent sure.
Q 98, which is Exhibit 3?
A. Yes, ma'am.
Q Okay
A. And I'm not 100 percent sure when this one, 106 and 107 was submitted.
MR EDWARDS Yeah Having looked through this, I doubt this was even supposed to be produced, to be quite honest with you It looks like something that we got -- it looks like something that we would have got between attorney/client and I don't know why it would have been inserted in there
A. This is attorney/client stuff This is stuff that I've given you.
Q This is not something -- this document that says at the top '88/'89 softball players, Richter 106 and 107, is an attorney/client privilege document, is that what you're telling me? You prepared this document solely to give to your attorney or did you provide this to the sheriff's office, too?
A. I'm unsure. I can't say 100 percent either way.
MR EDWARDS Y'all subpoenaed the sheriff's office, or somebody has, I believe, for criminal records and this I'm fairly certain was not in there
THE DEPONENT That would have been investigation file stuff
MR EDWARDS If it's in there, then it's in there, then there's no problem
MS JACKSON If it's not, let me know, then we will redact it from the Record and I will remove it And just send me something in its place that just says pages 106 and 107 are attorney/client privileged and I will send you a certification of destruction
MR EDWARDS. Okay
MS JACKSON Well, then for today what we'll do is we'll not refer to pages 106 and 107, okay? We'll just refer to the actual formal typed statement on the sheriff's office

statement form, okay?
THE DEPONENT Yes, ma'am
BY MS JACKSON
Q Okay All right With that caveat, what I want to do is talk to you about the September 11, 2007 statement and the December 7, 2007 statement
A. What is a caveat?
Q With that being -- with that agreement --
A. Okay.
Q -- that we'll not talk about these pages We'll just pretend like they're not there
A. Yes, ma'am
Q We'll talk about these (indicating) two statements
A. Yes, ma'am.
Q Okay Sorry Thank you for asking me to clarify that
A. I gave both of these statements when I was in therapy with the National Crime Victims Research and Treatment Center and I was being treated for PTSD at the time and also suicidal thoughts, so just wanted to advise you of that.
Q Okay Are you still being treated for PTSD?
A. No, ma'am.

Q Okay All right In the September 11 statement It says in the first paragraph, "I had a fellow co-worker come to me in conversation and stated that he found out that the inmate was raping his cell mate while he was at CCDC "
A. Yes. Where's it at?
Q (Indicating) "I" -- see right there, "I had a fellow "
A. Yes, ma'am.
Q "I had a fellow " Then it says, "The cell mate had enough confidence in the officer to tell him that he had been repeatedly raped by this particular inmate Something inside of me snapped and I began to have nightmares of Charlie Smith standing over me laughing." Is that how you remember it occurring?
A. When I began to have memories come back to me, is that what you're responding?
Q Yes
A Yes, ma'am
Q All right Now, we have to tread very softly in the next set of questions because it deals with an attorney and again, I don't want to know what you said to this attorney, nor do I want to know what the attorney said to you I only want to

know what your thoughts or plans were, okay?
A. Okay.
Q It says, "I realized I needed to get some help in dealing with the nightmares I did not know where to go, so I went to see an attorney " Why didn't you go to a doctor?
A. Because of my job. I didn't want to involve my job.
Q Why would going to a doctor involve your job?
A. It's -- would be on my medical insurance. You have to understand, in 2007 I didn't understand anything about legal stuff. I didn't understand -- I understood how to go to work and do my job. I didn't want any repercussions from work and I didn't want any issues. I felt like I needed to protect myself. That was what I did. Is it right or wrong, I don't know, but that's what I did.
Q Okay At that point were you only having dreams that Charlie Smith was standing over you laughing?
A. Coupled with the waking up, the sweats, not being able to sleep. I mean, I was having a bunch of things going on, but that's what I first began to remember.

Q Okay Now, to your knowledge with the memory that you have recovered, did Charlie Smith ever actually stand over you and laugh?
A. He -- he was always laughing and he was taller than me then, so I remember him standing over me laughing
Q Was it in a way that you recall it actually happening that it was frightening?
A. Yes. When I had the nightmares it was frightening
Q I'm talking about in reality
A. I don't recall being frightened.
Q Okay All right So at that point you went to see Doctor, is it Zinzow, at the National Crime Victims, is that how you pronounce it?
A. To go back on something that you were just talking about, I recall Charlie Smith, the time that he touched my breast he had a smile on his face and the times that he was doing stuff, the sexual stuff, he was smiling I do recall him smiling
Q Have you reviewed the December 7th statement today?
A. You just gave it to me, yes You gave it to me.
Q Is it still true and correct to the best of your

knowledge?
A. You're referring to Exhibit 9, correct?
Q Yes
A. [redacted]s no longer on the market. It's been taken off the market My mom and my stepfather have divorced My stepfather currently resides at the lake house in Eutawville and I reside with my mom at [redacted] So that part is not correct currently today. I did get my driver's license and I believe it was after the start of the school year. I did -- my mom did purchase me a car, but I can't remember when she purchased that car.
You asked me in a previous question how I felt when Charlie Smith had put his hand on my breast in the classroom. Here in the statement it explains how I felt.
Q Are you talking about the second paragraph where it says, "I remember the anxiety"?
A. Yes Now, keep in mind this was written in 2007 and I was going through therapy. I have been out of therapy with MUSC for now, maybe three years. I don't want to remember this stuff and I don't want to continue to remember it. So

when I wrote this in 2007, you asked me now what I felt then, well, this is some of what I felt then.

Q All right. And that's why I wanted to make sure that this statement is still true and correct to the best of your knowledge.

A. To the best of my knowledge when I wrote this in 2007 if I was feeling the nervousness and anxiety, then yes, that is true. And you asked me about the time that he put my hand on his leg and it, again, explains how I felt. When I was in therapy we focused on this stuff. And there's techniques that my therapist and I used and I remembered feelings from then Today, three years later, I don't care about feeling anything and I hope that after today I never see Charlie Smith again or you, no disrespect intended.

And if I do by chance see anybody in this room, I'll be courteous and not say anything and move on with my business, but this is three years later and you're asking me today how I felt when I was fifteen and I don't recall, because I don't recall. Ask me in 2007 whenever I'm going through therapy working on these

issues, this is how I felt. I don't know if that will help you understand any of this, but that is the way that I feel. That those were the things that I feel.

Q Why did you ride your bicycle to the stables when he was there?

A To see the horses.

Q Why didn't you go when he wasn't there?

A It's somebody's property I don't -- you just don't go on somebody's property without somebody being there that you know. I always wanted a horse whenever I was younger and just excited to see horses

All right, I've glanced over Exhibit 9. What are your questions?

Q Is it true and correct to the best of your knowledge, except for what we talked about, about moving the house?

A. Everything that I just said is true and correct to the best of my knowledge.

Q You mean everything in this statement is true and correct to the best of your knowledge with the exceptions that you've given me?

A Let me read the last part because I just glanced over it. We spoke about the -- the conditioning

that you were talking about.

Q Yeah

A. Evidently there was try-outs.

(Whereupon, there was a short break in the proceedings.)

BY MS JACKSON

Q Have you now had a chance to review the five-page statement that has been marked as Exhibit 9?

A. Yes, ma'am.

Q And is it true and correct to the best of your knowledge?

A. Like I have already stated to you, in referring to this last paragraph on page 111, second to last paragraph, my feelings were so strong at the time in 2007 that I'm unsure if that was what I was feeling at the time or if that's what I was feeling in 2007.

Q Is it possible that that's what you were feeling at the time?

A. It's possible that that's what I was feeling at the time and it's also possible that that's what I wasn't feeling at the time and that's what I was feeling in 2007.

Q Okay And 2007 did you feel that everyone at

the school was unapproachable?

A Yes

Q. Did you feel that way -- do you know whether you felt that way in 1989?

A. I'm not sure if I felt that way or if I didn't feel that way. I'm not 100 percent sure either way.

Q Okay

A. I had a very, very difficult time with the school district in 2007.

Q All right. Let's go back to the September statement and on page two --

A. Exhibit 3?

Q Yes Page two, the third sentence that says, "I have, for the most part, stayed off of the island except to visit my parents who live there "

A And I wrote this in 2007.

Q Yes Why did you stay off the island?

A Because I didn't have any reason to go over there unless I was seeing my mom or my step dad I just didn't -- I mean, I didn't have any reason to go there

Q Okay Let's look at the context of that sentence The context says, "I tried not to

think about him, so I may not remember much now " Is the him in that sentence Charlie Smith?

A Where's that at?

Q The very first sentence

A Yes, this was -- whenever I wrote this in September of 2007, because I was struggling in therapy.

Q Okay And then you said, "I have not seen him since 1992 when he operated a sports memorabilia shop on James Island " And the him in that sentence is Charlie Smith?

A. Yes. And I wrote this in 2007.

Q Right

A. And I believe I already told you I saw him in a sports memorabilia shop, right?

Q All right. The next sentence is the one about staying off the island The next sentence says, "He is from somewhere up north, I believe Illinois, and he served in the military " Are the hes in that sentence Charlie Smith?

A Yes.

Q And the next sentence is, "He has a wife and a daughter whose name I believe is Kim " Is the "he" Charlie Smith?

A. Yes If you go onto the sentence after that, two sentences after that, the him would also be he, Charlie Smith.

Q Okay Because of the placement of the sentence, "I have for the most part stayed off the island except to visit my parents who live there," in the context of the paragraph it talks repeatedly about Coach Smith Is Coach Smith one of the reasons you stayed off the island --

A. No.

Q -- so you didn't have to run into him?

A. No. I just didn't have any business there. You have to keep in mind that I've only finished the eighth grade I write the best that I can and my sentences are run on and they're probably repeats, but I do the best that I can

Q You've also completed the criminal justice academy and the fire academy?

A The detention portion, specializing in those areas.

Q And you have to complete incident reports for the detention center, don't you?

A And they're written on a very low grade level, yes.

Q And you also had to complete incident reports

when you worked at the Department of Corrections?

A. Yes. I don't believe I did very many, but yes.

Q And you typed the September 11, 2007 statement and the December 7, 2007 statement all by yourself, right?

A. I pecked at it I'm not a very good typer.

Q But you did do these all by yourself, nobody told you what to say?

A. No. No one told me what to say

Q All right Let's go to page three The last sentence of the paragraph before the heading, "other memories," it says, "It got harder and harder to go back into that building " I guess we should back up The sentence before that says, "I ended up quitting James Island High all together It got harder and harder to go back into that building "

A. Again, I don't know if that is what I felt in 2007 or if that is what I felt when I was 15. In 2007 I didn't want to be anywhere near that building, thus the reason for the photos. So I'm taking pictures of the photos and it was hard enough to go near the building to take the pictures in 2007 and I also wrote this in 2007.

So do they cross, I don't know. Could I have felt that, possibly. Could I have meant it in 2007, possibly.

Q So you wrote this and you don't even know what you meant?

A. I know that it was harder and harder to go back into that building. Now, was it when I was taking these pictures, yes. That's the reason for the pictures. That's why we went through this portion of the therapy. That's why you have the high school pictures on there.

Q But this sentence comes after, "I ended up quitting James Island High all together It got harder and harder to go into that building "

A. Okay. This is a play on sentences and I'm now telling you what I'm meaning. What I'm meaning is that in 2007 I had a problem going near the building. I couldn't even go into the building. I couldn't even get out of my vehicle to walk into the front of the building in 2007 and I wrote this in 2007. So that is what I mean. Now, could I have felt this way in 2000 or in whenever I was 15, it's a possibility.

Q But you have no idea?

A. I don't recall if I meant that. But I know in

2007 I couldn't walk anywhere near the building. I couldn't get out of my vehicle to go into the front of the building just as an exercise for therapy. You got to understand, I was being treated for PTSD and a severe case of it

Q And so the same thing is about the portion of your December 7 statement about the suicide where you said, "I was scared and tired of the abuse"?

A. The same thing for that

Q You don't know whether you were feeling that way in 1989 or not?

A. I don't know. I know as a reasonable person in 2007 this shouldn't have happened. I know that it would be normal for any child to be in this situation for them to be scared.

Q But you don't know whether you were?

A. I'm not 100 percent sure to say if I was or wasn't.

Q When you first started having these memories, who's the first person you told?

A. I told my mom

Q Who was the second person you told?

A. I believe my mom and I went to see an attorney or I went to see an attorney and she may have

went with me

Q Who is the third person you told?

A I don't know

Q How many people did you tell before you finally went to the police?

A. I told my mom, I told an attorney, I talked to my counselor, my therapist, Dr. Zinzow I talked to the police department sometime in there I had a meeting with my chief and I advised my chief that I was gonna need some time off, supervisors, having to get the time off. Dr. Best, I spoke with her. Dr Zinzow, and I could be missing somebody, but off the top of my head, that is what I recall.

Q What about the media?

A. Did I talk to anybody with the media? I do have a connection with the media Did I actually -- I can't recall if I actually told him that I was sexually abused

Q Was there a situation where you had feelings of romantic attraction for your therapist?

A. Yes.

Q What happened with that?

A. We talked about it and that was it That she had advised me that sometimes in therapy that

happens I mean, now we're talking about things that happened between me and my therapist. I...

Q Did you mail out letters to other potential victims?

A. Yes.

Q Who did you mail those letters to?

A. A boatload of people.

Q Like who?

A. Just anybody that I came up with a name.

Q Do you have copies of those letters?

A. It wasn't a letter, it was the summons and complaint, I believe. You already have a copy somewhere, I think

Q I have the summons and complaint, but the note from the --

A. That was what was mailed.

Q -- from the hospital says, "You have been mailing out letters to potential victims and others have come forward to accuse him, too "

A. Summons and complaint. I mailed out the summons and complaint. I didn't mail out a letter

Q Who else came forward?

A. You would have to ask my attorney that I fired.

Q And what's the name of that attorney?

A. David Flowers.

Q Do you know those names?

A I do not. If I should ever come across that name in my inactive search, I will advise you

Q And it's your understanding that more than one person came forward and accused Charlie Smith of sexual abuse?

A. That is my understanding And now you're talking about information that was discussed between me and my attorney and that is information that my attorney has advised me of, so now -- I mean, I don't know

Q Well, what I want to know is what did you learn as a result of you mailing out --

A. I learned --

Q Let me finish my question

A I'm sorry.

Q Copies of the summons and complaint to "potential victims"?

A I learned what my attorney told me.

MR EDWARDS If you learned something from your attorney, then that's protected by attorney/client privilege

A Then that information is protected by attorney/client privilege.

Q Did any of those potential victims contact you directly?
A. **No.**
Q Did the letter go with anything with your name on it, other than the Jane Doe on the summons and complaint?
A. **No, ma'am**
Q Did you put your return address on the envelope?
A. **I'm not sure if I did or not. I put my return address on something.**
Q And did you give those potential victims your attorney's contact information?
A. **It was in the summons and complaint. I didn't -- I mailed the summons and complaint out.**
Q There was no note on it or no reason why you were sending it?
A. **No, ma'am. No, ma'am.**
Q Where did you get the list of names to mail the summons and complaint out?
A. **Just a list that I compiled through the yearbook.**
Q To your knowledge has anybody else filed suit against Charles Smith?
A. **Not to my knowledge.**
Q How many people is a boatload?

A. **(Indicating.)**
Q Approximately
A. **I didn't keep track. I didn't keep count.**
Q Well, you did the mailing I wasn't there I need to know what your best approximation is on how many of these --
A. **A bunch of books of stamps.**
Q Have you done anything else to disseminate the allegations that you've made against Mr Smith or to tell people about your allegations against Mr Smith?
A. **Outside of the mailings, no.**
Q Did you ever play softball between '89 and 2007?
A **Can you be a little bit more specific with that question? I mean, pick the ball up and throw it or play on a team?**
Q Not just pass a ball, but play a game of softball, whether it be a pick up game or an organized game with uniforms or a league?
A. **I think I may have played at a family reunion. I don't recall ever playing in a league after that. In fact, I now don't even like softball as I sit here and tell you today.**
Q Is the reason that you're living with your mother is because your condo was foreclosed on?

A. **Yes.**
Q How many times have you been suspended from work at the Charleston County Detention Center?
A. **I'm not sure of exactly how many times.**
Q Has it been at least three?
A. **I believe so.**
Q Why did you get an HIV test in 2006?
A. **Standard I -- where did I get it done at? I mean --**
Q It appears from the records it was done at Franklin C Fetter
A. **That is a nonprofit clinic and it may have been standard for them to do it on everybody.**
Q You were convicted of a fraudulent check charge in Berkeley County in 1998?
A. **That was expunged.**
Q Why did you refuse a Pap smear in July of 2007?
A. **With what doctor?**
Q Franklin C Fetter?
A. **I don't know why I just didn't -- I just didn't get one.**
Q All right The note says, "Refused Pap smear Going to go for counseling for sexual abuse, old " Did your refusal of the Pap smear have to do with recalling memories of sexual abuse?

A. **I haven't had a Pap smear in many, many, many years. In fact, I don't even like doctors. I don't like people to touch me. So when they asked for me to have a Pap smear, at the time I may have said, no, I don't want one. That would be a typical response from me.**
Q In your answers to interrogatories when I asked about injuries, it said that you were claiming debilitating physical injuries
A **Can you -- can I read the paperwork?**
Q That's the answer to, I think 15
(Off-the-Record conversation)
A. **Okay. What is your question again, I'm sorry?**
Q It lists debilitating physical injuries.
A. **Can you please define, "debilitating," because I don't know what that means?**
Q Generally, debilitating means that they hamper your ability to act in a normal way Is that -- and let me actually ask at this point. I will allow your attorney to speak, because he used the word debilitating on your behalf If you think that I did not define it well, feel free
MR EDWARDS For fear of making Mr Webster upset, I would say from a broad brush perspective almost like

something that would cause a disability, either physically or mentally

A. In the way that I'm reading this says and/or debilitating physical and/or mental injuries. So what is your question again, I'm sorry?

Q Are you suffering from any debilitating physical injuries as a result of the claims you have made against Charlie Smith?

A I don't clearly understand debilitating.

Q Okay Let's take debilitating out and just go with are you suffering from any physical injuries, injuries to your body itself, physical, like a cut, a scrape, a bruise, a broken bone?

A. I don't have any cuts, scrapes, bruises or broken bones from Charlie Smith.

Q Do you have any kind of physical damage to your body as a result of what happened with Charlie Smith?

MR EDWARDS Do you consider the taste that she had in her mouth earlier a physical ailment?

MS JACKSON I'm leaving that up to her to tell me

A. In that case, there would be, yes.

Q Okay And other than the taste or the act of having a person ejaculate in your mouth, do you have any other physical injuries or damages to you?

A. I have a smell issue with some cologne that he used to wear. I don't -- outside of taste and smell, I don't believe I have any other physical injuries.

Q All right

A. Would you like your --

Q Go ahead and keep it because I'm going into the next part, which also comes from that same answer What are the psychological or emotional injuries that you are claiming from the incidents that you allege with Mr Smith?

A Psychological, mental issues?

Q Yes

A After the repressed memories come back, began to come back in 2007, my life has changed drastically. I have headaches a lot. I can't focus. I have a very, very, extremely difficult time doing my job in being around inmates with sexual misconduct charges of minors. I'm depressed a lot I have a great deal of anxiety. I don't trust anybody in an

authoritative figure over me. I absolutely refuse to be in a sexual relationship with a man, because I don't trust them.

Q Do you think that these issues that you had not developed at the time had anything to do with the reason you had sexual relationships with more than one of your supervisors?

MR EDWARDS Object to the form I don't think I followed that I might have missed something though

A. Can you --

Q You said that you don't trust authority figures and that you don't have relationships with men because you don't trust them But that this is all as of when you have come up with these memories in 2007 that these issues have arisen, is that correct?

A. This is the stuff that I'm talking about since 2007.

Q Right So my question is, do you think that having those memories repressed contributed to your having a sexual relationship with several of your supervisors on different jobs who were both men and authority figures?

A. I don't know.

Q Okay Have you addressed that with your counselor?

A. No.

Q Okay Go ahead

A. I don't believe we spoke about it, but we've spoke about many things, so we could have touched on it.

Q Do you have problems with your self-worth?

A. No, I love myself.

Q Okay I believe that's --

A I'm sorry.

Q I am certainly not trying to say that you should have problems with self-worth, but if you look at the response to number 15, it says, self-worth issues and self-esteem issues

A. I do have self-esteem issues. My self-esteem issues are the part of me that closes myself off from other people. And the self-worth issues in that context is the part of me that closes myself off from other people. Outwardly I can go out and be the most confident, self-worthy person in the world. But deep inside I can't -- I just -- I find flaws in myself. Self-esteem issues, outwardly I can have all the self-esteem in the world, but inside, I may find flaws in

myself. I don't talk or communicate my feelings to people.
Q Wouldn't you agree that a lot of people are like that?
A. I don't know I'm speaking for myself and not a lot of people. I don't spend time trying to figure out what the other people are thinking, so if you don't just ask me what I'm thinking.
Q Did you think of the current counselor's name now?
A We went over there. Tonya -- Tanya.
Q But then you also mentioned another one at Dr Clark's office?
A. Her father owns the place, Machado I'm not exactly sure how to spell it. It starts with an 'M'. I think it's M-A-C-H-A-D-O or something along those lines. But she's a counselor there and I've seen her once.
Q Okay And when was the last time you saw Tonya Bolton?
A I haven't saw Tonya for a while, but I texted her last night and we text back and forth for a little bit. It was kind of late and I'm supposed to call her today. I was gonna call her after I left here

Q Okay Do you have any appointment scheduled with her?
A We're gonna probably get together next week if I don't drive to Columbia. And I was planning on possibly driving to Columbia and seeing her tomorrow, but that is in the very near future, if not Friday.
Q Okay What about the therapist at Machado?
A. Machado, I've set her up and I've spoken with her about this, but I have her in place as a back-up in the event that I need somebody to talk to immediately.
Q Okay
A. And Tonya, I can pretty much get Tonya on the phone whenever I need to speak with her.
Q All right. During the time that you were at James Island from when you started James Island in the fall of '88 until the suicide attempt, February of '89 --
A. Yes, ma'am.
Q -- was there anything else negative or traumatic or troublesome going on in your life, other than the incidents that you were having with Mr Charlie Smith?
A. And my stepfather, us having issues, no

Q Okay
A. Not that I can recall.
Q And the first police report that I show between you and your stepfather is October of 1990 So I'm not saying you weren't having troubles between then, but at least it hadn't gotten to the point of police involvement, is that your recollection?
A. Just because a police officer shows up doesn't mean that he does a report. So if you're going based off of police reports solely, I want to say that there was another occasion or two where the police officers may have come to the house. When, I'm not sure.
Q Do you know the policy of the Charleston City Police Department about whether or not they have to file a report if they show up at the scene of a call for domestic violence?
A. Do I know what the Charleston Police Department's policy was in 1987, 1988, 1989, no, I do not.
Q Okay
A. I don't know. If you have it, can I please see it?
Q. I'm sure I've got it somewhere All right But

as of the records that we have from the police department, the earliest call was 1990 Do you recall physical abuse against you by your stepfather during that school year 1988/1989?
A. I don't recall if it happened during that time or if it was after that time.
Q Okay Do you recall any other troubling or traumatic events or occurrences happening during the 1988/1989 school year?
A I don't recall anything off the top of my head.
Q Okay Just that we have these instances going on with Charlie Smith and that you and your stepfather are not getting along?
A. That's all I recall.
Q Okay
A. I'm not saying there couldn't have been other things, but off the top of my head as we sit here today, I don't recall anything else.
Q All right Let's go off the Record Let me look through my notes I may be -- should be close to done, but then it's his turn
(Whereupon, there was a short break in the proceedings)
MS JACKSON All right I have maybe another 30 minutes or so And I

don't know what Brian has, he may have another 30 minutes or so, but I can't stay that late I know you don't want to come back tomorrow, but are you able to come back tomorrow?

MR EDWARDS How much time are you looking at?

(Off-the-Record conversation)

(This deposition was adjourned at 5 00 o'clock p m)

(Signature waived)

CERTIFICATE OF REPORTER

STATE OF SOUTH CAROLINA)
COUNTY OF CHARLESTON)

I, Nicole D White, the officer before whom the foregoing deposition was taken, do hereby certify that the witness whose testimony appears in the foregoing deposition was duly sworn by me, that the testimony of said witness was taken by me to the best of my ability and thereafter reduced to typewriting under my direction, that I am neither counsel for, related to, nor employed by any of the parties to the action in which this deposition was taken, and further, that I am not a relative or employee of any attorney or counsel employed by the parties thereto, nor financially or otherwise interested in the outcome of the action

_____ Date _____
Nicole D White
Notary Public in and for the
County of Charleston
State of South Carolina

My Commission expires September 11, 2017

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Exhibit F

([redacted] Deposition Transcript Vol.II)

STATE OF SOUTH CAROLINA COURT OF COMMON PLEAS

COUNTY OF CHARLESTON

CASE NO.: 2007-CP-10-5203

JANE DOE,

Plaintiff, VOLUME II

V

CHARLESTON COUNTY SCHOOL DISTRICT, JAMES ISLAND HIGH SCHOOL, AND CHARLES SMITH,

Defendants.

Deposition of [redacted] taken on behalf of the Defendants on Thursday, September 8, 2011 at 10 15 a.m at Senn, McDonald & Leinbach, 3 Wesley Drive, Charleston, South Carolina.

REPORTER Nicole D White

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([redacted] who having been previously duly sworn, testified as follows)

E-X-A-M-I-N-A-T-I-O-N

BY MS JACKSON

Q Ms [redacted], it is Thursday morning at about 10 15 You remained under oath last night Did you talk to anybody about your deposition last night?

A. No

Q Okay This morning -- 10 15 20

A. I've spoke to my mom regarding anxiety and stress that I was feeling from the deposition, but we didn't talk about what was discussed in the deposition.

Q Okay And this morning you were talking to your 10 15 33 attorney outside Were you talking at all about your deposition this morning?

A. We were talking about the tree out there and what kind of tree that was, because I was wanting to put one in my yard 10.15.44

Q I can probably find out for you if you need to know

A. That's fine. I'll find out. Thank you.

Q Okay And are you prepared to proceed this morning? 10 15 57

A. Yes.

Q. Okay. I know I asked you yesterday, but is there any reason you believe that you can not continue this morning with a truthful deposition? 10 16 05

A. No, ma'am.

Q All right.

A. I do have something that I would like to say

Q Okay

A. Yesterday evening I spoke with my stepfather and 10:16:08 he informed me that you, Ms Jackson, or somebody from your law firm had stated to him that I made allegations that he sexually abused me and I don't know if you or anybody from your law firm had stated that, but I would appreciate 10 16:28 you not saying things like that to my stepfather in the future when I did not say that.

Q I believe that what my office said during the discussion with him was that there had been an allegation of physical abuse, not an allegation 10 16 44 of sexual abuse And if he mistook that because I was very clear when I told my staff that there was an allegation of physical abuse and that it ultimately resulted in some police reports being issued, that if that was misstated then I will 10.17 03

certainly apologize to him this afternoon and I can make sure that that is made very clear to him that it was physical abuse that was alleged and not sexual abuse?

A. Evidently you did not make yourself clear enough to him and I spent several minutes, several -- many, many minutes apologizing to him for your law firm yesterday. 10.17.15

Q. Well, I will address that with him this afternoon 10.17.31

A. Thank you

Q. All right. Yesterday when we broke we had been discussing your damages and I want to go through several elements of damages to just to make sure that I understand what types of damages that we're talking about in this lawsuit. 10.17.51

A. You have to understand that right now, currently I'm on 100 milligrams of the generic brand of Zoloft. It makes me feel much different being on the Zoloft as not being on the Zoloft. So if I tell you that I don't have self-esteem problems, I don't feel like I have self-esteem problems being on the Zoloft. Take me off of it and I may feel like I have self-esteem problems. I just want you to know that. That's how I 10:18.07 10:18.25

feel. The Zoloft is doing me a tremendous amount of good and I am taking 100 milligrams of it

Q. Okay. Have you ever self-mutilated? Do you know what that means? 10.18.41

A. Can you be more specific?

Q. Have you ever cut yourself?

A. No, ma'am.

Q. Have you ever --

A. Not intentionally cut myself. 10.18.50

Q. Have you ever intentionally caused yourself physical harm as a means of feeling better?

A. No, ma'am. It hurts when you cut yourself. Being accidentally cut, I mean, it hurts. I wouldn't want to do that purposely 10.19.11

Q. Okay. Have you had any suicidal tendencies since the suicide attempt in 1989?

A. Yes

Q. Okay

A. Tendencies, do you mean thoughts or do you mean attempts? Attempts, no 10:19:22

Q. Both.

A. Thoughts, yes

Q. Have you had any sexual dysfunction, meaning that when you were attempting to perform a 10.19.44

sexual act you were not able to?

MR. EDWARDS: Object to the form. Go ahead and answer if you can.

A. I don't even consider sex a part of my life. I have no desire to have sex 10.19.59

Q. Okay. But since this occurred in 1989, since the suicide attempt, which was to my understanding a conclusion of the situation with Mr. Smith, you have had sexual relationships, correct? 10.20.16

A. Yes

Q. Okay. And you've had sexual relationships with men?

A. And women, yes

Q. And in any of those sexual relationships did you have any issues in your sexual relations? 10.20.21

A. Yes

Q. Like what?

A. I just didn't want to have sex. I would disassociate myself 10.20.46

Q. What do you mean disassociated yourself?

A. I'm just not interested in having sex. I mean, there are times in the relationships that I've been in, very few, that I had sex, but the end result was I just didn't want to have sex. 10:21:17

Q. Okay. Did you have sex with Michael Doyon?

A. Yes.

Q. Okay. Did you have sex with Tommy Vickers?

A. Yes

Q. Did you have sex with the supervisor that you had the relationship with at the Pantry? 10.21.31

A. Yes

Q. And whether or not it was pleasurable, did you have any physical issues with that?

A. I wouldn't say that it was pleasurable. With the physical part comes the emotional part and if you don't have the emotional part, it's hard to have the physical part. And whenever I say I disassociated myself, I didn't have -- it was very difficult for me to have sex. 10:21:51 10.22.34

Q. Okay. Why?

A. I -- toward the end of the relationships I just couldn't have sex. I just didn't want anything to do with having sex.

Q. Okay. And did you ever examine why? 10.22.51

A. No, ma'am.

Q. Okay. Was that a reason for ending these relationships?

A. No, I just -- I just disassociated myself from the relationship. You're gonna have to be more 10.23.16

specific in your questioning, because I don't understand exactly what you are -- what your questions are

Q When you say that you would disassociate yourself, was that during the sexual acts or just because you had a lack of interest in sex, you eventually withdraw yourself from the relationship? 10 23 51

A I had a lack of interest in sex and I didn't feel safe around -- being by whomever I was with 10:24:12

Q In general or during sex?

A. During sex and in general

Q Okay And did you ever wonder or try to figure out why you didn't feel safe during sex? 10 24 41

A. No, it is what it is That's the way I felt about it. It just -- I realized that I was more comfortable being by myself and that is why I'm by myself today

Q Okay Have you ever been hypnotized? 10 25 00

A No, ma'am.

Q All right Yesterday we talked about the fact that you did not recall most of your first ten years and then you said you had some vague memories of your childhood What is it about 10 25 27

when you turned 11 or what is it --

A I said in that time frame. It's not a specific right at ten years old

Q Okay So -- and that's what I'm trying to get at, is I'm trying to figure out how we have this time frame What is it that all of a sudden you start having good memories about? And I don't mean good as in happy, I mean good as in solid able to recall, I did this when I was this age? 10 25 46

A. Just having memories of playing with my brother and that's when the memories start to pick up, just the closeness with my brother, riding our bicycles together and you know, being on innertube going down a snowy slope in the road. 10 26.08

Q Okay And those were when you were about 11? 10 26 36

A I believe I was in the -- it was between nine and 11, somewhere in there I don't know exactly what age.

Q All right After the suicide attempt, all right, you said in 1992 you saw Mr Smith in a sports memorabilia shop when you went in there? 10 27 00

A. Yes, ma'am

Q And you bought some baseball cards and no big deal When you went in there did you recognize -- 10 27 15

A. I may have bought some football cards, too, I don't remember exactly what kind

Q Okay You made a purchase and you saw Mr Smith, did you recognize him when you saw him? 10 27 25

A. Yes

Q Okay And did you recognize that he had been a teacher of yours?

A Yes

Q And did you recognize that he had been your geography teacher? 10.27 30

A. I know that he was a teacher of mine. I didn't think whether he was a geography teacher or science teacher That was 25 years ago. I'm not real sure exactly what I was thinking at that moment I did recognize him 10.27.57

Q But you did recognize him?

A. Yes

Q At that point when you recognized him or any point between the suicide attempt and 2007, did you recall anything about that school year? 10 28 09

A I didn't think about it. It didn't occur to me to think about school I mean, I was working, trying to survive in the world, pay bills. I bought some cards, said hello 10.28 28

Q You had your yearbook?

A. I did have my yearbook.

Q Okay

A. And I believe it was in a box somewhere until I had to dig it up in 2007. 10.28:40

Q Okay What I'm trying to find out is with regard to your repressed memory claim, assertion, allegation, however we want to frame it, I'm trying to figure out exactly what it is that was repressed and what was not repressed about that time period in your life from when you started James Island in the fall of '88 'til when you attempted suicide in February of '89 Is it just the instances, the five instances that we've talked about with Mr Smith, is it everything that occurred in those nine or so months, is it just school things, is it just softball related things, what is it that was repressed until 2007? I mean, if somebody had come up to you in 2002 and said did you play softball at James Island, would you have said I don't remember anything about that or would you have said, yeah, I played with Katie and Lillian and Troi? 10 29 05 10 29 23 10 29 43

A. I don't know how I would have answered it. 10:29:56

Nobody ever come up to me and asked me if I played softball. I mean, I -- I distanced myself from James Island.

Q But you went back to visit your family there?

A. I did, but I went to [redacted], visited my family, may have went to the store and left. But a very big time in my life I lived out of town. 10 30.17

Q Okay But just with regard to the time from when you started James Island to when you attempted suicide, even if you didn't actively think about it, it seems that if that was a complete hole, that you would have realized that there was a big hole in your memory that lasts almost a year that where you have no recollection, but clearly you had some recollection because when you saw Mr Smith at the sports memorabilia store you recognized him and you wouldn't have recognized him if you didn't remember something about the '88/'89 school year Do you see what I'm saying? 10 30 36 10 31 02 10 31 15

A I understand

Q Okay So we know that you at least remember him during this time period?

A. (Indicating) 10 31:31

Q But according to you, you don't remember the oral sex incident in the truck Do you remember any of the other incidents with him when you see him in the sports memorabilia store?

A. No. I bought some cards. 10 31 49

Q Well, I understand that you bought some cards, but you're saying when you saw him there was absolutely nothing about, oh, that's a -- that's that teacher who touched my boob, or that's the guy that kissed me in the stables, or -- 10 32.14

A. I was by myself waiting to get my hair cut. I was thinking probably about my hair cut. I bought some cards. I recognized him. I said hello And I talked to a lot of people on the street. I'm always saying hello or waiving to people even if I don't know you. You're asking me if I remember the sexual abuse then, no. Had I remembered, he would probably be in jail. 10 32 31

Q Okay But at that point you recognized him and you recognized him as a former teacher? 10 32 53

A. Yes.

Q Okay When you started having your memories come back in 2007, did you have a sudden realization that he was your geography teacher? What is it that came back to you starting in 10 33 25

2007 that you suddenly realized that you didn't know before?

A. This is very, very difficult for me to explain, because I don't understand what happened. When I began to have nightmares of Charlie Smith standing over top of me laughing, the nightmares got worse and got more frequent, which is why I sought out help It's hard to explain how this just come back to me 10.34.19

Q When the memories of the sexual abuse came back to you, did you ever doubt them? 10 34 48

A No, I did not doubt them.

Q Why?

A. Because at that point I started to remember the sexual abuse. 10 35 34

Q Okay And these are daytime memories or does it come back to you in dreams? How did it come back to you?

A. The best way that I can explain it after I began to have the nightmare of Charlie Smith standing over top of me laughing, it's like something inside of me snapped and I remembered that he forced me to perform oral sex on him And then I started to remember all of the bad things that he had done that he shouldn't have done that I 10 36 03 10:36·19

know now that he shouldn't have done

Now, if you're asking me to explain how I go from having the nightmares to it snapping and me remembering this stuff, I don't know how. Let's talk to a doctor and see if they can fill you in on how this stuff happens I don't know. 10.36 34

Q And what I'm asking you is --

A. I'm only telling you the way that it happened to me Now, you're asking me, okay, what memory did you remember and how did this start to happen, you know what, it snapped and it come back and I remembered the stuff, okay. Now, you keep asking me questions that I don't know how to answer. I don't know what the answers are 10.36·48

Q Did they come back to you in dreams? 10 37 05

A. See, we're back to that, were they dreams, it snapped, okay?

Q And you were just standing there and all of a sudden --

A. And I become suicidal and I wanted to die and it's not a matter of it just -- you're asking me questions that I can't answer I wanted to kill myself then I didn't I didn't try it, but that is how it happened 10 37.18

Q Do you remember where you were when you 10 37 35

remembered?
A I don't recall where I was
Q All right And you, at that point, remembered all five of these instances that we've been talking about? 10 37 47
A. I didn't remember all five It started to come back to me and then as we were going through the exercises in therapy with whatever the doctor was doing, it started to come back to me I would relax and I would take myself to those moments in my mind 10:37:59
Q To those moments of these incidents?
A Where Charlie Smith would -- we worked on the memories that caused me the most stress of the -- at first it was his vehicle. And now we're getting into therapy stuff You're gonna have to ask my therapist. 10 38 19
Q No, I'm gonna ask you I want to know from your side
A. Okay. Ask me 10 38 29
Q You're in therapy?
A You got to understand, I also had posttraumatic stress disorder That is very, very hard to deal with in itself
Q I understand that. 10 38 39

A And I am not completely healed from this stuff I am not nowhere near completely healed from this stuff I still have issues with it. I still have issues where I'm scared just to be alone, just to breathe, I'm just scared 10 38 50
Q The only way that I can understand this is for you to tell me the best you can
A. And I'm trying to do it the best that I can
Q All right. So when you developed the memories of the incidents -- 10 39 15
A. When I remembered --
Q -- of abuse?
A. -- the memory, yes
Q Okay I'm sorry, I thought you used the word developing As you were going through counseling and you started to remember these incidents, were you also starting to remember other things during that time period or were you focusing only on these incidences of abuse? 10 39 25
A. We focused on the things that stressed me and caused me the most anxiety. 10 39 40
Q Okay Like his vehicle?
A. Like his vehicle to begin with.
Q What else?
A The oral sex 10 39 49

Q Okay What else?
A The pictures that I took dealing with the anxiety from the school
Q Okay
A. And different places that we had been 10:40 02
Q All right When you first had the nightmare before the memories came back, okay, the first whatever, however many days you had the nightmare of him standing over you laughing, when you woke up, did you know what the nightmare was about? 10 40 22
A I remembered Charlie Smith standing over me laughing
Q Okay And when you woke up -- and I presume in the dream you saw his face? 10 40 39
A. I would presume, too, otherwise I wouldn't have known it was Charlie Smith
Q So when you woke up in the morning, you knew that was Charlie Smith standing over me laughing, it was frightening? 10 40 52
A. Yes.
Q Okay And did you say that was Charlie Smith, he was one of my, you know, weird --
A. I didn't say anything
Q -- he was one of my teachers? But did you 10 41 03

recall that was Charlie Smith and that he -- you knew him because he had been one of your teachers? Or did you say that's Charlie Smith, but I have no idea --
A I didn't say anything 10.41 18
Q Okay Did you say to yourself --
A I woke up crying, shaking, laying in my bed sweating and knowing that I just had this nightmare of this man, Charlie Smith, standing over me laughing 10 41:30
Q And did you remember who Charlie Smith was?
A Yes
Q Did you remember that he was -- had been your teacher?
MR EDWARDS Objection Asked and answered Go ahead and answer again 10 41 44
Q That's not -- just for the Record, that's not a proper objection
A I don't recall if the very first time I had the nightmare if I knew that it was him or not. 10 42 06
Q What do you mean, if you knew if it was him or not?
A I did know that it was him, because as I'm sitting here today I'm telling you that I woke up after having a nightmare of Charlie Smith 10.42 34

standing over me laughing
Q I understand that
A. And I was very distressed and I understand that, that you understand that, but you're asking me the same question. 10 42.52
Q My question is did you understand who Charlie Smith was to you?
A. I had to of, yes, yes.
Q I'm just trying to figure out what we can associate back to your memory from '88/'89, 10 43 00 because that was the only contact you had with him, correct, as a teacher and a coach?
A. I had to have known him I knew him at the sporting goods store Did I associate him as my geography teacher, I don't know I went in 10 43 14 there, bought some cards, said hello. I knew him.
Q And if somebody had looked at you and said, how do you know that guy --
A Nobody looked at me. You're asking me what ifs 10:43:25 I don't know.
Q. And you have said in 1992 that he was your teacher?
A. I don't know We're back to the what ifs I recognized him, yes I mean, if you get away 10.43 39

from asking me the what ifs and ask me something other than your what ifs, I can answer you, but I recognized him. I bought cards from him.
Q Okay Now I'm talking about when you had the nightmare about him 10 43 52
A I did recognize him.
Q Okay I'm trying to figure out how you had managed to function through your life with this massive set of memory losses
A. I don't know. I have functioned. That is what 10 44 02 I have done, I have functioned
Q And so how is it that you realize all of a sudden at these different points in your life that you have no memory of these other points in your life? 10 44 15
A. I never --
MR EDWARDS Object to the form
Q You can answer
MR EDWARDS If you understand the question 10 44 23
A. Please rephrase the question so that I can understand.
Q I need you to explain to me how it is that at certain points in your life you have realized that you have these huge pockets of time that 10 44 33

you have no memory, when you told me over and over again --
A I don't understand --
Q Let me finish
A -- why this happens 10.44.43
Q You've told me over and over again, well, I just didn't think about that. Well, if you didn't think about it, then how do you know that you have a blank memory? How do you know that it wasn't just, okay, well, now that I'm trying to 10 45 00 think about it, now I'm remembering?
A It's not about now that I can try and think about it and remember. It's that I don't remember I don't remember I don't know I can't explain to you why this happens I don't 10.45 14 know why it happens.
Q Do you have memory of your other classes that year '88/'89?
A I have a memory of Sadie Brown, my English teacher. I don't know what year it was 10.45:37 According to the -- one of the exhibits I had her for both years, I believe.
Q Okay Anything else?
A No
Q Have you ever had a neurological exam? 10 45 47

A. No.
(Whereupon, Defendant's Exhibit 10 was marked for identification.)
Q I'm gonna show you what's been marked as Exhibit 10 to your deposition This is a photocopy of a 10 46 03 postcard that was mailed out Did you mail this postcard?
A. Yes, I did mail this postcard.
Q And whose phone number is that at the bottom?
A. That is a hotline that I set up. 10:46:14
Q Is that your phone number?
A. The phone number is listed under me, but it's a hotline I set up. It's not my phone number.
Q And how many calls did you receive to that hotline? 10 46.29
A. A few
Q Did anybody leave their name?
A. No.
Q Did anybody give you any information?
A. No. 10 46 39
Q Then what did the people who called tell you?
A. They just didn't say anything. I had their number on caller ID.
Q And did you call them back?
A. No. 10 46:54

Q How many of these postcards did you send out?
A. **A bundle Not as many as I had intended to send out.**
Q And you sent these postcards after this lawsuit had been commenced? 10 47 29
A. **I believe so Yes Yes**
Q Do you have any plans to send out any further mailings?
A. **I have many plans**
Q All right Yesterday we -- 10 47 52
A. **All legal, of course. All my plans are legal.**
Q Maybe criminally
A. **No, ma'am**
Q You ever heard of defamation?
A. **I have.** **10:48.31**
Q Okay
A. **And since this stuff is true, I don't see how it would be defamation.**
Q Okay When we talked about the five instances yesterday, you said that the first one at your 10 48 44 desk you weren't certain whether that was accidental or intentional, correct?
A. **Yes.**
Q Okay All right So I'm going to skip that one We'll go to the three incidents in the 10 49 01

middle I'm going to take them in no particular order since we don't seem to have a date order that they occurred in If we go to the kiss in the horse stables, describe to me how he felt your breast? 10 49 26
A. **He felt my breast with his hand**
Q Okay This is January or February?
A. **I don't recall. We established a timeline for this stuff yesterday.**
Q Were you wearing a coat? 10 49 51
A. **I don't recall.**
Q Did he put his hand on your shirt?
A. **I'm sorry?**
Q Did he put his hand under your shirt?
A. **He didn't touch my skin directly.** **10:50.01**
Q Did he grab it and squeeze, did he rub it, how did he touch your breast?
A. **I don't recall exactly how he touched my breast, whether he rubbed it, squeezed it, I don't recall.** **10.50.32**
Q And describe the kiss.
A. **I felt his mustache**
Q Okay And was it open mouth?
A. **No, ma'am.**
Q So it was lips to lips? 10 50 54

A. **Yes**
Q Okay And you did not push him away?
A. **I recall freezing.**
Q And you don't recall how you felt, is that correct? 10 51 17
A **I don't recall how I felt. I know how I feel now.**
Q Did you know when you were 15 years old that a teacher shouldn't kiss a student?
A. **I don't know what I was thinking at 15.** **10:51:42**
Q I'm just asking you what you may have known?
A **I know now that a teacher shouldn't kiss a student.**
Q Okay Did you have learning disabilities when you were 15? 10 52 00
A. **No, ma'am.**
Q Did you have any mental disabilities when you were 15?
A. **No, ma'am, not that I know of**
Q Were you a typical 15-year-old? 10 52 08
A **I don't know what you would describe as a typical 15-year-old I didn't drink, I didn't smoke, I didn't take drugs. I don't know. Typical 15-year-olds now-a-days get in all kinds of stuff. I don't know what your description** **10.52.28**

may be
Q You hadn't had sex at 15?
A. **No, ma'am.**
Q Had you ever had sexual touching with a boy at 15? 10.52 55
A. **I don't recall there being a boy that I was interested in I don't recall there being a boy in my life at 15 I don't --**
Q Or before that?
A. **I don't believe so.** **10:53:27**
Q. Had you ever kissed a boy before that?
A. **I don't recall kissing a boy before that.**
Q And you were in driver's ed that semester, so you were in the process of getting your driver's license, correct? 10 54 16
A. **Yes, according to Exhibit 2.**
Q Did you consider yourself to be a person with common sense when you were a teenager?
A. **Common sense? Define common sense**
Q You're a detention officer You've been a 10 54 57 prison guard You know what common sense means
MR EDWARDS Object to the form
If you have a question for her, she'll answer
Q I asked my question 10 55 12

MR EDWARDS She asked for clarification

A Can you please repeat your question?

Q When you were a teenager, did you consider yourself to have common sense? 10 55 24

MR EDWARDS Object to the form

A You're asking me if I thought that I had common sense 25 or so years ago and I'm basing my answer on my feelings now and I don't think most kids in having dealings with youthful offenders 10 56 01 and juveniles even have common sense So for me to say that I had common sense back then, I can't answer that based on what I see now I don't know if I had common sense or not. And that's based on what I see now in dealing with 10.56 19 youthful offenders and juveniles.

Q And I think we established yesterday that before this happened you had at least heard about oral sex?

A. Yes, ma'am. 10 56 35

Q And you had at least heard about sex?

A. I don't believe we talked about sex. I don't think we --

Q I'm asking you now, had you at least heard about what sex was by the time you were 15? 10 56 47

A. I know I hadn't had sex by that age.

Q I understand that.

A. So I don't know if I heard about it. I can't answer that. I don't know

Q You went to public school, correct? 10 56 59

A. Yes, ma'am.

Q And you had an older brother, correct?

A. Yes, ma'am

Q Do you think it's reasonable to believe that by the age of 15 you had heard something about sex? 10 57 26

A. You're asking me --

MR EDWARDS Object to the form

Q I'm asking you if you think it's reasonable?

A. I don't know I don't have kids I don't know if that's something they -- that they hear I 10:57:38 don't know If I had kids I could probably most likely answer that question.

Q Did you seek out Mr Smith when you were 15?

A. He was my geography teacher I believe I was put in his class 10.58.11

Q Did you seek him out for sexual purposes?

A No, ma'am

Q Did you kiss him?

A. No, ma'am.

Q When he kissed you, did you kiss him back? 10 58 19

A No, ma'am

Q When he unzipped his pants, did you ever make any move or word to reject him?

A. I was a kid and I was scared

Q That was not my question 10 58 50

A That is my answer.

Q My question was, did you ever move to reject him or speak to reject him?

A And my answer is I was a kid and I was scared That is my answer. 10 59 02

Q So is the answer no?

A Now you're answering for me

Q I'm asking you a yes or no question and I want a yes or no answer And the question is, did you ever make a move or verbalize a rejection of him 10 59 12 when he pulled his penis out of his pants in his vehicle?

A And my answer is I was a kid and I was scared.

Q That's not an answer to the question

MR EDWARDS If you answer yes or 10 59 24 no you can explain your answer however you need to explain it But if you can, answer yes or no

Q You're welcome to give an explanation, but I want a yes or no to the question 10 59 36

A. You didn't say that I could give an explanation, you just said answer yes or no, so please ask your question

Q It's the same question Please read it back

(A read-back in the proceedings) 11 00 09

A No, I don't believe I did, because I was a kid and I was scared

Q When you were sitting in his classroom with a room full of other students present and he put his hand in your pants, did you ever speak up to 11 00 24 tell him to stop or to bring attention to what he was doing?

A No Because I was a kid and again, I was very scared and I trusted him

Q Did you consider him putting his hand in your 11 00 42 pants in his classroom a violation of your trust?

A. We went through this yesterday, I believe You're asking me as a kid who was 15 about violations of trust and I'm not real sure how to 11 01 22 answer that, because I trusted him I trusted him

Q Am I correct that we don't have an exact date on the oral sex incident?

A. I believe we don't have an exact date on any of 11 02.10

them.
Q Okay
A. **But we have a time frame.**
Q Right I just wanted to make sure that we didn't have an exact date All right Give me 11 02 20 just one minute and I think I'm done
(Whereupon, there was a short break in the proceedings)
MS JACKSON [redacted] I don't have any further questions at this time 11 07 11 I may have some follow-ups when Mr Quisenberry's done, but he has some questions for you
E-X-A-M-I-N-A-T-I-O-N
BY MR QUISENBERRY 11 07 15
Q All right You ready?
A. **Yes.**
Q [redacted] I'm Brian Quisenberry I'm an attorney for the school district I've got some questions They should be really straight 11 07 23 forward I don't want to be here all day, but the way you've been answering some of the questions, we're gonna be here forever, so if you can give me a direct response, just give me a direct response, okay? 11 07 32

A **Yes, sir**
Q Thank you All right I understand, and clarify me if I'm wrong, but I understand from your testimony yesterday that you didn't tell anyone about any of the incidents that occurred 11 07 41 with Mr Smith until 2007?
A. **Yes, sir.**
Q All right Now, I'm gonna clarify that to make sure that this is accurate, you didn't tell anyone at the district about any of the 11 07 54 incidents with Mr Smith, correct?
A. **The school district?**
Q Yeah
A **Correct.**
Q You didn't tell anyone at the school about the 11 08 01 incidents with Mr Smith?
A **Correct**
Q Now, one thing, about your knowledge and your evidence and that sort of thing, when I say that, I'm talking about what you have, 11 08 17 documents, or your own mind, or any facts that you have, okay, do you understand that?
A. **Yes, sir.**
Q Okay Do you have any evidence or knowledge that any of the school officials knew about the 11 08 26

incidents with Mr Smith?
MR. EDWARDS Object to the form
A. **How could they not have known He was that blatant**
Q You can give me a direct answer and then you can 11 08 39 explain Do you have any evidence or knowledge that any school official knew about any of the incidents with Mr Smith?
MR EDWARDS Object to the form
A **I believe that Mr. Hyatt (ph) the principal had 11.08 50 knowledge of it.**
Q Okay Tell me why do you believe that? Did he tell you that he had knowledge of it?
A **No. But his office was right there within view of Charlie Smith's vehicle. 11 09 10**
Q So you're saying that because his office was located in a certain position, that therefore he should have known about the incidents with Mr Smith, is that what your testimony is?
MR EDWARDS Same objection 11 09 23
Q I'm just reiterating back what you just testified
A. **All right I'm thinking If you'll please give me a minute.**
Q You've just testified that it's your belief that 11 09 35

because of the principal's office location, that he should have known about the incidents with Mr Smith, correct?
A. **Yes**
Q Okay Anything else? Any other facts you have 11 09 43 as to why the principal should have known? If you don't have anything, just say no
A **I don't have anything at this moment.**
Q Would you know it now more than you would know at trial? 11 10 09
MR EDWARDS Object to the form
A. **I'm still recovering memories I don't know what I'm gonna know at trial I mean, as time it will go**
Q So you're saying at a later point you may have 11 10 19 more facts than you do now?
A. **I'm saying at a later point, yes, I may**
Q But at this point you have no other facts except the location of the office of the principal as to why he would know about this, correct? 11 10 32
A. **Yes.**
MR EDWARDS Object to the form
Q And same question, do you have any evidence or knowledge that any district official should know or did know about the incidents with Mr Smith? 11 10 41

MR EDWARDS Object to the form
A **I believe Sadie Brown knew about the issue**
Q All right And Sadie Brown is who?
A. **Was my English teacher.**
Q Is she a district official? 11 10.57
MR EDWARDS Object to the form
A. **I don't know**
Q She's a teacher at the high school, correct?
A. **Yes**
Q All right Tell me why you think Sadie Brown 11 11 06
knew
A. **I just get the feeling that she knew. I don't know how to pinpoint it.**
Q Give me specific facts What happened that
makes you think that she knew about the 11 11 27
instance?
A. **I can't give you specifics.**
Q So you have no facts, correct?
MR EDWARDS Object to the form
Q You have no facts, it's just a feeling, correct? 11 11 36
MR EDWARDS Same objection
Q I'm trying to clarify your testimony You're
testifying that it's your opinion that she knew,
correct?
MR EDWARDS Object to the form. 11 11 45

That's not what she said
Q You can answer Please answer
MR EDWARDS What is the question,
please?
MR QUISENBERRY I'm trying to 11 11 52
clarify her testimony
Q You said that it's your opinion that Sadie Brown
knew about the incidences, correct?
MR EDWARDS Object to the form.
A **I believe Sadie Brown knew what Charlie Smith 11:12:02**
was doing.
Q Okay And how do you believe that? What facts
do you have to support that belief?
MR. EDWARDS Same objection
A **It's a feeling that I have. 11.12 18**
Q And you have no facts to support that belief,
correct?
MR EDWARDS Object to the form.
A **It's a feeling that I have Those are facts to**
me. 11 12 38
Q Those aren't facts I'm going to ask you a
question and you're gonna answer it. Do you
have any facts, yes or no?
MR EDWARDS Object to the form.
What is a fact? 11 12.47

MR QUISENBERRY What is a fact?
Something that happened
A **My feeling to me is a fact.**
Q Okay Give me the support for that
MR. QUISENBERRY And don't do any 11 12 53
speaking objections, please, all right?
That's improper
BY MR QUISENBERRY
Q Tell me the facts that --
MR EDWARDS She doesn't 11 12 57
understand your questions You're
asking her loaded questions
MR QUISENBERRY Stop with the
speaking objections
MR EDWARDS You're asking her was 11 13 02
she a district official when she doesn't
know what a district official is
MR QUISENBERRY You can't coach
her, I'm sorry You can't coach her,
okay 11 13 12
MR EDWARDS I'm not coaching
MS JACKSON You are coaching If
she doesn't understand the question, she
needs to say that No more speaking
objections 11 13 19

BY MR. QUISENBERRY
Q All right I'm not trying to be rude I'm here
because you brought a lawsuit and it's my right
to find out what evidence you have to support
it So tell me the evidence and the facts that 11 13 28
you have to support your allegation that Sadie
Brown knew about these incidences. Lay it out.
MR EDWARDS Object to the form
A. **I have a feeling that she knew about it and**
that, to me, is a fact. It's my fact 11:13:55
Q And so all you have is your feeling?
MR EDWARDS Same objection
Q You going to answer my question?
A **Restate your question, please.**
Q You said you have a feeling that she knew? 11 14 19
A. **Yes.**
Q And you have offered me no evidence to support
that feeling, correct?
MR. EDWARDS Object to the form
Answer if you understand 11 14 34
A **I don't really understand what you're saying**
Q Okay. You just testified with the principal
that when I asked you what evidence you had, you
said, well, his office was close by With
Ms Brown you have offered me no facts What 11 14 47

facts do you have to support your feeling that Ms Brown knew about the incidents?
A **I just feel like she knew about it.**
Q So you have no facts?
MR. EDWARDS Object to the form 11 15 01
Q Do you have any facts or not? You're under oath to testify --
A **I am under oath and I'm testifying to the best of my ability.**
Q Okay Do you have any facts to support your feeling that she knew about the incidents? 11 15 09
A. **I feel like she knew about it.**
Q And do you have any fact to support that feeling? I feel like Tennessee is gonna beat Cincinnati on Saturday when they play football, but I don't have any facts to support that Tell me your facts 11 15 20
A. **I don't really follow football, so you're giving me some --**
MR EDWARDS Object to the form 11 15 26
Q Just explain to me if you have any facts to support your belief If you don't, that's fine
A. **I feel like she knew**
Q Okay And why?
A. **I just feel like she knew** 11.15.36

Q So you don't have any facts to support that?
A. **We're going back -- right back around.**
Q You won't answer the question
A **I answered it to the best of my ability**
Q You have to answer what supports your feeling 11 15 54
A. **I feel like she -- she has knowledge of it.**
Q All right And what do you have to show that you -- that there's any support for that feeling?
A. **It's a feeling that I have** 11 16 04
Q And so you have no support for the feeling?
MR EDWARDS Object to the form
Q We're gonna be here all day because this is my option
A **That's okay** 11 16 17
Q This is my only opportunity to find out what you have, so you're gonna tell me what evidence you have because at trial you might say, oh, well, here's what I have Sadie Brown told me X, Y and Z Well, you need to lay it out now This is your chance, because this is your opportunity to prove your case This is your one chance You have to lay it out now or your case is gonna be gone So you need to lay out what you've got What facts do you have to support your 11 16 27 11 16 38

belief that Sadie Brown knew about it?
MR EDWARDS Object to the form
A. **I feel like she knew about it.**
Q And what facts do you have to support that feeling? 11 16:53
A. **I'm still recovering memories.**
Q You don't have anything at this point?
A. **Something gives me a feeling that she knew about it.**
Q. But you can't identify what that something is at this point? 11 17:01
A. **That is correct.**
Q Okay
A. **I cannot identify what it is at this point**
Q All right Do you have any -- well, you don't have any knowledge about any incidents with Mr Smith prior to you with someone else, do you? 11.17 10
A. **Prior to me?**
Q Uh-huh 11 17 35
A. **Regarding conversations with the attorney that I fired, there --**
MR EDWARDS (Indicating)
Q And those are the ones you spoke about yesterday, right? 11.18 02

A. **Yes.**
Q Anything else?
MR EDWARDS. Just to clarify
MR QUISENBERRY. Object to the form of the question or don't say 11:18 14 anything
MR EDWARDS Look man, what is your problem You don't --
MR QUISENBERRY Just don't coach
MR EDWARDS You need to just 11 18 19 relax
MR QUISENBERRY That's like my biggest pet peeve when you're coaching your witness
MR EDWARDS Good for you 11 18 21
MR QUISENBERRY That's like lawyer 101, all right Don't coach your witness
MR EDWARDS All right Lawyer 101 is a civility oath You want me to 11 18 25 get you a copy so you can read it?
MR QUISENBERRY I'm very civil Just please don't coach your witness
MR EDWARDS You aren't being civil, you're yelling at the witness, 11.18 32

you're shouting at me You're sitting up at the table getting in my face

MR QUISENBERRY I'm not getting in your face I'm way back

MR EDWARDS Sit back and relax 11 18 37

There's an attorney/client issue that needs to be addressed

BY MR QUISENBERRY:

Q I don't want you to testify about anything with your attorney, okay? This is my deposition -- 11 18 43

A. Well, that is where there's an issue because --

Q Please don't Don't --

A -- the information is between me and my ex-attorney Why are you asking me about that?

Q I said is there anything else You testified 11 18 51 about that yesterday

A. There's some information between me and my ex-attorney

Q I don't want to know about that

A. But you're prying to get to the information and 11 19 00 that is through my attorney.

Q No, no Do you know about anything – I asked you a question about if you knew about any prior incidents with Mr Smith with someone else?

A. I've had conversations with my attorney 11 19 10

Q Besides your attorney, anything else?

A Outside of the conversations that I had with my attorney, which were many conversations, no.

Q Okay

A And I don't recall if I spoke with somebody with 11.19.36 the department of education. I think I did, but I can't recall.

Q What – about what?

A. About Charlie Smith

Q When was this conversation? 11 20 07

A. I don't recall It has been since 2007

Q So this would be a conversation you had with the department of education about Mr Smith?

A. My attorney's involved in all that stuff, so we're borderline 11.20:32

Q You're talking about your conversation with the department of education, correct?

A. Yes

Q. Okay What was said?

A. I believe I may have just gotten a direction for 11 20.41 a complaint.

Q So they gave you information on how to lodge a complaint?

A. I believe so.

Q You don't recall anything else? 11 21 22

A. Not at this time, sir

Q Okay You don't – let me clarify again what I understand your testimony to be You don't have any information that the district or the school would have had that would have put them on 11 21 45 notice that Mr Smith would do something like this?

MR EDWARDS Object to the form

A Why would the school district not dig into the fact of the suicide attempt? 11 22 03

Q I'm talking about before this happened

A Oh

Q Anything they knew about before it happened? Do you know of anything the school district knew before this happened that should have put them 11 22 12 on alert for this?

A. I'm not sure how to answer that because --

Q If you don't have anything --

A Listen to what my answer --

Q -- it's easy to just say you don't. 11.22 43

A. Will you please listen to what my answer --

MR EDWARDS Don't interrupt her

MR QUISENBERRY. I've asked her a yes or no question

MR EDWARDS Let her answer the 11 22 49

question

BY MR QUISENBERRY

Q Please answer

A Are you gonna let me answer the way I want to answer? 11.22 55

Q You can't do that. This is my deposition I ask the questions and you answer them, then you can clarify I asked you a yes or no question

A. That's not a yes or no question

Q Do you have information, that was the question 11 23 02

MR EDWARDS Object to the form

Answer the question as best you can

A. Can you please re-answer -- re-ask the question?

Q Do you have any information or knowledge that the school district had any information about 11 23 22 Mr Smith that should have put them on notice prior to these incidents?

A. Prior to 19 --

Q Prior

A -- '89? 11 23.32

Q Uh-huh.

A Not at this time.

Q Okay You don't know of any school district official or teacher official or anyone, that had any knowledge prior to the instances that should 11.23 53

have put them on notice?
A. Prior to 1989?
Q (Indicating)
A. Not at this time
Q All right Now, was -- I understand from your testimony yesterday, clarify if I'm wrong, but that when you first started getting rides with Mr Smith you said that you didn't think anything of it at first, correct? 11 24 07
MR EDWARDS I'm sorry, what was the question? 11 24 33
MR QUISENBERRY I'm trying to clarify her testimony Yesterday when she was describing the rides with Mr Smith she said I didn't think anything of it when I got in the car with him to get a ride home from practice 11 24 41
Q Is that correct?
A. From school. 11:24:47
Q Okay So it's from school?
A. And practice.
Q And you didn't think anything of it?
A. No. By that point he had already befriended my mother. I mean, my mother knew of him. 11:24 59

Q Go ahead
A. My mother knew him and had met him by that point.
Q And your mom knew he was giving you rides?
A. I can't speak for her. I believe so, but you'll have to ask her. 11:25:11
Q You believe that she knew?
A. Yes.
Q And there's nothing improper or wrong about a couch giving a student a ride home from practice? 11 25 21
A **How about a geography student, a geography teacher giving a student a ride home from school?**
Q With the mother's knowledge, there's nothing -- I mean, there's nothing wrong with that, is there? 11 25 32
MR EDWARDS Object to the form
Q That alone, nothing else?
A **I don't think they allow that now-a-days I don't know I don't know 11:25:41**
Q In your opinion, is there anything wrong with that?
A **In my opinion today --**
Q No 11 25 48

A. -- yes, I do think there's something wrong with it
Q Even with a parent's permission?
MR EDWARDS Object to the form.
A. At what point did my mother give permission, I don't know You ask her 11 25 57
Q I said, if your mom did give permission, is there anything wrong with that?
A **Today, yes, I believe teachers should not give students a ride home, period That's what I feel. But again, I don't have children If I did have children, they wouldn't be riding home with teachers or coaches. 11:26 08**
Q All right I want to ask you about -- I noticed in some of these documents there was something from the National Crime Victims Center referred to something about that you kept a planner Do you remember that? Did you keep a planner? 11 26 27
A **Can I see what you're referring to?**
Q This is a letter Did you keep a planner? 11 26 40
A **Repeat your question**
Q Did you keep a planner?
MR EDWARDS Do you have the document you're talking about?
Q No, I don't, not in front of me I'm asking 11 26 52

you, did you keep a planner?
A. From when?
Q Ever?
A **A planner as in what my schedule is?**
Q Yes 11 27 00
A **I have a planner right now, my work schedule**
Q Did you keep a planner back when you were in school?
A. I don't recall
Q You don't recall? Did you ever give a planner to the crime victims' unit? 11 27 05
A. Define planner.
Q What you were just talking about.
A. A schedule?
Q Yes Did you – 11 27 29
A. A work schedule?
Q No, not a work schedule
A. I may have given my doctor my work schedule.
Q Okay You gave them a planner, right?
A. I don't know if that's a planner Define planner Planner can be 50 million things What -- a work schedule? 11 27 37
Q. Are you serious? A planner A memo, something that you kept notes, your own personal notes in Did you keep that? These are simple questions 11 27 52

You're being evasive and it's not proper
A. I'm not being evasive
MR EDWARDS You're harassing her
MR QUISENBERRY I'm asking her if she had a planner 11 28 09
A. I'm answering to the best of my ability I'm not being evasive.
Q Tell me if you kept anything of your own personal --
A. I kept a calendar 11:28:17
Q You kept a calendar? Anything else that you kept like that, notes, a diary?
A. I never kept a diary
Q Okay Now do you?
A Now, I don't know, maybe you consider a diary a planner I don't know what your definition of a planner is Let's get the dictionary and look it up 11 28 25
Q Doesn't have to be a dictionary, just your understanding We're both trying to come to a -- 11 28 37
A. I've almost always kept a work schedule of some sort because of my work, because my work schedule is crazy
Q So you kept a work schedule? Did you keep 11 28 44

anything with dates on it that you took notes of what happened during the day?
A. Regarding work, regarding --
Q At all?
A At all? 11.28 56
Q Uh-huh
A. Periodically, from time to time I take notes Work notes or notes at work because of different inmate issues, to remember them
Q Okay Anything about your own personal life, notes that you took? 11 29 07
A I may have taken some notes going through therapy.
Q Okay
A To make progress in therapy 11 29 20
Q And you gave those to your doctor, right?
A I don't recall if I did
Q You kept those?
A I don't recall I'm saying that I may have.
Q Okay 11 29 30
A I mean, I --
Q Well, I want -- I'm asking, because I asked you for -- to produce all of your notes and personal notes and I didn't get those back I didn't get those from you, so if they exist, you need to 11 29 44

give them to me
A. Are you talking about notes that I kept for purpose --
Q. Any notes, planners, about your day, about anything that you did, that sort of thing 11 29 54
A. About my work schedules on Microsoft Excel on a calendar and I worked nights that day, days that day.
Q And you said that there was some things you might have given to your doctor, right? 11 30 08
A. I may have given her something in the form of a worksheet, but if that was the case, I don't keep that stuff. And if I did have a copy, I've given everything that I have to my attorney.
Q Okay Thank you 11 30 32
A. Is that what you're trying to get to?
Q Yes
A. Why didn't you just ask?
Q I did
A. No, you didn't. 11:30:37
Q You just -- you made me define planner for you before we could get there
A. So your question would have been, did I give everything to my attorney that I had, then my response is yes. 11:30:49

Q Then that would define everything and I wanted to know if you had a planner You might not have thought that was relevant.
All right. You've alleged in this case that you've oppressed your memory and that you lost it for almost 20 years Now, you have to understand that is a -- that's a very rare allegation and it's something that makes it very difficult to defend a lawsuit and it's also very hard to believe So you -- this is your chance and your opportunity to prove that that is the truth, all right? So I want -- I want to understand what it is that was repressed, when it was repressed, how long it was repressed You need to lay that out for me now, because this is your chance to prove -- 11 31 01 11 31 18 11 31 36
MR. EDWARDS Object to the form
A. Have you been listening?
MR EDWARDS She went through that for two days with Robin Jackson 11 31 43
Q Very unclear
A Is there any way that we can have the court reporter read back everything over the last two days so that you can --
Q No, no, no I'm gonna go over what you 11 31 57

testified and make sure I understand it and then we'll fill in the holes. I understand that some of the incidents with Mr Smith were repressed and then that they were recalled in 2007, correct? 11 32.14

A. All of the sexual incidents with Mr. Smith were repressed.

Q Okay I'm just trying to summarize first.

A. I just want you to understand, not some, it's all 11:32 26

Q All All right That's important. That's what I'm trying to figure out

A. Well, you were trying to slide some in there.

Q Well, that's what I want to clarify

A. Okay. 11:32.34

Q I'm not trying to trick you I'm just trying to understand your testimony

A. I think you are.

Q Well, that's probably why this is taking so long I really just want to lay out what you 11 32 42 have, that's it This is your chance to lay it out Just lay it out for me, so I know what your testimony is, that's it.

All right So you -- you're alleging that the incidents with Mr Smith, and we'll go over 11 32 52

what that is defined as, but were repressed from '89 until 2007, right?

A I have a question. Is there any way that you can change chairs with her, so that you're closer so that we're not -- 11:33:06

Q Can you hear me?

A. There may be -- maybe that's part of the problem is that you're talking very loudly and maybe I'm taking that to be a bad thing.

Q All right I'll try to be -- 11 33 16

A So if you get closer to me, maybe we won't have this. I mean, if you would like me to move down there, I don't have a problem.

(Off-the-Record conversation.)

(Whereupon, there was a short break in the proceedings) 11:33:31

BY MR QUISENBERRY

Q All right. [redacted], I've moved closer to you so hopefully we can talk quieter

A. Thank you 11 39 28

Q All right Basically I'm just trying to clarify what you've already testified about, because it's been in pieces and that sort of thing and it's my job to understand what your testimony is That's all I'm trying to do You know, I 11 39 39

got to know what you're gonna say, that's all I want to know your story And like I said before, this is your chance to prove your case And repressed memory is pretty odd thing, so I want you to prove it to me, that's it So I'm 11 39 52 gonna walk through, make sure I understand what your testimony is

Generally I understand that these incidents were repressed from 1989 to 2007, correct, in a general sense? That's just kind of to start us 11 40 11 out and make sure

A. In a general sense.

Q Yes Okay And what I want to clarify is exactly what was repressed first. I know you've gone over that some, but you know, it's very -- 11 40 35 this is a very peculiar allegation and I just want to make sure that I understand how it affected you So you've said that you repressed the Bronco incident, correct? I'm gonna go through each one and you tell me whether it was 11 40 58 repressed

MR EDWARDS She's already done that.

MR QUISENBERRY I'm gonna do it twice 11 41 03

MR. EDWARDS She isn't going to answer again

MR. QUISENBERRY Yes, she is going to answer my questions

MS JACKSON She's going to answer 11 41 06 as many times as he asks a question

MR QUISENBERRY This is my chance to take the deposition She's already gone I'm a different party

MR EDWARDS You can ask for 11 41 10 clarification She's testified to those things yesterday and again today

MR QUISENBERRY I'm a different party I'm gonna ask my questions

MR EDWARDS You sat here 11 41 16 yesterday and listened to all the questions and all the answers --

MR QUISENBERRY. I'm gonna ask my questions

MR. EDWARDS And you sat here this 11 41 17 morning You can ask her to clarify her testimony

MR. QUISENBERRY It wasn't clear on the Record

MR. EDWARDS Can you please let me 11 41 21

talk You're killing the court reporter You heard all the questions yesterday, you heard all the answers yesterday You heard all the questions this morning, you heard all the answers 11 41 29 this morning

MR QUISENBERRY They weren't clear

MR EDWARDS You can ask for clarification 11 41 35

MR QUISENBERRY That's what I'm doing

MR EDWARDS But she's already testified what was repressed We're not gonna be here all day so you can ask her 11 41 40 14 more times

MR QUISENBERRY I'm gonna ask her until she gives me the answer

THE DEPONENT. That you want You're gonna ask me until I give you the 11 41 45 answer that you want

MR QUISENBERRY Until you answer the question

THE DEPONENT I'm giving you the answers that I have 11 41 50

BY MR QUISENBERRY

Q Let's go through it If it's easy, we'll go through it real quick, okay Just tell me what was repressed and what wasn't

A. I've already answered that question. 11.41:58

Q Well, you're gonna answer it for me You've answered it for her You're gonna answer it for me, all right? Okay?

A. So we're gonna be here for another two days.

Q No, we're not 11 42 08

A. Because that's what it's gonna take to answer all these questions again.

Q You don't remember what you repressed?

MR EDWARDS Hold on Are you asking her to testify again as to things 11 42 13 she testified about to Ms Jackson?

MR QUISENBERRY That are unclear to me

MR EDWARDS: Which things are unclear? 11 42 20

MS JACKSON These are improper speaking objections

MR EDWARDS I'm trying to limit the deposition here

MS JACKSON You don't get to 11 42 26

limit the deposition It's not your deposition This is a discovery deposition and we're both entitled to ask any question we want to ask that's not protected by a privilege 11 42 33

MR EDWARDS That is right

MS JACKSON If you want to state an objection to the form, you can, but you can not limit our deposition

MR EDWARDS Sure I can You 11 42 39 don't have carte-blanche to ask her 50 different times the same question

MR QUISENBERRY Yes, we do I can pull you the case that says --

MS JACKSON We most certainly do 11 42 46 when her answers are different

MR EDWARDS Is that what you intend to do?

MR QUISENBERRY I will If you want to file for a protective order, we 11 42 49 can go ahead.

MR EDWARDS Ask for clarification

MR QUISENBERRY Okay You're not filing for protective order is what I'm 11 42 54

saying? I want to make sure that's on the Record

MR EDWARDS I want you to ask your questions

MR QUISENBERRY So you're not 11 43 00 filing for a protective order?

MR EDWARDS I don't know what you've done yet Come here and ask her the questions If you are gonna be unduly repetitive and harass her -- 11 43 07

MR QUISENBERRY Unduly repetitive is not a proper objection, so you take that to the court and we'll see what happens

BY MR QUISENBERRY. 11 43 15

Q I'm not trying to be rude to you, I'm sorry I just want to understand I didn't understand before, okay?

A. I have my -- my thought is that you haven't been listening for these two days. And I noticed 11:43:25 that you had your head down and maybe you were taking a nap whenever you had your head down and maybe you didn't listen, but you maybe should have been listening

Q No, I wasn't taking a nap 11 43 33

A So please ask your question
Q Do I look like I was taking a nap or that I'm tired?
A I thought you were tired earlier You weren't paying attention 11.43.42
Q Why were you focused on me during your testimony?
A Looked over your way I glanced over your way You know, in law enforcement they teach us to try and be familiar with your surroundings. In 11 43 50 this case you laying your head down got my attention.
Q I don't remember laying my head down, but okay Let's just walk through it I swear it won't take long if you just testify Just tell me 11 44 02 what you have What's your evidence? This is your case Your lawsuit, okay I'm gonna walk through the incidents that allegedly occurred and you tell me whether they were repressed or not Should be easy The Bronco incident, was 11 44 16 that repressed?
A. Would you please be more specific.
Q The incident in the Bronco, do you remember that?
A. Would you please be more specific. 11:44.24

Q Okay The oral sex incident in the Bronco, do you remember that incident?
A. That was repressed, yes
Q Okay That was repressed Okay Was the incident where you went to the stables where you 11 44 36 kissed Mr Smith, was that repressed?
A Yes
Q Okay What about that incident was repressed, the whole thing or just the kiss?
A The whole thing 11 44 50
Q The whole day?
A. I don't recall that day.
Q Okay
A I recall an incident.
Q You didn't recall it during the time period -- 11 44 58
A That issue was repressed until 2007.
Q Okay And I'm gonna try to define "issue", that word, "issue" You said that issue was repressed, so I'm gonna define what "issue" was So was it, do you remember riding on horses that 11 45 14 day, did you remember in 1992 or 1991 that you rode horses at one point on James Island?
A. I recall seeing the horses each time I went to the stables, but again, seeing the horses was repressed until 2007. 11.45.31

Q Okay I'm gonna ask and let me clarify, because I think you might have been testifying about what you remembered after 2007 and I'm not asking you about that. None of these questions -- I'm not asking you about after 2007 11 45 44 what you remembered I'm asking you what you remembered from the period of '89 to 2007 During the repressed time what did you remember that -- do you understand that?
A. No, I don't 11:45.57
Q Okay I'm trying to eliminate the things that weren't repressed, so I'm gonna ask you about things and you tell me whether they were repressed or not So that's dealing with the time period between '89 and 2007, do you 11 46 09 understand?
A Such as what the weather was like that day?
Q Such as --
A. That was repressed, because I don't remember.
Q Okay So the weather and the whole day about 11 46 18 the riding, being there with the horses and all that was repressed?
A. Yes
Q Okay And even the weather, like you said?
MR EDWARDS Is that a question? 11 46 31

MR QUISENBERRY I'm just clarifying
A. Are you asking me what the weather was like that day? Please ask me what the whether was like
Q I'm asking you if that was repressed, even what 11 46 39 the weather was like that day?
A I don't recall what the weather was like, so evidently it is still repressed, because I don't recall
Q Okay So that never came back? 11 46 51
A. Not at this point.
Q And did you ever go back to James Island at all and go by the stables or near there in this time period between '89 and 2007?
A. It's not very far from my parents' house. I 11 47:14 would imagine that I've driven by it.
Q And had you ever -- did you remember going by those stables at all?
A. It never occurred to me that that even had a meaning to me. 11.47.36
Q Okay That helps Okay So during that time period you drove by, you didn't even recognize that you had ever been there?
A. Yes.
Q Yes, that's correct, what I just said? Just 11 47 49

trying to clarify
A. **Can you please say it again, what you said?**
Q So during this time period of '89 to 2007 when you drove by the stables, you didn't even recall ever having been there? 11 48 03
A **I'm not sure if I recalled having been there. I don't -- I mean, we're talking about memory repression I don't know how to answer you, I don't.**
Q I understand that, but this is your case 11 48 35
A. **You keep reminding me that, sir I understand that.**
Q So it's your burden to prove this
A. **Okay. So ask the question, I'll answer it**
Q Uh-huh I'm asking you, I need to know to what 11 48 44 extent you repressed facts that happened in your life So did you just repress the actual physical incidents or did you repress the whole day and being at the stables so when you drove by, you didn't even recognize being there? 11 49 02 That's what I'm trying to get at So you said that you drove by because it was near your parents' house When you drove by it, did you recognize it?
A. **I said I may have driven by it. I don't recall 11:49:12**

specifically going there or going by it. I just ..
Q Did you remember ever being there, I mean, did you ever during this period?
A. **Prior to 2007? 11:49:24**
Q Yeah
A. **No.**
Q. So you thought you had just never even been there?
A. **Please ask your question again. 11 49.29**
Q I'm just trying to understand You said that you didn't remember ever being there So I'm trying to understand You just thought, hey, I've never been there, just like I've never been in that house over there That's what I think 11 49 53 now But so you had never -- you thought you'd never been to the horse stables on James Island, is that correct?
A. **I don't recall remembering the horse stables.**
Q Okay You don't -- you don't recall ever 11 50 12 remembering being there at all?
A. **I don't recall having been at the horse stables**
Q I'm trying to be nice, but that was a yes or no answer, so I just -- you don't recall ever being at the horse stable during this time period from 11 50 38

1989 to 2007? During that time period you -- let me restate During that time period between '89 and 2007 you never remembered being at the horse stables?
A. **That is correct. 11:50:51**
Q Okay And so then the next incident that I have on my list here is from yesterday Is -- or these actually you didn't remember the order necessarily of the middle incidents, but I have an incident in the classroom where you were on 11 51 12 the desk or behind the desk, that incident
A. **You weren't listening I don't believe I said I was on the desk.**
Q You said behind the desk I clarified it just now I said behind the desk 11 51 25
A **Okay**
Q That incident You know the one I'm talking about?
A. **So what is your question?**
Q Was that repressed during this period between 11 51 31 '89 and 2007?
A. **I didn't remember it**
Q Okay Did you remember ever sitting behind Mr Smith's desk?
A **From when? 11 51 45**

Q From '89 to 2007, during that period did you remember ever sitting behind his desk?
A **I didn't remember him. I didn't remember the desk.**
Q That's helpful Then -- okay, so that helps 11 52 23 I'm just trying to understand
A **Ask your question, please**
Q So you didn't remember Mr Smith at all, is that your testimony?
MR EDWARDS Object to the form 11 52:36
A **That's not true**
Q That's what you just said
A **I remembered him in the store, the sporting goods store. See, now you're twisting the words and I'm not trying to understand you're trying 11 52 48 to twist everything around**
Q I just want -- can you read back the last answer?
(Whereupon, there was a read-back in the proceedings) 11 53 05
Q You didn't remember him?
A **I remembered him in the sporting goods store. I bought cards from him I said hello**
Q Just now you testified you didn't remember him at all 11 53 13

A. I didn't say I didn't remember him at all I said that I didn't remember the desk.
Q Okay You did say you didn't remember him
A. I recognized him at the sporting goods store Recognizing and remembering, I don't know the difference You tell me 11:53:26
Q Okay
A I recognized --
Q It's obviously not clear, right? It's not clear, so let's go through it 11 53 35
A. All right
Q There you said you didn't remember ever sitting behind his desk, correct?
A. When?
Q During this period between '89 and 2007 11 53 46
A I'm sorry, what were the periods again?
Q '89, 2007, the repressed period, you didn't remember ever sitting behind Mr Smith's desk?
A. I didn't remember anything that had happened at the school, so other than -- 11:54:12
Q So it's broader? You didn't remember ever even being in the school during '89 to 2007?
A. No, I remembered being in the school
Q Okay Did you remember being in Mr Smith's geography class? 11 54 28

A. I don't recall.
Q You don't recall? So you didn't remember being in Mr Smith's geography class?
A. See you're asking me questions of what I remember now and what I remember then 11:54 44
Q I'm asking you what you remembered then
A. I don't remember what I don't remember then. That is the whole point of this
Q So how you gonna prove your case, if you don't remember what you remember? 11 54 55
A I remember what I remember now since 2007 What would you like me to tell you about that?
Q I'm telling you you're asking 12 jurors to believe that you have this repressed memory syndrome, but you can't tell me what you 11 55 07 remembered and what you didn't It's your job to prove it, so I'm just trying to give you that opportunity
A. How can I tell you what I don't remember when I don't remember it? 11:55:16
Q Okay Well, that's your choice
A. But I remember now.
Q If you don't remember it, we'll see what the jury thinks
A. All right. And we will We're continuously 11:55:23

going around in circles and you keep asking the same questions
Q Let me clarify your testimony You don't recall whether you remembered during '89 to 2007 if you were in his class? 11 55 34
A I didn't remember it.
Q So you -- so between '89 and 2007 you didn't remember being in his class at all?
A I don't remember what I don't remember between 1989 and 2007, because that is when I repressed 11:55.54 the stuff So you're asking me to remember something in that time period that I don't remember, but I remember it now
Q But you remember the incidents, so, I mean, it's pretty convenient that you remember those 11 56 06
A I remember them now.
Q So let's talk about what you didn't remember
A. How about --
Q Okay Let's go through it Do you see how that might not be credible, that you only can 11 56 14 identify those incidents?
A. I'm not here to –
Q I'm trying to help you
MR EDWARDS Let him ask you a question Object to the form You're 11 56 22

not being helpful and you're not asking a question
BY MR QUISENBERRY.
Q All right. Just try to answer and if you need clarification, let me know, but otherwise, we're 11 56 29 going to go in circles. I'm trying to get to whether you remember being in his class at all during that repressed time, if you remembered it, okay? That's -- so tell me from '89 to 2007 did you remember being in his class at James 11 56 47 Island High School?
A. I remember now having been in his class then.
Q Okay That's not my question
A. That's the only answer I can give you, because I don't remember that period. So you're asking me 11.56.59 to remember something in that period about him that I don't remember So we're gonna go around all day and we're gonna be here all day.
Q No
A. Okay. 11.57 13
Q You're going to tell me whether you remembered during the repressed period being in his classroom
MR EDWARDS Object to the form
A. I don't recall what I remembered. 11.57.21

MR EDWARDS What do you mean, "being in his classroom"?

MR QUISENBERRY Did she remember having his geography class?

BY MR QUISENBERRY 11 57 27

Q Do you remember having Mr Smith in geography class from '89 to 2007? Do you remember being in that class?

A. I remember today being in his class I don't remember what I remember from that time period about Mr Smith. 11:57:38

Q So I think I understand what you're saying and that's fine. What you're saying is right now you don't remember whether during '89 to 2007 you remembered being in his class? 11 57 52

A. I think that is correct.

Q Okay

A Would you please restate that so I can make sure that we're correct.

Q. Okay Right now today you don't remember whether between '89 and 2007 you remember being in his class? 11 58 00

A. I didn't remember being in his class

Q So we're gonna have to do it again So from '89 to 2007 you didn't remember being in his class? 11 58 18

A. I remember today being in his class between that time period

Q Okay I'm not asking you that I'm asking you during this time period of repression, did you remember being in his class? 11 58 39

A. I don't remember what I don't remember in that time period

Q Okay.

A. But I know now that I was -- I remember that I was in his class 11.58.56

Q I'm not trying to disagree with that I'm not trying to disprove that I know you do Right now you remember being in his class Okay I'm not going there I'm not touching that

A. But you're asking what I remember in a time that I don't remember. 11 59.06

Q So that's fine That's what I think your --

A. So that was my answer.

Q I was trying to clarify that. Right now you don't remember whether you remembered from '89 to 2007 being in his class, correct? 11 59 15

A I don't remember whether I was in his class I don't remember that time period I don't remember him in that time period, other than I recognized him. 11.59.47

Q. During your repression point you didn't remember him?

A Yes

Q But you did recognize him?

A. I did recognize him 11.59.51

Q But that's the only time you thought about him during that time period?

A. I don't recall giving him any thought.

Q So you didn't -- when you saw him --

A. But you would have to remember something to think about it. 12 00 04

Q So when you saw him, you knew you knew him, but you didn't know how you knew him?

A I knew I knew him from the high school.

Q So you knew you knew him from the high school Did you know he was your teacher? 12 00 14

A. I remembered him, Charlie Smith, like I remembered Mr. Fischer

Q Can you --

A. I'm trying to answer your question. I remembered Charlie Smith like I remembered Mr. Fischer when I seen him at Lieber I just recognized him and since I'm a friendly person, I say hello to everybody 12 00 38

Q But you didn't think that's my teacher? You 12 00 53

didn't remember that that was your teacher?

MR EDWARDS Object to the form

A. I don't recall getting happy to see him.

Q These are the same questions that your doctor would ask you to try to diagnose you with repressed memory, so I'm trying to decide whether what you remembered and what you didn't, okay? That's what anyone would do 12 01.07

A And I am telling you what I remember and what I didn't remember, but my answers aren't good enough for you, because you keep asking me. 12 01 19

Q No, you're contradicting yourself, that's why You're contradicting You say one thing and you say something else and it's unclear I want to clarify what your position is, that's it. You can say whatever you want I just want to have it clear on the Record so it's not both ways, all right? So -- 12 01 30

A. That was very unclear to me what you just said But that's okay 12 01:42

Q Good We're exchanging it I didn't mean to be --

MR. EDWARDS It's 12 00 o'clock now

A It's not funny I don't know why you're 12 01 48

laughing and you think it's funny. Go ahead
MR EDWARDS It's 12 00 o'clock now I have -- frankly, I thought we'd be done by now based on what y'all told me yesterday 12 01 59
MR QUISENBERRY I was hoping to be
MR EDWARDS But it looks like we're going to be here much longer than that 12 02 07
MR QUISENBERRY I don't think so
MR EDWARDS I have other appointments that I need to go to now, so why don't we take --
MR QUISENBERRY I thought we had 12 02 13 a deposition at 12 00?
MS JACKSON 1 00 o'clock
MR EDWARDS We had one at 1 00
MR QUISENBERRY I thought we were planning on staying here through that? 12 02 20
MR EDWARDS You might have I don't know what y'all planned Y'all got some kind of plan of attack here
MR QUISENBERRY. I thought you were here yesterday when we talked about 12 02 28

this?
MR EDWARDS We were gonna start at 10 00 o'clock
MR QUISENBERRY And go through to the next deposition 12 02 33
THE DEPONENT We were gonna take a break in there was also my understanding because I made a note that I was gonna go get some lunch somewhere
MR EDWARDS In any event, I got 12 02 41 to run right now So we can come back after lunch and you can push Mr Moore back or not.
MS JACKSON We can do that
MR QUISENBERRY That's fine. I 12 02 54 didn't know you had anything This is the first I heard of it
MR EDWARDS I thought it was gonna be a half hour this morning
MR. QUISENBERRY Half hour? 12 03 01
THE DEPONENT That's what you said yesterday, sir
MR QUISENBERRY That was a misunderstanding then
MR EDWARDS So we'll meet back 12 03 06

here
MS JACKSON At 1 00 o'clock
MR EDWARDS 1 30, please
THE DEPONENT I would like to go get some lunch, please So can we maybe 12 03 14 do it at 1 30?
MR EDWARDS Okay with you?
MR QUISENBERRY I guess Yeah, 1 30? We have a deposition noticed for 1 00, don't we? 12 03 25
THE DEPONENT Well, I mean, you guys have cancelled before on my step dad at the last minute You've already inconvenienced him So 30 minutes --
MS JACKSON [redacted], the 12 03 33 attitude is really not necessary today, okay We're all trying to make accommodations here
MR EDWARDS Do y'all mind contacting Mr Moore and seeing if he is 12 03 42 willing to delay his deposition?
MS JACKSON I will contact him
MR EDWARDS Did you expect to be done in an hour?
MR QUISENBERRY Right now I was 12 03 54

hoping to be done in like ten minutes Right now I mean, like from this point forward
MR EDWARDS Do that ten minutes at 1 30, because I've got to go 12 04 04
MR QUISENBERRY Go ahead
(Whereupon, there was a lunch break in the proceedings at 12 04 p m to 2 10 p m)
BY MR QUISENBERRY
Q All right We're back on the Record We were 12 04 15 going over your repressed memory and you were explaining to me what was repressed and what wasn't We were talking about the allegation or the repression of the incident in the classroom where you were sitting behind Mr Smith's desk 14 10 17 I was going over your testimony during the break and it looked like you had testified that you remembered after 2007 that this was quiet time when this incident occurred and that you were going over a book, is that correct? 14 10 36
A. **Yes, sir, a world geography book.**
Q And you said that he often times kept a lot of books on his desk and you remembered that?
A **There were books on his desk, yes**
Q And so during the period of repression, I know 14 10 53

you remember this after 2007, but during the period of repression from '89 to '07 did you recall reading a geography book with Mr Smith?
A. I don't recall
Q Okay You don't? 14.11 09
A. No, sir
Q You didn't recall that?
A. I don't recall
Q You don't recall whether you recalled that during that time? 14 11 17
A. Yes, sir I don't recall whether I recalled that
Q And you don't recall whether you were in his classroom at all, is that correct? You don't recall whether you recalled during that time 14 11 29 period whether you were in his classroom?
A. I didn't remember --
Q Uh-huh
A -- during that period.
Q Okay You didn't remember being in his class? 14 11 39
A. I don't recall what I recalled during that period
Q But you do recall that you -- during that period you didn't remember the incidents?
A. That is correct. 14:12.04

Q So is that the only things that you can identify that you repressed, the actual physical touching? Let me strike that That's a confusing question I think I understand what you're saying, I just -- I'm still a little 14 12 31 unclear, because you just testified that you don't remember whether you remembered reading the geography book So I'm -- I'm trying to understand if you remember being in Mr Smith's class at all during the repression period? 14 12 44
A. I'm sorry I didn't recall Charlie Smith, but it didn't mean that when I saw him I didn't recognize him.
Q Yeah And you said you remembered that day when you saw him, right? 14 13 12
A. I recognized him --
Q Now you remember?
A. -- that day.
Q And do you remember at all how you recognized him? 14 13 22
A. I just recognized him as somebody that I may have known
Q Okay But you didn't recognize him as a teacher or you don't remember recognizing him as a teacher? 14 13 36

A I don't recall
Q Okay Now, there's another incident, it's the -- I think it's the first incident, the one in the classroom where you were sitting in the back and the right hand and the right breast, 14 13 55 that incident.
A. Yes, sir.
Q Okay Was that repressed also during the period of '89 to '07?
A Yes, sir. 14:14.08
Q Okay Was the -- I think there's one more incident, the incident with the hand on Mr Smith's pants where you felt his penis Did that -- was that repressed?
A. Yes, sir Between that -- the time period that 14.14 31 we had spoke about.
Q Yeah, '89 to '07?
A. Yes, sir.
Q You said something about that you purposely distanced yourself from James Island during that 14 14 55 period And why did you do that?
A Can we have that read back, too, because I don't --
Q I had it on my notes that you said that you distanced yourself from James Island during that 14 15 15

period
A. During what period?
Q During the '89 to '07, you distanced yourself That's the language I have down that you used I'm just asking you to clarify what you meant by 14 15 26 that?
A. I didn't have a reason to go there other than to see my parents, my mom and my stepfather and I didn't see them often
Q Well, I just -- when you said the word, 14 15 36 "distanced", I didn't know what you meant by that It almost seemed like you purposely tried to stay away Is that what you meant?
A. No It was I didn't have a reason to go there, so I distanced myself, because I didn't have a 14:15.50 reason to go there.
Q All right. So your --
A I went to see my parents I didn't go and hang out on James Island.
Q But your testimony is that it wasn't purposeful, 14 15 59 you weren't trying to avoid James Island?
A. I just didn't have a reason to be there other than to see my parents.
Q My next question is about when exactly these incidents went blank in your mind? Do you know 14 16 27