



Meeting
Street
Schools

EFFECTIVE JANUARY 2026

Family Handbook

- Meeting Street Academy – Charleston
- Meeting Street Academy – Spartanburg
- Meeting Street Elementary & Middle – Brentwood
- Meeting Street Elementary – Burns

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About Meeting Street Schools

OUR MISSION

Empowering children with the excellent, life-changing education they deserve

CORE VALUES

- **Exceptional Teaching:** Excellent teachers are the key to unlocking students' potential. We are committed to identifying, supporting and empowering outstanding educators who hold themselves accountable to create transformative learning experiences.
- **Life-Changing Student Achievement:** Our driving focus is to provide an excellent education that builds optimism about the limitless opportunity in our country. We strive to achieve dramatic academic gains and instill the beliefs and resilient habits in students that will allow them to transform their lives.
- **Innovation and Growth Mindset:** We embrace an entrepreneurial, innovative spirit and growth mindset. We constantly challenge ourselves to get better, take calculated risks and evolve our approach to change the status quo. We are humble, because we believe there is always room for improvement in our pursuit of educational excellence.
- **Gratitude and Responsibility:** We appreciate the incredible purpose in our work. We recognize the responsibility of being entrusted by families with the education of their children. We hold a high bar for ourselves and expect the same responsibility from others.

What happens if we, as partners, successfully educate our students?

Our high-achieving network of schools aspires to redefine what is possible in education by setting uncompromising expectations for academic excellence and character development. Our schools aim to prove that all children can achieve at the highest levels when provided with rigorous instruction, a supportive learning environment and a culture that celebrates intellectual curiosity. The aspiration is not simply to meet traditional benchmarks but to surpass them. Our goal is to consistently rank among the top in the state and nation while also preparing students to thrive in college and beyond. This vision is rooted in the belief that every child is capable of extraordinary achievement when challenged, nurtured and given access to world-class learning opportunities.

Beyond academic success, our schools strive to cultivate future leaders who possess not only strong minds, but also strong character, resilience and a sense of civic responsibility. Students are encouraged to be independent thinkers, effective communicators and active problem-solvers who engage with the world beyond their classrooms. By fostering creativity alongside discipline, and ambition alongside empathy, our schools strive to graduate young people who are prepared for higher education and equipped to make meaningful contributions to society. The ultimate aspiration is to build a generation of graduates who embody our schools' core values and serve as examples of what is possible with an exceptional education.

Family Partnership

Families are essential partners in a child's education. Learning is most effective when educators and parents work together toward shared goals. Family involvement through communication, support of academic habits at home, and participation in school activities strengthens the connection between home and school and reinforces the values of respect, responsibility and perseverance.

The school encourages parents and guardians to engage positively with staff and to model respectful, solution-oriented communication for students. When families and educators collaborate with mutual trust and professionalism, students benefit from consistency, encouragement and a unified sense of purpose.

To maintain a safe and supportive environment for all, visitors (including family members) must demonstrate appropriate behavior and wear appropriate attire while on campus or attending school-sponsored events. Inappropriate conduct such as disrespect toward staff, disruption of instruction or failure to follow school policies may result in removal from the building or exclusion from future events. The school reserves the right to take necessary steps to protect the well-being of students, staff and the broader school community. Parents and guardians are welcome to observe and visit the school in accordance with the school's observation protocol.

Admissions

Meeting Street Academy – Charleston

PRE-K – 5TH GRADES

The school is a private, independent institution that admits 3-year-olds through fifth-grade students through a selective application process. All applicants must submit required written materials, verify documents (regarding income, age, questionnaires, etc), complete academic and developmental assessments, and participate in an interview with school leadership. Admission decisions are made holistically based on the applicant's readiness, potential and alignment with the school's mission, which requires family partnership. The school reserves the right to deny admission or enrollment at any time and may withdraw an offer or admission accordingly.

Meeting Street Academy – Spartanburg

PRE-K – 5TH GRADES

The school is a tuition-free public charter open to South Carolina residents. Prospective families may submit an application with required documents during the enrollment window. Accepted applicants will be notified. If applications exceed available seats, legally permitted preferences (e.g., siblings of enrolled students, children of staff/board) may apply. If applications exceed available seats after legally permitted preferences have been applied, the school conducts a random lottery and establishes a waitlist for the remainder of the school year in the order of names drawn. Waitlists do not carry forward to the next academic school year.

Meeting Street Elementary & Middle – Brentwood

PRE-K – 8TH GRADES

Enrollment at Meeting Street Elementary & Middle – Brentwood and Meeting Street Elementary – Burns is determined by Charleston County School District attendance zones under the schools' Public School of Innovation partnership with the District. Students who reside within a school's designated zone are assigned to that school, pending required proof of residency. Families living outside the zone may request placement through Charleston County School District's transfer or school choice processes, which are subject to space availability, eligibility criteria and District timelines.

Meeting Street Elementary – Burns

PRE-K – 5TH GRADES

Verifying Enrollment Eligibility

Families provide documentation confirming identity, age, residency and immunization status that is compliant with statutory requirements.

Examples include:

- Long-form birth certificate
- Proof of immunizations or exemption documentation
- Medical insurance card
- Two proofs of residency (e.g., driver's license, utility bill, mortgage statement, lease)

Students who have been previously expelled from another school will not be permitted to enroll in accordance with SC Code § 59-63-217.

Transfers will be considered pursuant to a transfer process in partnership with Charleston County School District.

Withdrawals

Upon request from a receiving school, the school promptly transfers educational records. Transfer is not delayed due to outstanding fees. A withdrawal will be immediately processed at the request of parents/guardians to remove their child from the school. Oral and written withdrawals will be accepted.

A student may be withdrawn from school after ten consecutive unexcused absences.

Private schools and private programs may withdraw students at any time for any reason.

Enrollment Confirmation

To secure your child's seat, families must complete all enrollment steps by the stated deadlines, including required family meeting(s), submission of all documentation (e.g., residency and immunization records), and any necessary forms or signatures. A seat is not confirmed until these steps are completed and verified by the school. If requirements are not met or information provided is inaccurate or incomplete, a student may not be able to attend the school.

Fees & Costs

Families may incur certain optional or activity-based costs during the school year. Optional technology device insurance may be available. Additional uniforms or replacement materials can be purchased at cost. Fees for extracurricular activities and field trips vary by club or event. After repeated late pick-ups, a late fee may apply. Borrowed or unreturned materials may also be reimbursed at cost. Refusal to pay fees and costs may lead to a loss of activities, privileges and/or withdrawal from programming.

Preparedness to Learn & Attendance

Students arrive on time, in uniform, with required materials, ready to learn. Absences/tardiness are excused only for illness, emergencies or as supported by documentation. Excessive absences trigger tiered interventions (e.g., meetings, attendance plans or withdrawals) and may affect grade promotion due to lost instructional time.

To protect the learning environment of all students on campus, we do not allow distractors such as toys, games, cell phones or other electronic devices similar to cell phones without permission from school leadership. If a distracting item is brought to school, it will be confiscated and returned to the parent/guardian. Lost, stolen or damaged items are not the responsibility of school. We highly recommend not bringing items that can cause distractions to school in any capacity.

PRESENT FOR THE DAY

A student is considered present when attending at least half of the instructional day.

LAWFUL ABSENCES (WITH DOCUMENTATION)

- Student illness or medical care
- Illness or death in the immediate family
- Recognized religious observances (approved in advance)
- Military deployment-related leave (limited excused days)
- School-approved activities

DOCUMENTATION

- A parent/guardian or doctor's note should be submitted promptly after each absence.
- Only five parent/guardian notes per year are accepted as excused.
- Family vacations are not excused absences.

Uniforms

Uniforms support focus and community. Students wear the full school uniform daily unless otherwise communicated. Parents/guardians ensure compliance. Repeated violations result in interventions as outlined in this Family Handbook.

Behavioral Expectations

STUDENTS DEMONSTRATE SCHOLARSHIP AND CITIZENSHIP BY:

- Treating others with respect and kindness
- Caring for school property
- Cooperating with teachers, staff and other authority figures
- Making safe choices
- Contributing to a focused, positive learning environment

Our goal in holding high behavioral expectations is to help students develop the internal motivation and self-discipline needed to achieve excellence not only in academics, but also in how they interact with peers, adults and the community at large. True discipline both discourages negative behaviors and actively encourages positive ones. We meet students where they are, help them learn from mistakes and guide them toward making better choices in the future. Students are also taught that inappropriate or unsafe behaviors harm both the individual and the community.

Celebrating student achievement is a way to reinforce the values and behaviors that lead to success. Recognizing and rewarding excellence encourages the actions we want to see in our schools and helps diminish those we do not. Our rewards honor not only academic achievement and measurable progress but also positive behavior, preparedness to learn and consistent effort.

In our school, it is common to see student work proudly displayed in classrooms and hallways, serving as a visual celebration of learning. Students may also be recognized with banners, certificates or small prizes, allowing them to share their accomplishments with the school community. In addition, we host frequent celebrations that bring joy to our campuses and reinforce that hard work, perseverance and positive contributions are valued and appreciated.

Continued infractions will trigger tiered intervention processes implemented by Meeting Street Schools in its sole discretion. Our code of conduct is as follows:

Code of Conduct & Discipline

EXPECTATIONS FOR STUDENT CONDUCT

The interventions and strategies we use will be based on the needs of the individual student and may include but are not limited to:

- Change of status on behavior chart
- Change of seat assignment
- Timeouts
- Conversations with teachers
- Conversations with school leadership
- Permanent or temporary suspension from extra-curricular activities and field trips
- Detention
- Parent/guardian conferences
- Loss of privileges
- Assignments designed to deter misbehavior
- Guardian supervision of behavior during the school day
- In-school suspension
- Out-of-school suspension
- Suspension from school bus
- Expulsion

The detailed guide in the Supplement to Code of Conduct will be used to determine appropriate consequences when a behavior intervention referral is required to maintain order and safety in the classroom or school. This Code of Conduct will aid in decision making but will not cover every incident of misconduct that may occur or circumstances that increase or decrease the severity of an offense. For this reason, all final disciplinary decisions are at the sole discretion of the administration and while not mentioned, students may be suspended for first-time occurrences.

EXPULSION

If a student in one of our public schools commits an expellable offense, as outlined in the Supplement to the Code of Conduct, the school may expel the student following a due process hearing. Students who reach 10 suspension incidents within a school year may be subject to expulsion. Further, any student who commits a serious violation may be expelled regardless of the number of suspension incidents. Examples that may warrant an expulsion include but

are not limited to: physical or sexual assault; bullying; engaging in criminal or illegal activity: illegally using, possessing or selling weapons, alcohol, or drugs; major integrity violations; or threatening or attempting any behavior that could warrant an expulsion or Level 3 and Level 4 infractions.

A principal may make a referral for expulsion and notify (via phone and in writing) the parent/guardian of the infraction that occurred and the steps the school took to discipline. The school compiles necessary documentation and submits its evidence to the Meeting Street Schools Disciplinary Board. The Meeting Street Schools Disciplinary Board notifies the parent/guardian of the scheduled hearing date, time and location. Hearings will typically take place within three to five days of receiving documentation from the principal. If the hearing is not held within 10 days of the notice, the student can return to school on a probationary status. If there is cause to believe the student's presence in school would constitute a threat to the safety of others, the Meeting Street Schools Disciplinary Board can approve additional suspension days. Every expelled student is required to petition the Meeting Street Disciplinary Board for readmission to school upon completion of the expulsion period unless permanently expelled. Any student expelled for a second time may be permanently expelled.

DUE PROCESS RIGHTS

1. The student/parent/guardian has the right to be represented by legal counsel. Meeting Street Schools will not incur the cost of legal counsel.
2. The student/parent/guardian must be notified in writing of the charges, as well as the time, date and location of the Meeting Street Schools Disciplinary Board hearing and be provided a reasonable opportunity to attend. The notice must be in the language best understood by the parent/guardian.
3. The student/parent/guardian has the right to a neutral decision maker.
4. The student/parent/guardian has the right to examine the evidence (to include all videos, if applicable), present witnesses and challenge the evidence against them. Parents/guardians have the right to view the video of the incident (if any), at a scheduled date and time agreed by all parties, no later than three days before the scheduled hearing.
5. The student/parent/guardian or school administration have the right to appeal the decision made by the Meeting Street Disciplinary Board within 10 school days. The parent/guardian of the student, principal or senior level leader may submit a written request for appeal of the Meeting Street Schools Disciplinary Board decision to the Meeting Street Schools Disciplinary Appellate Board within 10 calendar days upon receipt of the disposition. Any student, parent or guardian aggrieved by the order of the Meeting Street Schools Disciplinary Appellate Board has the statutory right to appeal to the Circuit Court within 10 days of receipt of the decision. If students are reinstated, they will be restored all privileges and allowed to make up all work while absent as a result of the procedure.

GRIEVANCES

In the case of non-disciplinary related student concerns, most disputes are handled speedily and accurately if first addressed with the staff member directly and then their direct manager. In rare cases where the issue cannot be resolved informally, an official written complaint can be registered by a parent/guardian with the school's administration. Complaints will be processed through the proper administrative channels before involving our network team or board. The vast majority of issues will be redirected back to school principals as they are the most knowledgeable about the events and the closest to offering a viable solution. This includes concerns regarding teachers or staff members, retention decisions, and safety and/or behavioral concerns. The network team or board will only intervene in instances where there is misconduct by the principal regarding disrespectful or unprofessional behavior.

Academic Habits & Promotion

Our school makes every decision with one goal in mind: to advance student learning toward grade-level proficiency and beyond. We continually refine and innovate our practices to improve instructional delivery and ensure every student has access to an exceptional education. Our curriculum is intentionally rigorous, designed to push students toward independently mastering key concepts. Throughout the school day, students are expected to work independently for sustained periods, demonstrating their best thinking and highest-quality work. While teachers receive extensive training, coaching and professional development to deliver content effectively, it is ultimately the student's responsibility to produce the majority of the work and own their learning.

Research shows that mastery in any field requires sustained practice. Our students strengthen their skills through consistent, focused effort outside of the classroom. Homework is a vital part of this process, reinforcing daily lessons and building mastery over time. Missing or incomplete assignments not only hinder a student's academic progress but can also negatively affect grades.

Grades reflect a student's overall performance, including participation, classwork, assessments and assignments. These grades are used to determine grade-level proficiency and guide our instructional planning. Parents/guardians are kept informed through report cards, which are issued four times per year, providing a clear picture of their child's progress and areas for growth. Below is an example of how report card grades may be generated for each grade level.

How grades are calculated

	K-1	2-3	4-5	6	7-8
Category 1: Effort	60%	50%	45%	40%	30%
Effort: Classwork	55%	40%	30%	25%	15%
Effort: Homework	5%	10%	15%	15%	15%
Category 2: Accuracy	40%	50%	55%	60%	70%
Accuracy: Classwork	20%	20%	15%	10%	10%
Accuracy: Assessments	20%	30%	40%	50%	60%

Strength of character is just as important as academic achievement in shaping a child's long-term success and future role as a responsible, productive member of society. Character development is not treated as a separate subject but rather is integrated throughout instruction during the school day.

To be promoted to the next grade level, students must meet grade-level standards in all core content areas. Students may be considered for retention (holdover) in their current grade if one or more of the following apply:

- 10 or more absences
- Assessment scores below grade-level expectations
- Failure to meet South Carolina Learning Standards for Literacy and Mathematics
- Failing report card grades or insufficient academic progress

In some cases, school leadership may determine that repeating a grade is the best way to ensure a student masters essential skills and enters the next grade with confidence. If retention is being considered, the principal and teacher will hold a series of discussions with the family before a final decision is made. All final retention decisions rest with school leadership.

Health, Restroom & Medication Procedures

Restroom – Students must be fully potty-trained before enrollment (able to manage clothing, wipe independently and change after an accident). Students may use the restroom as needed with teacher permission.

Food Allergies – Families complete a food-allergy form identifying allergies and severity. Severe allergies require physician documentation and are shared only with relevant staff. The school is “nut-aware;” classrooms with nut allergies are labeled, and any food brought to school must be store-bought with ingredient labels intact.

Medications – Administer at home when possible. If needed at school, medications must be submitted by a parent/guardian in the original labeled container with required documentation. Only the school nurse or trained staff will administer medication. Students cannot self-medicate. Students visiting the nurse’s office need a pass; those with fever, vomiting/diarrhea, contagious illness or other health concerns will be sent home to recover and may return after 24 hours of being fever/vomiting/diarrhea free.

If a child experiences a medical emergency during the school day, staff will seek emergency medical care. The school will inform parents/guardians and if they cannot be reached, then the emergency contact provided by the parents/guardians will be informed. It is imperative that parents/guardians keep all medical forms up to date and accurate. The school will not incur costs related to emergency medical care.

Family Educational Rights & Privacy Act (FERPA)

The school complies with FERPA to protect the privacy of student education records. Parents/guardians and eligible students may review and request corrections to records by submitting a written request to the principal; access is provided within a reasonable timeframe.

Directory Information – The school may release limited directory information (e.g., name, photograph, participation in activities, awards) for purposes such as recognition and recruiting. Families who object must notify the school in writing.

Record Management – The Operations Team securely maintains records and transfers them to other schools upon enrollment. Permanent records include identifying and academic information; temporary records (e.g., test scores, teacher notes) are retained for a limited period consistent with law and policy.

Statement of Nondiscrimination

The school does not discriminate in programs or services on the basis of sex, gender, race, religion, color, national origin, age, disability or any other status protected by law. The school complies with applicable federal laws including Title VI, Title IX, the ADA, Section 504, and the Age Discrimination Act.

Supplement to the Code of Conduct

LEVEL 1 INFRACTIONS	POSSIBLE RESPONSES, INTERVENTIONS & CONSEQUENCES
<ul style="list-style-type: none"> • Engaging in minor disruptive or disrespectful behavior (including inappropriate noise level at anytime) • Failing to follow directions • Arriving late to school or class or violating the school's attendance policy • Violating the dress code • Littering on school grounds or causing minor damage to school property • Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times • An inappropriate noise level in the lunchroom or gym, or during arrival or dismissal • Being unprepared for class (which includes but is not limited to failing to complete homework) • Wearing clothing or other items that are unsafe or disruptive to the educational process • Failing to obtain required signatures on assignments or documents as requested 	<ul style="list-style-type: none"> • Verbal or nonverbal warnings by school staff • Reminders about appropriate behavior and the task at hand • Loss of privileges • Other in-school disciplinary actions • Detention • Other consequences or interventions deemed appropriate by the school

LEVEL 2 INFRACTIONS	POSSIBLE RESPONSES, INTERVENTIONS & CONSEQUENCES
<ul style="list-style-type: none"> • Committing repeat Level 1 Infractions • Using school equipment (e.g., computers, tablets, phones) without permission, improperly or in an unsafe manner • Unauthorized possession or use of a cell phone • Verbally or physically disrespecting a fellow student whether in person or through the use of the internet, social media, or other technology by teasing, name-calling, being rude, mocking, taunting or engaging in a similar behavior • Verbally or physically disrespecting faculty, staff, other community members, or other adults, whether in person or through the use of the internet, social media or other technology by being rude, disobeying instructions, refusing to accept a consequence, or engaging in a similarly defiant behavior • Consistently arriving late to school or class or violating the school's attendance policy • Disrupting class or the educational process in any way at any time (which includes but is not limited to making excessive noise in class, failing to participate, refusing to work with partners, instigating conflict, etc.) • Leaving class, a school-related activity or the school premises without the school's authorization • Posting, viewing or distributing inappropriate or offensive materials 	<ul style="list-style-type: none"> • A conversation with the principal or a school administrator • Meeting with staff, the student and a parent or guardian • Parent/guardian chaperones shadowing, observing and/ or managing behavior • A verbal or written apology to the community • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events or trips) • Detention • Suspension • Other consequences or interventions deemed appropriate by the school

LEVEL 3 INFRACTIONS	POSSIBLE RESPONSES, INTERVENTIONS & CONSEQUENCES
<ul style="list-style-type: none"> • Committing repeat Level 2 Infractions • Seriously disrespecting a fellow student, faculty, staff, or other community member whether in person, in writing, or through the internet, social media or other technology by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures • Exhibiting blatant and repeated disrespect for school policies, community or culture • Forgery • Possession of representation of a weapon • Loitering on private properties • Lying or providing false or misleading information to school personnel • Engaging in academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding or engaging in fraudulent collaboration) • Tampering with school records, documents, or materials • Falsely activating a fire alarm, 911 call, or other disaster alarm • Making threats of any kind whether in person or through the use of the Internet, technology, social media, gestures, drawings or any other means • Vandalizing or misusing school property or property belonging to any member of the community (which includes but is not limited to writing on desks, writing on school books, damaging property) 	<ul style="list-style-type: none"> • A conversation with the principal or a school administrator • Meeting with staff, the student and a parent or guardian • Parent/guardian chaperones shadowing, observing and/ or managing behavior • A verbal or written apology to the community • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events or trips) • Detention • Suspension • Expulsion • Other consequences or interventions deemed appropriate by the school

LEVEL 3 INFRACTIONS (CONTINUED)	POSSIBLE RESPONSES, INTERVENTIONS & CONSEQUENCES (SAME AS PREVIOUS PAGE)
<ul style="list-style-type: none"> • Stealing or knowingly possessing property belonging to another person without proper authorization • Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects • Engaging in physically aggressive behavior (which includes spitting, biting, play fighting or horseplay) • Repeatedly failing to attend class, school, or any school activity or event, or repeatedly violating the school's attendance policy, including missing mandatory academic intervention 	<ul style="list-style-type: none"> • A conversation with the principal or a school administrator • Meeting with staff, the student and a parent or guardian • Parent/guardian chaperones shadowing, observing and/ or managing behavior • A verbal or written apology to the community • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events or trips) • Detention • Suspension • Expulsion • Other consequences or interventions deemed appropriate by the school

LEVEL 4 INFRACTIONS	POSSIBLE RESPONSES, INTERVENTIONS & CONSEQUENCES
<ul style="list-style-type: none"> • Committing repeat Level 3 Infractions • Committing an infraction after repeated suspensions or other disciplinary actions • Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures or signs) • Destroying or attempting to destroy school property or property belonging to any member of the community 	<ul style="list-style-type: none"> • Meeting with staff, the student, and a parent or guardian • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips) • Suspension • Expulsion • Other consequences or interventions deemed appropriate by the school

LEVEL 4 INFRACTIONS (CONTINUED)	POSSIBLE RESPONSES, INTERVENTIONS & CONSEQUENCES (SAME AS PREVIOUS PAGE)
<ul style="list-style-type: none"> • Engaging or attempting to engage in inappropriate, unsafe or unwanted physical contact, including but not limited to sexual harassment, sexual misconduct, indecent exposure, violation of privacy, and physical or sexual assault • Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion or extortion of any member of the school community • Using social media, technology or any web-based tool to impersonate, create false profiles or personalities, access systems without authorization (hack) or engage in similar deceitful behaviors on any platform or school-issued or personal device • Threatening violence or harm (including by claiming to possess a weapon) • Engaging in behavior that creates a substantial risk of injury or results in the injury or assault of any member of the school community • Gambling in school or on school technology • Illegally possessing, selling, sharing or using alcohol, tobacco products (including cigarettes, e-cigarettes, and vaping), or illegal or controlled substances • Participating in an incident of group violence • Possessing anything that could be considered a weapon • Engaging in any criminal or illegal activity 	<ul style="list-style-type: none"> • Meeting with staff, the student, and a parent or guardian • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips) • Suspension • Expulsion • Other consequences or interventions deemed appropriate by the school