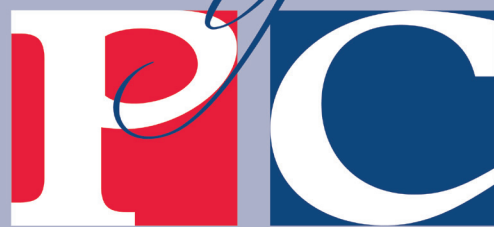




Back to School 2022-2023

A handbook
for
students &
parents

SCHOOL DISTRICT



PICKENS COUNTY



Welcome, Students & Families!

The School District of Pickens County is fully accredited, having met standards established by the Southern Association of Colleges and Schools and Council on Accreditation and School Improvement (a division of AdvancED) and by the South Carolina State Department of Education.

Building success beyond the classroom

The School District of Pickens County operates without discrimination on the basis of sex, religion, national origin, age, or disability in compliance with Title VI, Title VII, Title IX, Section 504, and all other applicable civil rights legislation.

The rules, regulations, and policies in this handbook are based upon present conditions and are subject to change without notice. The School District of Pickens County reserves the right to modify any statement, written or verbal, in accordance with unforeseen conditions. Each student also has access to a school handbook that details school-specific rules and guidelines.

Our Vision

The vision of School District of Pickens County is to empower each student for college, career, and life success.

Our Mission

The mission of SDPC is to engage each student today to RISE to tomorrow's potential..

Our Goals

- **Student Achievement** – Each student will be academically challenged to reach his or her individual potential growth.
- **Learning Environment** – Students will be provided safe, supportive environments for learning.
- **Quality Personnel** – Quality personnel will be recruited, developed and retained in all positions.
- **Communications** – Clear, frequent communications will increase stakeholders' knowledge and support.
- **Resource Management** – All resources will be managed effectively to provide a quality learning environment.

Core Values:

Respect

We believe in respecting all people.

Innovation

We believe in innovation through continuous improvement.

Service

We believe in strengthening our communities through service.

Excellence

We believe in excellence for all.

Beliefs:

Tagline: Engaging Today  Empowering Tomorrow

Superintendent

Dr. Daniel B. Merck, Ed. D.

Board of Trustees

Dr. Betty Bagley - District 1 (Clemson Area)

Mr. Phillip Bowers - District 2 (Central/Six Mile Areas)

Mr. Shannon Haskett - District 3 (Pickens Area)

Dr. Brian Swords - District 4 (Liberty Area)

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General Information

Equal Educational Opportunity

The School District of Pickens County (SDPC) provides equal educational opportunities for all individuals. Therefore, SDPC prohibits all discrimination and harassment on the basis of ethnic or racial background, religious beliefs, sex, disability, immigrant or English-speaking status, or economic or social conditions. This policy extends to all aspects of the district's educational program as well as to the use of all district and school facilities and participation in all district- and school-sponsored activities.

Family Educational Rights and Privacy Act

The *Family Education Rights and Privacy Act of 1974 (FERPA)*, a federal law, requires that the School District of Pickens County (SDPC), with certain exceptions explained below, obtain your written consent prior to any disclosure to an outside organization of personally identifiable information from your child's education records. However, unless you have advised SDPC not to release such information, SDPC may disclose to an outside organization without written consent appropriately designated "directory information."

Examples of outside organizations that may request the disclosure of directory information include, but are not limited to, companies that manufacture class rings or publish yearbooks. SDPC also receives requests for directory information from various media outlets. Students participate in a variety of school-related events and activities that are subject to some form of publicity—from honor rolls to media coverage of special events. Information about and pictures of your child may appear in newspaper articles, on television, in radio broadcasts, on displays, on the school and district websites, or in school and district promotional pieces, including but not limited to honor roll lists, yearbooks, newsletters, brochures, or fliers.

In addition, federal law requires SDPC to provide military recruiters, upon request, with three directory information categories regarding students – names, addresses, and telephone listings – unless parents have advised the district that they do not want their student's information disclosed without their prior written consent, as explained below.

SDPC has designated the following information as being directory information related to a student: the student's name, address, telephone number, photograph, date and place of birth, major field of study, participation in activities and sports, weight and height of members of athletic teams, dates of enrollment, awards received, and the most recent school attended.

If you **do not** want SDPC to disclose directory information from your child's education records to any outside organization without your prior written consent, you must complete the [SDPC Opt-Out for Media & Directory Information form](#), and return that completed form to your student's principal **no later than fifteen (15) days** after registration. An [Opt-Out for Media & Directory Information form](#) is required to be completed and returned each year for students to retain opt-out status. The form can be found in the Handbook section of the school district's website and can be made available at your school's front office.

Please be advised that if you do not submit a completed [Opt-Out for Media & Directory Information](#) form by the specified date, SDPC will be free to release or use directory information regarding your child as appropriate.

Health Insurance Portability and Accountability Act

The *Health Insurance Portability and Accountability Act (HIPAA)* requires certain designated components within the School District of Pickens County to maintain the privacy of protected health information and to provide individuals with notice of the district's legal duties and privacy practices with respect to this health information. *HIPAA* and its regulations specifically exclude any education records covered by the *Family Educational Rights and Privacy Act (FERPA)*, treatment records of a student over 18 years of age that are made or maintained by a health care professional and disclosed to no other persons, and employment records held by the district in its role as an employer. Therefore, the district acknowledges that the business activities of only some of its components may be considered subject to the privacy regulations of *HIPAA*.

School Calendar

A copy of the school calendar is provided to each student at registration. It is also posted on the [school district website](#).

Opening and Closing Times

Primary students attend school daily from 7:50 a.m. until 2:20 p.m. Elementary students attend school daily from 8:00 a.m. until 2:30 p.m. Middle school students attend school from 8:30 a.m. until 3:15 p.m.. High school students attend from 8:40 a.m. until 3:25 p.m. Starting times may be adjusted at some schools because of bus schedules.

Please check with your school for specific information and for any changes in opening and closing times. Times may be adjusted at each school to accommodate traffic flow and other issues. Changes are posted on school and district websites.

Early Morning and Late Afternoon Supervision

Students should not be on school property prior to the established time for adult supervision to begin in the morning or after the time for adult supervision to end in the afternoon. Consult the school handbook for these specific times at each school as well as for the locations where the adult supervision is provided. The SDPC assumes no responsibility for the supervision of or protection for students who either arrive at school prior to the time when adult supervision is provided in the morning or who remain on campus in the afternoon after the time when adult supervision ends.

Half Days

On half days, elementary schools will dismiss at 11:00 a.m. Middle Schools will dismiss at 11:20 a.m., and high schools will dismiss at 11:50 a.m. Breakfast will be served on half days; lunch will not be served.

Inclement Weather Information

During the winter months, inclement weather can result in unexpected changes in school schedules. If snow and/or ice are evident or expected on any morning, district officials will try to announce a schedule change by 6:00 a.m. Information is made available to employees, students, and parents through phone calls, emails, district and school websites, and local television stations. In the event that snow, ice or other adverse weather conditions materialize during the school day, district and local school officials will monitor conditions closely. If dismissing schools early becomes necessary, notice of the decision will be sent by phone, email, and all other available communication platforms.

Please remember that we are a county-wide district serving areas with varied terrain. The weather and road conditions may seem fine in one area, while other areas are becoming hazardous. However, due to school choice and calendar considerations, it is not practical to close schools in one area of the district while leaving others open. Our top priority in making a decision to close schools will always be student safety.

The SC Department of Education has approved SDPC South Carolina to hold **Digital Learning Days** when school is canceled during inclement weather. Digital Learning Days allow students to complete assignments electronically or from information provided by their teachers within 5 days instead of holding a school-wide make-up day later in the year. Students who do not complete the assignments are counted as absent for the day.



School Safety

The safety of students, staff members and visitors to our facilities is a top priority in the School District of Pickens County. We always emphasize the importance of safety consciousness to our staff members. We receive tremendous support from our local law enforcement and emergency preparedness personnel, and we work continuously with these agencies to facilitate even better communication and coordination.

Fire, earthquake, and tornado safety drills are conducted on a regular basis in all schools. Lock-down drills to practice securing a school building are also practiced periodically. During the school day, our schools' exterior doors remain closed and locked, and classroom doors should remain locked while classes are in session.

Visiting Our Schools

To keep students and staff safe, SDPC requires each visitor, volunteer, and vendor to enter through the school's office, show his/her picture ID, and sign into *Raptor*, a computerized program used in all schools.

SDPC and its schools may limit the access of visitors, volunteers, and vendors during certain times due to health and safety concerns.

Prior to entering the hallways, each visitor will receive a *Raptor* badge to wear while in our schools. The *Raptor* badge must be visible at all times. Each visitor is also asked to return to the main office and sign out of *Raptor* before leaving.

By using these standardized procedures, school personnel know at all times who is on campus and the purpose of the visits, thereby enhancing safety of our schools

Parents are always welcome but are encouraged to make an appointment to see a teacher or the principal.

Parents, volunteers, or other visitors to the school are not to interfere with the supervisory or instructional responsibilities of the teachers.

Friends of students or students from other schools are not allowed to visit the school during the school day unless approved by the principal at or before checking in at the main office.

Visitors on campus who do not check in at the main office will be considered trespassing. The administration is empowered to take appropriate action against non-students who invade the building, grounds or other school property. Such action will include the right to call in the police authorities and swear out warrants.

Smoke-Free Facilities

Tobacco-Free Facilities/Possession & Use of Tobacco – Policy JICG

Purpose: To establish the basic structure for the board's prohibition of tobacco use by students.

The district does not allow students to use or to possess tobacco products or tobacco paraphernalia. This restriction applies while students are on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students, staff, contract or other workers, and visitors within all district facilities, vehicles, and grounds. This includes any building, facility and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off the school grounds. The district commits to the following:

- exhibiting healthy behavior for all students, staff, contract or other workers, visitors, and the entire community
- utilizing a proven and effective science-based tobacco use prevention curricula

- providing access to cessation counseling or referral services for all students and staff

Procedures

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes by all students, staff, contract or other workers, and visitors.
- Ensure that tobacco use prevention programs as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for students and staff.

Enforcement

The district will enforce this policy by determining appropriate disciplinary actions for students violating this policy such as the following:

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

School administrators will develop procedures consistent with the discipline code of this district in order to enforce this policy (see JICDA-R, Level 2, unauthorized substances).

Education and Assistance

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing appropriate counseling and/or referral services for students.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff, contract, or other workers, or students at district-sponsored events.

School-Related Laws

The laws set forth in this handbook are published because they are commonly enforced on school premises or at school-related activities. However, there are many other laws, both state and federal, as well as municipal and/or county ordinances which have full force and effect on students and/or others who are on school premises. Anyone who is on school property is also subject to those laws and ordinances as well.

§ 16-17-420. Disturbing schools

It is unlawful for a person who is not a student to wilfully or unnecessarily to interfere with, disrupt, or disturb the normal operations of a school or college in this State by: entering upon school or college grounds or property without the permission of the principal or president in charge; loitering upon or about school or college grounds or property, after notice is given to vacate the grounds or property and after having reasonable opportunity to vacate; initiating a physical assault on, or fighting with, another person on school or college grounds or property; being loud or boisterous on school or college grounds or property after instruction by school or college personnel to refrain from the conduct; threatening physical harm to a student or a school or college employee while on school or college grounds or property; or threatening the use of deadly force on school or college property or involving school or college grounds or property when the person has the present ability, or is reasonable believed to have the present ability, to carry out the threat.

For the purpose of this section, "person who is not a student means a person who is not enrolled in, or who is suspended or expelled from, the school or college that the person interferes with, disrupts, or disturbs at the time the interference, disruption, or disturbance occurs.

Any person violating any of the provisions of this section shall be guilty of a misdemeanor and, upon conviction, must be fined not more than two thousand dollars or imprisoned for not more than one year, or both.

§ 16-17-425. Student Threats

It is unlawful for a student of a school or college in this State to make threats to take the life of or to inflict bodily harm upon another by using any form of communication whatsoever. Nothing contained in this section may be construed to repeal, replace, or preclude application of any other criminal statute.

§16-3-1040. Threatening life, person or family of public official

It is unlawful for any person to knowingly and willfully deliver or convey to a public official or to a teacher or principal of an elementary or secondary school any letter or paper, writing, print, missive, document, or electronic communication or any verbal or electronic communication which contains any threat to take the life of or to inflict bodily harm upon the public official, teacher, or principal, or members of their immediate families.

§16-17-510. Enticing enrolled child from attendance in public school

It is unlawful for a person to encourage, entice, or conspire to encourage or entice any child enrolled in the public elementary or secondary schools of this State from attendance in such public school or school program or transports or provides transportation in aid to encourage or entice a child from attendance in public school or school program. A person who violates the provisions of this section is guilty of a misdemeanor and upon conviction shall be fined not more than \$500 or imprisoned not more than 30 days, or both, for a first offense; \$1,000 or imprisoned not more than two years, or both, for a second and subsequent offense.

§59-63-1110. Consent to search person or his effects

Any person entering the premises of any school in this State shall be deemed to have consented to a reasonable search of his person and effects.

§59-63-1120. Searches by school administrators or officials with or without probable cause

School administrators and officials may conduct reasonable searches on school property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels with or without probable cause.

§59-67-245. Interference with operation of school bus; penalties

No person shall wilfully and wrongfully interfere with the operation of a school bus, either public or private, by boarding, restricting movement or using threats, either physical or verbal, to the driver or any passenger while the bus is engaged in the transportation of pupils to and from school or any lawful school activity or while passengers are entering or leaving the bus nor shall any person wilfully fail or refuse to obey a lawful order of a school bus driver relating to the occupancy of a school bus. The use of threatening, obscene or profane language addressed to the driver or any passenger entering, leaving or waiting for a school bus is disorderly conduct and any person convicted for the use of such language shall be punished as provided in Section 16-17-530. Nothing contained herein shall be interpreted to infringe upon the power and duties of duly constituted authorities.

§59-67-415. Parental responsibility for safe and timely arrival of children to and from bus stop

Parents or guardians are responsible for the safety, conduct, and the timely arrival of their children to, from, and at the designated school bus stop before the arrival of the school bus for pick up and transport to school and the timely departure of the children after the school bus leaves the designated school bus stop after transporting the children from school. For purposes of this section, the phrase "arrival of the school bus" includes the time that the school bus assigned to the school bus stop activates the required pedestrian safety devices, stops, and loads or unloads students until the school bus deactivates all pedestrian safety devices.

School Resource Officers

The School District of Pickens County has a full-time School Resource Officer (SRO) in every school.

School Resource Officers play a key role in assisting school administrators in the maintenance of peace and good order on school campuses and strive to enhance school safety at the building level. In addition, they serve as positive role models for students and assist school faculty and staff by providing instruction to students in law-related subjects.

Surveillance Cameras

Surveillance Cameras – Policy ECAF

Purpose: To establish the district's procedures for utilizing surveillance cameras on district property.

The district believes that safeguarding the welfare of its students, employees, and visitors and deterring acts of violence, harassment, vandalism, or theft are of the utmost importance. In order to enhance the safety and security of district schools, students, employees, and visitors, the district has installed surveillance cameras at designated school locations. The district plans to use the footage from these cameras to deter individuals from violating school rules and to assist in the identification of individuals who engage in these actions.

The district respects the privacy of all individuals who enter district property and believes that this policy will balance that privacy concern against safety needs of students, staff, and visitors. The conduct of surveillance monitoring or recording and the use of surveillance cameras in the district are limited to uses that do not violate federal or state constitutional protections against unreasonable search and seizure or other applicable laws, including federal and state laws prohibiting wiretapping and electronic surveillance or aural communications.

Images obtained through surveillance monitoring or recording will be retained for a minimum of 30 days by the district, unless such images have historical value, or are being used for an investigation of a particular incident or as part of a potential claim against the district. Such videos will be maintained for as long as necessary, as determined by the district.

District staff will determine the location of cameras. Cameras may be installed in places where the security of either property or people will be enhanced. Cameras will be placed districtwide, inside and outside of buildings, and will be limited to those locations that do not violate individuals' reasonable expectations of privacy. No view will be greater than what is available with unaided vision. Surveillance cameras may record or monitor sound.

Students, parents/legal guardians, and employees will be reminded annually that surveillance cameras are in use.

Only individuals with a legitimate educational or law enforcement-related interest will have access to surveillance camera footage. The individuals who have a legitimate educational or law enforcement-related interest will vary from situation to situation.

The district does not consider surveillance camera footage to be directory information under the Family Educational Rights and Privacy Act. The district considers surveillance video footage to be a part of the educational record of the students who are the main focus of the video. The footage is not part of the educational record of students in the background or those who do not play a central role in the action being reviewed. The district retains the discretion to deny any person the right to watch a video.

The district may use surveillance video footage in disciplinary proceedings against students or may release footage to appropriate law enforcement authorities. If the district intends to use footage in a disciplinary proceeding, the district will notify the student's parents/legal guardians and provide them a reasonable opportunity to view the video prior to the proceeding.

Any person who tampers with or destroys a video surveillance camera, equipment, or any part of the video surveillance system may be disciplined in accordance with board policy and/or applicable state, federal, or local law. Any employee who violates the terms of this policy or otherwise misuses a video camera will be subject to disciplinary action, up to and including discharge. Any student who violates the terms of this policy or otherwise misuses a video camera will be subject to disciplinary action in accordance with the district's behavior code. Violations of the laws of the United States or the state of South Carolina may also be subject to criminal prosecution.

Any person who has reason to believe that a video camera is being used in violation of this policy, or in an otherwise improper manner, should immediately notify the principal/supervisor of the school. That individual will investigate the allegations and take appropriate remedial or disciplinary actions as necessary.

This policy does not apply to video cameras, digital cameras, webcams, etc. being utilized for reasons unrelated to surveillance activity or to cameras used covertly by law enforcement officers for criminal surveillance in accordance with South Carolina law.



Parent & Community Involvement

Student success requires the commitment and involvement of parents and families. Numerous research studies have shown that parent and family involvement increases student achievement and success. Having made a strong commitment to expand and improve the opportunities for parent and family involvement in the schools, the School District of Pickens County Board of Trustees and Administration encourage you to become involved in your child's classroom and school.

School-To-Parent Communication

Parents can view information about their child's grades, assignments and attendance through an online system called Schoology, which is accessible from the web or cell phone app.

Schoology will allow students and parents/guardians to assignments and grades, as well as see messages that have been sent from the school and district. Schoology access codes are distributed during the first week of school. If you do not have your login information for your Schoology account, please contact your child's school.

The district also maintains a database of parent contact information for sending phone calls, emails, and text messages. Parents should always make sure that the school has correct contact information and should notify the school immediately when contact information changes. Additionally, parents are able to download our new School District of Pickens County app and subscribe to notifications for convenient access to school and district information from your cell phone.

Teacher Schoology Websites and Online Grades

Each SDPC instructional staff member in grades 3-12 is required to maintain online grades, which parents can view in Schoology. Teachers need at least five to seven school days following an assessment to enter grades. Assessing projects will take longer. Schoology allows students and parents/guardians to check assignments and grades, as well as see messages that have been sent from the school and district. Additionally, class materials and resources can be found in Schoology. If you need your login information, please contact your child's school.

Parent-To-School Communication

Parents want the best for their children, and the School District of Pickens County wants the same. If parents have concerns, suggestions, or complaints, we encourage them to contact us.

Parents should always seek to resolve school-related complaints at the individual school. The first contact should be made with the teacher. If the issue is not resolved, contact the principal next. If the issue remains unresolved, parents may contact the Central Services office at 397-1000.

Parent-Teacher Conferences

Parents are encouraged to meet regularly with teachers and support staff. Teachers have greater success with their students when parents are actively involved with them and when parents are supportive of the teachers' efforts. A parent-teacher conference is an opportunity for a child's parent/guardian and teacher to discuss how the child can achieve the best possible education.

Because teachers have duties before and after school, conferences must be arranged in advance.

Telephone and Virtual Conferences

Each employee can be reached by dialing the main office and either speaking with the receptionist or accessing the directory. Each teacher in the district should be contacted through the school's main phone number. Classroom phones will not ring during class time but will instead go immediately to voicemail. Outside of the established class times, phones will ring in the classrooms. The teacher will return the parent's call in a timely manner. Teachers may also arrange virtual conferences via WebEx with parents.

Email

All teachers in the district are provided email for school-related matters. Teachers will provide their email addresses to parents at the beginning of the year. Email addresses are also posted on school websites. If you would like to contact a teacher by email but cannot locate the address, call the school or the teacher.

Parent Involvement in Education – Policy KB

Purpose: To establish the board's vision for the involvement of parents and families in the education of their children.

For the purpose of this policy, "parent" refers to the parent or legal guardian of the child.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the board commits to the following.

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff and community representatives in school governance and decision-making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole and the community at large.

Parent Involvement (Parent Involvement in their Children's Education Act)

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success, the board will do the following.

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Periodically require reports on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following.

- Include parental involvement expectations, as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.

- Disseminate parental expectations as defined by law to all parents of the district.

Parent involvement (Every Students Succeeds Act of 2015)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following.

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following
 - o keeping families informed of opportunities for involvement and encouraging participation in various programs
 - o providing access to educational resources for parents/families to use together with their children
 - o keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following.
- Provide input into district policies.
- Volunteer time within the classrooms and school programs.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and state department of education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. In cooperation with parents, the district's policy, plan and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficient (LEP) parent involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding

their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents or individuals appointed by the parents and their children in making career choices and creating individual graduation plans. These conferences must include, but not limited to, the following:

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent or student.

The district may provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Parent Rights & Responsibilities – Policy KBB

Purpose: To establish the board's vision for the rights and responsibilities of the parents of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent/legal guardian has the following rights.

- To be treated with courtesy by all members of the school staff
- To be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- To secure as much help as is available from the school district to further the progress and improvement of his/her child
- To receive reasonable protection for his/her child from physical harm while under school authority
- To organize and participate in organizations for parents
- To participate in his/her child's school activities (unless prohibited by court order)

Special education

- To be informed of all programs in special education
- To appeal the placement, in accordance with established guidelines, of his/her child in a special education class

Receiving information

- To be informed of academic requirements of any school program
- To be informed of school policies and administrative decisions
- To be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- To expect that school personnel will make every attempt to ensure that parents/legal guardians receive important school news and messages
- To be informed of education and cultural programs available to public school children

Conferences

- To participate in meaningful parent-teacher conferences to discuss her/his child's school progress and welfare

Records

- To inspect his/her child's cumulative record in conformity with current guidelines established by state and federal governments

Every parent has the following responsibilities.

- to make every effort to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as elementary school

- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the school teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

School Improvement Councils

The School Improvement Council (SIC) serves as an advisory committee to a school's principal and faculty. State law mandates councils to exist in every public school in South Carolina. School Improvement Councils play a key role in the education of our state's children, bringing together parents, educators, and community stakeholders to collaborate on the improvement of their local schools.

The key functions of School Improvement Councils are as follows:

- Work with the school to develop and implement a five-year school improvement (school renewal) plan.
- Monitor and evaluate success in reaching the plan's goals and objectives.
- Write an annual report to parents about the progress of the plan.
- Assist the principal in writing the narrative for the School Report Card.
- Advise on the use of school incentive awards and provide assistance as requested by the principal.

Almost anyone is eligible to serve on the School Improvement Council—parents, teachers, business partners, community leaders and students in grade nine and above. The average council has about twelve members; two-thirds of the members must be elected parents, students, and teachers. The principal appoints the remaining third of the council. Elected members serve a two-year term.

To find out the members of your school's SIC, log on to www.sic.sc.gov and click on "SC-SIC Membership Network."

Volunteering

We support and encourage volunteers in our schools. Volunteers work in cooperation with schools to help meet the needs of the children and the school staff and to represent the community in fulfilling its responsibility to the schools beyond merely tax support. By supplementing and complementing the work of the classroom teacher, volunteers make a difference to many people—the child, the family, the teacher, and the entire community. Volunteers give students a chance to see parents and other interested citizens involved in school activities in a helping relationship.

SDPC and its schools reserve the right to limit volunteer access during certain periods of time due to health and safety concerns if necessary.

Training

Each volunteer who will have direct contact with students must complete an online *School District of Pickens County Volunteer Application* through *Raptor* and receive **annual** training from a district school. Annual training will address bloodborne pathogens, sexual harassment, and volunteer procedures at a local school.

Volunteers are required to renew their eligibility yearly by updating their *SDPC Volunteer Application* through *Raptor*. In addition, they will be given information on bloodborne pathogens and sexual harassment.

Individuals who volunteer as test monitors only are required to complete a *SDPC Volunteer Application* but are not required to attend a training session.

Training information is available from your school's volunteer coordinator. Also, a cumulative training schedule is available on the district website. It is important that parents receive training early in the year while there are numerous sessions available to accommodate busy schedules.

Background Checks

SDPC checks all visitors and volunteers through the National Sex Offenders' Registry. We also require a background check through the South Carolina Law Enforcement Division (SLED) for all persons who chaperone students on field trips and those who escort or supervise students without a district employee present. The chaperone/volunteer will be required to pay \$26 for his/her check. Checks should be made payable to the school. Volunteers who need background checks should arrange to have them completed early in the year. ***Background checks must be requested and paid for two weeks before the date of any field trip.*** SDPC does not provide copies of background checks; they are retained for office use only.



Student Fees

1:1 Device Fee

As part of the SDPC's Tech It Home device program, each student pays a device fee of \$25.00. This applies to students in traditional SDPC classes and Pickens County Virtual Academy. The fee covers the cost of accidental damage to devices. Additional fees apply to replace devices that are lost or damaged intentionally or due to negligence. More information about the cost of replacement devices is included in the [SDPC Tech It Home Handbook](#).

Grades 9-12 Class Fee

Each student in Grades 9-12 pays a class fee of \$5.00. The fee is used for class activities such as homecoming, prom, senior activities, and graduation expenses.

Fees for Optional Courses or Activities

Occasionally, fees are necessary for courses or optional special activities such as school pictures, yearbooks, newspapers, and some career center courses.

Replacement of Textbooks

The state provides free textbooks for all students. A student should have his/her name written in ink in each textbook that is issued to him/her. South Carolina State Board of Education regulations require payment for the loss of or damage of any book, with the exception of ordinary wear and tear. The school may require students, parents or guardians to pay for lost or damaged books.

Replacement of Other Materials

If a student loses or damages district-owned or school-owned materials such as library books, classroom books, calculators, etc., the student will be responsible for paying the replacement cost of the item.

Insurance

The School District of Pickens County does not provide accident insurance for students; however, the district does make available an optional student accident insurance plan. The insurance should be purchased by September 30 of the current school year. Two policies are available—a 24-hour coverage and school-day coverage. Contact the school for insurance rates and an application form.

Students in career center courses are required to have insurance. This may be school insurance or family insurance.

Accidents must be reported to the school nurse or the administration within 24 hours or by the next school day. Insurance claim forms are available in the school office for students who have purchased an optional student accident insurance plan.

High School Schedule Changes

Each school establishes deadlines for turning in course request confirmation forms in the spring and distributes schedules during the summer. Requests for course changes after these times will be considered on a case-by-case basis. If the course/schedule change request is due to the failure of a course, courses taken over the summer, computer error, or administrative error, no fee will be assessed for the change. If a course/schedule change request is approved for any other reason, a \$15.00 fee will be assessed for each situation. Every effort will be made to minimize schedule changes.



Student Nutrition

SDPC Student Nutrition Services is committed to providing students with appetizing, nutritious and delicious meals during the school year. Our schools welcome parents to join their child(ren) to enjoy breakfast or lunch for the adult meal prices. Since each school has different procedures for parent visits, please check with your school first.

2022-2023 Meals are free for ALL students / Prices below are for Additional Meals Served		
	Breakfast	Lunch
Student (Elementary)	\$1.50	\$2.10
Student (Middle/High)	\$1.50	\$2.35
Reduced	\$0.30	\$0.40
Extra Milk -- \$.60		

Student Nutrition Services Website

On the Student Nutrition Service website (www.sdpcnutrition.com) you'll find school menus and much, much more. Among the contents are frequently updated articles about nutrition, and important links to other resources. You'll also find access to myschoolbucks.com and online application process for free and reduced price meals.

Meal Accounts

All schools use the computerized system Mosaic to monitor payment for meals. When a student's meal account balance falls below \$5.00, the system automatically generates a message that is sent by phone on Tuesdays.

If a student in kindergarten through 11th grade has money remaining in a lunch account at the end of the school year, it will remain in the account for the next school year. Likewise, an outstanding balance at the end of the year will carry forward to the new school year.

If a student in the 12th grade has over \$5.00 remaining in his/her account at the end of the school year, a refund check will be mailed to the student. If the graduate has a younger sibling attending an SDPC school, the parent may request to transfer the balance to the sibling's account. If the 12th grade student has less than \$5.00 in his/her account and does not request a refund, the money will be transferred to the school's senior class fund.

Online Meal Payments

SDPC partners with Heartland School Solutions/My School Bucks, which is our Student Nutrition Services software program, so that families may have direct access to their children's cafeteria accounts. By logging in through our website and setting up an account with myschoolbucks.com, you can see what and when your children have eaten, view their current meal balances, and establish a recurring payment. Payment history for the three months is available.

The program also offers families the convenience of depositing funds into a child's meal account using myschoolbucks.com. It is similar to other online banking services and charges nominal fees for processing your deposits. The service also lets you charge meal payments to your credit card.

You will find directions about online payment options on the [Student Nutrition Services website](#). You can find the link to the website on our school and district websites.

Charged Meals

A student may charge no more than \$10.00 in meals. A student with a negative balance may not purchase any a la carte items. A student on paid or reduced status with a negative \$10.00 balance will be served an alternate meal until the balance is paid in full unless arrangements for installment payments have been made with the Student Nutrition Services director and/or cafeteria manager. If students on free meal status have negative \$10.00 balances, they will receive regular meals.

Free and Reduced-Price Meals

Important!

- **A new application for free or reduced meals must be submitted each year.**
- Only one application per family is needed. List all family members on one application.
- Applications should be completed online, if possible. You will need (1) family case number if receiving food stamps; (2) payroll check stub to provide gross income; (3) last four digits of the Social Security number of adult signer.
- A free and reduced meal application may be completed any time during the school year.

Qualifying students receive free and reduced price meals under the National School Lunch Program and the School Breakfast Program.

Families may complete the required application online, allowing those who are eligible to receive benefits faster. Families may apply any time after July 12, 2021 by visiting our Student Nutrition Services website at <http://www.sdpcnutrition.com>. Only one completed application listing all family members is needed to determine the meal status for all students in the family.

To complete the online application, you will need the following: (1) family case number if receiving food stamps (not the EBT card number); (2) payroll check stub to provide gross income information; (3) last four digits of the Social Security number of adult signer.*

Once the application is processed, you can check your lunch status at www.school lunchstatus.com. Select "South Carolina," then select "School District of Pickens County" from the drop-down menus. Enter your required information and click "Submit" to view your application status.

If a family's financial situation changes, a form may be completed any time during the school year.

When submitting a second application, please provide copies of (1) family case number if receiving food stamps (not the EBT card number) and (2) payroll check stub to provide gross income information.

Students who qualify for free or reduced lunch also qualify for free or reduced breakfast.

*If your family's case number is less than 9 digits, please enter zeroes ("0") in front of the number so that all blanks are filled in.



Enrollment Guidelines

Proof of Residence

To ensure that students are eligible for enrollment, SDPC requires the parent/guardian to furnish proof of residence in Pickens County in the following situations: (1) upon initial enrollment at any school; (2) when a student moves from elementary to middle school; and (3) when a student moves from middle school to high school. In addition, a principal may require that the parent(s)/guardian(s) provide proof to verify the location of their residence at any time.

Documents which may be used for this purpose are as follows:

- a copy of the parent's/guardian's current monthly utility bill (electricity, gas, water, etc.) showing the correct billing name and service address; or
- a copy of the parent's/guardian's current cable television or satellite service bill, as long as it shows the service address and billing address.

Landline telephone bills, cellular telephone bills and pager bills are NOT accepted as proof of residence because those bills do not show a service address.

In the event that the parent(s)/guardian(s) cannot produce any of the above documents and state that they live with someone else (i.e., boyfriend, girlfriend, parents, grandparents, etc.), an *Affidavit of Residence* **MUST** be completed by the parent(s)/guardian(s) AND the person with whom they live and properly notarized by school personnel. ***It should be noted that there are criminal penalties for providing false information on the Affidavit of Residence.***

Enrollment Ages

On or before September 1, a student must be the following ages:

- 3 years of age for handicapped assistance *
- 4 years of age for pre-kindergarten programs *
- 5 years of age for kindergarten (compulsory in S.C.)
- 6 years of age for first grade (mandatory in S.C.)

* Special Note: Students who require handicapped assistance may be eligible for programs at age 3. Decisions are made on a child-by-child basis after specialized preschool procedures are followed. For 3-year-old and 4-year-old pre-kindergarten programs, additional requirements (i.e., testing, income verification, etc.) must be met before being admitted to the program. The School District of Pickens County 3K and 4K Programs provide activities that help to meet the child's following needs: (1) educational development; (2) social well-being; (3) nutritional needs; and (4) health needs in order to prepare the child for K5.

Requirements

A copy of the student's state-issued birth certificate must be provided to the school at the time of enrollment. Hospital birth reports are not acceptable. If necessary, duplicate birth certificates can be obtained from local county health departments or the South Carolina Department of Health and Environmental Control, Vital Records and Public Health Statistics Division at 2600 Bull Street, Columbia, South Carolina, 29201 or from a similar agency in the state of the child's birth.

A valid *South Carolina Certificate of Immunization* must be presented for all students prior to their enrollment. Certificates of immunization can be obtained from the Pickens County Health Department at 200 McDaniel Avenue in Pickens or from a private physician.

For a student who is transferring from another school or school district, a transfer/withdrawal form and a copy of the student's last report card should be provided to the school at the time of enrollment. Official transcripts are requested by mail and sent directly to the school. A hand-carried copy will not constitute an official transcript.

In cases where a student's parents are divorced and/or legally separated, the court order granting custody must be presented to school personnel and issues addressed prior to enrollment. In addition, a step-parent is NOT to be listed on enrollment forms UNLESS he/she has legal responsibility for the student by an order of the court.

In the case of **guardianship** (not to be confused with parental custody), a copy of the court order establishing the guardianship must be submitted to the student's school. The court order will be entered into the student's permanent record. Enrollment will not be permitted until the appropriate guardianship has been established and the document is on file. No handwritten "consent" from a parent will be accepted – whether or not it is notarized. Guardianship for enrollment purposes must be granted by order of the court. It should be noted that by common law, the mother has sole and exclusive custody of a child born out of wedlock.

By common law, the mother has sole and exclusive custody of a child born out of wedlock.

A state affidavit can only be used for enrollment in specific circumstances as set forth by state law. ***This affidavit must be executed before enrollment and notarized by a school official.***

A correct "911" address MUST be provided at the time of enrollment. A post office box may be provided for mailing purposes only. A home address is required as well as a current home telephone number and daytime telephone numbers for emergency purposes. ***Parents are advised to notify the school immediately if their phone numbers change.***

Student Assignment

Students must attend the school that serves their legal residence in accordance with the local school attendance zones established by the board of trustees. Exceptions are as follows:

Hardship

A request for an exception to a student assignment may be approved by the superintendent or his/her designee ***when the school capacity and program of the requested placement can accommodate the request and when one of the following conditions exists:***

Concluding Grade - Students who qualify for the highest grade placement in their respective schools and who change legal residence within Pickens County shall be permitted to attend their last year in the school in which they were legally enrolled at the end of the preceding school year.

Family Relocation - The family has moved or will move from one attendance zone to another during the course of a school year or can demonstrate definite plans to do so prior to the beginning of a new school year. Proof of residence purchase, rental or lease agreement, or other appropriate documentation must be provided. The request may be to allow completion of the year at the current school or to begin the new year at the new school prior to actual relocation.

Child Care - The family demonstrates unreasonable hardship and provides evidence that constant concern exists due to unavailability of after school care in reasonable proximity to the school and that a more appropriate childcare placement is available at another school location.

Social or Emotional Adjustment - The family or school personnel, after consideration of reports from professional counsel, requests that a pupil be placed in a different school for reasons of social or emotional adjustment.

Medical Reasons - A licensed physician recommends a new placement based upon health-related conditions or for medical purposes.

Child of School Employee - A school employee may request to place his/her child in the school where the parent is employed or may apply for his/her child to be admitted to another school under school choice.

Curriculum - The student intends to enroll in a series of sequential courses (more than one academic year) within a curriculum area not offered at the school to which he/she is assigned.

School Choice

Parent(s)/guardian(s) may apply for student admission to a school outside their area of residence. An application for school choice should be submitted between **January 1 and April 15** preceding the opening of school to enable schools to address staffing needs and budgetary considerations. The principal of the requested school and the superintendent or his/her designee must approve any request for school choice. No requests for school choice will be approved once the school year begins.

Magnet Schools

[Magnet schools in SDPC](#) operate under enrollment guidelines specific to each school. The SDPC has two magnet schools: [Central Academy of the Arts](#) and [McKissick Academy of Science and Technology](#). For magnet school enrollment information, parents should contact the school directly.

Out-of-County

South Carolina law states that students must attend school in the school district of the county in which their parent(s)/guardian(s) reside. It does, however, allow parent(s)/guardian(s) to request that their child attends school in a school district outside their residence. The School District of Pickens County will consider a nonresident student for enrollment provided:

- the student qualifies for enrollment (e.g. proper enrollment age, proper immunizations, in good standing from former school [not expelled], etc.);
- the parent(s)/guardian(s) pay tuition in the amount equal to the prior year's local revenue per child raised by the millage levied for school district operations and debt service. If any real property is owned in Pickens County by the student and/or by the parents, the school district will reduce the tuition amount by the amount of the school taxes paid to Pickens County on that property;
- a *Student Assignment Application* is completed and approval received from the requested school's principal as well as the superintendent or his/her designee; and,
- the student is released from attendance in the school district of the county of his/her residence. (A letter must be on file with the district's coordinator of student services from the appropriate school district releasing the student for enrollment in Pickens County. The release letter must state the appropriate school year of release.)

If a student is approved for assignment outside of his/her designated attendance zone or county, the following conditions will apply:

- Transportation will not be provided by the school district. The parent/guardian must provide a safe and reliable method of transportation for the student.
- Student assignment is approved for the current school year only. Student assignments are evaluated annually by the principals and district administration. ***If a student is approved for student assignment and begins the school year in the requested school, the student will be expected to remain in the requested school for the entire school year.***
- Eligibility requirements for interscholastic activities for secondary students may be affected as specified by the rules of the South Carolina High School League. We recommend that parents discuss this matter with a high school athletic director if they have any questions or concerns.
- Failure by the student or parent/guardian to comply with the policies or programs of the requested school or to cooperate with the school administration and staff may result in immediate revocation of the student's assignment to that school.

No student shall be refused admission into or be excluded from any of the schools in the School District of Pickens County based on race, creed, color or national origin.



Attendance

Absences from School

A student must provide (within 3 days of an absence, or if the student has several continuous absences, within 3 days after the student's return to school) a written excuse from a parent, guardian or health practitioner for ALL absences other than those approved by the principal for a school-sponsored activity.

PLEASE NOTE: If an excuse is received **after the 3-day limit**, the absence(s) will remain recorded as unexcused on the student's attendance record. It does not matter whether the excuse was written by the parent or by a licensed/certified health practitioner; it will remain unexcused if submitted after the 3-day deadline. The excuse will be placed in the student's file for information but the student's attendance record will not change. Therefore, it is very important to meet the 3-day deadline.

A valid excuse must:

- include the date,
- list the student's full name,
- contain the date(s) of the absence(s),
- list the reason for the absence(s),
- list a telephone number of the parent (if needed for verification), and
- include the signature of the parent/guardian or a licensed/certified health practitioner.

If a death in the family occurs after the 10th day, an obituary notice must be provided to the school in order for that day(s) to be excused.

With approval from the principal, students may be absent for a portion of the school day or the entire day for school-sponsored activities such as field trips, academic competitions, athletic events or other extracurricular activities. The school will not count the student absent from class/school in such cases.

A student who has more than 2 absences in a 20-day course, 3 absences in a 45-day course, 5 absences in a 90-day course, or 10 absences in a 180-day course may not be eligible to receive credit for that course. Students who do not meet the attendance requirement may appeal to the school's Attendance Appeals Committee for consideration.

State attendance regulations require school personnel to conduct a Student Attendance Intervention Conference for every student who accumulates 3 consecutive unexcused absences or a total of 5 unexcused absences. At the conference, the parent or guardian and school personnel will address ways to correct and/or improve the issues.

Once a student has accumulated 5 full-day absences in an 4x4 block schedule or 10 absences in a 6/7 period schedule -- regardless of the reason -- the principal may require an excuse from a licensed/certified health practitioner for any further absence.

That is, no parent-written notes will be accepted to excuse an absence after the student has accrued the 5th or 10th absence.

Student Absences and Excuses – Policy JH

Purpose: To establish the basic structure for allowing and excusing student absences.

The board believes that attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. However, the board recognizes that some absences are unavoidable.

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. (The board may grant approval of excessive absences in accordance with board policy).

The district will utilize a written intervention plan for improving student attendance. The purpose of the plan will be to link students with attendance problems and their families to all appropriate school and community resources.

The board recognizes that truancy is primarily an educational issue and will take all reasonable, educationally sound and corrective actions prior to resorting to the juvenile justice system.

Student Attendance Regulations

Elementary/Middle school

The school will record student attendance on a daily basis. A student must attend a minimum of 170 days to be considered for promotion unless exempted by the special consideration conditions.

Secondary high school credit

In each class, a student must attend a minimum of 85 days (6/7 period schedule) or 42 days (eight period schedule) in a semester course and 170 days (6/7 period schedule) or 85 days (eight period schedule) in a year course before receiving consideration for credit and/or promotion.

Excuses - All Students

A student must give the school, within three school days of her/his return to school, a written excuse from a parent/legal guardian or health practitioner involved in the student's care for all absences.

A valid excuse must be dated and must list the date of absence(s), the reason for absence(s), and the telephone number and signature of the parent/legal guardian.

The district requires students who are absent in excess of 10 days (6/7 period schedule) or five days (eight period schedule) to present a written excuse from a licensed/certified health practitioner involved in the student's care. Otherwise, the district will grant an attendance exemption.

Definitions/Explanations

The following definitions pertain to absences:

Excused absences

- absences for student health concerns excused by parent/legal guardian or licensed/certified health practitioner involved in the student's care
- absences for a serious family health concern or death in the family
- absences for parental approved, pre-arranged, non-school sponsored trips or activities including recognized religious holidays (pre-arranged absences must be approved by the school principal prior to the absence)
- a child in foster care who must be absent due to a certified court appearance or related court ordered activity including, but not limited to, court-ordered treatment services

Medical homebound instruction

Parents/Legal guardians who anticipate a student's absence due to an extended health problem should apply immediately for medical homebound instruction. The school will not count the student on medical homebound instruction as absent. **The student should attend all scheduled homebound sessions in lieu of attending school during the approved period.**

School-sponsored activities

With approval from the principal, students may be absent for a portion of the school day or the entire day for school-sponsored activities such as field trips, academic competitions, athletic events, or other extracurricular activities. The school will not count the student absent from class/school in such cases.

Unlawful absences

Absences without acceptable cause or without parental permission and/or a valid excuse are unlawful. The district does not permit truancy under any circumstances. Students who are absent without parental knowledge or for unacceptable reasons will be subject to appropriate disciplinary action and possible referral to family court. Any student who fails to bring a valid excuse within three school days of his/her return to school automatically receives an unlawful absence. Students exceeding 10 unlawful absences (six or seven-period schedule) or five unlawful absences (eight-period schedule) will be reported to the attendance supervisor.

Suspension is not to be counted as an unlawful absence for truancy purposes.

Interventions/Make-Up

Students are expected to schedule, within five school days, make-up of all missed work.

When students have three consecutive unlawful or a total of five unlawful absences, the school will contact the parents/legal guardians and develop a plan to improve attendance.

The plan for improving a student's attendance will include, but not be limited to, the following:

- reasons for unlawful absence
- methods to resolve cause of unlawful absence
- actions to be taken in the event unlawful absences continue
- signature of parent/legal guardian or evidence that an attempt has been made to involve parent/legal guardian (phone call, letter, etc.)

When the number of unlawful absences reaches four (six or seven-period schedule) or two (eight-period schedule) in a semester course or eight (six or seven-period schedule) or four (eight-period schedule) in a yearly course, the school's attendance counselor will send a letter on behalf of the board to the parents/legal guardians as a reminder of the student's potential loss of credit for additional absences.

Referrals and judicial intervention

The district will not refer a child age six to 17 years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the parent/legal guardian. The district will not use a consent order from any local school or district as an intervention plan.

Refusal by the parent/legal guardian to cooperate with school intervention planning can result in a referral of the student to family court and the filing of a report against the parent/legal guardian with social services in accordance with law.

The district will inform the parent/legal guardian and/or the student of their right to have legal representation and their right to a trial at this time.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and district will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to another school

If a student transfers to another public school in the state, the district will forward the student's intervention plan to the receiving school.

Make-Up Work

Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Examples of make-up work that address both time and academic requirements of a course may include the following:

- after-school and/or weekend make-up programs
- extended-year programs

All make-up time and work must be completed within 30 days from the last day of the course. The board or its designee may extend the time for student's completion of the requirements due to extenuating circumstances that include, but are not limited to, the student's medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Make-up requirements that extend beyond 30 days due to extenuating circumstances must be completed prior to the beginning of the subsequent new school year.

School principals will exert every realistic effort to provide assurance that this regulation is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Special Considerations

Students suspended out-of-school (lawful absence) have the right to take all major tests and semester examinations without penalty. Make-up work will follow procedures determined at the school level. A suspended student cannot be penalized by an academic reduction of grades.

Each principal will establish an attendance appeals committee at the school-site level to hear appeals from students who have six (six or seven-period schedule) or three (eight-period schedule) or more lawful absences for a semester course or have 11 (six or seven-period schedule) or six (eight-period schedule) or more absences from a yearly course. Five professional personnel appointed by the principal will be on this committee. The appeals committee will conduct hearings within five days of the end of each semester. The appeals committee will make

recommendations to the principal to grant or to deny promotion or credit. The principal will be the final authority at the school level. Due process is served by this procedure.

Students and their parents/legal guardians may apply for exemption to the attendance requirements because of extended or chronic illnesses that are certified by a physician or emergency conditions that are approved by the principal.

The classroom teacher has the primary responsibility for recording attendance accurately and monitoring make-up work.

Truancy

A student who is absent from school or any class without permission may be subject to disciplinary action (i.e. detention, suspension, expulsion and/or ineligibility for participation in athletics or other school activities). Students under the age of 17 with excessive absences will be reported to the district's Office of Student Services. An absence is considered unlawful if the student is absent without parental knowledge or without an acceptable reason – with or without parental knowledge.

Truancy can have a devastating impact on a young person's education. The South Carolina Compulsory School Attendance Law requires that children between the ages of five (5) and seventeen (17) years attend school regularly. The law mandates that parents assure the presence of their children at school. Section 59-65-20 of the Code of Laws of South Carolina 1976 states: "Any parent or guardian who neglects to enroll his child or ward or refuses to make such child or ward attend school shall, upon conviction, be fined not more than \$50 or be imprisoned not more than 30 days; each day's absence shall constitute a separate offense"

What the law means is that for any unlawful absence that a child accrues, the parent or guardian could be fined \$50 or serve 30 days in jail for each unexcused day! Parents are encouraged to work with school staff members to assure that their children attend school. Parental support will make a world of difference in a child's future. If parents make education a priority, so will their children.

Make Up of Missed Work

It is the responsibility of students to get assignments when they are absent from school. Students are encouraged to get assignments from classmates if they miss a class. Students who are to be absent from school for 3 or more days may request assignments through the school counselors at the school. The counselors should be given at least 24 hours advance notice to enable them to obtain assignments.

Students will not be excused from work that was assigned during their absence. Work that was completed by the class while a student was absent should be completed by the student to the satisfaction of the teacher when the student returns to school. Students are expected to schedule, within five days, makeup of all missed work.

Tardies

Parents should have students at school on time each day. Also, secondary students are expected to be in their individual classes on time. The tardy student misses important instruction and creates a disruption in the class when arriving late. Late arrival (tardiness) results in interruptions to the learning process – not only for the tardy student but for the other students in the class as well. Each school has guidelines for the disciplinary consequences for tardiness. In addition, constant tardiness may be referred to the SDPC Office of Student Services for further action.

Early Dismissal

A parent or guardian must sign out any student leaving school early. Dismissals during the last 30 minutes of the day should be avoided if at all possible as it becomes a disruption to the class as teachers and students are closing instructional activities for the day.

Parents or guardians must make arrangements with the school office if other persons will be signing out their children. The school will not dismiss a student into the custody of another individual without verified permission from the parent or guardian.

Medical Homebound Instruction

Parents who anticipate a student's absence due to an extended health problem may apply immediately for homebound instruction. Application must be made within 10 days of the first series of absences. Students who cannot attend school because of illness or injury, even with the aid of transportation, are eligible for homebound instruction. A licensed medical doctor must certify that the student is unable to attend school but able to profit from the homebound instruction. Homebound instruction is approved in increments of no more than forty-five school days. Additional homebound applications must be submitted if more days are needed.

Medical Homebound Instruction – Policy IHBF

Purpose: To establish the basic structure for the district's provision of medical homebound instruction to students.

Eligibility

Students who cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound instruction or hospitalized instruction. A physician must certify that the student is unable to attend school but able to profit from instruction.

Only a medical illness complicating a pregnancy will deem a pregnant student eligible for medical homebound instruction prior to the delivery date. Such eligibility must be documented by a physician. Students should be encouraged to return to school as soon as possible after delivery. A medical release is required for return to school.

Authorization

Medical homebound instruction must be approved by the superintendent or his/her designee on a standardized form provided by the state department of education and available at each school site or the district office.

Description

Medical homebound instruction will be determined on an individual basis related to course of study and medical condition or as otherwise approved by the district designee. The district will provide at least the minimum number of instruction hours as provided in the current rules and regulations of the State Board of Education. All teachers providing medical homebound instruction to students domiciled in South Carolina must hold a valid South Carolina teacher's certificate.

Students must successfully complete the material assigned and receive a passing grade from the student's classroom teacher or school designee in case of extended medical homebound instruction. This requirement is necessary in order for the student to advance to the next grade or to satisfy the state requirements for a state high school diploma.

A student is eligible for medical homebound instruction according to certain timelines as stated in the **State Board of Education** regulation. Should an approved student not be provided the required periods of medical homebound instruction that he/she is entitled to receive, the student is eligible to have the medical homebound instruction made up by the district. This make-up may occur during the student's remaining eligibility for medical homebound instruction or may occur after the student returns to school. The school will not hold make-up periods during the regular school day. If the school delays the start of services for any reason and the student is still entitled to the services, the district must make up the missed instructional periods even if the regular school year has ended.

Medical and student records are confidential subject to the provisions of JRA and JRA-R.

Medical Homebound Instruction – Policy IHBF-R

Eligibility

Students who cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction. A physician must certify that the student is unable to attend school but able to profit from instruction.

Medical homebound instruction is appropriate when a student has a medical condition that confines the student to the home or other facility approved by the district.

A physician must certify that the student is unable to attend school but may profit from instruction given in the home or other facility approved by the district. The medical homebound instruction form is used for this certification.

The superintendent's designee approves each student who participates in a program of medical homebound instruction and determines if medical homebound instruction is appropriate for the student.

Medical homebound instruction will be provided for each day of school missed. An application for medical homebound instruction should be submitted to the superintendent's designee no later than 10 school days following the onset of the medical condition that results in qualifying absences.

The teacher who provides medical homebound instruction will have a valid South Carolina teacher's certificate. The teacher will teach the homebound student in a room especially set aside for the period of instruction. The teacher who provides medical homebound instruction will keep a weekly record of teaching services provided.

The expectations and quality of the work completed by a student receiving medical homebound instruction will be the same as for students attending school.

Medical homebound instruction is based on lesson assignments from the student's classroom teacher(s). Tests and other assessments are furnished by the student's classroom teacher(s) and administered in the presence of the medical homebound teacher. The classroom teacher grades the tests and communicates the results to the medical homebound teacher. A student who is on medical homebound instruction receives report card grades from the classroom teacher. These grades are based on the same criteria used to determine report card grades for students who receive instruction in the regular classroom.

Medical homebound instruction is not appropriate for a student who works during the period of eligibility.

Medical homebound instruction will be terminated if it becomes evident that the student is no longer eligible to receive this service. The teacher providing medical homebound instruction, or other school staff members, is to report any student to the principal who may no longer be eligible for medical homebound instruction. The principal is to notify the superintendent's designee of any student who may no longer be eligible for medical homebound instruction. The medical homebound status is terminated upon verification that the student is no longer eligible for medical homebound instruction.

The parent/legal guardian must receive an explanation of the medical homebound program prior to receiving the medical homebound instruction form.

Frequent cancellations without medical excuses or repeated "no shows" for scheduled appointments may jeopardize a student's homebound status.



School Health Services

School Nurses

Each school has a school nurse assigned to the campus. The school nurse operates the school's health room. The nurse administers minor first aid for illnesses and injuries occurring at school and maintains a record on each child. However, students should be kept at home when they are sick, have a fever, or have undiagnosed rashes. A child should be fever-free for 24 hours before returning to school.

Other duties of the school nurse are as follows:

- identify health problems that interfere with learning and assist families and schools to resolve them;
- work with students who have chronic illnesses to help them benefit from their education;
- monitor the administration of medications;
- assist with checking permanent records for complete medical records;
- conduct health-related screenings as needed; and
- provide health promotion activities as needed.

Health Room

Any student who becomes ill at school should request a pass from a teacher before reporting to the school nurse. If an extreme emergency exists, however, the student should report directly to the nurse. The nurse will contact a parent if the student needs to leave school. If parents are unavailable and the illness or injury is such that immediate care is required, the school will arrange for the student to be taken to a hospital for treatment. This action will not obligate the personnel of the school to assume financial responsibility for treatment.

Under NO circumstances may an ill student remain at school in lieu of the parent/guardian picking them up.

Immunization Requirements

According to South Carolina state law, every student must present a valid *South Carolina Certificate of Immunization* showing the minimum immunization requirements at the time of school entrance. If the student is entering from another South Carolina school, he/she must submit an immunization record at registration. Students from out-of-state have thirty (30) days to comply. Failure to comply will result in disenrollment.

Minimum Immunization Requirements

DTP, DT, DTP-Hib, DtaP, or Td vaccine

Grades 4K and younger - Four (4) doses of any combination of DTP, DT, or DTap vaccine

Grades 5K – 12-Four (4) doses of any combination of DTP, DT, DTP-Hib, DtaP, or Td vaccine with at least one (1) dose received on or after the fourth birthday.

Polio vaccine

Grades 4K and younger - Three (3) doses of any combination of oral or inactivated polio vaccine

Grades 5K – 7 – Three (3) doses of any combination of oral or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday

Grades 8 – 12 – Three (3) doses of any combination of oral or inactivated Polio vaccine with at least one (1) done received on or after the fourth birthday OR four (4) doses before the fourth birthday (if all doses are separated by at least 4 weeks)

Haemophilus influenza Type b (Hib)

Grades 4K and younger - Current, age-appropriate Hib vaccination according to the currently published Immunization schedule

Rubeola, Rubella & Mumps

Grades 4K and younger - One (1) dose of MMR vaccine received on or after the first birthday

Grades 5K – 12: Two (2) doses of Rubeola (Measles) vaccine with both doses received on or after the first birthday and separated by at least one month

Grades 5K – 12: One (1) dose of Rubella (German Measles) vaccine received on or after the first birthday

Grades 5K – 12: One (1) dose of Mumps vaccine received on or after the first birthday

Varicella

Grades 4K and younger - One (1) dose of varicella received on or after the first birthday or positive history of disease

Grades 5K – 5: Two (2) doses of Varicella vaccine received on or after the first birthday or positive history of disease

Grades 6 – 12: One (1) dose of Varicella vaccine for all children

Hepatitis B

Grades 4K and younger - Three (3) doses of Hepatitis B given at the appropriate ages and intervals

Grades 5K – 12: Three (3) doses of Hepatitis B given at the appropriate ages and intervals

Pneumococcal

Grades 4K and younger - Current, age appropriate pneumococcal vaccination according to the currently published immunizations schedule

Tdap

One (1) dose of Tdap booster for all students entering grades 7-12

Medication at School

No aspirin and/or products containing aspirin will be given at school without physician and parent permission. Medication CANNOT be given to students without parent permission. The school nurse, the principal or his/her designee(s) may administer prescription medication only by parental request and physician permission.

If a student is required to take over-the-counter medication during school hours, the student's parent must complete the *Medication Administration Request* form and must include the following information: (1) student's full name, (2) name of medication, (3) times to be administered, (4) dosage, (5) possible side effects (if significant), and (6) termination date for administering the medication. Prescription medication will require a physician's signature in addition to the requirements for over-the-counter medications.

All medication sent to the school must be in its original container. Students are not to keep **ANY** over-the-counter or prescription medicines with them during the school day.

Students who must keep an inhaler, epi-pen, insulin, or any other emergency medication on their person for **emergency purposes** must have an approved *Medication Self-Administration During the School Day* form and receive permission from an administrator and/or school nurse.

Parents should pick up all medications before the last day of school. Any medications that are not picked up by the last day for students will be destroyed.

Student Medications

In order for student medications to be given at school, self-administered at school, or self-administered after school hours on school grounds or at school activities, the policies below must be followed:

Medications to be given at school, during school hours:

- A completed *School District of Pickens County Medication Administration Request* must be on file.
- All over-the-counter medication must be in the original container. **No medication will be accepted in bags or envelopes.**
- All prescription medication must be in individual pharmacy-labeled bottles and kept in the health room.
- Only a one-month supply of prescription medication should be sent to school at one time.
- Over-the-counter medications that are to be given daily for more than one week must have a doctor's order.
- Parents should bring any medication to school. Medications should not be brought to school or sent home on the bus.

Medications to be self-administered by the student during school hours:

- This policy is for emergency medications and must be accompanied by a note from the prescribing physician as to why it is necessary to keep these medications with the student.
- A completed *School District of Pickens County Medication Self-Administration During the School Day* must be on file in the health room and approved by the principal or his/her designee after a meeting with the student and parents.
- Medications to be self-administered outside of school hours on the school grounds or at school activities:
- This policy is for medications that the student will self-administer after school hours on school grounds or at school activities.
- A completed *School District of Pickens County Permission for Medication Self-Administration Outside of School Hours on the School Grounds or at School Activities* form must be filled out and presented to the principal or his/her designee for approval and a copy kept on file in the health room.
- Parents are only to send enough medication for that day, no more than two doses, in the original bottle that is labeled with the student's name. Prescription medications must be in an original pharmacy labeled bottle that contains no more than two doses.
- Medications under this policy are not to be taken at school, during school hours.

Field Trips:

- Parents are responsible for sending medication for field trips.
- Only enough medication for the field trip, in the original and properly labeled container should be sent.
- A completed field trip permission form must accompany the medication.
- The teacher will be responsible for administering the medication during field trips.

No PRN (as needed) medications are given after 2:00 p.m. in elementary schools and 2:30 p.m. in middle/high schools without a parent notification.

All medications left at the end of the school year are destroyed. They are not held for next school year.

Screenings

School nurses may conduct vision, hearing, and blood pressure by parent request.

Allergies

If a child has severe food or other allergies, parents should notify in writing the school nurse and the child's teachers. Written procedures for the school to follow in an emergency should be given along with a list of foods or items that the child needs to avoid.

In recent years, life-threatening food allergies have been the subject of concern in our country. Consistent with our commitment to serve the students of Pickens County, the School District of Pickens County has developed School Guidelines for Managing Students with Anaphylactic Food Allergies. Although no blanket policy can possibly address the individual needs of every child, the district developed these guidelines which may be used in conjunction with an Individual Health Care Plan or a Section 504 Accommodation Plan if appropriate. Of course, no one can eliminate altogether the

risks associated with life-threatening food allergies, but we encourage parents of children with such allergies to contact the school for more information on how they may be able to help address their children's needs.

Services for Students with Special Health Care Needs

Many health care services can be provided for students to keep them at school where they can learn and participate with other students. Our goal is to provide information to parents and legal guardians about some of the services and programs available for addressing the health care needs of students during the school day to help students succeed in school. It is important that the necessary health care information is shared with the appropriate people—such as teachers on duty during recess, bus drivers, and cafeteria employees—to make sure that the students' needs are met throughout the school day.

Individual Health Care Plans or Individual Health Plans (IHPs)

Individual health care plans are also called individual health plans or IHPs. School nurses who are registered nurses write IHPs to guide how a student's health care needs will be met while at school. The nurse works with the student, the student's parents or legal guardians, the student's health care provider, and other school staff to write the plan. IHPs are written for students who have special health care needs that must be met by school staff during the school day. IHPs are also written for students who have been approved by the school district to self-medicate or self-monitor. To learn more about IHPs, talk with your child's school nurse or the SDPC coordinator of nursing.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

To be eligible for services under Section 504, a student must have a condition that substantially limits one or more major life activities. The school's 504 team determines if a student is eligible. The team should include the student's parent or legal guardian, the student (if able), and others who know the student or know about the student's disability, such as a teacher, a school counselor, a school nurse, and other school staff. If the student is eligible, the team develops an individual accommodation plan. The individual accommodation plan explains how the student's needs will be met while at school and may include health services for the student during the school day if needed. To learn more about Section 504, contact the SDPC director of special education.

Individuals with Disabilities Education Act (IDEA)

Students, ages 3 through 21 years, may receive services under the IDEA if the eligible student needs special education and related services to benefit from his or her educational program. A multidisciplinary team decides if a student qualifies for services under the IDEA. The team includes the student's parent or legal guardian, teachers, and other school staff. The team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free appropriate public education and meet goals set by the team. The IEP may include health services for the student during the school day if needed. Contact the SDPC director of special education to learn more about the IDEA.

Medical Homebound Instruction

Medical homebound instruction is a service that is available for students who cannot attend school for a medical reason even with the aid of transportation. A physician must certify that the student has such a medical condition but may benefit from instruction, and must fill out the medical homebound form that the school district provides. The school district then decides whether to approve the student for medical homebound services. The school district will consider the severity of the student's illness or injury, the length of time that the student will be out of school, the impact that a long period away from school will have on the student's academic success, and whether the student's health needs can be met at school. To learn more about medical homebound services, contact the SDPC homebound secretary.

Head Lice (Pediculosis)

When a student is determined to have head lice, the parent will be contacted to pick up the student from school. The student may not return to school until he/she is treated with a special shampoo made to kill head lice. Nits (lice eggs) should be removed from the hair to prevent a recurrence.

of the lice. In addition, a second shampoo treatment may be necessary. Parents should be aware that household items such as beds, linens, upholstered furniture, carpet, toys, clothing, hats, hairbrushes, and combs can be infested with head lice and will need to be cleaned to ensure extermination of the lice. Students who have been identified as having head lice will be checked before being permitted to return to the classroom.

School Exclusion List

SC Regulation #61-20 requires that SC DHEC publish each year an [*Official School and Childcare Exclusion List of Contagious and Communicable Diseases*](#). It further requires that students should be excluded from school attendance if they have one or more of the conditions in the lists.

Please visit the [South Carolina DHEC website](#) for the full exclusion list. Parents may also request a copy of the exclusion list from their school nurse.



Transportation

School Bus Safety and Conduct

Making our buses safe is a top priority in the School District of Pickens County. Bus transportation to and from school is a privilege. The rules are created to protect the welfare and safety of all student riders.

Students riding school-, district- or state-owned buses are under the supervision of the drivers who have the authority to maintain order. Basic student rules for bus transportation are as follows: (1) Be at the bus stop fifteen minutes before the bus arrives; (2) Get on and off the bus at its regular stop—parental permission and administrator approval are required to change the rider's bus stop and/or to allow a friend to ride; (3) Obey the driver's instructions at all times; (4) Do not abuse or deface state or personal property; (5) Do not play or record music or video; (6) Do not use profanity; (7) Do not talk loudly or yell; (8) Do not fight; (9) Do not throw objects on/off the bus; (10) Do not have food or drink.

Dangerous or disruptive behaviors include those listed above but are not limited to the list. Each school and bus driver may have additional rules that must be followed.

Disciplinary action will be taken when a student rider is referred to an administrator. The action may include one or more of the following consequences: (1) counseled/warned, (2) parent contacted or conference, (3) bus privileges temporarily denied for 1 to 10 days, (4) bus privileges denied for remainder of the year, (5) out-of-school suspension, and/or (6) expulsion from school.

High School Student Parking

Student parking is a privilege open to eligible high school students who are both licensed and responsible drivers. A fee will be charged for student parking. Each high school establishes its own student parking guidelines and fees. Students are not permitted to park in campus areas that are not designated for student parking. Vehicles in such locations are subject to being towed at the owner's expense. Each school has the right to revoke parking privileges for students who violate driving and parking rules. Each student who drives and/or parks on a high school campus in SDPC must successfully complete Alive at 25, a defensive driving program developed by the National Safety Council. Please contact your child's school for more information on the program.

Search of Student-Operated Vehicles

The act of bringing a vehicle on school premises will constitute a presumption that the student, parent/guardian or owner of the vehicle has consented to the search of that vehicle. School officials who have reasonable suspicion to search a vehicle located on school premises are authorized to conduct a search of that vehicle in accordance with state and federal law.

If you have questions about bus transportation, contact Transportation Services at 864-397-1160. You may also contact your area bus office as listed below.

Daniel and Liberty Area Bus Office – Cindy Franks, Supervisor / 864-397-1178 or 864-397-1177

- Central Academy
- Clemson Elementary School
- Six Mile Elementary School
- R.C. Edwards Middle School
- Daniel High School
- Liberty Primary School
- Liberty Elementary School
- Liberty Middle School
- Liberty High School

Easley Area Bus Office – Wallace Heard, Supervisor / 864-397-1175

- Crosswell Elementary School
- East End Elementary School
- Forest Acres Elementary School
- McKissick Academy
- West End Elementary School
- Gettys Middle School
- Easley High School

Pickens Area Bus Office – Jennifer Bryce, Supervisor – 864-397-1173

- Ambler Elementary School
- Dacusville Elementary School
- Hagood Elementary School
- Pickens Elementary School
- Dacusville Middle School
- Pickens Middle School
- Pickens High School

In the event of an after-hours emergency, you may reach the bus supervisors by calling 397-1160 and selecting "Emergency After-hours Transportation Support."



Student Records

Access to Student Records

The *Family Education Rights and Privacy Act (FERPA)* regulates what may be contained in student records and who may have access to them. Parents of students under 18, or students over 18, have the right to inspect such records and to object to material in them. They also have the right to deny access to those records to anyone except school district employees with a legitimate educational purpose for reviewing them. Both federal and state regulations provide for the transfer of education records from one district to another for enrollment purposes without parental permission. Discipline records are not maintained as a part of a student's permanent academic record.

Copies of Records/Transcripts

Students Currently Enrolled

A parent/guardian of a currently enrolled elementary/middle school student may receive one copy of his/her child's school record at no cost during each school year. A fee of \$5.00 may be charged for each subsequent copy provided during the school year.

High schools will charge \$5.00 for each copy of a high school transcript. No charge will be assessed to send a copy of a K-12 student's records to another K-12 school.

Students No Longer Enrolled

You will need to contact your school directly to request a transcript. A fee of \$5.00, made payable to School District of Pickens County, will be charged for each transcript requested. School mailing addresses and phone numbers are listed on our website.

e-Transcripts

By using e-Transcripts, current SDPC high school students can request transcripts without going through the guidance department. With the South Carolina e-Transcript project, students in the district's four high schools have a safe, electronic way to order official transcripts for colleges, universities and scholarship funds nationwide.

There's no cost to send e-Transcripts to participating South Carolina colleges and universities. Students will pay \$3.00 to out-of-state colleges and universities receiving the electronic transcripts or to nonparticipating in-state institutions. A \$5.00 fee is required to send hard copies. All payments are made online at the time of request.

Additional information and complete instructions are located on the district website under [Academics/Transcripts](#).

Transfer of Records

Students who are transferring to another school must be checked out of the current school by the school counselor. The counselor will complete proper records and make arrangements for the transfer. Please notify the counselor one week in advance of the transfer to allow for sufficient time to prepare transfer documents.

Individualized Education Program (IEP) Records

Requests for Individualized Education Program (IEP) records for a student currently enrolled in a school should be made through the school the student attends. IEPs for students previously enrolled in the district should be made through the SDPC Special Services Department at 1400 Griffin Mill Road, Easley, SC 29640. All requests must be submitted in writing.

Changes in Information

It is essential for the school to have a student's current address and phone number at all times. Also, the school must always have an alternate emergency number so that parents/guardians can be reached.

Our emergency contact system allows us to communicate with all parents by telephone and email to provide timely information about emergencies, school closings, absences and school events. Because the system uses contact information from our student database, parents should always make sure that the school has correct contact information.

Please notify the school immediately with any change in address, phone number, email address or emergency phone number, or update your information online through the [Express Update Gateway](#). (visit on the district website under [Registration/Online Registration/Express Update Gateway](#))

Student Records – Policy JRA

Purpose: To establish the basic structure for maintenance of and access to student records.

The principal of each school is the legal custodian of all student records for that school.

Students and parents/legal guardians will have access to their school records. The schools will notify parents/legal guardians and adult students of the following.

- type of records kept
- procedure for inspecting and copying these records
- right for interpretation
- right to challenge data thought to be erroneous, the procedures for expunging such data or inserting a rebuttal statement
- right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented

Cumulative record folders for all students will be kept in each school office. The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician or school psychologist for his/her own use, and which are not available to others, are exempted from this definition.

The school will require prior written consent before information may be divulged to third parties. Exceptions to this rule exist for school district employees who have legitimate interests in viewing the records, officials in other schools in which the student seeks to enroll, and military recruiters who seek student contact information. At the time of transfer, parents/legal guardians may review the material.

State and national educational organizations that require student data for confidential research and statistical purposes are also exempted from the parental consent prerequisite. An exemption also exists for material under court order, although parents/legal guardians must be notified of the order.

The district, with certain exceptions, may disclose directory information, which may include names, addresses, telephone listings and dates of birth, without first obtaining written parental permission. However, the district must define directory information to the public before disclosures.

The superintendent will establish administrative regulations for compliance with the Family Educational Rights and Privacy Act and other applicable acts and regulations.

The principal will maintain juvenile criminal records and information provided by the department of youth services in accordance with this policy and applicable district procedures.

The principal will destroy such juvenile criminal records upon the juvenile's completion of secondary school, or when the juvenile reaches 21 years of age, whichever occurs earlier.



Curriculum & Instruction

South Carolina College and Career-Ready Standards

SDPC uses the South Carolina College and Career Ready Standards. These standards provide a consistent framework to prepare students for success in the 21st century.

Career Planning

Career planning is an integral part of all students' education and ultimately prepares them for employment. It is never too early for students to begin exploring interests and possible career paths. To better facilitate career planning for students, the School District of Pickens County implements the South Carolina Comprehensive Developmental Guidance and Counseling Plan. This plan enables the career planning to begin in the K-5 grades as counselors work with elementary teachers to introduce students to the world of careers.

In the middle grades of 6-8, students begin the career exploration phase by participating in job shadowing activities and career fairs. They also complete various interest inventories to better understand what it is that they enjoy doing. Students in 8th grade will then move into a transition phase of career planning when they choose career clusters and majors that they can easily change at any time. After completing at least two different interest inventories, students will develop an Individual Graduation Plan (IGP). Parents are asked to participate in the career planning process by meeting with career specialists, counselors, and/or faculty advisors annually to complete and approve the IGP. Ideally, the IGP should be completed before a student schedules any classes for the upcoming year.

Every high school has identified specific schools of study that will be offered at each campus. These schools of study encompass a limited number of career clusters and majors that schools are prepared to offer to students. Not all schools offer the same majors within their schools of study. The career center offers many majors that are specialized and cannot be duplicated in schools because of cost.

The School District of Pickens County currently offers numerous majors in all sixteen of the state and federal career clusters. For a comprehensive list of schools of study, career clusters and majors, please see the SDPC Course Selection Guide.

After the student has completed his/her e-IGP and the parents have met and approved the document, the student should use that information in the registration process by reviewing course offerings that are related to the chosen major. Descriptions of the courses are found in the Course Selection Guide. The most up-to-date version is on the district website.

Finally, students in ninth through twelfth grades will begin the phase of career preparation. This involves students connecting their education to their careers of choice. Students in the tenth grade will select a major within their preferred cluster of study. To complete majors, students must complete four units/credits in the specific major. Students will be allowed to complete multiple majors, if they choose, and are not required to complete a major to graduate from high school.

Work-Based Learning Initiatives

The Education and Economic Development Act of 2005 provides all students the opportunity to develop rigorous and relevant academic skills and the opportunity to connect what they learn in school with the real world through learning experiences at various work sites. These learning experiences include, but are not limited to, mentoring, shadowing and service learning. School-to-work experiences and youth apprenticeships are provided through majors at the career center and some career technology education (CTE) courses such as education and training, business, and agriculture at the high schools.

As students annually complete their Individual Graduation Plans, they have opportunities to discuss with a counselor and possibly plan an "extended learning opportunity" that is related to their career majors of choice.

Assessment

The **ACT and SAT** included four curriculum-based tests that measure students' educational development in English, mathematics, reading and science reasoning. Most colleges accept the ACT for admission.

South Carolina laws passed in 2014 established that a college and career readiness assessment for 11th grade students will be required. The ACT and SAT are the college readiness assessments for SC. Beginning with the 17-18 school year, students can choose in their third year in high school whether they want to take the ACT or the SAT.

ACCUPLACER is the test that will be replacing ACT COMPASS beginning with the 2016-17 school year. ACCUPLACER is a suite of computerized tests that determines your knowledge in math, reading and writing as you prepare to enroll in college-level courses. ACCUPLACER is an interactive online learning tool that is computer-adaptive. It is a college placement test that allows post-secondary educators to evaluate incoming students' skill levels and college-readiness. The results of the test can be used to place students in appropriate courses and connect students to the resources they need to achieve academic success. Eleventh grade students in SDPC take this test to help them identify areas of strengths and relative weakness as they prepare to select courses for their final year of high school.

Ready to Work is an e-learning career and college ready curriculum and career readiness assessments preparing learners to be career and college ready in both academic and soft skills. The Ready to Work assessment is a workforce education and development tool, comprised of three proctored assessments, Applied Mathematics, Reading for Information, and Locating Information, leading to a work ready credential. It brings employers, learners/job-seekers, and education/workforce partners together in building a skilled workforce, while keeping and attracting businesses with higher-wage jobs and national economic growth. This test is aligned to the WorkKeys job skills assessment. The Ready to Work Essential Soft Skills Assessment is composed of questions measuring entry-level work tasks and behaviors, including cooperating with others, resolving conflict and negotiating, solving problems and making decisions, observing critically and taking responsibility for learning.

SC READY is the assessment for English and Math in grades 3-8. The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessment in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review Guidance. All students in grades 3-8 are required to take the SC READY except those who qualify for the South Carolina National Center and State Collaborative (SC-NCSC). SC READY Assessments are not timed. Beginning with the 2016-17 school year SC READY will be administered online. SC READY is aligned to our State's College and Career Readiness Standards, and the assessments are focused on college and career readiness. Scores reflect the knowledge and skills students develop over time—across grades—and link these results to readiness for college and career, providing an evolving picture of student growth. SC READY results will be used for federal accountability under the Elementary and Secondary Act (ESEA). This test must be administered during the last twenty school days.

The Advanced Placement (AP) program offers students the opportunity to pursue college-level studies while still in high school and to receive advanced placement credit, college credit, or both based on their performance on rigorous AP examinations. Different colleges have different policies concerning accepting AP credit. Students should check with the colleges of their choice for their requirements. An additional 1.0 weighting is given to Advanced Placement courses.

CASE TE-21 is a benchmark assessment given using the Mastery Connect platform. These assessments are used to help teachers monitor students' progress throughout the year. After our students take the quizzes or tests, the schools receive feedback on students' mastery of state standards.. The questions on these assessments are formatted and designed to mirror our state tests. Using these diagnostic reports, teachers can identify individual student needs and plan intervention strategies. Teachers will use these assessment items throughout the school year.

End-of-Course Examination Program (EOCEP) - The Education Accountability Act of 1998 requires that end-of-course examinations in gateway or benchmark courses be given for grades 9 through 12. These examinations (which will count 20% of the student's grade in the gateway or benchmark course) include Algebra 1/Intermediate Algebra, English 2, U.S. History and Constitution, Biology/Applied Biology. Students in

Intermediate Algebra will take the test; students in Foundations in Algebra will not. EOCEP results are used for federal accountability under the Elementary and Secondary Act (ESEA). Except for the writing portion, this test must be administered during the last fifteen school days.

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Language Learners (ELLs). ACCESS results will also be used for federal accountability under the Elementary and Secondary Act (ESEA).

The **WIDA ACCESS Placement Test** is the screener used to identify students who may be candidates for English as a Second Language (ESL). It is an adaptive test that determines students' proficiency up to and beyond level 5 of WIDA English language Proficiency (ELP) levels. It is given to incoming students who may be designated as English learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The test assesses the four language domains of listening, speaking, reading and writing. It is individually administered and adaptive, meaning that part of the test may be discontinued as soon as the student reaches his or her "performance ceiling."

Identification of Gifted and Talented Students - An aptitude test and an achievement test are given to second graders in the fall of the school year. Students must score 93rd percentile or higher on the aptitude test and 94th percentile or higher on the achievement test in either reading or mathematics in order to be identified as gifted.

Readiness Assessments in Pre-K and Kindergarten - In compliance with the South Carolina Read to Succeed Act and provisos, readiness assessments for students in prekindergarten and kindergarten must be administered. PALS is given to 4K students and KRA is given to 5K students.

Phonological Awareness Literacy Screening (PALS) - Developed by researchers at the University of Virginia, Phonological Awareness Literacy Screening for Pre-Kindergarten (PALS-PreK), is a research-based reading assessment for classroom teachers to use with prekindergarten students. The primary purpose of PALS-PreK is to measure a young child's understanding of essential elements of literacy. PALS assesses name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. PALS is administered to 4K students during the first and final 45 days of school. Results of these tests are shared with parents, along with suggestions on how to keep building your child's early reading skills.

Kindergarten Readiness Assessment (KRA) - The KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains. Understanding a child's school readiness helps kindergarten teachers best meet the child's needs, and it helps schools, families, communities and policy makers know how best to support young children as they enter the K-12 environment. The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year. KRA is administered to 5K students during the first 45 days of school. Results of these tests are shared with parents, along with suggestions on how to keep building your child's early skills.

Measures of Academic Progress (MAP Reading Fluency) - Part of our instruction involves screening all kindergarten and first grade students three times a year for any reading difficulties. The screening may also be given to students in other grades who the school identifies as potentially at-risk. A screener is a quick check (20 minutes) to see if there are any potential reading difficulties. This is a requirement that South Carolina added to help ensure that all students are proficient readers by the end of 3rd grade. (Act 213) MAP Reading Fluency is the name of the test that our schools use for this screening. Visit www.pickens.k12.sc.us to Parents > Literacy Model > Universal Screener to view an overview of what a student may see on MAP Reading Fluency and learn more about this test. Results of these tests are shared with parents, along with suggestions on how to keep building your child's reading skills.

Measures of Academic Progress (MAP Growth) - SDPC uses an interim assessment called MAP Growth in grades K through 9. MAP Growth is a computerized adaptive test developed by NWEA (Northwest Evaluation Association). MAP Growth measures students' academic growth from year to year in the areas of mathematics, reading, and language usage. When students take a MAP Growth assessment, the difficulty of the test is adjusted to the student's performance. If a student answers correctly, the questions become more difficult. If a student answers incorrectly, the questions become easier. Students take 48-52 questions, answering approximately half of the items correctly and half incorrectly. The final score is an estimate of the student's instructional level. The advantage of this testing process is that teachers and students receive immediate feedback; teachers can then personalize instruction based on the student's needs.

The assessments are aligned with the South Carolina curriculum for each subject, giving specific information about the major goal categories. For example, in "Mathematics," the goal categories are "Algebra," "Data Analysis & Probability," "Geometry," "Measurement," and "Number &

Operations." MAP Growth assessment reports provide information for each goal category in each subject for each student. This increases the value of the assessments as a tool for improving student learning because it enables teachers to recognize areas where the student needs help.

South Carolina Palmetto Assessment of State Standards (SCPASS) is the statewide assessment administered to South Carolina students in grades 4 and 6 for Science. The Social Studies test will no longer be given to grades 5 and 7. All students in grades 4 and 6 are required to take SCPASS Science except those who qualify for NCSC Alternate Assessment. SCPASS only includes tests in science for grades 4 and 6. Aligned to the South Carolina Academic Standards for Science, SCPASS test items assess the content knowledge and skills described in the standards and indicators. SCPASS results will also be used for federal accountability under the Elementary and Secondary Act (ESEA).

The **PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)** is a multiple-choice test that measures critical reading, verbal reasoning, math problem solving and writing skills important for academic performance in college.

The **SAT Reasoning Test** (formerly SAT I: Reasoning Test), better known as the SAT, is a three-hour and forty-five-minute test that measures critical reading, writing, and mathematical reasoning skills that students have developed over time and skills that they need to be successful academically in college.

SAT Subject Tests (formerly SAT II: Subject Tests) are designed to measure students' knowledge and skills in particular subject areas as well as their ability to apply that knowledge. Students take the SAT Subject Tests to demonstrate to colleges their mastery of specific subjects such as English, history, mathematics, science, and language.

NCSC Alternate Assessment – National Center and State Collaborative Alternate Assessment is an alternate assessment on alternative achievement standards for ELA, mathematics, science and social studies that are aligned to our State Standards. This alternative assessment is for students with significant cognitive disabilities who are assessed by alternative achievement standards as they are unable to participate in the general assessment program with accommodations. SC NCSC alternate assessment is grade-level specific assessment that is computer-delivered to students in grades 3-8 and 11. This test is no longer age dependent.

Semester and Final Exams

Courses without a State-Mandated End-of-Course Test

Yearlong Courses: Semester examinations will be administered to all students in Carnegie unit courses per the SDPC Academic Calendar. In yearlong courses, the examination grade will carry a weight of 20% when computing the semester average at the end of each semester. The final examination (second semester) will test only material covered during the second semester.

Examinations will be administered to all students at the end of the first semester and at the end of the course. Students with a cumulative average of 90 or above will be exempt from taking the final examination. No grade will be recorded for exempted examinations. Nine weeks tests at the end of the first and third grading period will be optional.

Semester Courses: In each semester course, the examination grade will carry a weight of 20% of the grade for the semester. Students with a cumulative average of 90 or above will be exempt from taking the semester course examination. No grade will be recorded for exempted examinations. A nine weeks test at the end of the first grading period for the course will be optional.

Courses with a State Mandated End-of-Course Test

The state-prepared end-of-course test will count 20% of the total grade for the course. No first semester examination will be given. No examination exemptions are allowed. If a student does not complete the end-of-course examination, the student must repeat the course the following year and is not eligible for credit recovery. The teacher has the option of giving nine-weeks tests at the end of the first, second, and third grading periods. The English 2 EOCEP will be administered to all students in English 2 for the 2019-2020 school year. In August, schools will explain to students how these assessments and/or midterm/final exams will count in their grade calculations.

The principal's responsibility for supervision of instruction will include seeing that the examinations are appropriate and well-prepared by the teachers.

Promotion, Retention and Acceleration of Students

Policy IKE

Purpose: To establish the basic structure for the promotion, retention, and acceleration of students.

The district affirms academic excellence for students. This policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Plan (IEP). The district will administer this policy fairly, equitably, and consistently in the schools.

Promotion/Retention

Grades K through two

See administrative rule IKE-R.

Grades three through eight

See administrative rule IKE-R.

Grades nine through 12

See administrative rule IKE-R.

Appeals process

The district will have an appeals process in place for the parent/legal guardian or student to appeal retention decisions.

Acceleration

Grades K through eight

See administrative rule IKE-R.

Grades 9 through 12

See policy IKFA, Early Graduation, and administrative rule IKFA-R.

Read to Succeed State-Mandated Retention

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement may enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parents/Legal guardians may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child.

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to those:

- with limited English proficiency and less than two years of instruction in an English as a Second Language program
- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency
- who demonstrate third-grade reading proficiency on an alternative assessment approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading

- who have received two years of reading intervention and were previously retained
- who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio
- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment

Information to Parents/Legal Guardians

The district will distribute this promotion/retention/acceleration policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students.

Policy IKE-R

Promotion of Students to the Next Higher Grade

The goal of this administrative rule is to establish and implement regulations for promotion, retention, and acceleration that will best meet the needs of the students in the district. The regulations describe the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

The purposes of these regulations are to do the following:

- to communicate the district's standards and expectations for academic performance to the community
- to provide reasonable guidelines for teachers, counselors, and administrators for determining the promotion or retention of a student
- to stipulate the procedures to be followed for those students who have not met the promotion criteria
- to stipulate the procedures to be followed for those students who may need acceleration

This administrative rule will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individualized Education Programs (IEP). The district will administer this policy fairly, equitably, and consistently in the schools.

Promotion/Retention

Kindergarten

Kindergarten students will be promoted to first grade upon successful completion of a full-year kindergarten program. Kindergarten students are expected to learn the literacy and numeracy skills contained in the state and district curriculum standards. Children who will be six years old on or before September 1 will be assigned to first grade unless sound documentation exists indicating that retention in kindergarten is warranted and in the best interest of the student's future academic success. When formal and informal assessments indicate that a kindergarten student is not demonstrating growth toward academic readiness for first grade, retention may be considered by the teachers, principal, and parent/legal guardian. In retention decisions, developmental readiness factors including, but not limited to social, emotional, and physical maturity may also be taken into consideration. The final decision concerning promotion or retention will be made on a case-by-case basis involving parent/legal guardian, teacher, principal, and support staff.

Grades one and two

Students in grades one and two are expected to demonstrate proficiency, at a minimum, in the state English/language arts and mathematics standards and demonstrate performance at the current grade level based on assessment results, the student's class performance, and/or teacher judgment. Students who demonstrate grade-level performance in English/language arts and mathematics will be promoted to the subsequent grade. Students who do not demonstrate grade-level performance in either one of these areas may be considered for retention. Other factors that may be considered are report cards, interim reports, portfolios, attendance records, and intervention records. The principal, teacher, and support staff should work in partnership with the parents/legal guardians of students being considered for retention to ensure that interventions and support systems are in place to assist the students. The final decision concerning promotion or retention rests with the teacher and the principal.

Grades three through five

Students in grades three through five are expected to demonstrate proficiency, at a minimum, in the state English/language arts, mathematics, science, and social studies standards and demonstrate performance at the current grade level based on assessment results, the student's class performance, and/or teacher judgment. Students who demonstrate grade-level performance in all four core curriculum areas will be promoted to the subsequent grade. Students who do not demonstrate grade-level performance in one or more core curriculum areas may be considered for retention. Other factors that may be considered are report cards, interim reports, portfolios, attendance records, and intervention records. The principal, teacher, and support staff should work in partnership with the parents/legal guardians of students being considered for retention to

ensure that interventions and support are in place to assist the students. The final decision concerning promotion or retention rests with the teacher and the principal.

Read to Succeed State-Mandated Retention

Early in the school year and/or when a third grade student transfers in to a district or school, parents/legal guardians will be given a general notice regarding the requirements for promotion and retention.

Retention conference

During the second grading period of the third grade, parents/legal guardians of students that are not demonstrating third-grade reading proficiency will be notified in writing that their child is being considered for retention. A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's intensive instruction and intervention plan. Within two weeks following the parent/teacher conference, copies of the plan will be provided to the principal, parent/legal guardian, teacher, and other school personnel who are working with the child on literacy.

If a parent/legal guardian is unable to attend the conference after two varied attempts at contact, the parent/legal guardian should be mailed a copy of the student's intensive instruction and intervention plan.

An additional parent/teacher conference will be held during the third nine week grading period for students still being considered for retention.

Retention determination

The principal, classroom teacher, and other school personnel who are working with the child on literacy will review the recommendation for retention and provide suggestions for supplemental instruction. Recommendations and observations of the principal, teacher, parent/legal guardian, and other school personnel who are working with the child on literacy will be considered when determining whether to retain the student.

If it is determined that retention is appropriate, the student may be eligible to enroll in a summer reading camp provided by the district. District summer reading camps will be operated in accordance with the guidelines provided by the South Carolina Department of Education. Parents/Legal guardians may elect to opt their child out of participation in summer reading camp, with the understanding that the child will be unable to qualify for a good cause exemption on that ground. Information regarding the summer camp will be provided by the school or requested from the district office.

Good cause exemption determinations

To request an exemption for good cause, the teacher of a student identified as potentially meeting one of the state-approved exemptions will submit documentation to the principal on the proposed exemption and include evidence that promotion of the student is appropriate based on the student's academic record. This evidence will be limited to the student's IEP, alternative assessments, or student reading portfolio.

The principal will review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal will submit a written recommendation for promotion to the superintendent for final determination.

The superintendent will determine whether a student may be exempted from the mandatory retention policy. The superintendent's acceptance or rejection of the principal's recommendation will be in writing and a copy will be provided to the child's parent/legal guardian.

Good cause exemption determinations for students with disabilities

A third grade student with disabilities will be exempt from the mandatory retention policy if the student is eligible to take a South Carolina alternative assessment and receives instruction aligned to the state's alternative achievement standards, or the student has received intensive remediation in reading for more than two years.

To demonstrate intensive remediation in reading, there must be:

- documentation that the student's present levels of academic achievement and functional performance have resulted in one or more annual goals and specialized instruction and/or related services in the area of reading for two or more years
- documentation of intensive general education interventions in the area of reading for two or more years
- a combination of special education services and intensive general education intervention in the area of reading for two or more years

Any evidence submitted to document intensive remediation or evidence-based interventions will be in addition to the student's 90 minutes of daily reading and writing instruction as required by law.

Appeal of a retention determination

A parent/legal guardian may appeal the decision to retain a student to the district superintendent if there is a compelling reason why the student should not be retained. To initiate an appeal, the parent/legal guardian must notify the superintendent in writing within two weeks after receiving the notification of the retention decision. The letter must be addressed to the superintendent and must include the reasons why the student should not be retained. The superintendent will render a final, written decision and provide copies to the parent/legal guardian and the principal.

Appointment of an education advocate

Parents/Legal guardians are permitted to designate another person as an education advocate to act on their behalf to receive notification of their child's level of reading proficiency and to assume the responsibility of promoting the reading success of the child. Parents/Legal guardians interested in appointing such an advocate should contact [option: job title (principal, literacy coach, etc.)] in writing to make their request.

Grades six through eight

Students in grades six through eight are expected to demonstrate proficiency, at a minimum, in the state English/language arts, mathematics, science, and social studies standards and demonstrate performance at the current grade level based on assessment results, the student's class performance, and/or teacher judgment. Students who demonstrate grade-level performance in all four core curriculum areas will be promoted to the subsequent grade. Students who do not demonstrate grade-level performance in two or more core curriculum areas may be considered for retention. Other factors that may be considered are report cards, interim reports, portfolios, attendance records, and intervention records. The principal, teacher, and support staff should work in partnership with the parents/legal guardians of students being considered for retention to ensure that interventions and support are in place to assist the students. The final decision concerning promotion or retention rests with the teacher and the principal.

Grades nine through 12*

Students in grades nine through 12 must earn Carnegie units as prescribed by the South Carolina Department of Education.

The requirements for grade placement are as follows:

- grade nine - promotion or placement in the eighth grade as a student entering high school for the first time
- grade 10 - five units (one must be required language arts unit and one unit must be a required math unit)
- grade 11 - 10 units (two must be required language arts units and two must be required math units)
- grade 12 - 16 units (must be currently enrolled in course work that will permit graduation by end of school year)

* Students in special education classes will be promoted to the next grade level if they satisfactorily complete the requirements unless their IEP designates otherwise.

Limited English proficiency students

Students identified as limited English proficiency (LEP) should be promoted in accordance with state and federal statutes and regulations. An LEP student should be advanced along with his/her age-level peer. Non-advancement must be documented with evidence that indicates the determining factors are other than English language proficiency. LEP students are eligible to participate in all age-appropriate school programs and receive available services.

Additional standards for grades one through 12

In addition to achievement criteria for the promotion of students to the next higher grade, students in grades one through 12 must meet the attendance requirements of the district/state.

Students in grades one through eight failing two or more of the following subjects will not be eligible for promotion to the next higher grade:

- reading/English/language arts
- mathematics
- science
- social studies

Appeals process

The parent/legal guardian may appeal the summer school, remediation program, or retention decision to a district review panel. Parents/Legal guardians who choose to appeal must do so in writing within seven days after the last day of the school year and must specify the reasons for disagreement with the recommendation. Letters should be sent to the assistant superintendent of instructional services. The district review panel will render a decision on the matter within 10 working days after receipt of the appeal. The decision and the reasons will be in writing and copies sent to the appellant and the principal.

Academic assistance

When a student's lack of achievement is evident, the parent/legal guardian should be notified. Concerns should be shared with the parent/legal guardian as soon as the need is apparent. A plan to provide appropriate interventions and support systems should be developed and

implemented to address the student's lack of achievement. The student's progress should be monitored and additional feedback should be provided to the student and parent/guardian on the progress. Documentation of the communication, conferences, interventions, and support systems should be maintained.

A student's score on an end of year assessment may not be the sole criterion for retaining the student in his/her current grade or requiring the student to attend summer school.

Students who are not substantially demonstrating proficiency in reading will be provided intensive in-class and supplemental reading interventions in accordance with state law and the district reading plan. A literacy assessment portfolio will be developed for each student who is not demonstrating grade-level reading proficiency to provide evidence of a student's progress in the area of literacy and to indicate the intensive instruction and interventions the student has been provided.

Acceleration

Grades one through eight

A consideration for change in a student's educational program may be initiated upon a written parent/legal guardian request addressed to the school principal and citing specific reasons for the request. Any student who, in the opinion of his/her principal and teacher(s), warrants consideration for acceleration and/or adjustment either in subject instructional level or in grade placement for all subjects will be carefully evaluated in order to determine the educational program in the student's best interests. Source material for the evaluation will include the following:

- academic achievement level
- cognitive ability
- background experiences
- emotional and social development (maturation)
- complexity and rigor of the current and proposed curricular programs

A child study committee composed of the student's teacher(s), principal, guidance counselor, school psychologist (if needed), and superintendent or his/her designee will examine the information available to them and make any appropriate recommendations. The parent/legal guardian may submit independent information to the committee members. Any change in the student's educational program will require the approval of the parent/legal guardian. The decision of the committee will remain final for the academic year under consideration. Any recommended program change will be subject to a six-week probationary period in which student performance and adjustment will be carefully monitored. Educational program changes will be made at minimally intrusive points in the academic calendar, i.e., at the start of the school year, at the start of marking period, or at a semester change. Consideration by the committee for student acceleration will be allowed no more than twice in a student's academic career.

Acceleration of students in grades nine through 12

See policy IKFA, Early Graduation, and administrative rule IKFA-R.

Communication with Parents/Legal Guardians

The district will distribute the promotion/retention/acceleration policy to every student and parent/legal guardian. The district will also make every effort to educate and inform parents/legal guardians and students through newsletters, student handbooks, and PTO meetings.

As soon as school officials make a recommendation for retention, summer school attendance, and/or remediation program the principal or his/her designee will communicate this decision in writing to parent/legal guardian. This notification will be made no later than the last working day for teachers.

Policy IKFA-R

The board and the administration support a full high school program including a minimum four-year course of study in high school. However, the board and administration recognize that occasionally early graduation is the best option for a student.

Procedures for making application for early graduation

The student applying for early graduation will meet standards required of all high school graduates in the school district.

The application must be filed with the school principal no later than the end of the third quarter of the second year in high school.

The school principal will appoint a committee to examine the application for early graduation. This committee will be comprised of a member of the administrative team, the student's guidance counselor and three teachers who have provided direct instruction to the student. The committee will make a recommendation to the principal regarding approval of the application within 30 days of the receipt of the application.

The principal will render the decision within 10 days of the receipt of the recommendation from the committee.

The principal's decision may be appealed to the superintendent or his/her designee. This appeal must be made in writing within five days of the decision made by the principal.

Gifted and Talented Programs

The School District of Pickens County welcomes parent/student interest in its programs for academically gifted and talented (GT) students.

Definition: Gifted and talented students are those who are identified in Grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential. (R43-220)

The School District of Pickens County is funded to serve students who are academically gifted and talented in Grades 3-11.

Purpose of the Program: The purpose of the programs that serve gifted and talented students is to provide curriculum, instruction, and assessment that maximize the potential of the identified students. Educational programs for academically gifted and talented students exhibit the following characteristics:

- Content, process, and product standards that exceed the state adopted standards for all students;
- Goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;
- Instructional strategies that accommodate the unique needs of gifted learners;
- An integrated approach that incorporates acceleration and enrichment;
- Opportunities for worldwide communications/research; and
- Evaluation of student performance.

Special Note: Any student who has been identified gifted but who chooses not to participate in the program at any point in the year must have a parent sign a waiver to be excluded from service. The student may petition the school to receive GT service the next school year. She/he will not be readmitted during the same school year in which the waiver was granted.

Identification: Students must qualify for service in two of the three dimensions below:

Dimension A: Reasoning Abilities

Students who score at or above the 93rd national age percentile in either verbal/linguistic, quantitative/mathematical or non-verbal on an individual or group aptitude test have met the criterion for this dimension. A composite score of 96th national age percentile makes a student automatically eligible for services.

SDPC tests all second grade students during the fall semester of each school year with an aptitude test.

Dimension B: High Achievement in Reading and/or Mathematics

Students who score at or above the 94th percentile on either the reading comprehension or the math concepts/problem solving subtests of nationally norm-referenced achievement tests (MAP or PASS) have met the criterion for this dimension.

Only one of these criteria needs to be satisfied to meet standard on this dimension.

If the standard has been met on both Dimension A and B, the student is eligible for service. If the student has met the standard in Dimension B but not in Dimension A, the district may administer a second aptitude test, the "In View" test.

Dimension C: Intellectual/Academic Performances

Students who have met the criteria in either Dimension A or Dimension B are eligible to move on to Dimension C. Students may take the STAR Performance test once in either Grade 2 or 3 and/or once in either Grade 4 or 5. These tests will be given in February or March each school year and will be scored by an independent contractor. They are secure documents. The standard is "16" for either verbal or non-verbal in the second grade. The standard is "18" for either verbal or non-verbal in the third grade. The standard is "16" for verbal or "22" non-verbal for fourth grade and "18" verbal or "25" non-verbal for fifth grade students.

Students in Grades 5-10 may qualify for gifted and talented services by using high performance on their end-of-year report card. A 3.75 on a 4.0 scale in the core academic subjects will satisfy the requirements for this dimension.

Screening and Referral Process: The School District of Pickens County conducts a census screening of second-grade students during the fall semester. Students whose aptitude scores are more than two years old are referred for aptitude testing in August/September as well. Parents, teachers, and administrators may refer a student for testing at any time during the year. After the aptitude tests have been administered, the Evaluation Placement Team at the school makes recommendations for identified students to be placed into the program in accordance with Regulation 43-220.

Program Models: The following models are used to deliver services to academically gifted and talented students:

Pull-Out Class: In this model, gifted and talented students are removed from the regular classroom for a specified period each week to receive differentiated instruction. Multi-grade grouping may be used in this model to constitute classes of sufficient size.

Special Class: This model is a self-contained gifted and talented class organized around one or more academic disciplines. The special class delivers services to identified students through a curriculum accelerated to meet their needs.

Parents who would like additional information on identification procedures or program services may contact the student's school or the district gifted and talented coordinator.

English for Speakers of Other Languages

The School District of Pickens County offers the English for Speakers of Other Languages (ESOL) program. The ESOL program provides instruction to Non-English Speaking (NES) and Limited English Proficient (LEP) students using a tutorial model. ESOL services are provided to students according to each student's level of proficiency as determined by the WIDA ACCESS Placement Test (W-APT) and Assessing Comprehension and Communication in English State-to-State (ACCESS).

The ESOL program supplements the services the ESOL student receives in his or her regular classroom. Working collaboratively with the child's classroom teacher, the ESOL teacher prepares an individualized curriculum for each student to meet his or her general language needs. This curriculum reinforces concepts in the student's content area classes but does not replace the content instruction in the regular classroom.

The goal of the School District of Pickens County's ESOL program is to provide equal educational opportunities to students who have a primary or home language other than English. The ultimate goal of the ESOL program is for each student to achieve listening, speaking, reading, and writing proficiency to be successful in all classes.

Migrant Education Program

The purpose of the Migrant Education Program (MEP) is to ensure that migrant students have the opportunity to meet the same challenging state content and students' performance standards that all children are expected to meet. School districts provide educational and support services that assist migrant students to overcome educational disruption, cultural and language barriers, and other problems that result from repeated moves. A "migratory child" means a child who is, or whose parent or spouse is, a migratory worker in the agriculture or fishing industry, and who, in the

preceding 36 months, has moved to obtain temporary or seasonal employment in the agricultural or fishing industry. For more information, please contact your school or the SDPC administrative offices.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act ensures education rights and protections for children and youth experiencing homelessness. The Act ensures that homeless students enroll in school immediately and continue their education with as little disruption as possible. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. For more information, please contact your local school or the SDPC administrative offices.

Field Trips

Field trips are planned to meet specific instructional goals. Costs are always kept to a minimum. Written permission from the parents is required before a child is permitted to participate. Each school administration has the right to refuse participation on field trips based on problems with conduct. Students must ride on the bus when on field trips.

Field trip chaperones must be at least 21 years of age and must have had the School District of Pickens County volunteer training. As a part of their duties, chaperones must ride with the students on the furnished transportation. No additional children may be brought by chaperones.

SDPC checks all visitors and volunteers through the *National Sex Offenders' Registry*. We also require a background check through the South Carolina Law Enforcement Division (SLED) for all persons who chaperone students on field trips and those who escort or supervise students without a district employee present. The chaperone/volunteer will be required to pay \$26 for his/her check. Checks should be made payable to the school.

A chaperone/volunteer who needs a background check should request and pay for it two weeks before the date of any field trip.

According to SDPC Policy IJOA, a school may set specific standards in the areas of behavior, attendance, and grades for students to participate in a field trip. These standards must be approved by the superintendent or designee prior to going into effect. After being approved at the district level, these standards must then be communicated to parents/guardians in writing in advance of the field trip.

In order for a school's standards to be approved at the district level, the following conditions must be present:

- To disqualify a student for misbehavior, the student must have a discipline record that contains an out-of-school suspension. The principal must then verify that this out-of-school suspension was earned for bona fide inappropriate behavior.
- To disqualify a secondary student due to attendance, the student must have already exceeded the maximum number of unlawful absences allowed in a specific course.
- To disqualify a secondary student for grades, the student must be failing a course that is required for promotion to the next grade or for graduation that would be missed due to the field trips.

Policy IJOA – Field Trips

Purpose: To establish the board's vision and the basic structure for conducting student field trips which ensures the safety and welfare of students.

Definition

A field trip is defined as any learning activity which is sponsored, approved and supervised by the school and which requires the student(s) to leave the school grounds. Regularly scheduled athletic and band events are not required to follow the procedures outlined in this policy. The principal will approve schedules for all athletic and band events which are part of the regularly scheduled school program.

Introduction

Field trips that directly relate to concepts and objectives of the approved curriculum for the particular subject area and grade level may be scheduled as part of the instructional day. Field trips, like any other instructional activity, must be wisely chosen, thoroughly planned and carefully

conducted. Special attention must be given to clarifying the purposes/objectives of a field trip and to providing meaningful follow-up discussion and activities after the trip has been completed. Trips to amusement parks strictly for the purpose of entertainment or a reward will not be approved.

Regulations

- All field trips will be approved by the school principal. After securing principal approval, field trip requests must be approved by the superintendent's designee.
- A request for an overnight trip must be submitted two months in advance to permit sufficient time for study. No overnight group trips, in-state or out-of-state, will be permitted for more than three consecutive school days.
- Each student who goes on a field trip must have written parental permission on the district approved form.
- Students may be asked to pay all or part of the expense of field trips, provided arrangements can be made for the payment of expenses for those unable to do so. No student should be denied field trip opportunities based on his/her ability to pay.
- The board encourages groups to use district activity buses, state-owned buses or other forms of commercial transportation with sufficient liability insurance coverage for field trips. Groups must not use private vehicles without special permission. Students will not drive private vehicles except in special circumstances with approval of principal and appropriate waiver signed.
- When school buses or commercial buses are used for field trips, the following procedures must be followed for the safety and welfare of the students.
- Routes should be planned to avoid dangerous road hazards and heavy traffic routes.
- Each bus must be numbered.
- A roster should be made of all occupants of each bus. The roster should also include the name and phone number of parents/legal guardians. (Copies of the roster should be maintained at the school and on the bus.) A copy of the approved field trip form with signatures and including the name and phone number of the school contact person(s) will be transmitted to the district office prior to the trip. These copies will remain at the school for the remainder of that school year.
- Each child should wear a nametag on inside clothing.
- Teachers should be briefed on what to do and who to contact in emergency situations.
- No advertisement, announcement and/or discussion of the proposed field trip with students or parents/legal guardians will take place until the principal has received approval from the superintendent's designee.

A school may set specific standards for students in the areas of behavior, attendance and grades in order for a student to have standing to participate in a field trip. These standards must be approved by the superintendent or his/her designee prior to going into effect. After being approved at the district level, these standards must then be communicated to parents/legal guardians in writing in advance of the field trip.

In order for a school's standards to be approved at the district level, the following conditions must be present.

- To disqualify a student for misbehavior, the student must have a discipline record that contains an out-of-school suspension. The principal must then verify that this out-of-school suspension was earned for bona fide inappropriate behavior.
- To disqualify a secondary student due to attendance, the student must have already exceeded the maximum number of unlawful absences allowed in a specific course.
- To disqualify a secondary student for grades, the student must be failing a course that is required for promotion to the next grade or for graduation that would be missed due to the field trip.

If a student is disqualified from participating in a field trip for behavior, attendance or grades, the school must offer the student an alternative curriculum at school for the time of the field trip.



High School Academics

4x4 Schedule & High School Curriculum Opportunities

The school district's four high schools operate on a 4x4 block schedule with modifications for special programs. This 4x4 schedule allows for 90-minute class periods with four classes per day for 90 consecutive days (one semester). Under this schedule, a student may earn up to eight units of high school credit per year.

The 4xk schedule gives high school students the opportunity to explore many elective courses, prepare more extensively for two-year or four-year college work, and attend the career center while taking academic courses.

Each high school, combined with the career and technology center, offers a broad curriculum consisting of more than 100 courses. These courses are available to all students on a non-discriminatory basis. Students are encouraged to select occupational courses available at the high school and the career center. These courses in computers, business, and technology give students the opportunity to gain career-related skills and to expand their knowledge of career options. Students will have the opportunity to organize their high school studies around one of the sixteen state and federal career clusters and to participate in work-based learning activities as they prepare for the world of work.

Students should always take the highest level of academic course work they can handle successfully and select occupational courses around their career goals.

Many courses provide students with opportunities to gain advanced placement (AP) and/or technical advanced placement (TAP) credit for college programs. Students should talk to their school counselor about the procedures to be followed to receive credit.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the course content area. The honors curriculum places emphasis on critical and analytic thinking, rational decision-making, and inductive and deductive reasoning. An additional 0.5 GPA weighting is given to honors courses. Students earning honors credit in courses other than English, math, science, or social studies must be in the third or fourth unit in the progression of those courses or have been approved for honors-level weighting under the South Carolina Honors-level Framework.

Advanced Placement Program

The advanced placement (AP) program offers students the opportunity to pursue college-level studies while still in high school and to receive advanced placement credit, college credit, or both based on their performance on rigorous AP examinations. Different colleges have different policies concerning accepting AP credit. Students should check with the colleges of their choice for their requirements. An additional 1.0 weighting is given to advanced placement courses.

Technical Advanced Placement Program

Technical Advanced Placement (TAP) is an opportunity for qualified seniors to earn Tri-County Technical College (TCTC) credit. Credit is based on satisfactory completion of specific courses and TAP procedures. Counselors have more information about this program. Information on specific courses available through TAP credit along with the required procedures in each area is available through the guidance office, math, English and career and technology teachers, and TCTC's Web site at www.tctc.edu/TAP.

All South Carolina technical colleges and many throughout the country offer similar advanced placement programs. They may have names other than Technical Advanced Placement. Each college sets its own program guidelines and requirements. For more information, contact the college you plan to attend.

Dual Credit Courses

Dual credit courses, whether taken at the school site or off campus, are defined as those courses for which the student has received permission from his/her home school to take the courses and to receive both Carnegie units and credit at another institution. **Permission must be obtained prior to taking these courses if they are to be considered for dual credit. Students who do not receive prior permission will not receive credit.** Most approved courses will receive an additional GPA weighting of one full quality point. Some dual credit courses are only for a college prep weighting in the GPA calculation. Dual credit courses may be applied toward the 24 units required for a state high school diploma for students in Grades 9-12. A three-semester hour college credit will transfer as 1 Carnegie unit. High schools will only permit dual credit for courses taught through accredited colleges and approved by the SC Department of Education. ***Students must arrange for a certified transcript to be sent to the high school from the college after a dual credit course has been completed. Students must complete a School District of Pickens County Dual Credit Enrollment Form before being considered for approval to take dual credit courses. The form is available in each school's guidance office.***

Enrollment in dual credit courses will be verified to ensure that students are enrolled in the minimum number of Carnegie units for their grade level. If a student includes the dual credit course in the minimum units required for his/her grade level and does not enroll or withdraws from the dual-credit course, additional courses must be scheduled at the home high school.

All final grades (including WF--see Course Withdrawal section below for explanation) as reported by the college on the transcript will be recorded in the student database system. Dual credit courses will not appear on student report cards issued by the high schools. **Any dual credit course in progress during second semester will not figure in GPA calculations at the end of 3rd nine weeks. Any awards/honors determined by the rank at the end of 3rd nine weeks will not have the grades for second semester dual credit courses included.**

Auditing Courses

A student may apply to audit a course and to receive a grade of AU that will have no impact on the student's GPA. Students must complete an Application to Audit. The decision to audit must be made prior to the end of the drop/add period or in advance of taking the course. The student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for "no credit" and "not included in GPA" at the student level. Students who audit a course that requires an End-of-Course Examination should not take the End-of-Course Examination Program (EOCEP). Students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses.

Distance/Online Education

Distance/Online Education is an instructional delivery model that does not require the student to be physically present in the same location as the instructor. These courses offer increased accessibility and flexibility in the delivery of instruction. All distance/online education must be consistent with the instructional goals of the district to ensure both the rigor of the course and the quality of instruction. Students in grades 7-12 may participate in online/distance education programs to earn units of academic credit. This credit may be applied toward graduation requirements. Courses must be offered through agencies or universities that are approved by the board. Prior approval of the school/district must be secured prior to enrollment in these courses. If prior approval is not obtained, the student will not receive credit.

Please note, this does not include independent study. SDPC does not offer courses via independent study.

Course Withdrawal

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following:

- The student will receive a **WP** if he/she was passing the course. The grade of **WP** will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a **WF** if he/she was failing the course. The grade of **WF** will carry no Carnegie units but will be factored into the student's GPA as a 50.
- If a student fails a course due to excessive absences, the school will record an **FA** on his/her transcript. The grade of **FA** will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking a Course

Students in grades nine through twelve may retake a course at the same level of difficulty regardless of their final grade. Students must complete an Intent to Retake a Course documentation. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student's transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may also retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first). In such a case, only the highest grade will be used in figuring the student's GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).

Class Rank

Class rank will be determined using the South Carolina Uniform Grading Policy that uses grade point ratios.

Honor Graduates

Honor graduates will be those students who have an unrounded GPA of 3.75 or higher according to the South Carolina Uniform Grading Policy at the end of the fourth quarter of the senior year. At the end of the third quarter a tentative list of honor graduates may be chosen using the above guidelines with the understanding that students may be added or deleted from the list after the fourth quarter based on final course grades. Final grades will be used to determine honor graduates to be recognized at graduation.

The valedictorian and salutatorian for the senior class will be determined as per the guidelines in the SDPC Regulation IHC-R regarding class ranking based on grades through the end of the third quarter of their senior year. These students may or may not be the top ranking students at the end of the fourth quarter. The only students who will be considered for valedictorian and salutatorian are those who entered the ninth grade three years prior to the senior year and those who have been enrolled at the specific district high school prior to the beginning of the second semester of their junior year.

Graduation Participation

A student may participate in the graduation ceremony if he or she will receive a South Carolina High School Diploma or meet the requirements of an IEP to receive a Certificate from the School District of Pickens County. However, schools reserve the right to deny students the privilege of participating in graduation ceremonies for students who are not in good standing with the school.

Other Programs

The **Adult Learning Center** offers the traditional adult education classes for those who need to complete their high school education and lifelong learning opportunities for those who wish to learn something new. The main office is at 201 S. 5th Street in Easley (West End Hall) with satellite locations throughout the county. Adult education classes include GED preparation classes; diploma classes; exit exam remediation classes; basic education classes; literacy referrals in coordination with Pickens County Literacy Association; and English for speakers of other languages. Lifelong learning classes include computer instruction; work place training (Custodial College, substitute teacher training, etc.); and community education classes.

The **Parenting and Family Literacy Program** offers adult education with support services that include childcare, transportation, and parent education. The program operates at the A.R. Lewis Opportunity School at 1755 Shady Grove Road, Pickens.

Project GO is an alternative education program serving behaviorally at-risk students in grades 6-12. Students may be referred to the program after transfer from another alternative placement program, in lieu of expulsion, or proactively by a school intervention team as part of disciplinary plan. The program is located at the A.R. Lewis Opportunity School.

The **Pickens County Career & Technology Center** serves students from the four high schools in Pickens County. The career and technology center offers programs to students as they prepare for two- or four-year colleges or universities, direct entry into work, or entry into the armed forces. Students in high schools may attend the career and technology center for a portion of the school day to take courses in the following career and technology programs: Agricultural Technology; Horticulture; Mechatronics Integrated Technologies; Health Science Technology; Cosmetology; Architectural and Mechanical Design; Electricity; Pre-Engineering; Carpentry; Machine Technology; Automotive Technology; Masonry; Welding; Culinary Arts; Graphic Communication; Fire and Emergency Services; Biomedical Sciences; Law, Public Safety and Security.

Ninth and tenth-grade students have the opportunity to explore different careers in preparation for the world of work while eleventh- and twelfth-grade students usually specialize in one of the career programs offered. Ninth graders also have the opportunity to explore careers in agriculture. Students may participate in work-based learning activities and in cooperative education and the Youth Apprenticeship Initiative while in upper level courses.

Pickens County Virtual Academy (PCVA) serves 1st-12th students offering the instructional quality of a traditional school from the comfort of your own home. Virtual Instruction means the student takes all of his/her courses in a virtual setting away from the school regardless of schools being open or closed. In the School District of Pickens County, the Pickens County Virtual Academy (PCVA) will provide a Virtual Instruction option for our 1st-12th students. A certified teacher directs the instruction through the use of a learning management system (LMS). Students enrolled in PCVA may still participate in school based extracurricular activities. During the school day, students will have access to their teachers; however, students may work at any time of the day, holidays and weekends. Students may apply to receive instruction through PCVA during the school choice window of January - April 15 prior to the start of the next school year.



Graduation Requirements

State Department of Education Reg. R43-234

Requirements for Earning a South Carolina High School Diploma

A. The student must earn a total of twenty-four units of credit as follows:

Unit Requirements

- English Language Arts 4.0
- Mathematics 4.0
- Science 3.0
- U.S. History and Constitution 1.0
- Economics 0.5
- U.S. Government 0.5
- Other Social Studies 1.0
- Physical Education or Junior ROTC 1.0
- Computer Science (Including Keyboarding) 1.0
- Foreign Language or Career and Technology Education 1.0
- Electives 7.0

TOTAL 24.0

B. The student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist papers, and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course U.S. History and Constitution or within another course. (For specific regulations regarding the end-of-course test for U.S. History and Constitution, see R 43-262.4, End-of-Course Tests.)

C. The student must pass a high school credit course in science in which an end-of-course examination is administered. For the current school year, this course is Biology 1.

D. The student must be enrolled for a minimum of one semester immediately preceding his or her graduation, except in case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.



Grading Scales

Kindergarten through Grade Two

The progress of students in reading/language arts, mathematics, integrated studies (science, social studies, health, research and technology), work, and behavior habits will be based on the SDPC/South Carolina Academic Standards. Physical education, art, and music will be evaluated using the grading scale for each grade level as follows:

M	Meets Expectations
A	Approaching Expectations
E	Emerging Understanding of Expectations
NM	Does Not Meet Expectations

Grades Three through Twelve

The state-defined numerical grading scale will be used on the report card.

A	100-90	Excellent
B	89-80	Above Average
C	79-70	Average
D	69-60	Below Average
F	59 & Below	Failing
I*		Incomplete

Physical education, art, and music will be evaluated using E (Excellent), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory).

A general conduct grade will be given, using only S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory).

Uniform Grading Policy for High Schools

Grades on report cards and transcripts in South Carolina public high schools will be numerical. The numerical breaks for corresponding letter grades are: 100 – 90 = A; 89 – 80 = B; 79 – 70 = C; 69 – 60 = D; 59 – 0 = F.

Computing Grade Point Averages

10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

in the handbook. The uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle or junior high school level.

GPAs already earned by students will be recalculated on the basis of the revised policy's three-decimal-point scale. All South Carolina public schools will use the following formula to compute all GPAs:

Sum (quality points x Carnegie units attempted)

÷

Sum of Carnegie units attempted

Computations will not be rounded to a higher number.

When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, this conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50.

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, that average will be converted to a 65 numerical grade on the new scale. See State Board of Education Regulation 43-273 for complete information on transfers and withdrawals.

If the transcript shows that the student has earned a grade of P (passing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the P. If no numerical average can be obtained from the sending institution, the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the P.

A student's grade point average and rank in class will be figured from the grade-point conversion chart included

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 honors, AP U.S. History). The grading scale must be printed on the report card.

Report Cards

Report cards are sent home every nine weeks on the fifth school day following the end of the nine-week grading period. Dates are listed on the official SDPC School Calendar. Dates are subject to change as a result of inclement weather. ***If you do not receive a report card on these dates, please notify your child's teacher or the school office.***

Content Recovery & Credit Recovery

Policy IKADD

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered the opportunity to participate in the district's content or credit recovery programs.

Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

Credit Recovery

The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have achieved sufficient mastery to benefit from a block of instruction, less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies.

There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Student Athletes

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content recovery and credit recovery programs. Participation in these programs **is likely to affect a student's eligibility for NCAA play** (i.e., VirtualSC credit recovery courses are not approved by the NCAA). Consult the district athletic director for more information.

Per the SC Uniform Grading Policy NCAA does not accept Credit Recovery courses for purposes of awarding athletic scholarships.

Policy IKADD-R

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Teachers may develop their own content recovery materials or use district-approved online course content to provide content recovery.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Grading

Content recovery assignments for all students must be completed no later than the dates established on the district's exam calendar. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by consistently applying one of the following three methods: averaging the student's initial grade with the content recovery grade; replacing the student's initial grade with the content recovery grade; using a procedure determined by the teacher or school and approved by the principal.

Credit Recovery

Students must have previously failed a credit-bearing course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. These students should repeat the full course for credit.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students are not permitted to remain in a credit recovery course for more than one calendar year.

Credit recovery courses taken during the final semester of the school year must be completed no later than the last day of the subsequent school year. Graduating seniors must complete credit recovery courses no later than 4:00 p.m. on the Monday prior to Saturday graduation. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 15th to count for the current academic year. Other students enrolled in credit recovery courses during a summer session may extend past August 15th, but the course credit will be recorded in the next academic year.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course.

1. The original failing grade will remain on the transcript as is. A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked "CR" at the end of the course title in the student information system.
2. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" to the grade scale chart. Thus, the credit recovery

course does not impact the student's GPA. If a student fails the credit recovery course, the failing grade is entered as an "NP" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" on the grade scale chart.

3. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

Credit Recovery Courses with EOCEPs

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Students will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option.

Cost

Credit recovery courses are typically provided to students without charge. However, if necessary, the District may charge a reasonable fee to cover the cost of instructors, materials, and administration of credit recovery programs. Please note that a student's parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

Online Grades

Schoology allows students and parents/guardians to check attendances, assignments and grades as well as see messages that have been sent from the school and district. If you need your child's login information, please contact his/her school.

Disputed Grades

In the case of a disputed grade that cannot be resolved at the principal's level, the SDPC Assistant Superintendent of Instructional Services shall have the authority to resolve the situation to the best interest of the student. A parent/guardian may appeal a disputed grade to the principal. A parent/guardian who chooses to appeal a disputed grade must do so in writing within 21 calendar days after the last day of the grading period in which the grade was received. The principal will render a decision on the matter within 20 working days after receipt of the appeal. The decision and the reasons will be in writing and copies sent to the appellant and the SDPC Assistant Superintendent of Instructional Services. If a grade is still disputed, a parent/guardian will have 7 calendar days to appeal to the superintendent, in writing, the principal's decision. The decision of the superintendent is final.



Special Services

It is the goal of the School District of Pickens County in conjunction with the Individuals with Disabilities Education Improvement Act, to provide full educational opportunities to all children with disabilities or special needs, ages 3-21, where appropriate.

Students with disabilities are those students who are unable to have their educational needs met in a regular class without a specialized curriculum, instruction, or related services. Classifications of these exceptional children include those who are autistic, deaf or hearing impaired, educable mentally disabled, emotionally disabled, learning disabled, multi-disabled, other health impaired, orthopedically impaired, preschool with a disability, profound mentally disabled, speech/language impaired, trainable mentally disabled, traumatic brain injured, and visually impaired. Numerous instructional programs are provided to meet the educational needs of an individual student.

The School District of Pickens County strives to ensure that students with disabilities develop mentally, physically, and emotionally through the provision of a free and appropriate education that has been individualized and developed in the least restrictive environment. Service models include inclusion, itinerant, resource, and self-contained options.

The Individualized Education Program (IEP) states in writing the special education programs and services to be provided to each exceptional child. Curricula for most special needs students follow the set of courses for the students in the general education with emphasis on instruction in language arts, mathematics, social studies, sciences, and appropriate career and vocational education. Special transportation is provided for those students whose disability warrants this service.

Services from a school counselor, district social worker, speech therapist, occupational therapist, physical therapist or school psychologist may be recommended by teachers, students, and/or parents. Procedures for referral are available at all school sites.

Accommodations for Individuals with Disabilities

In compliance with Section 504 of the Rehabilitation Act (504) and the Americans with Disabilities Act (ADA), the School District of Pickens County will provide reasonable accommodations to qualified individuals with disabilities. Students, parents, or patrons needing accommodations should contact the school ADA/504 coordinator, the principal, and/or the district ADA/504 coordinator.



Athletics

General Information

Athletics play an important part in the lives of Pickens County secondary schools. Young people learn a great deal from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition, and winning and losing gracefully are integral parts of each team in our athletic programs. Athletics play an important part in helping the individual student develop a healthy self-concept, as well as a healthy body. Athletic competition adds to school spirit and helps students who are participants as well as spectators develop pride in their schools.

Middle and high school students throughout the district can choose to participate in many sports. While not all sports are available in all schools, each school does offer a variety of athletic activities for each student to consider. Participation in athletics is a privilege, not a right.

The ultimate goals of our athletic programs are to realize the value of participation without overemphasizing the importance of winning or excelling and to develop and improve positive citizenship traits among the program's participants.

Eligibility Requirements

All students are invited to participate in athletics as long as they meet the eligibility requirements of the South Carolina High School League. These are posted on the SCHSL's website at www.schsl.org. All participants must have a physical before being allowed to practice. In addition, participants must have an approved birth certificate before being allowed to participate in any interscholastic competition.

Head varsity coaches are responsible for the entire program including C-team, junior varsity, and varsity teams for their sports. This duty both requires and allows their involvement in the selection of students for all teams in the designated sport. Because of the nature of athletics and the necessary training, certain rules and regulations are necessary which do not apply to other students. The sport coach should be contacted for more information.

If a student is approved for assignment outside of his or her designated attendance zone or county for any reason, eligibility requirements for interscholastic activities may be affected as specified by the rules of the South Carolina High School League. This matter should be discussed with a high school athletic director.

Insurance

The School District of Pickens County provides a supplemental accidental insurance policy for student athletes. This is an excess policy. The parent/guardian must first file the claim with their insurance company. After the primary company has completed the claim, the parent or guardian must then file with the school policy. If the parent/guardian does not have primary insurance, then the excess policy becomes the primary policy. This excess policy is a schedule policy which means it does not pay 100% of all charges.

Additionally, each school provides a catastrophic insurance policy through the South Carolina High School League. If your total expense exceeds \$25,000.00, contact your school athletic director about filing with the catastrophic insurance carrier.

Insurance companies have guidelines that must be adhered to. The completion and filing of the insurance form must be submitted within 90 days from the date of the accident. Treatment must commence within 30 days from the date of the accident. The address will appear on the claim form.

When an injury occurs, follow these steps:

1. Secure an insurance form from the athletic department or school designee. The school portion of the claim should be completed and signed by the school designee upon receipt.

2. Parent/guardian must complete and sign the Parent's Statement and Medical Authorization. Instructions for filing a claim appear on the back of the claim form.
3. The parent/guardian must forward the completed form directly to the insurance administrator. The address will appear on the claim form.
4. Provide necessary information to the physician, hospital, etc. to file the claim as secondary coverage.

Recommendation: Keep copies of all correspondence.

Federal HIPAA regulations do not allow the School District of Pickens County or any of its agents to act on behalf of the student athlete. Therefore, only the parent or student athlete can be responsible for the process of filing insurance and any questions that need to be answered concerning the student athlete's well-being. A toll-free number for assistance with a claim appears on the back of the accident claim form.

Outside Competition

Although the South Carolina High School League allows participation on outside teams in all sports except football during the sports traditional season, the coach of a specific high school team should be consulted prior to participation for permission and to avoid any misunderstandings. College or professional try-outs during the season in all sports are prohibited by the South Carolina High School League. Violation of this policy renders a student ineligible to return to his or her team.

The South Carolina High School League allows participation on outside teams when a sport is out of season within specific guidelines. Individual athletes should contact their coach or the school athletic director to be sure that their participation does not jeopardize their eligibility for the upcoming season.

Parent/Coach Relationship

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, parents and coaches are better able to accept the actions of others and provide greater benefit to children. As parents, when your children become involved in a program, you have a right to understand what expectations are placed on your child as a result of participation. This begins with clear communication from the coach of your child's program to you as the parent or guardian.

Communication you should expect from your child's coach:

- Philosophy of the coach
- Expectations the coach has for your child as well as all the players on the squad
- Locations and times of all practices and contests
- Team requirements (i.e. fees, special equipment, off-season conditioning, etc.)
- Procedure to follow should your child be injured during participation
- Discipline that results in the denial of your child's participation (refer to Coaches' Rules & the Athletic Handbook)

Communication coaches expect from parents:

- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance of the student athlete's possible absence
- Specific concern in regard to a coach's philosophy and/or expectations

As your child becomes involved in the programs sponsored by the School District of Pickens County, he or she will experience some of the most rewarding moments of his or her life. It is important to understand that there also may be times when things do not go the way your child wishes. At these times, discussion with the coach is encouraged.

Appropriate concerns to discuss with coaches:

- The mental and/or physical treatment of your child
- Strategies to help your child improve in the target sport
- Concerns about your child's behavior

It is very difficult to accept your child's not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. As you have seen from the list above, certain things can be and should be discussed with your child's coach. Other things, like those listed below, must be left to the discretion of the coach.

Issues NOT appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student athletes

There are situations that may require a conference between the coach and the parent. These are to be encouraged. However, please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach, and it is important that both parties involved have a clear understanding of the other's position. Meetings of this nature do not promote positive resolution.

When a conference is necessary, the following procedure should be followed to help promote a resolution to the issue of concern:

1. Call the coach to arrange an appointment. He or she will set up a meeting with you.
2. If the situation is not resolved, you should schedule a meeting with the athletic director to discuss the situation.
3. If the situation cannot be resolved in this meeting, the athletic director will provide information on the School District of Pickens County's Athletic Grievance Policy.

The athletic programs in the School District of Pickens County are integral parts of our overall education process. We look forward to working with students in a progressive, professional, and proactive manner to continue their success and growth.



Technology

The use of technology in the schools is a privilege and therefore must be used responsibly. Any student who fails to follow established technology rules will be disciplined according to the level of the offense. Principals and/or their designees will use their discretion in dealing with the severity of each offense within each level and in dealing with repeat offenders within any level.

Level One (1) Consequence

1. Verbal warning
2. Detention
3. Written warning with copy to principal or his/her designee and parent notification
4. All technology privileges revoked for a period of time to be determined by the administration

Level Two (2) Consequence

1. Parent notification and detention or in school suspension
2. Technology privileges revoked up to remainder of school year
3. Suspension

Level Three (3) Consequence

1. Suspension
2. Expulsion
3. Legal action

- Students are to use district-issued computers and devices only for educational purposes when given proper authorization and direct supervision by school personnel.
- Students may bring BYOD devices in accordance with school and district policy. BYOD is not allowed where the district provides a 1:1 device. (1)
- Students bringing a BYOD device must:
 - o Turn off their data plans while on campus and access the district network in order to ensure the guidelines of the Child Internet Protection Act are followed. (1)
 - o Register their devices at each school following district protocol. (1)
 - o Use personal technology devices only for educational purposes when instructed. (1)
 - o Shut off/close devices when teachers call for "Devices Down". (1)
 - o Follow teachers' directions since not every teacher allows BYOD. (1)
- When logging into the network system or a local computer, all established entry procedures must be followed. Students are not to subvert entry systems (ie: use a VPN). (2-3)
- Excessive printing or printing to unauthorized network printers is prohibited. (1)
- Students who login to the network or to a local computer must not leave their station unattended. They must log out when leaving the computer. Students may be held accountable and share in the disciplinary consequences of any inappropriate behavior that is tracked with their login ID. (1)
- Students are not to change classroom software configurations without authorized permission and direct supervision. This includes Windows systems and its icons and setups. (2)
- Students may be held accountable for damages incurred by faulty or virus-infected media including any removable media (Zip, USB drives, etc.) (2-3)
- Students are not to utilize unauthorized login IDs or utilize other students' or school employees' login IDs. Students are not to give out IDs or passwords. (2)
- Computer connections such as peripheral and network cables, power cords, and other wires are not to be disconnected without authorization and under direct supervision of school personnel. (1)
- Students are to adhere to SDPC Policy and Administrative Rules which are linked to at the bottom of this page. (2)
- Students are prohibited from duplicating copyrighted or intellectually protected materials. (2)

- Students are prohibited from downloading from the Internet any illegal or pirated copies of copyrighted or intellectually protected materials. (2)
- Students are not to access personal email, chat rooms and/or instant messaging on school- and district-owned devices unless directed to do so under the supervision of a teacher. (2)
- Students will not access unacceptable sites. (2-3)
- Students are not to tamper with the local computer or network operating system. (3)
- Students are not to install software of any kind on school- and district-owned devices. (2-3)
- Students are prohibited from direct contact with any servers, attached components, switches, UPS, racks, wires, panels, etc. (3)
- Students should not share, print, scan, send, or create materials that are obscene, pornographic, offensive, threatening, or otherwise intended to harass or demean others. (3)
- Students are not to change computer or network configurations. Changes to the local computer or network system configurations are to be accomplished by approved district personnel. (3)
- Hardware defacement or destruction is a punishable offense that will include restitution. Students and their parents will be expected to pay for damages to hardware and software and the hourly costs of repair labor. This includes the use of magnets to destroy information, writing on equipment, disassembling parts, sticking objects in drives, peeling off labels, keyboard defacement, bending wires and cables, removing printer components, etc. (2-3)
- Students are not to copy district software or to download/utilize unlicensed software. (3)
- Students are not to circumvent district URL blocking by any means including:
 - o Software such as Bittorrent, Edonkey, Psiphon, Tor, Ultrasurf, etc.
 - o Proxy software or sites
 - o Tunnel software or sites
 - o Peer2Peer software or sites
 - o Any other technology designed to circumvent URL filtering (2-3)
- Students should not access gaming sites at school unless directed to do so by their teachers (2-3)
- Students may not delete any files except their own personal files. (2-3)

Children's Internet Protection Act

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. SDPC has protocols and policies in place to meet CIPA requirements. Those include content filtering and virus protection software; both are updated daily. Additionally, each network user's activity is monitored at all times through the filtering and protection system. SDPC students will also receive instruction regarding internet safety.

1:1 Technology Protection Plan

As a condition of being issued a district-owned Chromebook or tablet, the parent(s) and/or guardian(s) must agree to the SDPC 1:1 Device Guidelines and purchase the 1:1 Protection Plan for Accidental or Negligent Damage.

Technology Policies

Use of Technology Resources in Instruction - Policy IJNDB

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears, and changes constantly, it is not possible to predict or control what students may locate. The district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

Access to the district's technological resources is a privilege, not a right. With this privilege, there also is a responsibility to use the resources solely for educational purposes and not to access inappropriate materials unsuitable in a school environment. The faculty will thoughtfully integrate use of technology throughout the curriculum and will provide guidance and instruction to students in its use.

The district will communicate its technology acceptable use policy, administrative rules, and Internet safety measures through the student/parent handbook. The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

Accessing Inappropriate Sites

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity or child pornography or are harmful to minors. The district will use technology protection measures to protect students from inappropriate access.

Reporting

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement and to the superintendent. The report must include the name and address of the owner or person in possession of the computer. Employees and students who violate the terms of the administrative rule related to the Internet will be subject to disciplinary action. Inappropriate use by any person will not be tolerated.

Online Behavior

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The district uses South Carolina K through 12 Internet safety standards to educate students on these issues.

Off-Campus Conduct

Students, parents/legal guardians, teachers, and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

The district will develop and implement administrative rules and regulations and user guidelines related to technological resources that are consistent with the purposes and mission of the district.

Use of Technology Resources in Instruction (Internet) - Policy IJNDB-R (1)

Internet Access

Because technology is a vital part of the educational process, the curriculum of the district, students, and staff will be provided access to the Internet. By providing this access, the district intends to promote educational excellence and allow access to resources unavailable through traditional means. Through the Internet, students, and staff may have access to a wide variety of educational resources.

With access to computers and people all over the world also comes the availability of material that may not be of educational value. The district has taken precautions to restrict access to controversial or inappropriate materials. However, on a global network, it is impossible to control all materials and limit all access to information which has no educational value. The district firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district.

The smooth operation of the Internet network relies on the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that users will be aware of their responsibilities when using the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial of access to the Internet.

Users are advised that use of the Internet system provided by the district should not be regarded by the user as private. Activity by all users is monitored and logged through the Internet Lightspeed system. All logs of Internet activity will be retained for archival purposes and may be produced pursuant to a subpoena and also used in connection with student or employee disciplinary proceedings.

Terms and Conditions of Use

Acceptable use

The purpose of the district decision to provide Internet access is to allow an expanded opportunity for research and education by providing access to unique resources and the opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational objectives of the district. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Procedures for use

Administrators and teachers may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members.

Students will be allowed to access the Internet only through their teachers. No students may access the Internet without permission. Student use must be supervised at all times by a staff member.

Rules governing use

The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges. All staff and students, when allowed use of the Internet and e-mail, must abide by the generally accepted rules of network etiquette, including the following:

- Be polite. Do not be abusive in communication to others. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is prohibited. Illegal activities are strictly forbidden.
- Never reveal the personal address or phone number of the user or others.
- Note that electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
- Do not disrupt, harass, or annoy other users.
- All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references, and sources.
- Never access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials; advertisements for products or services not permitted to minors by law; insulting, fighting, and harassing words; and other materials which may cause a substantial disruption of the academic environment.
- Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user and includes, but is not limited to, the uploading or creation of computer viruses.
- All users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet.
- All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Do not use the system for financial or commercial gain.
- Always follow the instructions of the supervising staff members.

Penalties for Improper Use

Employees

An employee who violates the terms of this administrative rule or otherwise misuses the Internet to access inappropriate material will be subject to disciplinary action, up to and including discharge. In addition, the privilege of accessing the Internet also will be subject to cancellation for up to one year.

Students

Students who violate the terms of this administrative rule or who otherwise misuse their access to the Internet also will be subject to disciplinary action in accordance with the district's student behavior code. Internet access privileges also may be canceled for up to one year.

Violations of the laws of the United States or the state of South Carolina also may subject the user to criminal prosecution.

If a user incurs unauthorized costs, the user, as well as the user's parents/legal guardians if the user is a student, will be responsible for all such costs.

Use of Technology Resources in Instruction (E-Mail) – Policy IJNDB-R (2)

Email

The School District of Pickens County and the email administrator(s), accountability, information, and technology department (AITS) will make reasonable efforts to maintain the integrity and effective operation of AITS electronic mail system (email). Email is an important medium for communication. Use of this medium by administration, faculty, staff, and students is encouraged for scholarly work-related communication and users are obliged to use this tool in a responsible, effective, and lawful manner. Although by AITS nature email seems to be less formal than other written communication, the same laws apply. Therefore, it is important that users are aware of the legal risks of email.

AITS provides and supports Microsoft Outlook as the district's email service. No other email service is supported by AITS.

Because of the nature and technology of electronic communication, the district can assure neither the privacy of an individual user's use of district. **Users are advised that the email system should in no way be regarded as a secure medium for communication of sensitive or confidential information email resources nor the confidentiality of particular messages that may be created, transmitted, received, or stored therein.** All emails are retained by the district for archival purposes and may be subject to release pursuant to a subpoena, as well as used in connection with a student or employee disciplinary proceeding. This includes all sent, received, and deleted emails. Emails will be retained by the district for a period of two school years, after which they will be deleted from the archival system.

Only district administrators, faculty, staff, and students are authorized users of the district email systems and resources.

- All email accounts are to be properly managed.
- All email communication must be handled in the same manner as a letter, fax, memo or other business communications.
- Users will not disguise or attempt to disguise your identity when sending email.
- Users will not forge or attempt to forge email messages.
- Users will not send email messages using another person's email account.
- Email messages may not contain content that may be considered offensive or disruptive.
- Employees may not retrieve or read email that was not sent to them unless authorized by their administrator or by the email recipient.
- Forwarding chain letters and solicitations is strictly forbidden.
- No commercial messages or employee solicitations are to be distributed using district email.
- School mailing lists should be used at school, for school purposes only.
- The forwarding of a virus warning is strictly forbidden. Any such warning should be directed to the attention of AITS.

It is strictly prohibited to send or forward emails containing defamatory, offensive, racist, or obscene remarks or images. Offensive content includes, but is not limited to, the following:

- obscene or harassing language or images
- racial, ethnic, sexual, or gender-specific comments or images

Other offensive content may include comments or images that would offend someone on the basis of their religion, political beliefs, sexual orientation, national origin, or age. If an email of this nature is received, the user should promptly notify his/her supervisor.

Court order or law enforcement investigation may require the examination and release of any document including electronic files such as email. When a person affiliated in any way with the district is involved, AITS will act only under the specific instructions of human resources and district administrators to ensure that individual rights are protected.

District staff members may, under certain conditions, have email files accessed by others when it is related to departmental functions. A special condition exists for a staff employee who receives email associated with his/her job responsibilities and where, in their absence, the administration or others in the department need to have access to the email. AITS will continue to maintain the privacy of email and may locate and copy specific messages on authorization from the administrator. No person outside of the account holder may review the entire contents of a mailbox without authorization from the appropriate administrator.

Email moved by the account holder outside of the district mail systems becomes personal files covered by other policies and procedures. Note that email downloaded to files, using Outlook, Outlook Express, Netscape Mail, or other applications on a personal computer or saved to files on a minicomputer, is covered by other policies and procedures. Those files on a personal computer are outside the system management of the district. Maintenance of email privacy is controlled, at least to a great extent, by permitted access to the personal computer which is the responsibility of the individual.

The district administers AITS email system in a manner consistent with the system's importance for communication and the need for privacy of email messages. In the process of administering the email system, certain members of the staff may have access to the contents of certain email messages. These staff members will exercise their ability to access the contents of email under the strict limitations of the system administration requirements (a "need to know" basis). Furthermore, information about the contents of email obtained by members of the staff as they administer the email system must not be communicated to other members of the staff unless required to administer and support the system and may not be communicated to anyone outside the district without the approval of the appropriate administrator.

Best efforts are made to assure that the email system operates to deliver messages as specified by the sender. Although highly reliable and secure, delivery to district email addresses is not guaranteed. There can be no assurance that the person holding the recipient account actually examines a particular message, nor can confidentiality be absolutely guaranteed. In all these respects, email is no different from conventional mail.

There are no assurances about the handling of email received from or sent to addresses outside the district. Organizations managing email systems elsewhere on the Internet may or may not have similar policies to those described here. Many are known to consider email the property of the organization, subject to examination. Be aware of this possibility when corresponding with others elsewhere on the Internet. While AITS may be able to provide some advice, we have no direct influence on the handling of email anywhere outside our local network(s). No other email service is supported by AITS.

The administrators of the district email system may, within certain limits, block mail (including external, unsolicited, bulk email - "spam"). The annoying, potentially resource-intensive and sometimes offensive nature of unsolicited bulk email being sent by commercial or quasi-commercial organizations may require district email administrators to block receipt of mail from some locations on the Internet. This blocking action is permitted if justified and where such blocking minimizes the likelihood that legitimate email to district account holders will be blocked as well.

Email administrators are not permitted to use the content of the message or of the subject line in the mail heading to block or divert delivery of any message, except to block email containing computer viruses, spam, or similar destructive content.

The use of each account is the personal responsibility of the account holder and the account holder must maintain password security. Email addressed to an account is delivered to a mailbox file that can be accessed through a variety of computer programs under account password control. The account holder is responsible for maintaining strict confidentiality of that password.

Email messages are owned by the sender, and upon receipt, the recipient account holder, subject to review by the district as specified herein. AITS also reserves the right to inspect and disclose the contents of email under the following circumstances:

- in the course of an investigation triggered by indications of misconduct or misuse
- as needed to protect health and safety of students or staff
- as needed to prevent interference with the academic mission
- as needed to locate substantive information required for district business that is not more readily available by some other means

Account holders are expected to manage incoming and outgoing mail in their account. It is the responsibility of the account holders to manage their own email by suitably disposing of mail in the account's mailbox. Managing email also requires account holders to control the automatic delivery of messages from such services as mailing lists (e.g., listserv). Caution should be exercised when subscribing to online mailing lists.

Electronic storage for mailboxes is limited and the email AITS staff must ensure that sufficient space is available for the ongoing delivery of new messages. A maximum permissible mailbox size of 15 MB has been established. When this size is exceeded, a warning message will be issued, stating that 'your mailbox exceeds the limit.' At this point, it is the responsibility of the account holder to prioritize messages by keeping the important ones and deleting the others.

The accumulation of a large volume of mail in an account holder's mailbox may require AITS to take management action. A large volume of unread mail being received by an account can create network and mail performance problems, in addition to storage problems, with no benefit to anyone. In cases where, over a period of a week or longer, an account is receiving a large volume of mail and the account holder is not moving it out of the mailbox, AITS will implement stages of response to safeguard the account holder's mail, protect performance of the email system, and help the account holder gain control over the amount of mail being received. These are the response stages:

- AITS will contact the person by phone or conventional mail to alert them to the problem and request that immediate action be taken, offering advice on how to proceed.
- AITS may request permission from the appropriate supervisor to inactivate the account.

Extraordinary action may be required under specific constraints. Certain circumstances may require the email administrator to take extraordinary action in administering the email system, during which time the system may be unavailable. This action could be as a result of such events created by system upgrades or maintenance, system malfunction, malicious actions by an individual, sabotage, virus attack(s), or an act of nature. The email manager must take steps to do the following:

- Protect the functionality of the email system.
- Protect account holders from disruption of their use of the email system.

Extraordinary action taken by AITS to limit an individual's access to the system or to inspect and/or alter the contents of a mailbox is subject to review by the administrative office and/or human resources.

Either printed or electronic copies of email messages that constitute official records are to be retained according to the record retention schedules. Official records that are sent by email are not to be retained through the district's email program.

Although the district email system is intended for academic and/or educational use, personal email is allowed if the following guidelines are followed:

- Incidental and occasional personal use of email is permitted. Such messages become the property of the district and are subject to the same conditions as district email.
- Personal emails must also adhere to the guidelines in this policy and rule.
- Personal emails are not to be composed and/or read during class time.

Personal emails are not allowed under the following circumstances:

- attempting unauthorized access to email or attempting to breach any security measures on any email system or attempting to intercept any email transmissions without proper authorization
- conducting personal business
- emails that result in monetary gain or for commercial purposes that are not directly related to the district
- personal emails that create a direct cost for the district
- "spoofing," i.e., constructing an email communication so it appears to be from someone else
- "snooping", i.e., obtaining access to the files or email of others for the purpose of satisfying curiosity, with no substantial district business purpose
- use of email systems for any purpose restricted or prohibited by laws or regulations
- use of email to harass or intimidate others or to interfere with the ability of others to conduct district business

Access to information, technology and facilities in general, and email in particular, is a privilege and must be treated as such by all users. Violations of the policy and this administrative rule can be a matter of legal action and/or disciplinary procedures, with sanctions ranging from reprimand, to loss of access, to referral to authorities and termination from employment. In any case where inappropriate use impacts performance of the network security or a user's job performance, an individual's privilege of access may be suspended without notice. Other violations may result in disciplinary action up to and including termination and/or legal action as warranted. Employees will report any misuse of district email or any violations of this administrative rule to the appropriate personnel.

Use of Technology Resources in Instruction (Network) - Policy IJNDB-R (3)

Network Access

Because technology is a vital part of the educational process and the curriculum of the district, students, and staff will be provided with access to the district's network. By providing this access, the district intends to promote educational excellence and allow access to resources unavailable through traditional means. Through the district's network, students and staff will have access to the following:

- networked software
- instructional hardware
- networked printers
- file storage space
- Internet and Internet resources

Student use of the network for accessing networked instructional software, hardware, printers, file storage space, Internet, and Internet resources does not require written parent/legal guardian permission.

Terms and Condition of Use

Acceptable use

The purpose of the district's decision to provide network access is to allow an expanded opportunity to educational resources. Use of the network must be in support of education and consistent with the educational objectives of the district.

Procedures for use

Administrators, teachers, and other approved staff members may access the network for educational or work-related purposes at any time that is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members.

Students will be allowed access to the district's network only through their teachers. Students should be supervised at all times by a staff member when using the network.

Rules governing use

The use of the network is a privilege, not a right, and inappropriate use will result in disciplinary action. All staff and students must abide by generally accepted rules of network etiquette, including the following:

- All users may use the network only for educational reasons. Nonacademic uses are prohibited. Do not use the network for financial or commercial gain, for political purposes, or for social/personal purposes (including media/music downloads).
- Users must adhere to state and federal copyright laws.
- Users must not engage in activities that are prohibited under local, state, or federal law or by district policy.
- Users must protect student and staff confidentiality when using the network. This includes, but is not limited to, compliance with the Family Educational Rights and Privacy Act (FERPA).
- Users will not play non-instructional games or use the district's computer resources for other non-academic activities. In addition, users will not waste nor take supplies, such as paper, printer cartridges, and CDs that are provided by the district.
- Users may not use or create threatening or obscene material or use offensive or harassing statements or language.
- Users may not use the network in such a way that would be disruptive to others.
- Users must follow the instructions of the supervising staff members.
- User names, account numbers, and passwords issued to staff members and students must remain confidential.
- Attempts to tamper with programs, to access the system as another user or to share a password may result in cancellation of user privileges, as well as disciplinary action.
- Faculty and staff may not install any software on computers attached to the district's network without the prior approval of the district (AITS) department of technology. This includes, but is not limited to, file sharing programs, instant messaging programs, and other Internet exchanges. Any request for installation should be made by submitting a description and use of the software to the district department of technology for review and approval.
- Faculty and staff should be aware that there is virus protection on all networked computers. The district is not responsible for any damage to machines or programs resulting from the exchange or importation of infected programs or files.
- Faculty and staff should be aware that when the district periodically updates the network and its computers, it is possible that their files may be removed from their local machines. It is recommended that employees maintain regularly updated backup copies of all files saved on the internal hard drive.
- The district is not responsible for loss or damage to any personal files obtained or stored on the network.
- Users must make every reasonable effort to secure instructional hardware, both inside and outside school property, at all time

Penalties for Improper Use

Employees

An employee who violates the terms of this administrative rule or otherwise misuses the network will be subject to disciplinary action, up to and including immediate termination.

Students

Students who violate the terms of this administrative rule, or who otherwise misuse their access to the network, will be subject to disciplinary action in accordance with the district's student behavior code, up to and including a recommendation for expulsion. The district will provide to parents/legal guardians, upon request, a student's log-in and password information for access to their child's files.

Employees and students

Violations of the laws of the United States or the state of South Carolina may subject the user to criminal prosecution. Vandalism of computer systems, including unauthorized access, is a criminal violation.

If a user incurs unauthorized costs, the user, as well as the user's parent/legal guardian (if the user is a student), will be responsible to reimburse the district for such costs.

The district reserves the right to review any material on user accounts without notice to or consent from the user.

Vandalism or harassment while using the network may result in cancellation of user privileges and disciplinary action. This includes, but is not limited to, uploading, creating, or transmitting computer viruses.

Use of Technology Resources in Instruction (Electronic Communication with Students) – Policy IJNDB-R (4)

Email, websites, blogs, text messaging and use of social media websites such as Twitter, Facebook and others are integral parts of the online lives of both students and educators. Both students and educators use these electronic forms of communication for their daily interactions with friends, family and their larger social networks. Although these forms of communications are dynamic, mobile and quick to reach their audience, they may, in many circumstances, not meet public and professional standards for communicating with students.

The expectations outlined in this administrative rule are designed for the following purposes.

- protecting the students, staff and district
- raising awareness of acceptable ways to use electronic communication tools when communicating with students
- raising awareness of the positive and negative outcomes that may result in using these tools with students

When communicating with students electronically, staff members are expected to adhere to these expectations.

TAP test

Electronic communication with students should always be transparent, accessible and professional as defined below.

- The communication is *transparent*. - All electronic communication between staff and students should be transparent. As a public school district, staff members are expected to maintain openness, visibility and accountability with regards to all communications.
- The communication is *accessible*. - All electronic communication between staff members and students should be considered a matter of record, part of the district archives and/or accessible by others.
- The communication is *professional*. - All electronic communication from district personnel to students should be written as a professional representing the district. This includes word choices, tone, grammar and subject matter that model the standards and integrity of a professional staff member. Always choose words that are courteous, conscientious and generally businesslike in manner.

If communication meets all three of the criteria above, then it is very likely that the choice of communication methods with students is appropriate; moreover, such communication is encouraged.

Acceptable communication methods

SDPC email

Use of district email is always an appropriate way to communicate directly with students and parents/legal guardians. District email provides the district employee with a record of the communication. For this reason, only the district-provided email system should be used; personal email accounts should never be used [see IJNDB-R(2) for guidelines].

School websites and district provided web tools

The use of these district-provided tools is required. They are easily accessible and their content is highly transparent. With district websites and web tools (such as Schoology or PowerSchool), district employees can utilize similar types of communication that commercial social media websites deliver while also providing access to the curriculum beyond classroom walls. District provided websites and web tools allow for effective online learning by supporting online discussions, secure chat rooms, online delivery of assessments and the sharing of documents, images and other media, all in a secure, password-protected environment. All of the content is backed up and directly accessible. District provided websites and web tools meet all three of the TAP criteria detailed above.

Generally Unacceptable communication methods

Text messaging

Text messaging is a common form of communication. Since texting is such a quick and convenient way of communication, a simple message may lead to an extended texting conversation that can get “off topic.” Also, text messaging between a staff member and an individual student can easily be misinterpreted by a parent/legal guardian. If a teacher/coach/sponsor plans to use texting for immediate and urgent contact with students/team members, he/she must be transparent about such use. He/she must make parents/legal guardians aware at the beginning of the school year or season that he/she may use texting. Remind 101 or a similar group-texting tool may be used, but parents must be allowed access to the group.

Non-district email accounts

District employees should never use personal email accounts to communicate with students about school matters. Adjunct coaches must also follow this expectation.

Online games and related activities

While many people enjoy gaming systems and recreational websites that allow them to compete with others through the Internet, such activity is not acceptable for staff members to knowingly engage in with students. *Personal social media accounts*

Any employee-student interaction on social media must meet the TAP criteria. Private communication with students via social media is strongly discouraged. While schools use social media accounts for communication with the community, including students, these accounts are subject to safeguards established by the district administration to ensure transparency and accountability.

Personal use of social media

When staff members publish content, post pictures or maintain dialogue, regardless of the medium, the professionalism, integrity and ethics in their role as an educator should never be compromised. A good question that staff members should ask themselves before posting or emailing a message is, “Would I mind if that information appeared on the front page of the local newspaper?” If the answer is “yes,” then do not post it. Email and social networking sites are very public places. Statements posted on social media always have potential to impact the culture of a school. The wall between the role of a public educator and personal friendships with students should always be visible and strongly communicated.

School Use of Social Media

Schools are encouraged to use social media to communicate with the community and with students. However, school-run social media accounts must be subject to safeguards that ensure transparency, accessibility, and professionalism. The district administration will create and maintain guidelines for school social media use. These guidelines will be published in the School Communications Team Handbook and updated periodically to reflect changes in social media platforms. Guidelines for the use of any social media platform will ensure that a minimum of two employees have access to any school or district-run social media account at all times for accountability. No social media account may be created for a school or school program without approval from the principal/building administrator and notification of district administration.

School-run social media accounts should be used primarily as mass communication platforms. Communication with individual classes or limited student groups should be done using district-provided communication platforms such as Schoology.



Student Behavior

Student Code of Conduct

The district's code of conduct and discipline is established to achieve and maintain order in the schools. In administrative rule JICDA-R, the board and the administration offer a list of offenses along with the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

Disciplinary actions will include appropriate hearings and review. The removal of a student from the learning environment will occur only for just cause and in accordance with due process of law. The administration may consider extenuating circumstances when taking disciplinary action.

The administrative rule is effective during the following times and in the following places.

- on the school grounds during and immediately before or immediately after school hours
- on the school grounds at any other time when the school is being used by a school group
- off the school grounds at a school activity, function or event
- en route to and from school on a school bus or other school vehicle

Applicability of behavior code

The board may confer upon the appropriate administrator the authority to consider extenuating, mitigating or aggravating circumstances which may exist in a particular case of misconduct. Such circumstances should be considered in determining the most appropriate form of discipline to be used.

Behaviors requiring disciplinary action:

Disorderly conduct

Disorderly conduct is defined as those activities engaged in by student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness which disturb a classroom or school.

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

- classroom tardies
- cheating on examination or classroom assignment
- lying
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- school tardiness
- truancy
- other disorderly acts as determined by the board of trustees
- other disorderly acts, as determined by the school administration, not in conflict with board policy or state or federal law

Students who commit acts of disorderly conduct should be referred to the school administration for appropriate disciplinary action. A complete record of the actions taken will be maintained.

Possible sanctions to be applied in cases of disorderly conduct may include, but are not limited to, the following:

- verbal reprimand
- withdrawal of privileges

- detention
- in-school suspension
- out-of-school suspension
- expulsion for the remainder of the school year

Disruptive conduct

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

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

- use of an intoxicant
- fighting
- vandalism (minor)
- stealing
- threats against others, including, but not limited to, display or use of facsimile, toy or look alike weapons; possession of a facsimile, toy or look alike weapon
- trespass
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- first offense possession or use of unauthorized substances, as defined by law or local school board policy
- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- inappropriate verbal or physical conduct of a sexual nature
- unauthorized possession of a telecommunication device, including pagers, cellular phones, etc.
- repeat offenses of conduct classified as disorderly conduct under this policy
- other disruptive acts as determined by the board of trustees
- other disruptive acts, as determined by the school administration, not in conflict with board policy, state or federal law

Students who commit acts of disruptive conduct will be referred to the school administration for appropriate disciplinary action. A complete record of the actions taken will be maintained.

Possible sanctions to be applied in cases of disruptive conduct may include, but are not limited to, the following.

- temporary removal from class
- in-school suspension
- out-of-school suspension
- transfer to alternative education program
- referral to outside agency
- expulsion for the remainder of the school year
- restitution

Criminal conduct

Criminal conduct is defined as those activities engaged in by student(s) which result in violence to oneself or another's person or property or which pose a direct and serious threat to the safety of oneself or others in the school. These activities usually require administrative action which results in the immediate removal of the student from school, the intervention of law enforcement authorities and/or action by the board.

Acts of criminal conduct may include, but are not limited to, the following.

- assault and battery
 - extortion
 - bomb threat
 - possession, use or transfer of a weapon, including but not limited to: firearm, incendiary or explosive device, ammunition of any kind, knife of any blade length, blackjack, brass knuckles, or any other item used to inflict, or with the intent to inflict, physical harm; (any BB or other similar gun that looks like or has been altered to look like an operable firearm may be considered a weapon for purposes of this policy)
- Possession is defined as being in a student's locker, purse, gym bag, backpack or any other item carried by or belonging to the student or in a vehicle parked on school grounds or at a school-sponsored activity.
- Any student who realizes that he/she has accidentally brought a weapon such as a knife or box cutter onto school grounds or to a school-sponsored activity should go immediately to a teacher or administrator and turn the item in. If the administration determines that the student turned the item in immediately upon discovery, the student may not be sanctioned. Students who delay turning over an item will be sanctioned.
- sexual offenses
 - vandalism (major)
 - theft, possession or sale of stolen property
 - arson
 - subsequent offense, possession or use and furnishing, selling or possession of unauthorized substances as defined by law or board policy
 - furnishing or selling unauthorized substances
 - threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family
 - repeat offenses of conduct classified as disruptive conduct under this policy

Students who commit acts of criminal conduct will be referred to the school administration for appropriate disciplinary action. A complete record of the action taken will be maintained.

Possible sanctions to be applied in cases of criminal conduct may include, but are not limited to, the following.

- out-of-school suspension
- transfer to alternative education program
- referral to outside agency
- expulsion for the remainder of the school year
- expulsion for one calendar year
- permanent expulsion
- restitution

Discipline of students with disabilities

Discipline of students with disabilities will be handled in conformity with federal law and regulation.

Academic Dishonesty

Academic dishonesty includes giving, receiving, or using unauthorized aid on any academic work. Plagiarism, a form of academic dishonesty, includes the copying of language, structure, or ideas of another and attributing the work to one's effort. Academic dishonesty may result in discipline including the student's receiving a "0" on the work

Communication Devices

For purposes of this policy, electronic communication devices are defined as any telecommunications device (including cellular telephones, camera phones, pagers, etc.) that emits an audible signal, vibrates, displays a message, a picture, or otherwise summons or delivers a communication to the possessor.

To reflect changes in state law, the district will allow the possession of operating electronic communication devices by elementary, middle, and high school students under the following limited circumstances.

Operating (i.e., turned “on”) electronic communication devices are not allowed in school buildings or on school campuses beginning at 7:30 a.m. on an academic school day without the permission of the school principal or her/his designee. Operating (i.e., turned “on”) electronic communication devices are allowed during classroom instruction, subject to permission from both the principal and classroom teacher. Use of these devices is for academic purposes only. When not permitted, electronic communication devices are to be turned “off” and stored out of sight in pockets, bags, backpacks, etc. District personnel will direct students in the appropriate use of personal electronic communication devices which at times may be encouraged, and at other times may require that the devices are to be turned off and put away for certain activities. Personal devices will not be allowed to disrupt the school environment and may be collected by the teacher or other district personnel as outlined below. Personal devices that negatively impact the district computing environment or network may be shut down or blocked to prevent disruption of service to others. Students who wish to use a personal electronic communication device must have a signed User Agreement and Parent/Legal Guardian Permission Form on file. This file must be updated annually.

Operating (i.e., turned “on”) electronic communication devices are not allowed en route to and from school on school buses. While on a school bus, a student’s electronic communication device is to be turned “off” and stored out of sight in pockets, bags, backpacks, etc.

Operating (i.e., turned “on”) electronic communication devices are allowed on school campuses or in school buildings prior to 7:30 a.m. on an academic school day and in school buildings and on the school campus after the academic school day has ended (2:30 p.m. for elementary school, 3:10 p.m. for middle school, and 3:15 p.m. for high school unless the day is extended due to school bus schedules) and days when schools are not in session.

The school principal or his/her designee will have the authority to limit the use and/or confiscate electronic communication devices if the use or possession of these devices may cause or is causing a disruption to the school and/or event.

A student who is in violation of this policy is subject to the following penalties.

- First offense* - confiscation of the device; and, after a conference with the parent/legal guardian, the device will be returned to the adult.
- Second offense* - confiscation of the device; and, after a conference with the parent/legal guardian, the device will be returned to the adult after 14 calendar days.
- Third offense* - confiscation of the device; and, after a conference with the parent/legal guardian, the device will be returned after 60 calendar days.
- Fourth and subsequent offenses* - confiscation of the device and the device will be returned at the conclusion of the current academic year.

The principal or her/his designee may assign additional disciplinary consequences if the principal or his/her designee determines that the circumstances of a particular incident warrant such an action.

**Note: In an elementary school, the principal may reduce the consequence(s) if extenuating circumstances exist.*

As a point of clarification, it should be noted that the above-specified penalties are limited to the current school year.

School personnel and/or the school district are not responsible for the loss or damage of any electronic communication device brought onto school property. In addition, the district will not be responsible for the condition of any confiscated device upon its return to the owner.

The district will make an exception to this policy when a student needs the electronic communication device for a legitimate, documented medical reason. However, before a student may possess a “turned on” electronic communication device during the school day and/or when the school

building is accessible to students, the principal must have a written statement signed by a medical doctor which includes a certification that the student has a medical condition which necessitates the possession of an electronic communication device at school.

A student who is 18 years old and is a member of a volunteer firefighting organization or emergency service organization may be authorized to carry a "turned on" electronic communication device with special permission from the school principal. If permission is granted for this purpose, the student must file with the principal a letter of special request from the volunteer organization of which he/she is a member and special arrangements must be made with the principal to ensure that his/her release from school when called for an emergency will not disrupt classes or conflict with the school's policies for student release from school.

Appeals

If a school official confiscates an electronic communication device from a student in accordance with the parameters contained in this policy, there is no ground to appeal the school's decision beyond the school principal and the consequence established in this policy will be administered.

If the parent/legal guardian of the student who has the electronic communication device confiscated at the school level believes that the parameters established in this policy were not followed, then the parent/legal guardian may appeal the school principal's decision to the superintendent or his/her designee within three school days of the incident. This appeal must be in writing and it must specifically state what part(s) of this policy was not followed. The superintendent or his/her designee will then respond to the appeal in writing within three school days of the receipt of the appeal unless extenuating circumstances exist.

Violations of this policy will result in confiscation of the device and all its components. Students are not allowed to remove the battery, SIM card, or any other part of the devices before giving the device to the school official.

On August 1 of each year, the district will dispose of all devices that were confiscated during the previous year and remain in its possession. The district will dispose of the unclaimed device through a certified electronics disposal company.

Parents are asked to sign a form stating that they have read and understand the district's cell phone policy.

Dress Code

Code JICA

Parents/Legal guardians and students have the right to determine how students will dress and adorn themselves provided that such attire/adornment is not destructive to school property; complies with reasonable requirements for health and safety; and does not interfere with or disrupt the educational process or environment or pose a likelihood of such interference or disruption.

The administration is authorized to establish administrative rules and regulations to provide guidance to students and parents/legal guardians as to proper student attire and to inform students and parents/legal guardians as to the actions that will be taken when a student's dress does not meet the stated requirements.

In an effort to improve discipline, reduce disruptions and distractions, encourage attendance and generally enhance the learning environment, the board will permit individual schools in the district to implement a student uniform program. No school will deny a student attendance or penalize a student in any way for failure to wear a uniform based on reasons of financial hardship. Each school that implements a student uniform program will have a plan in place for any parent/legal guardian who cannot afford to purchase a uniform.

New and Transfer Students

Students entering the district for the first time during the school year will be granted a grace period of up to five days before being required to comply with the dress code unless the school provides the student(s) with clothing to comply with the dress code.

Code JICA-R

Moderation and modesty should govern student dress. Clothing, accessories or hair should not be so extreme or inappropriate to the school setting as to disrupt the educational process. Therefore, students will follow these rules.

- Provocative and suggestive clothing is not permitted (tight fitting, plunging necklines, etc.).
- Garments worn on the legs (pants, shorts, skirts, dresses, etc.) must have a length that comes to within one inch of the top of the knee with no holes or slits above this line. No sagging, baggy pants are permitted.
- Bare midriffs will not be permitted. The standard used will be that no midriff is visible when the student is engaged in normal movement such as walking, sitting down, standing up, etc.
- Any sleeveless garment must have width on the shoulder area of at least four of the student's fingers and the arm opening should fit the body closely enough to cover the underarm and the side of the chest areas.
- Mesh or see-through garments are permitted only if a legal garment is visible underneath.
- Underwear should not be seen at any time.
- Sleepwear is forbidden. This includes bedroom slippers.
- Shoes or sandals must be worn. Flip flops (shower type shoes with soft bottoms) are forbidden.
- Headwear (hats, sunglasses, do-rags, skullies, head bands, bandannas, etc.) is not permitted to be worn inside the building.
- Hair rollers are not permitted.
- Face painting is not permitted.
- No clothing, accessory or visible tattoo that displays inappropriate language or images (profanity, sexual suggestion/insinuation, alcohol, tobacco, drugs, ethnic slurs, slogans/ symbols that may lead to disorder, etc.) is permitted.
- Visible piercings should be limited to the ear or should be small and not pose any health or safety hazard.
- Chains or other articles hanging from clothing are not permitted, as well as items that have potential to cause harm to one's self or to others.
- Attire, colors, visible tattoos or symbols related to gangs are not permitted

A principal may make an exception to these rules for medical or religious situations or for school spirit or curriculum activities. A principal has the authority to judge a student dress situation not specifically listed in this administrative rule as a violation if the situation has potential to disrupt the education process or environment.

Any student found not in compliance will be subject to the following consequences.

First offense - The student will have to correct the violation before being given permission to return to class. The student will be given a formal warning that will be documented in the student's discipline record (not the permanent record).

Second and subsequent offenses - The student will have to correct the violation before being given permission to return to class. The student will be considered disobedient and an appropriate disciplinary consequence will be assigned based on the context of this situation in the student's discipline record for the year.

Drug Use and Distribution

Code JICH

The possession, sale, distribution, use*, in any amount, of alcoholic beverages or drugs (defined in policy ADB as "any narcotic drug, depressant, stimulant or hallucinogenic drug, amphetamine, barbiturate, marijuana, any counterfeit drug, imitation controlled substance, "lookalike" substance, synthetic drug or designer drug (bath salts and synthetic marijuana) or any other controlled substance defined by the Drug-Free Workplace Act) on school property (including buildings, grounds, vehicles), at any school sponsored activity, function or event whether on or off school grounds (including field trips or interscholastic athletic contests) or any other time the student is under the administrative jurisdiction of the school is strictly prohibited.

Also prohibited is the misuse or abuse of any substance, whether or not such substance is lawful, when the material, compound, mixture or preparation causes, or may tend to cause, the following:

- a stimulant or depressant effect on the central nervous system
- the user to experience a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system
- the structure or any function of the body to be impaired
- an alteration of the mental state of the user
- or, when such substance does the following
 - o has no accepted medical use for treatment in the U.S.
 - o may lead to psychological or physical dependence

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage or other controlled substances by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above.

All principals will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances.

Penalty for possession, use*, misuse or abuse of drugs or drug paraphernalia

A first offense may result in a suspension from school for up to 10 days (see policy JKD). The principal also has the option to recommend expulsion on the first offense or for any subsequent offense, in accordance with the student behavior code (policy JICDA) and the district's expulsion policy (policy JKE). Any student who is expelled for a drug-related offense will be readmitted to school under the conditions prescribed in JICH-R. A second offense will result in an administration recommendation to the board that the student be expelled from school for the remainder of the school year.

Penalty for sale and/or distribution (i.e. pushing)

A first offense may result in an administrative recommendation to the board that the student be expelled from school for the remainder of the school year, in accordance with the student behavior code (policy JICDA) and the district's expulsion policy (policy JKE). A second offense will result in an administrative recommendation to the board that the student be permanently expelled from the district.

The building principal or his/her designee will have the discretion to make a determination whether a student's use of drugs or alcohol has manifested itself at school or at a school sponsored function.

**The term "use" will be construed to include use while not under the jurisdiction of the school, when the fact or effect of that use manifests itself at school or school-sponsored functions.*

Expulsion

Code JKE

Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by the board. Authority to expel students from school rests solely with the board.

The board may expel for the remainder of the school year a student for a commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations established by the board. A student also may be expelled when it is determined by the district, in considering all of the facts and circumstances of a particular incident, that the presence of the student is detrimental to the best interests of the school.

In all cases where a student has committed an offense that could result in expulsion as specified in the student behavior code (policy JICDA), the principal will have the discretion whether to recommend expulsion. In exercising that discretion, the principal will consider all of the facts and circumstances of the incident, with the primary consideration being student safety. Prior to making a decision whether to recommend expulsion, the principal also will discuss the matter with the superintendent or his/her designee. The hearing officer cannot be the designee.

The student may be suspended from school and all school activities during the time of expulsion procedures, as determined appropriate by the principal.

If procedures for expulsion are initiated, the parent/legal guardian of the student will be notified, in writing, of the time and place of an evidentiary hearing. At the evidentiary hearing, the parent/legal guardian will have the right to bring legal counsel as well as all other regular legal rights, including the right to question all witnesses who appear at the hearing. The evidentiary hearing will take place within 15 days of the written notification of expulsion at a time and place designated by the district hearing officer and a decision will be rendered in writing within 10 days of the hearing.

Either party may appeal the decision of the hearing officer to a panel of three current or former school administrators. The request for appeal must be submitted in writing to the hearing officer within 10 days from the date set forth on the hearing officer's decision letter. The panel will hear the appeal and will render a decision in writing within 10 days of the hearing.

The right to appeal the decision of the panel of three school administrators to the board is reserved for either party. The request must be submitted in writing to the board chairman within 10 days from the date set forth on the superintendent's or his/her designee's decision letter. The request must outline the basis of the appeal, in particular the error in judgment or in procedure by the hearing officer, and summarize the supporting evidence. After considering the request, the board may or may not grant an appeal hearing. If the board grants a hearing, it must occur within 30 days of the day the board voted to hear the appeal. The action of the board may be appealed to the circuit court.

The board or the hearing officer may transfer a student to another school in lieu of expulsion but only after a conference or hearing with the parent/legal guardian. The parent/legal guardian may appeal a transfer made by the hearing officer.

The board may permanently expel any incorrigible student. However, in all other expulsion cases, the expelled student will have the right to petition for readmission at the completion of the expulsion period for the following year.

Expulsion will be construed to prohibit a student from entering the school or the school grounds, attending any day or night school function, or riding a school bus, except for a prearranged conference with an administrator. Expulsion prohibits a student from attending a function at any school in Pickens County.

See policy JICI for expulsion relating specifically to weapons, including firearms.

Harassment, Intimidation, & Bullying

The board of trustees prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

Complaint Procedure

A student who feels that he or she has been the victim of any type of discrimination or harassment should report the matter to a school administrator or teacher.

Complaints may also be filed with Mrs. Shannon Sharkey, the district's designated Title IX Coordinator (397-1024), or Mr. Josh Young, Associate Superintendent of Administration (397-1040).

Code JICFAA

The board prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation or bullying is defined as a gesture, electronic communication, or a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the following.

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or employees may be made anonymously.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying.

The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and district. Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Students, parents/legal guardians, teachers, and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

The superintendent will be responsible for ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers and members of the community including its applicability to all areas of the school environment as outlined in this policy.

The superintendent will also ensure that a process is established for discussing the district policy with students.

Code JICFAA-R

This administrative rule is intended to do the following.

- Discourage employees, students and third parties associated with the district from subjecting students of the district to unlawful harassment, intimidation or bullying on the basis of race, religion, sex, creed, disability, national origin or immigrant status or English-speaking status.
- Promote a harassment, intimidation or bullying free work environment.
- Establish on-going education and awareness of the problem of harassment, intimidation or bullying.
- Provide information about how to report allegations of harassment, intimidation or bullying.
- Effectively and appropriately address all harassment, intimidation or bullying that is reported or observed.

Preventive action

Periodically, the district will ensure the following.

- Policy JICFAA and this administrative rule are fully referenced in student handbooks and copies are available in each school and the district office.
- All students and employees are informed about the nature of harassment, intimidation or bullying, the district's prohibition against these acts, the procedures for registering a complaint and the possible redress which is available. The information provided will take into consideration and be appropriate to the ages of students.
- Each principal has designated a male and female administrator or faculty member to serve as the school's harassment, intimidation or bullying contact persons.
- All administrators and school harassment, intimidation or bullying contact persons are informed of the district's harassment, intimidation or bullying procedures and understand how to implement them.

Reporting and response procedures

Any student who feels that he/she has been the object of unlawful harassment, intimidation or bullying is encouraged to file a complaint with his/her principal or one of the designated school contact persons (except for situations covered in the following paragraph). Such a complaint may also be filed by the student's parent/legal guardian.

Under no circumstances will a student be required to first report allegations of harassment, intimidation or bullying to the principal or a school contact person if that person is the individual who is accused of the harassment, intimidation or bullying. In such cases, the student or student's parents/legal guardians may file the complaint with the superintendent or her/his designee.

If an employee, who is not a designated contact person, receives a complaint of harassment, intimidation or bullying or observes any behavior which could amount to harassment, intimidation or bullying, the employee will report the matter to the principal or to one of the school contact persons.

When any incident of alleged harassment, intimidation or bullying is reported to or observed by a principal or school contact person, that person will conduct or oversee an investigation into the allegations.

Prior to conducting the investigation, the principal or school contact person should initially discuss with the student and, if appropriate, his/her parent/legal guardian what actions are being sought and the investigation procedures that will be followed. The principal or his/her designee at each school is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or his/her designee. All other members of the school community, including students, parents/legal guardians, volunteers and visitors are encouraged to report any act that may be a violation of this policy. While submission of a written report is not required, the reporting party is encouraged to submit a written report. Oral reports also will be considered official reports; however, the principal or his/her designee should document the oral report for the school's records. Reports may be made anonymously, but formal disciplinary action *must not* be based solely on the basis of an anonymous report. If requested, the identity of the victim will be protected to the extent allowed by law.

The principal and/or his/her designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or his/her designee will conduct a prompt, thorough and complete investigation of each alleged incident.

Reasonable efforts will be made to prevent public and unnecessary disclosure of the names of all individuals involved in the harassment, intimidation or bullying allegation, except to the extent necessary to carry out an investigation and comply with statutory obligations. Interim measures designed to protect the student from further harassment, intimidation or bullying during the investigation should be taken where appropriate.

A written record of the investigation will be made and will include corrective or disciplinary action taken. The student who brought the harassment, intimidation or bullying allegation will be informed, in writing, that the investigation has been completed and that appropriate actions, if warranted, were taken. The student and his/her parents/legal guardians also will be advised as to how to report any subsequent problems.

If harassment, intimidation or bullying of a student is determined to have taken place, actions will be taken which are reasonably calculated to end the harassment, intimidation or bullying and prevent it from occurring again. Steps will also be taken to assist in remedying the effects of harassment,

intimidation or bullying on the individual student or students subjected to it. The appropriate administrator will take whatever disciplinary action is warranted, up to and including a recommendation for termination of the offending employee or expulsion of the offending student.

The district board of trustees also prohibits any person from falsely accusing another of harassment, intimidation or bullying. The consequences and appropriate remedial action for a *student* found to have falsely accused another may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another of harassment, intimidation or bullying will be in accordance with district policies, procedures and contracts. Consequences and appropriate remedial action for a *visitor or volunteer*, found to have falsely accused another of harassment, intimidation or bullying will be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

All principals and/or school contact persons will follow up periodically on any incident of harassment, intimidation or bullying they were responsible for investigating to determine whether the student has been subjected to any further harassment, intimidation or bullying since the corrective action was taken. The results of the follow-up should be documented.

In cases involving potential criminal conduct or where a child's physical or mental health or welfare has been or may be adversely affected by sexual abuse, appropriate school personnel should report the situation to appropriate authorities in accordance with S.C. Code Ann. Section 20-7-510 and/or Section 50-24-60.

Additional obligations of employees and students

All employees and students will cooperate with and maintain the confidentiality of any investigation of alleged acts of harassment, intimidation or bullying conducted by the district or by an appropriate state or federal agency. Failure to do so could result in disciplinary action against the individual who failed to cooperate or who violated the confidentiality of the matter.

No employee or student of this district will take any action to discourage any other student from reporting alleged harassment, intimidation or bullying. However, any person who intentionally provides false information in connection with a report or investigation of harassment, intimidation or bullying may be subject to disciplinary action.

All employees and students will report to the principal, school contact persons or in appropriate cases, the employee's immediate supervisor, any conduct on the part of third parties, such as sales representatives or service vendors, which is believed to constitute harassment, intimidation or bullying.

No employee or student of this district will destroy evidence relevant to any investigation of harassment, intimidation or bullying.

No employee or student of this district will retaliate in any way against another employee or student who has provided information as a witness to or victim of an incident of harassment, intimidation or bullying.

Consequences and remedial responses

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the school district's Code of Conduct, JICDA-R. Remedial measures will be designed to *correct the problem behavior*; *prevent another occurrence* of the problem; and *protect the victim* of the act. The consequences and remedial measures may include, but are not limited to, the examples listed below.

Examples of consequences

- admonishment
- temporary removal from the classroom
- deprivation of privileges
- classroom or administrative detention
- referral to disciplinarian

- in-school suspension during the school week or the weekend
- out-of-school suspension
- legal action
- expulsion

Examples of remedial measures

Personal

- restitution and restoration
- mediation
- peer support group
- corrective instruction or other relevant learning or service experience
- supportive student interventions
- behavioral assessment or evaluation as appropriate
- behavioral management plan
- assignment of leadership responsibilities (e.g., hallway or bus monitor)
- involvement of school disciplinarian
- student counseling
- parent conferences
- recommendation of therapy/treatment

Environmental (classroom, school building or school district)

- school and community surveys for determining the conditions contributing to harassment, intimidation or bullying
- adoption of bullying prevention programs
- school policy and procedures revisions
- modifications of schedules
- adjustments in hallway traffic
- targeted use of monitors (e.g., hallway, cafeteria, bus)
- small or large group presentations for addressing the behaviors and the responses to the behaviors
- general professional development programs for certificated and non-certificated staff
- parent conferences
- family counseling
- involvement of parent-teacher organizations
- involvement of community-based organizations
- development of a general bullying response plan
- peer support groups
- law enforcement (e.g., school resource office, juvenile officer) involvement

Notice of this policy will be provided to students, staff, parents/legal guardians, volunteers and members of the community by posting it on the district's Web site, publishing it in the district's parent/student handbook and publishing it in school publications.

The superintendent will also ensure that a process is established for discussing the district policy with students. The superintendent will direct the principal to develop an annual process for discussing the school district policy on harassment, intimidation and bullying with students, which may include student assemblies and small group meetings.

Hazing

Code JICFA

The district prohibits hazing by students, staff and third parties as a part of any school-sponsored activity. All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting, or engaging in any hazing activity. Further, no administrator, coach, sponsor, volunteer, or district employee will permit, condone, or tolerate any form of hazing.

For purposes of this policy, state law defines hazing as “the wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student, of a tyrannical, abusive, shameful, insulting, or humiliating nature.”

Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates.

Any student who feels he/she has been subjected to hazing is encouraged to file a complaint in accordance with policy JII. All complaints will be investigated promptly and confidentially. The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing.

Any student or employee who is found to have engaged in hazing will be subject to disciplinary action, up to and including termination in the case of an employee or expulsion in the case of a student. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

The superintendent will be responsible for ensuring notice of this policy is provided to students, staff, and parents/legal guardians.

Out-of-School Suspension

Code JKD

The board delegates to its administrators the authority to suspend a student from a teacher’s class or from the school, not in excess of 10 days for any one offense and for not more than 30 days in any one school year. No administrator may suspend a student from school during the last 10 days of the school year if the suspension will make the student ineligible to receive credit for the school year without the approval of the board unless the presence of the student constitutes an actual threat to a class or a school, or a hearing is granted within 24-hours of the suspension.

When a student is suspended from a class or a school, the administrator will notify, in writing, the parents/legal guardians of the student, giving the reason for suspension and setting a time and place when an administrator will be available for a conference with the parents/legal guardians. The conference will be set within three days of the date of the suspension.

After the conference with the school administrator, the parents/legal guardians may appeal the suspension to the superintendent or his/her designee. The request for an appeal hearing must be submitted in writing within 10 days of the date of the conference with the administrator. The request must state the basis of the appeal, in particular the perceived error in judgment or in procedure by the school administrator, and summarize the supporting evidence. The superintendent or his/her designee will meet with the parents/legal guardian within 10 days of the receipt of the written appeal and will provide a decision in writing within 10 days of hearing the appeal.

After the hearing with the superintendent or his/her designee, the parents/legal guardians may request an appeal to the board. The request must be submitted in writing to the board chairman within 10 days from the date set forth on the superintendent’s or his/her designee’s decision letter. The request must outline the basis of the appeal, in particular the perceived error in judgment or in procedure by the school administrator, and summarize the supporting evidence. After considering the request, the board may or may not grant an appeal hearing. If the board grants a hearing, it must occur within 30 days of the day the board voted to hear the appeal.

Out-of-school suspensions will be construed to prohibit a student from entering the school or school grounds, except for a pre-arranged conference with an administrator, attending any day or night school functions or riding a school bus.

In all cases of out-of-school suspension, every effort must be made to notify the parents/legal guardians immediately and to take due precautions in dismissing the student from school. The student normally will either be released into the custody of a parent/legal guardian or at the regular school closing time with any normal school transportation provided. Whenever a student who is classified as having a disability commits a suspendable offense, the principal or his/her designee will confer with Special Services before initiating suspension procedures.

Secret Societies/Gangs

Code JICF

The board finds that secret societies and gangs that initiate, advocate, or promote activities threatening the safety or well-being of persons or property on school grounds or secret societies and gangs that disrupt the school environment are harmful to the educational process. The district prohibits the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with a group that presents a clear and present danger contrary to the school environment and educational objectives.

The district prohibits incidents involving initiations, hazing, intimidation, or related activities of such group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students.

The administration will establish procedures and regulations to ensure the discipline of any student wearing, carrying, or displaying secret societies and gang paraphernalia, exhibiting behavior or gestures that symbolize secret societies and gang membership, or causing or participating in activities that intimidate or affect the attendance of another student.

The administration will provide in-service training in secret societies and gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups or activities as an alternative.

Sexual Harassment

Code JIAA

The district prohibits sexual harassment of students by district employees, other students, or third parties. All students and employees must avoid any action or conduct which could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means that include, but are not limited to, telephones, cell phones, computers, or other telecommunication devices, to include text messaging, instant messaging, and social media.

Sexual harassment consists of unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when the following occurs:

Submission to such conduct is made either expressly or implicitly a term or condition of a student's education.

Submission to or rejection of such conduct by an individual is used as the basis for any decisions affecting a student.

Such conduct has the purpose or effect of unreasonably interfering with a student's education or creating an intimidating, hostile or offensive school environment.

Complaint Procedure

Any student who feels he/she has been subjected to any type of harassment is encouraged to file a complaint in accordance with administrative rule JIAA-R. A parent/legal guardian may also file a complaint on behalf of his/her child. All allegations will be investigated promptly and confidentially.

The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of harassment. The identity of the complainant and the facts stated in any complaint will remain confidential.

Any employee or student who is found to have engaged in harassment will be subject to disciplinary action, up to and including termination in the case of an employee or expulsion in the case of a student. The district will take all other appropriate steps to correct or rectify the situation.

Code JIAA-R

This rule is intended to do the following:

- Prohibit employees, students, and third parties associated with the district from subjecting students of the district to unlawful sexual harassment
- Promote a harassment-free work environment.
- Establish on-going education and awareness of the problem of sexual harassment.
- Provide information about how to report allegations of sexual harassment.
- Effectively and appropriately address sexual harassment found to have occurred or be occurring.

Definition of Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature under the following conditions:

- Submission to such conduct is made either expressly or implicitly a term or condition of a student's education.
- Submission to or rejection of such conduct by an individual is used as a basis for educational decisions affecting a student.
- Such conduct has the purpose or effect of unreasonably interfering with a student's education or creating an intimidating, hostile or offensive school environment.

Sexual harassment may include, but is not limited to, verbal harassment, including sexually offensive comments, or slurs; physical harassment; physical interference with movement or work; or visual harassment such as sexually offensive cartoons, drawings, or posters.

Not all behavior with sexual connotations constitutes sexual harassment under federal law. In order to qualify as a complaint under Title IX, sexual harassment must be sufficiently severe, persistent, or pervasive that it does one of the following:

- adversely affects a student's education
- creates a hostile or abusive educational environment

A one-time incident must be severe to rise to the level of sexual harassment.

Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.

Preventive Action

Periodically, the district will ensure the following:

- Policy JIAA and this administrative rule are fully referenced in student handbooks and copies are made available in each school and the district office.
- All students and employees are informed about the nature of sexual harassment, the district's prohibition against sexual harassment, the procedures for registering a complaint, and the possible redress which is available. The information provided will take into consideration and be appropriate to the ages of students.
- Each school has selected a male and female administrator or faculty member to serve as the school's harassment contact persons.
- All administrators and school harassment contact persons are informed of the district's sexual harassment procedures and understand how to implement them.
- Information from the Equal Employment Opportunity Commission, the South Carolina Human Affairs Commission, and the Office for Civil Rights about filing claims of sexual harassment is made available to students and parents/legal guardians.

The district will designate an administrator or supervisor to serve as the Title IX and ADA/504 Coordinator. The name, address, and business telephone number of the coordinator will be disseminated throughout the district.

Reporting and Response Procedures

Any student who feels that he/she has been the object of sexual harassment is encouraged to file a complaint with his/her principal or one of the designated school contact persons (except for situations covered in the following paragraph). Such a complaint may also be filed by student's parent/legal guardian.

Under no circumstances will a student be required to first report allegations of sexual harassment to the principal or a school contact person if that person is the individual who is accused of the harassment. In such cases, the student or student's parents/legal guardians may file the complaint with the district Title IX and ADA/504 coordinator.

If an employee who is not a designated contact person receives a complaint of sexual harassment or observes any behavior which could amount to sexual harassment, the employee will report the matter to the principal or one of the school contact persons.

When any incident of alleged sexual harassment is reported to or observed by a principal or school contact person, that person will inform the Title IX and ADA/504 Coordinator, who will conduct or oversee an investigation into the allegations.

Prior to conducting the investigation, the principal, school contact person and/or the Title IX and ADA/504 coordinator should initially discuss with the student and, if appropriate, his/her parent/legal guardian, what actions are being sought and the investigation procedures that will be followed.

Reasonable efforts will be made to prevent public and unnecessary disclosure of the names of all individuals involved in the sexual harassment allegation, except to the extent necessary to carry out an investigation and comply with statutory and regulatory obligations. Interim measures designed to protect the student from further harassment during the investigation should be taken where appropriate.

The results of the investigation will be reported in writing to the Title IX and ADA/504 coordinator and/or superintendent and will include corrective or disciplinary action taken. The student who brought the sexual harassment allegation will be informed, in writing, that the investigation has been completed and that appropriate actions, if warranted, were taken. The student and his/her parents/legal guardians also will be advised as to how to report any subsequent problems.

If sexual harassment of a student is determined to have taken place, actions will be taken which are reasonably calculated to end the harassment and prevent harassment from occurring again. Steps will also be taken to assist in remedying the effects of sexual harassment on the individual student or students subjected to the harassment. The appropriate administrator will also take whatever disciplinary action is warranted, up to and including termination of the offending employee or expulsion of the offending student.

All principals and/or school contact persons will follow up periodically on any incident of sexual harassment they were responsible for investigating to determine whether the student has been subjected to any further harassment since the corrective action was taken.

In cases involving potential criminal conduct or where a child's physical or mental health or welfare has been or may be adversely affected by sexual abuse, appropriate school personnel should report the situation to appropriate authorities in accordance with S.C. Code Ann. Section 20-7-510 and/or Section 50-24-60.

Additional Obligations of All Employees

All employees and students will cooperate with and maintain the confidentiality of any investigation of alleged acts of sexual harassment conducted by the district or by an appropriate state or federal agency. Failure to do so could result in disciplinary action against the individual who failed to cooperate or who violated the confidentiality of the matter.

No employee or student of this district will take any action to discourage any other student from reporting alleged sexual harassment. However, any person who intentionally provides false information in connection with a report or investigation of sexual harassment may be subject to disciplinary action.

All employees and students will report to the principal, school contact persons, or, in appropriate cases, the employee's immediate supervisor, any conduct on the part of third parties, such as sales representatives or service vendors, which is believed to constitute sexual harassment.

No employee or student of this district will destroy evidence relevant to any investigation of sexual harassment.

No employee or student of this district will retaliate in any way against another employee or student who has provided information as a witness to or victim of an incident of sexual harassment.

Social Media and Electronic Communications

Code JICJA

The board recognizes that social media and other methods of digital communication are essential forms of interaction in modern society. The board believes that responsible use of these platforms is essential to student success, both in college and in their future careers.

For purposes of this policy, digital communications are defined as communications made via any online platform for purposes of collaboration, interaction, and/or active participation, whether accessed via the Internet or via cellular phone, and includes, but is not limited to, email, social media, apps, blogs, chat rooms, instant messages, and gaming platforms.

While the district does not monitor digital communications/student social media accounts, it has the right to act on information provided by students, parents, and community members. Therefore, the district may investigate students' digital communications/social media accounts, including off-hours use, in the event of credible allegations of conduct that violate student discipline policies, violate any law or regulation, or otherwise cause a material and substantial disruption to the school environment or constitute a serious safety risk.

Examples of inappropriate digital communications that may result in disciplinary action include, but are not limited to, those that:

- Contain verbal or physical conduct that threatens another with harm.
- Seek to coerce or compel someone to do something in violation of the law or district policy.
- Constitute cyberbullying, or otherwise exclude or promote the exclusion of individuals from peer groups for purposes of humiliation or isolation.
- Contain discriminatory statements or hostile acts based on a student's race, religion, sex, color, disability, national origin, gender, gender identity, gender expression, or sexual orientation.

The district will report violations of state or federal law to the appropriate authorities.

Student Rights and Responsibilities

Code JI

The board believes that students have rights that should be recognized and respected. It also believes that every right carries with it certain responsibilities.

Students have the right to a quality education and the responsibility to put forth their best efforts during the educational process. Students have the right to expect school personnel to be qualified in providing that education. Students have the responsibility to respect the rights of other students and all persons involved in the educational process.

Students have civil rights, including the right to equal educational opportunity and freedom from discrimination. They have the responsibility not to discriminate against others.

Students have the right to attend free public schools. They have the responsibility to attend school as required by law and to observe school rules and regulations essential for permitting others to learn at school.

Students have the right to due process of the law with respect to suspension, expulsion and unreasonable searches and seizures. They also have the privilege of appealing administrative decisions that they believe have deprived them of their rights.

Students have the right to free inquiry and expression. They have the responsibility to observe reasonable rules regarding these rights.

Students must be made aware of their legal rights and also of the legal authority of the board to make, or delegate authority to its staff to make rules and regulations regarding the orderly operation of the schools.

Students have the right to advocate change of any law, policy or regulation. Students may exercise their right to freedom of expression through speech, approved time for assembly, petition and other lawful means. The exercise of this right may not interfere with the rights of others. Students may not use this freedom of expression to present material that is obscene or slanderous or to defame character. They may not use this freedom to advocate violation of federal, state and local laws or school policies, rules and regulations.

The district will accord all students privileges and rights without regard to race, religion, sex, creed, disability, national origin or immigrant status, or English-speaking status.

Students may present complaints to teachers or administration officials. The administration will provide adequate opportunities for students to exercise this right through channels established for considering such complaints and grievances.

Valuables

Students are advised not to bring large sums of money or other valuable items to school because of the danger of loss. Students are responsible for securing valuables. The school will not be responsible for student losses that may result.

Weapons

Code JICI

Purpose: To establish the basic structure for the board's prohibition of student possession of weapons.

It is the policy of the board of education to ensure the safety and welfare of its students and employees. The presence of firearms, knives with a blade length of over two inches, dirk, razor, metal knuckles, slingshot, bludgeon, or any other deadly instrument used for the infliction of bodily harm or death on school district property poses a severe threat of serious harm or injury to students and staff.

While on school grounds, in school buildings, or on buses or at school-related functions, students will not possess any item capable of inflicting injury or harm (hereinafter referred to as a weapon) to persons or property when that item is not used in relation to a normal school activity at a scheduled time for the student.

No vehicles parked on school property may contain firearms, knives, blackjacks or other items which are generally considered to be weapons. The vehicle restriction does not apply to students 21 or older who are authorized by state law to carry a concealed weapon when the weapon remains inside an attended or locked motor vehicle and is secured in a closed glove compartment, closed console, closed trunk, or in a closed container secured by an integral fastener and transported in the luggage compartment of the vehicle.

Level of Offense

It is a felony offense, punishable by a fine of \$1,000 or imprisonment for five years, or both, to carry a weapon as referenced above on school property. It is a misdemeanor offense, punishable by a fine of up to \$500 or imprisonment for up to 90 days, to carry a concealed dirk, slingshot, metal knuckles, razor, or other deadly weapon.

Weapons (Firearms)

Any student who possesses, uses, or transfers a firearm on school grounds or at a school-sponsored activity will be recommended for expulsion for one calendar year. A firearm is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. The term firearm also includes any explosive, incendiary, poison gas, bomb, or grenade. On a case-by-case basis, the superintendent may modify the one calendar year expulsion recommendation.



School District of Pickens County

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Elementary Schools

Ambler Elementary School	397-1200
Central Academy of the Arts	397-1400
Clemson Elementary School	397-1500
Crosswell Elementary School	397-1600
Dacusville Elementary School	397-2800
East End Elementary School	397-1700
Forest Acres Elementary School	397-1800
Hagood Elementary School	397-1900
Liberty Elementary School	397-2100
Liberty Primary School	397-4800
McKissick Academy of Science & Technology	397-2200
Pickens Elementary School	397-2300
Six Mile Elementary School	397-2400
West End Elementary School	397-2500

Phone Numbers

Middle Schools

Dacusville Middle School	397-3525
Edwards Middle School	397-4200
Gettys Middle School	397-3900
Liberty Middle School	397-3400
Pickens Middle School	397-4100

High Schools

Daniel High School	397-2900
Easley High School	397-3100
Liberty High School	397-2600
Pickens High School	397-3600
Career & Technology Center	397-4500

Special Programs

Adult Learning Center	397-3825
Parenting & Family Literacy Program	397-4800
Pickens County Virtual Academy	397-2000
Project GO	397-1300