

Student Handbook

2019 - 2020

**Empowering
Others to Achieve
Their Dreams**



Dr. Rose Wilder

Superintendent

School District of Williamsburg County

Post Office Box 1067 – Kingstree, South Carolina 29556

Telephone (843) 355-5571 Fax (843) 355-3213



Dear Parents/Guardians:

It is with great anticipation and enthusiasm that I welcome you back for what I anticipate to be an incredible school year here within Williamsburg County School District. I want to first thank you for allowing Williamsburg County School District to provide the educational needs of your child and/or children. We fully understand and respect the fact that we are here to serve the school community.

Before I complete my welcome message to you. I am respectfully asking you to please take time and review this student handbook with your child and/or children. Several parents expressed concerns about the consequences for infractions committed by students. I promised the parents/guardians we would get input from them in deciding appropriate consequences for infractions. I am pleased to inform you that on Wednesday, June 26, 2019 approximately 30 parents participated in the development of the student handbook for this school term. ***Again, please take time and review this handbook with your child.***

Our schools are excited to welcome you and your child and/or children to another year here in Williamsburg County. There are lots of outstanding things happening at our schools so be sure to visit our schools and the schools' websites. I strongly encourage you to join the School Improvement Council (SIC) and the Parent Teachers Association (PTA) or Parent Teachers Organization (PTO) at your child's school. Additionally, please consider serving as a volunteer in our schools. As a precautionary measure, all volunteers must have a background check.

As we embark upon the new school year, I want to bring to your attention the importance of regular school attendance. It is important for students to attend school on a regular basis. Poor attendance impacts student achievement. If you have specific questions about attendance regulations and laws, please speak with your child's principal or guidance counselor.

The district's calendar is on the website. The website address is: www.wcsd.k12.sc.us . Please review the calendar for specific dates concerning interim reports, report cards, and school closings. Each school will also provide you with a calendar of school programs and activities.

I am looking forward to a great school year!!!

Sincerely,

A handwritten signature in blue ink that reads "Rose H. Wilder". The signature is written in a cursive style.

Rose H. Wilder, Superintendent

Williamsburg County School District provides this handbook so that students and their parents/ guardians can become familiar with our district's and/or schools' rules and regulations. A list of district schools is provided for your convenience. School offices are open each day and visitors are always welcome. However, all visitors must report to the office upon arrival on campus.

This handbook contains a brief overview of some board policies and district rules/regulations. It is not legally binding and is not intended to replace the actual policies and procedures established by the Board of Trustees. Nothing in this handbook, or any Williamsburg County School District policy manual, constitutes or creates an expressed or implied contract.

The district printed copies of this document in August 2019 to distribute to all students at all schools. The district may amend, modify or discontinue at any time the policies, rules, regulations, and/or procedures referred to in this handbook. For the most current copy of this handbook or board policies, visit the district's website at <http://www.wcsd.k12.sc.us>. If you do not have computer access, the branches of the Williamsburg County Public Library System provide computer access.

A list of the district's schools, telephone numbers, principals, and addresses is provided below for your convenience.

Adult Education Center
843-355-6887
Valeria Brown, Director
500 Academy Street, Building A
Kingstree, SC 29556

Hemingway Elementary
843-558-4444
Shaunta Mack, Principal
160 Baxley Road
Hemingway, SC 29554

Kenneth Gardner Elementary
843-355-7233
Mrs. Colleen Kelty, Principal
1503 Woodland Drive
Kingstree, SC 29556

C. E. Murray Middle/High
843-426-2121
Dr. Gwendolyn Harris, Principal
222 C. E. Murray Blvd.
Greeleyville SC 29056

Hemingway High
843-558-9413
Dr. Tara Richardson, Principal
402 South Main
Hemingway, SC 29554

Kingstree Middle Magnet School of the Arts
843-355-1506
James Carraway, Principal
710 Third Avenue
Kingstree, SC 29556

Greeleyville Elementary
843-426-2116
Berlinda Mack, Principal
7 Varner Avenue
Greeleyville, SC 29056

Hemingway M.B. Lee Middle
843-558-2721
Dr. Tara Richardson, Principal
400 South Main Street
Hemingway, SC 29554

Kingstree Senior High
843-355-6525
Terrence Snider, Principal
616 Martin Luther King, Jr. Ave.
Kingstree, SC 29556

Hemingway Career and Technology Center
843-558-5813
Torrance Wilson, Principal
1593 Hemingway Highway
Hemingway, SC 29554

HOPE Academy
Alternative School
843-355- 6535
Bonita Glover, Principal
615 Martin Luther King, Jr. Ave.
Kingstree, SC 29556

W. M. Anderson Primary
843-355-5493
Patricia Burch, Principal
500 Lexington Avenue
Kingstree SC 29556

Contents

District Mission.....	6	Promotion of Exceptional Students.....	19
District Vision.....	6	Promotion, Kindergarten.....	19
Non-Discrimination Statement.....	6	Promotion, Grades 1-2.....	19
Absences and Excuses.....	6	Promotion, Grades 3-8.....	19
Lawful Absences.....	7	Grade Classification: Grades 9-12.....	20
Unlawful Absences.....	7	Retention in Kindergarten.....	20
Truant.....	8	Retention in Grades 1-2.....	20
Habitual Truant.....	8	Retention in Grades 3-6.....	20
Chronic Truant.....	8	Retention in Grades 7-8.....	20
Chronic Absenteeism/Truancy.....	8	Retention in Grades 9-12.....	219
Intervention Plan and Referrals.....	8	Appeals of Retention Decisions.....	21
Tardiness.....	9	Guidance Services.....	21
Early Dismissal.....	9	Changing Courses.....	211
High School Credit.....	9	Parent Notification.....	211
Homebound Instruction.....	10	Special Education.....	22
Instructional Services.....	10	STEM.....	22
Academic Honor Code.....	100	Systematic Interventions.....	22
Acceleration.....	11	Textbooks.....	222
Courses Taken in Middle School for High School Credit.....	11	Parent Involvement.....	23
Gifted and Talented Program.....	12	Summer School.....	233
Grading System.....	12	Technology Resources.....	233
Leadership/Scholarship Report Cards.....	13	Technology Goals.....	233
Semester Courses: Grades 6-12.....	13	Safety and Discipline.....	24
Yearly Courses: Grades 6-12.....	13	Health Room Procedures.....	24
Grade Point Average Scale.....	133	Fever/Illness.....	24
Selection of Junior Marshals.....	14	Head Lice.....	244
Honor Rolls.....	14	Concussions.....	254
South Carolina End-Of-Course Examination Program.....	144	Immunizations.....	255
South Carolina Junior Scholars.....	15	Section 504.....	255
Dual Credit Courses.....	15	Medications.....	266
Virtual School.....	156	Code of Conduct.....	27
Homework.....	16	Dress Code.....	27
Promotion and Commencement Exercises.....	16	School Buses.....	288
Course Requirements for Graduation.....	166	Cafeteria Rules.....	29
Course Requirements for SC Public Colleges and Universities.....	17	Playground Rules.....	29
Credit Recovery.....	177	Filming in Schools.....	29
Destination: Four Year College.....	17	Notification of Rights under FERPA.....	300
Destination: Military.....	18	Notification of Rights under the Protection of Pupil Rights Amendment.....	300
Destination: Two-Year Technical College.....	18	Student Conduct Off-Campus.....	311
Destination: Workforce.....	18	Automobile Use.....	311
		Bullying.....	311
		Assault Against School Personnel.....	322

Emergency Drills, Evacuations, and Closings	322
Sexual Harassment.....	322
Student Passes	333
Student Searches	33
Alternative Placement.....	333
Disciplinary Codes.....	344
APPENDICES	29
Appendix A	
10 Point Grading Scale	
Appendix B	
Concussion Management School Policy	
Appendix C	
Instructional Technology	
Appendix D	
Required Standards of Immunization for School Attendance	
Appendix E	
Notification of Rights Under FERPA	
Appendix F	
Notice for Directory Information	
Appendix G	
Bullying	
Appendix H	
Read to Succeed	
Third Grade Promotion/Retention Flowchart	
Read to Succeed Retention Notification Timeline for Third Grade	

District Mission

The mission of Williamsburg County School District is to prepare students for college, careers, and citizenship in a global society.

Therefore, we will provide students:

-An array of exceptional learning experiences in classrooms and beyond that set high expectations for every student.

-Opportunities to develop talents, interests, and skills through choices from a comprehensive system of 21st-century learning experiences in the arts, academics, and athletics.

-Various innovative learning delivery and support systems to personalize learning and to ensure that our students are learning sophisticated 21st-century skills, knowledge, and attitudes.

-Opportunities to practice leadership and citizenship in a global context.

-Access by the community to provide a range of learning and participatory community experiences throughout life.

-A learning environment and professional culture of caring and support.

District Vision

In partnership with all stakeholders, Williamsburg County School District will ensure a world-class education for all students by utilizing a rigorous, innovative curriculum that focuses on creativity, critical thinking, and problem solving.

Therefore:

-Our schools serve as the center for community learning.

-Our students are engaged in high quality learning and are provided an exceptional array of 21st-century learning experiences.

-Our collaborative and innovative organization for learning develops self-directed, creative, and collaborative graduates.

-Our culture and our academics develop leadership and citizenship skills for the world and for our democracy.

-All stakeholders accept collective responsibility for the sophisticated learning of our students.

-Each student receives the personal support necessary to reach his or her goals through a caring environment that advocates for students and works to eliminate barriers to learning.

Non-Discrimination Statement

Williamsburg County School District does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or handicap in employment or the provision of services.

The Chief Human Resources Officer has been designated to coordinate compliance with the non-discrimination requirements contained in federal regulations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and the rights provided there under, are available from the Civil Rights Coordinator, the Chief Human Resources Officer.

Contact the Chief Human Resources Officer at 423 School Street, Kingstree, SC – Phone: 843-355-5571.

Absences and Excuses

The district considers students present only when they are actually at school, on homebound instruction, or attending an activity authorized by the school, such as field studies, athletic contests, music festivals, student conventions, etc. Due to the change of a federal law that governs the United States K–12 public education policy, the Every Student Succeeds Act (ESSA), a student who is at school must be present for 51% or more of the school day (elementary) or period (secondary) to be considered present.

If absent from school, a student must present a written excuse signed by a parent/guardian, physician, or other appropriate person within three business days after returning to school.

The excuse must include the date the excuse was written, the date of the absence, reason for the absence, telephone number where the parent/guardian may be reached, and a parent/guardian's signature.

If a student fails to provide a proper excuse, the absence may be recorded as unexcused.

Students enrolled in a course for high school credit cannot accumulate more than five unexcused absences in a semester-long course or 10 unexcused absences in a year-long course to receive credit. This includes absences covered by parent excuses, which means that parent excuses count as unexcused absences in high school credit courses. A parent excuse, however, does enable the student to make up work missed.

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours per unit. Exceptions to the 120-hour requirement are to be administered by the principal on a case-by-case basis.

Principals require a student who accumulates more than three absences in a quarter-long course, five absences in a semester-long course, or 10 absences in a year-long course to provide a doctor's excuse for all medically related absences in order for a student to receive course credit.

Parents can routinely monitor absences by accessing their students' information in PowerSchool. If a parent has a question or concern about an absence, the parent should contact the school as soon as possible.

Principals have the authority to review absences in excess of 10 days (five days in a semester course) and to use their own discretion for follow-up.

Any student who provides a false excuse will be referred to an administrator for disciplinary action.

Lawful Absences

The district deems lawful absences to be:

-Students whose attendance in school endangers their health or the health of others, as determined by a doctor or the school nurse.

-Students who are chronically ill. A doctor's statement explaining that the student does not need to see a doctor every time the illness occurs must be turned into the attendance office. Once the statement is on file with the school, the parent/guardian can inform the doctor of the occurrence of the illness and the doctor can fax the attendance office the excuse or the original may be picked up from the doctor and given to the attendance office when the student returns to school. (Schools do not accept faxes from parents/guardians.)

-Students who must keep medical or dental appointments. Called-in doctor's notes are not accepted. The student must see the doctor for an absence to be excused except in cases where a student has been determined to be chronically ill, as explained above.

-Students who have prior permission from their principal to visit a college or university. One excused absence in the junior year and two excused absences in the senior year are permitted. A note from the Admissions Office of the college or university visited must be submitted to the attendance office immediately upon returning from the visit.

-Students who have an immediate family member who is seriously ill. A parent/guardian note stating that the family member is seriously ill must be turned into the attendance office.

-Students attending a funeral of an immediate family member. A note signed by a parent/guardian must be submitted to the attendance office.

-Students participating in a recognized religious holiday of their faith.

-Students who have prior permission to participate in school-sponsored or school-approved activities.

-Students who have unusual or mitigating circumstances, as determined by the school principal.

Unexcused/Unlawful Absences

Unlawful absences include, but are not limited to:

-Students willfully absent from school.

-Students absent without the knowledge or consent of their parents/guardians for any reason other than those described in the previous section.

-Students suspended from school.

After three consecutive unexcused absences or after a total of five unexcused absences, the principal or designee will identify the reason(s) for the student's continued absence and will, with the student and parent/guardian, develop a plan to improve that student's attendance. The student may be referred to a truancy prevention program or to court. Before a principal takes legal action, the principal will notify the parent/guardian and allow that parent/guardian to present information for appeal.

Three unexcused tardies to any one class can count as an unexcused absence.

Truant

A child aged 6 to 17 years meets the definition of a Truant when the child has three consecutive, unlawful absences or a total of five unlawful absences.

Habitual Truant

A child ages 12 to 17 years meets the definition of an Habitual Truant when the child has reached the level of truant; fails to comply with the intervention plan developed by the school, child, and parent/guardian; and accumulates 2 or more additional unexcused absences.

Chronic Truant

A child ages 12 to 17 years meets the definition of a Chronic Truant when the child has been through the intervention process, reached the level of habitual truant, has been referred to family court and placed on an order to attend school, and continues to accumulate additional unexcused absences.

Chronic Absenteeism/Truancy

Any student in Grades K-12 who misses 50 percent or more of the instructional day for any reason or 10 percent (or more) of the enrollment period. All types of absences contribute to chronic absenteeism: excused absences, unexcused absences, and suspensions. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school.

Once a child is determined to be truant, school officials must meet with the parents/guardians to identify the reasons for the student's continued absence and a written intervention plan must be developed. The student may be referred to a truancy prevention program or to court. Before a principal takes legal action, the principal will notify the parent/guardian and allow the parent/guardian to present information for appeal.

Parents can routinely monitor absences by accessing their child's information in PowerSchool ParentPortal. If a parent/guardian has a question or concern about an absence, the parent/guardian should contact the school as soon as possible.

Principals have the authority to review excessive absences and to use their discretion within the confines of the law for follow-up.

Any student who provides a false excuse will be referred to an administrator for disciplinary action.

Intervention Plan and Referrals

After three consecutive, unlawful absences or a total of five unlawful absences, the principal or designee shall identify the reasons for the student's continued absence and develop a plan in conjunction with the student and parent/guardian to improve future attendance. The plan for improving the student's attendance shall include, but not be limited to, the following:

-Reasons for unlawful absences.

-Methods to resolve causes of unlawful absences.

-Actions to be taken in the event unlawful absences continue.

-Signature of parent/guardian or evidence that an attempt has been made to involve the parent/guardian.

-Documentation of involvement of other personnel, not part of the school system, who assisted with a particular component of the intervention plan.

-Signature of the principal as evidence of the implementation of the intervention plan.

Each referral shall include pertinent information as identified by the school district or district's designee and the Family Court.

If the intervention plan is not successful and further inquiry by school officials fails to cause the student or parent/guardian to comply with the plan, or the student or parent/guardian refuses to participate in intervention planning, school officials shall refer the case to Family Court.

Tardiness

A student who is late to school must report to the office for a written admission slip before going to class.

Teachers will not allow students whose names appear on an absentee list to attend class without an admission slip from the office.

Three unexcused tardies to any one class can count as an unexcused absence.

Perfect attendance awards may be withheld from students who have more than three unexcused tardies.

Additionally, students who accumulate more than five tardies will trigger the process for an intervention plan where the principal or designee shall identify the reasons for the student's continued tardiness and develop a plan in conjunction with the student and parent or guardian to improve this circumstance. The plan for improving the student's tardiness to school or to class shall include, but not be limited to, the following:

-Reasons for excessive tardies.

-Methods to resolve causes of excessive tardies.

-Actions to be taken in the event excessive tardies continue.

-Signature of parent/guardian or evidence that an attempt has been made to involve the parent/guardian.

Early Dismissal

No student will be permitted to leave school during the school day unless a parent/guardian or other approved person comes to the school for the student or unless prior arrangements have been made.

The parent/guardian or other approved person must report to the office and sign the student out during regular school hours and between the change of classes. Instructional time will not be interrupted to remove a child from class for any reason other than an emergency.

If a student becomes ill or is hurt at school, the parent/guardian or doctor will be contacted before the student is dismissed.

As a precaution to ensure student safety, schools do not accept incoming telephone calls or written notes for the purpose of dismissing a pupil from school early.

Students excused to leave school for any part of a day must sign out of school before departing.

Early dismissal usually occurs at class changes or during lunch/recess to limit interruptions to instructional time.

High school students who have been approved for early dismissal by the principal have five minutes to vacate the campus following their designated early dismissal time. After five minutes, students will be considered trespassing and subject to disciplinary action.

High School Credit

Students taking courses for high school credit can accrue no more than the following number of unlawful absences before losing course credit:

45-day classes	3 unlawful absences
90-day classes	5 unlawful absences
180-day classes	10 unlawful absences

Homebound Instruction

The district offers homebound instruction to those students of legal school age who, because of accident, illness, or other medical condition, cannot attend school, even with the aid of transportation.

To be eligible for homebound instruction, a licensed physician must complete the required South Carolina State Department of Education Homebound Form certifying that the student is unable to attend school, even with transportation, but that he or she may benefit from homebound instruction.

If a child receives special education services, parents/guardians may obtain a copy of the Homebound Form from the school or Office of Special Services, Phone: 843-355-5571. If the student is a general education student, parents/guardians may obtain a copy of the Homebound Form from the school or from Office of Curriculum, Instruction and Assessment, Phone: 843-355-5571.

After a licensed physician completes the form, the parents/guardians of students who receive special education services should return the form for approval to the Williamsburg County School District Office of Special Services located at 500 North Academy Street, Kingstree, SC, or the licensed physician may fax the form to 843-355-6297. Students who receive general education should return the form for approval to the Williamsburg County School District Office of Curriculum, Instruction and Assessment at 500 North Academy Street, Kingstree, SC 29556 or the licensed physician may fax the form to 843-355-5021.

Instructional Services

Academic Honor Code

Williamsburg County School District encourages students to maintain high standards of academic integrity and honesty.

Teachers and administrators treat cheating as a serious matter. Teachers will confer with the appropriate administrator to review evidence of suspected cheating.

Parents will be notified and a mandatory conference will be held with the student, parent/guardian, teacher, and administrator. Any behavioral consequence will be explained at that time.

After the conference is held, the student will be required to complete an appropriate assignment/assessment if needed. This work will be graded in lieu of the original assignment/assessment.

If the student does not complete the assignment/assessment by the due date, a zero will automatically be entered into the grade book. If the offense occurs during a reassessment opportunity, the reassessment score will be dropped and the original grade will be recorded.

The behavioral infraction of cheating will be documented through a discipline referral and noted in the student's discipline record. Behavioral consequences up to out-of-school suspension for repeated incidents of cheating will be administered at the discretion of the school-based administrator.

In an effort to clarify expectations, the following list provides examples of unacceptable acts of cheating:

- Looking on someone else's quiz, test or exam.
- Revealing items to someone who has not taken a quiz, test or exam.
- Copying from others on assignments designated as independent work.
- Referring to unauthorized notes and materials during a quiz, test or exam.
- Using any electronic devices to complete, copy, or disseminate answers during a quiz, test, or exam.
- Obtaining an unauthorized copy of a quiz, test, or exam.

-Plagiarizing a paper or using a paper written by another person and/or plagiarizing work from another student's project.

-Attempting to take an online assignment or assessment for another student or allowing another person to complete an online assignment or assessment for another student.

Acceleration

The district carefully evaluates any student who, in the opinion of his/her principal, teachers and parents, warrants consideration for acceleration and/or adjustment either by grade or subject.

Criteria for acceleration include: scholastic ability and achievement level; mental capacity; experiential background; emotional and social development and maturation; and complexity of academic programs.

The district uses recommendations from teachers, principals and the superintendent, and information from authorized standardized tests when applicable.

The district may accelerate a student by one or more of the following instructional arrangements: subject grouping; omission of a grade level; content of a higher order or experiential complexity; advanced placement programming; provision for opportunities; and/or activities extended in scope and depth.

The district has an established procedure for determining if and how a student should be accelerated. Parents are involved throughout the process.

For additional information about the procedure for acceleration, contact the principal of the child's school.

Assessment at Middle and High Schools

Assessment practices should support student learning, achievement, and mastery of standards by connecting descriptive, timely, ongoing and consistent teacher feedback directly to standards.

Assessments are divided into two categories: formative and summative. Formative is considered "practice" and summative is considered the "end performance." Formative and summative assessments focus on standards-based learning targets.

Formative assessments are assessments for learning and have an important role to fulfill in identifying when a student is ready to undertake a summative assessment. The key principles of formative assessment are: 1) sharing the learning targets with students from the beginning of the learning; 2) making adjustments in teaching as a result of formative assessments; and 3) providing descriptive feedback to students from assessments.

It is important that students complete each formative assessment to the best of their ability. In some cases, a teacher may withhold the administration of a summative assessment until such time as enough practice information is gathered through formative assessments. Since formative assessments (minor assessments) are considered "practice," they are not heavily weighted in the grading system.

A summative assessment is a measure of a student's ability to demonstrate the concepts, skills and knowledge embedded in standards-based learning targets. A summative assessment is an assessment of learning, and it is heavily weighted in the grading system.

Teachers have the discretion to determine how formative and summative assessments are combined to determine the grade.

Courses Taken in Middle School for High School Credit

Beginning in 7th Grade, students are eligible to earn high school credit.

Two world language Carnegie Units of credit and three Carnegie Units of credits in other subject areas may be transferred from middle school to high school provided a student receives prior approval from his/her school counselor and principal.

If a middle school student wishes to take any online courses, the student must obtain prior

approval from his/her school counselor and from his/her principal.

Middle school students may earn a total three high school credits through online programs. The online program offering the course must be accredited through AdvancED.

Carnegie units of credit may be transferred from middle school to high school to be included on the high school transcript when earned within the district or awarded by an accredited school outside of the district.

Note: If a student desires to take more than two world language credits and three credits in other subject areas to be transferred from middle school to high school, the student may petition his/her middle school principal, who will forward the written request to the Chief Academic Officer of Curriculum, Instruction, and Assessment. The request should be submitted and approved before enrollment in the additional course work.

Gifted and Talented Program

This state-funded gifted and talented program requires the testing and screening of all second-graders to identify those who qualify for placement in the program starting in third grade.

Students can be evaluated each year for possible placement.

In order to qualify for Gifted and Talented academic services, students in Grades 3-12 must meet eligibility criteria in two of the three state-defined dimensions:

-Dimension A: Reasoning Ability

Students must score at or above the 93rd national-age percentile on a nationally normed aptitude test.

-Dimension B: Achievement

Students must score at or above the 94th Percentile in Reading or Mathematics on a nationally normed achievement test or at an annually-set Advanced level on Reading or Mathematics on SC Ready.

-Dimension C: Performance

Students must achieve a performance standard of 80 Percent on verbal or non-verbal performance tasks.

In order to qualify for Artistic Gifted and Talented services, students in Grades 3-12 must be part of a three-step process, which consists of referral, recommendation, demonstration, audition, portfolio, and placement.

Grading System/Progress Reports/Report Cards

At the discretion of the Williamsburg County School District Board of Trustees, principals, and teachers, a grading system has been established at all levels which reflects achievement-based mastery of skills at a student's instructional level.

Report cards and progress reports for students in Kindergarten grades reflect a child's current levels of performance and achievement as compared to state standards. For students in Grades 1-12, the district's report cards and progress reports show a student's actual numeric grades.

Students in special services programs receive report cards and progress reports appropriate for those classes.

In order to receive a grade for any nine-week period or meet district and state performance requirements, a student must complete all required course work and fulfill state attendance requirements.

Transfer students must attend a new school within the district at least one-half of the days of any marking period in order to receive a grade for that marking period.

Report cards and progress reports list each student's number of absences and tardies.

The district uses the following marking system based on the South Carolina Uniform Grading Policy as required by state law:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

The district issues report cards every nine weeks. The issue dates appear on the school calendar.

The calendar is also available on the district's website: www.wcsd.k12.sc.us.

Final grades and levels marked on a student's report card are official and remain in the student's permanent record.

Leadership Report Card (Elementary)

A Leadership Report Card is one of two report cards that Williamsburg County School District elementary school students receive.

With the Leadership Report Card, teachers can separate behavior from academics. While these report cards provide feedback on behavior, they are not part of a student's permanent record and have no impact on a student's academic grades.

This means that the regular academic report card provides a more accurate assessment of what content a student has or has not mastered academically.

The Leadership Report Card uses a common language and rubric that helps students set and measure goals. Teachers help students with this process.

Habits of Scholarship Report Card (Middle School)

In Williamsburg County School District middle schools, a Habits of Scholarship Report Card is one of two report cards that middle school students receive.

With the Habits of Scholarship Report Card, students are scored in personal responsibility and citizenship, and teachers can assess behavior separately from academics. This separation helps teachers better assess whether middle school students truly understand a given subject matter.

These report cards are not part of a student's permanent record and have no impact on a student's academic grades.

While the Habits of Scholarship Report Card looks at behaviors that may present obstacles

to learning, it also looks at habits important for success in any career.

Habits of Scholarship Report Card (High School)

In Williamsburg County School District high schools, a Habits of Scholarship Report Card is one of two report cards that high school students receive.

Teachers use the behavior-based Habits of Scholarship Report Card to help students and their parents understand how a student is doing in the area of persistence and time management. They are used as a tool to provide feedback; they are not part of a student's permanent record and have no impact on a student's academic grades.

Students receive either a "proficient," "emerging", or "needs improvement" assessment.

Semester Courses: Grades 6-12

Calculations for report cards are as follows for semester courses:

1 st Nine Weeks (No overall grade lower than a 50)	40%
2 nd Nine Weeks	40%
Final Exam or EOCEP	20%

Yearly Courses: Grades 6-12

Calculations for report cards are as follows for yearly courses:

1 st Nine Weeks (No overall grade lower than a 50)	20%
2 nd Nine Weeks	20%
3 rd Nine Weeks	20%
4 th Nine Weeks	20%
Final Exam or EOCEP	20%

Grade Point Average/Class Ranking

The South Carolina Uniform Grading Scale assigns grade points for each numeric grade and is used to calculate Grade Point Ratio (GPR) and class rank.

Through state mandate, all courses carry the same grade points with the exception of Honors, Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit courses.

Honors courses receive an additional 0.5 weighting and AP, IB, and Dual Credit courses receive an additional 1.0 weighting. See **Appendix A** for the entire grade point conversion table.

Class rank calculations for all grades at the high school level will be computed at the end of the school year. After completion of final exams for seniors and at the end of the eighth semester, the official class rank will be listed. **Until that time, there is no official class rank within the grading system.**

Selection of Junior Marshals

The following criteria will be followed for the selection of Junior Marshals:

-To be eligible to be a Junior Marshal, a student must have enrolled in his/her attending high school before the end of the first grading period and have attended the high school until the determination is made concerning Junior Marshals.

-Marshals will be all students whose GPA is 3.62 or higher at the end of the third quarter of the Junior year for all courses in which a Carnegie Unit was awarded.

Junior Marshals will be announced prior to graduation.

Honor Roll

Honor Roll is determined at the end of each nine-week grading period. Grades earned in each subject during the specified nine-week period will be averaged to determine Honor Roll status.

Superintendent's Honor Roll

Students in Grades 7-12 with an overall average of 90 or above, with no subject grade less than an 80 are to be considered on the Superintendent's Honor Roll. To be eligible to attend the district-

wide Superintendent's Academic Awards Program, students must maintain an overall average of 90 with no grade less than an 80 for the first three terms: First Nine Weeks, Second Nine Weeks, and Third Nine Weeks.

Superintendent's Academic Hall of Fame

The purpose of the Superintendent's Academic Hall of Fame is to foster excellence in academics. The district administration believe in the personal worth and potential ability of each student. As such, the Hall of Fame is designed to motivate and inspire students to high ideals and significant achievement.

The students who are selected for the Superintendent's Honor Roll for the first three nine-week grading periods in Grades 7-12 during the 2019-2020 school year will be inducted into the Superintendent's Academic Hall of Fame. The cut-off begins at Grade 7 because that is the grade in which a student is eligible to earn high school credits.

School Honor Roll

Students with an overall average of 80, with no subject grade less than 70, are to be considered on the School Honor Roll. Any student with an overall GPA of 3.62 or higher in Eleventh Grade in the Third Nine Weeks may qualify for Junior Marshal Status.

Merit Honor Roll

Students instructed using a modified curriculum as indicated by their IEP plan with an overall average of 80 or higher, with no subject grade less than 70, are to be considered for the Merit Honor Roll.

South Carolina End-Of-Course Examination Program

All students in South Carolina who are taking the following courses for credit must take the End-of-Course examinations for those subjects: Algebra I or Intermediate Algebra, English II, Biology I, and United States History and the Constitution. Students will receive copies of the South Carolina Standards and Indicators for all core subject

courses. All second-year high school students must take the Biology end-of-course assessment. You may access more information about the EOCEP at <ed.sc.gov>.

South Carolina Junior Scholars

The South Carolina Junior Scholars Program reflects the growing statewide effort to improve education in South Carolina and responds to the needs of students possessing unique abilities.

The purpose of the program is to identify students and provide opportunities that will facilitate their intellectual growth, broaden their individual interests, and promote their scholastic achievement.

Eligibility for testing criteria:

- Students must currently be enrolled in eighth grade in a public, private, or home school in South Carolina.
- Home-schooled students must meet home school statute eligibility (S. C. Code Ann. §59-65-40, §59-65-45, §59-65-47) to participate.

Identification criteria include:

-Students who scored 550 or higher on the Evidence-Based Reading and Writing or 530 or higher on the Math portion of the PSAT/NMSQT;

or

-Students who participated in Duke University's Talent Identification Program (TIP) during their seventh-grade year, who met the eligibility requirements as outlined by that program, and were identified and recognized by Duke TIP at the State Recognition or Grand Recognition ceremony will be identified as South Carolina Junior Scholars.

Advanced Placement courses

The district offers Advanced Placement courses, based on sufficient enrollment, in English, mathematics, computer science, science, social studies, world languages and the fine arts. Most of these courses are offered during students' junior and senior years. Students must meet the established criteria before they can enroll in each of the courses. The specific criteria are explained

in the course descriptions found in the district's Course Catalog.

These courses offer college-level instruction in high school, preparing the student for the rigors of college. Students enrolled in AP courses are required to take the AP Exam and the Extension Honors-linked course. Successful scores on the AP Exam may qualify students for college credit and advanced standing in colleges and universities throughout the United States. Because AP courses are college-level courses, students should expect intensified study and great demands placed on their time and energy.

Dual Credit Courses

Williamsburg County School District, in cooperation with Williamsburg Technical College and other institutions of higher learning, may offer students the opportunity to earn college credits at the same time they earn high school Carnegie units.

Dual credit courses, whether they are taken at the school where the student is enrolled or at a post-secondary institution, are those courses for which the student has been granted permission by his/her home school to earn both Carnegie units and college credit.

Students must obtain written approval from the principal or his/her designee before enrolling in a college course designated as dual credit outside of district offerings listed in the Course Catalog.

College courses identified by the articulation agreement on dual enrollment from the South Carolina Department of Education will be considered dual credit and transfer to the high school with dual credit weighting. If the courses listed are not adequate for an individual student's course of study, the student may petition the district's Chief Academic Officer to consider the addition of a specific course. The request should be submitted in writing to the district's Chief Academic Officer (see Course Catalog for additional information).

Students may wish to enroll in other college courses through concurrent enrollment. Concurrent coursework does not transfer back to the high school transcript.

Students wishing to enroll in either dual credit or concurrent enrollment should contact their school counselor.

The courses offered will vary from year to year, based on instructor availability and course enrollment. Any three-hour college course successfully completed will earn the student one high school credit. The dual enrollment class will carry the GPA weighting of a Dual Enrollment course on the Uniform Grading Scale.

Virtual School

Williamsburg County School District partnership with VirtualSC, the South Carolina Department of Education's virtual school program. Virtual School is yet another example of the cutting-edge initiatives that this district uses to prepare students for the future.

Students wishing to enroll in any virtual school course must meet all requirements outlined including approval from their school counselor to assure appropriate placement and credit on the transcript. Completed virtual school courses appear on official student transcripts.

Homework

Homework can be used to supplement classroom activities. In order for it to be useful, the teacher must effectively plan, judiciously assign, and promptly evaluate homework.

Homework assignments should provide practice in and strengthen specific areas of interest and opportunities. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library. Home should require the use of reference materials only when the student has had instruction in their use.

In making assignments, teachers should take into consideration individual differences of students, such as health and ability, as well as conditions and educational resources at home.

Homework should be assigned Monday through Thursday. No homework is to be assigned on Fridays or days preceding holidays or calendar breaks.

Promotion and Commencement Exercises

Promotion programs may be conducted for grade levels below Grade 12. A basic ceremony format that recognizes all students for their yearly achievement will be used.

The format shall refrain from using class ranks and honors (reserved for students receiving Carnegie units) referred to in board policies for students meeting the South Carolina graduation requirements, robes, rings, etc. (reserved for students receiving Carnegie units).

All students receiving special recognition will be acknowledged at the school's Awards Day program.

Please refer to the following school board policies: IKC and IHF-R.

Only those students who pass the required units for a South Carolina High School Diploma may participate in Commencement Exercises held at the end of the school year.

Special education students who meet all requirements of their Individualized Education Plan (IEP) but have not met the requirement for the South Carolina High School Diploma are allowed to participate in the Commencement Exercises and receive a certificate of achievement.

Commencement exercises are reserved for graduating seniors only.

Course Requirements for Graduation

To receive a South Carolina High School Diploma, a student must earn 24 units. Based upon state law, requirements to receive a high school diploma for students in Grades 9-12 are as follows:

Courses Required for Graduation	Units
English	4
U.S. History & the Constitution	1
Economics	½
Government	½
Other Social Studies	1
Mathematics	4

Science with EOCEP	1
Other Science	2
Computer Science	1
P.E. or JROTC or Marching Band	1
World Language or Other CTE Elective	1
Electives	7
Total Required Units	24

Course Requirements for SC Public Colleges and Universities

English – 4 Units

At least two units must have a strong grammar and composition component; at least one must be in English literature; and at least one must be in American literature. Students can meet these criteria by successfully completing College Preparatory English I, II, III, and IV.

Mathematics – 4 Units

These courses include Algebra I, Algebra II, and Geometry.

A fourth higher-level mathematics course should be selected from among Algebra III or Trigonometry, Pre-calculus, Calculus, Statistics, discrete mathematics, or a capstone mathematics course, and should be taken during the senior year.

Laboratory Science – 3 Units

Two units must be taken in two different fields of the physical or life sciences selected from among Biology, Chemistry, or Physics.

The third unit may be from the same field as one of the first two units or from any laboratory science for which Biology and/or Chemistry is a prerequisite.

Courses in Earth Science, general Physical Science, or introductory or general Environmental Science for which Biology and/or Chemistry is not a prerequisite will not meet this requirement.

It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering, or technology take one course in all three fields.

World Language – 2 or 3 Units

Two or three years of the same world language, depending upon the college or university.

Social Sciences – 3 Units

One unit of U.S. History & the Constitution, one-half unit of Economics, one-half unit of Government and one unit of a social studies elective.

Fine Arts – 1 Unit

One unit in appreciation, history, or performance in one area of the fine arts.

Physical Education – 1 Unit

One unit of physical education or JROTC.

Computer Science – 1 Unit

A college preparatory course in computer science (i.e., one involving significant programming content).

Other acceptable electives include college preparatory English, fine arts, world languages, social sciences, humanities, laboratory sciences (excluding Earth Science, Physical Science, or other introductory science courses for which Biology or Chemistry is not a prerequisite), or mathematics above the level of Algebra II.

Credit Recovery

Students earning a grade of 51 – 59 in a course for high school credit may be eligible for credit recovery. Students whose grade is lower than 51 must retake the entire initial-credit course to earn a Carnegie unit for the course.

All credit recovery courses must be approved in writing prior to enrollment by the school guidance counselor and the school principal.

For transcribing the final grade in a credit recovery course, the following procedures shall be followed.

1. The original failing grade will remain on the transcript as is. A new course starting with the appropriate activity code, grade-scale designation, and unit marker will be entered on

the student record.

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.

Additionally, courses are available for credit recovery through South Carolina Virtual School and other online programs accredited through AdvancED.

It is important to note that, regardless of the grade earned in an online or school-based credit recovery program, the failing grade of the original course for which credit recovery was offered will be calculated in a student’s GPA.

Destination: Four-Year College

Students who plan to enter a four-year college immediately after graduation should follow the four-year college preparatory program.

These students should take the SAT and/or ACT college entrance tests more than once during their high school career. They should begin taking the SAT and/or ACT during their junior year.

All high school guidance offices have registration bulletins for both tests. Students may also choose to register for the SAT and/or ACT online. About six weeks before the testing date, students must register directly with and pay the registration fee directly to the testing company. ACT is administered by the state to all South Carolina students during their junior year. No fee or extra registration is required for the state administration of the test for students enrolled in public high schools.

The Commission on Higher Education establishes the minimum course requirements for students who plan to attend a public college in South Carolina. Some colleges require courses in

addition to those listed in this section (see college catalogues for admission requirements). For more information, please visit the CHE website at www.che.sc.gov.

Destination: Military

Students who plan to enter the military could follow the two-year college preparatory program or the four-year college preparatory program.

Students who plan to enter the military must take the Armed Services Vocational Aptitude Battery (ASVAB) test, offered through our high schools at no cost.

Destination: Two-Year Technical College

Students who earn a B average in 30 hours of academic coursework while at South Carolina technical colleges may transfer to any public four-year college in the state. Traditional entrance requirements are waived.

Students planning to attend a two-year technical college could follow the two- or four-year college preparatory programs or a combination of both.

A student who plans to attend a two-year technical college is advised, however, to consider the advantages of enrolling in an occupational program at either his/her high school or Williamsburg Technical College. Students enrolled in occupational programs have the opportunity to earn advanced standing at technical colleges.

Students who plan to attend a two-year technical college must take the ACCUPLACER test, available through Williamsburg Technical College, and offered at our high schools at no cost.

Destination: Workforce

Students who plan to enter the workforce immediately after high school are encouraged to pursue a two-year college preparatory program of study, and to take advantage of occupational programs and school-to-work opportunities offered at their high school or at Williamsburg Technical Center.

State high school diploma criteria require students to take at least one occupational course for graduation from the two-year college preparatory program. We encourage students, however, to take advantage of the district's outstanding occupational programs and to enroll in a four-unit completer program.

Promotion of Exceptional Students

All students with disabilities as defined and identified by federal and state laws and regulations will be subject to all provisions of the promotion/retention criteria appropriate to the student's age/grade placement, unless the student's Individualized Education Plan (IEP), as developed by an IEP committee addresses and defines alternative goals and promotion/retention standards. The district will administer the policy fairly, equitably, and consistently in the schools.

Promotion, Kindergarten

Williamsburg County School District provides all-day five-year-old kindergarten classes for children living in the district's attendance areas whose fifth birthday occurs no later than September 1.

The school will evaluate children in kindergarten on their progress through the South Carolina Standards. The district may assess these standards by methods that include state assessments, classroom assessments, and other assessments identified as appropriate.

The district will use school work; social, emotional, and physical development; and teacher judgment to evaluate student progress. Mastery of kindergarten curriculum standards and social, emotional, and physical maturity will be considered for promotion to first grade.

When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal, parent/guardian, and district administration. The parent/guardian must concur with a decision to retain a student in kindergarten.

Promotion, Grades 1-2

The school will evaluate children in the primary grades on their progress through the South Carolina performance standards. The district may assess these standards by methods that include state assessments, classroom assessments, and other assessments as identified as appropriate. The district will use school work; social, emotional, and physical development; and teacher judgment to evaluate student progress.

Consideration for promotion/retention will be given to final mastery of South Carolina State Standards in Reading and Mathematics. Summer school, depending upon the availability of funds, will be offered to all students in Grades 1-2 not meeting the district's promotion/retention criteria, not mastering the South Carolina State Standards. The principal, upon consultation with the superintendent or designee will make a final decision as to whether summer school will be offered for enrichment.

In the case of a student who has met all promotion criteria, but formal and informal assessments indicate the student is not performing consistently at grade level, a supplemental academic plan will be developed at the end of the current school year to enhance the student's skills.

A student should not be retained more than once in kindergarten through Grade 2 and no more than twice in kindergarten through Grade 6.

Promotion, Grades 3-8

The school determines the progress of students in elementary and middle grades using a combination of student performance assessment results; school work; social, emotional, and physical development; and teacher judgment. Student performance will include state academic assessments. However, state academic assessments will not be the sole criterion for retaining students, placing them on academic probation, or requiring them to attend summer school. Consideration for promotion/retention will be given to English/Language Arts, Mathematics, Science, and Social Studies grades on a student's progress through the South Carolina State Standards. The principal, upon consultation with the superintendent or designee,

will make a final decision as to whether or not summer school will be offered for enrichment.

See **Appendix H** for Read to Succeed mandatory retention in Grade 3 when students are reading below grade level.

Grade Classification: Grades 9-12

Grade classification will be determined only at the beginning of the current school year. Classification will be determined using the following criteria:

Freshman, Grade 9

All students promoted from the eighth grade at the end of the school year.

Sophomore, Grade 10

All students who have been enrolled in high school for one complete year and have earned at least five credits, three of which must be in the following areas: 1 English and 1 math, and 1 science or social studies.

Junior, Grade 11

All students who have been enrolled in high school for at least two complete years and earned at least 12 credits, six of which must be in the following areas: 2 English and 2 math and 1 science and 1 social studies.

Senior, Grade 12

All students who have been enrolled in high school for at least three complete years and have earned at least 17 credits, ten of which must be in the following areas: 3 English, 3 math, 2 sciences, and 2 social studies.

And:

Upon fall enrollment of the fourth year in high school, the student is scheduled in all classes (state and/or district required Carnegie units) needed for spring graduation at the end of the regular school year, not including summer school.

Math and English courses taken for enhancement to fulfill requirements on norm-referenced tests (SAT, ACT, etc.) and criterion-referenced tests (EOCEP) will receive elective credit only. These courses are not core math or English courses; therefore, they cannot be taken in lieu of state-required English and math courses.

Retention in Kindergarten

The district does not recommend retaining kindergarten students. A small number of students, however, could benefit from more time and nurturing at this level.

Retention in Grades 1–2

A student in Grade 1 or 2 may be retained if the student has not made adequate progress in reading and mathematics as determined by classroom performance and district assessment of state Academic Achievement Standards.

Retention in Grades 3–6

The district makes promotion and retention decisions for students in Grades 3–6 in accordance with the S.C. Education Accountability Act of 1998.

At the beginning of the school year, staff members hold academic assistance conferences with the parents/guardians of students in Grades 3–6 whose test scores, grades and class work show that they are not meeting district and state curriculum standards in language arts, mathematics, science and/or social studies.

Appropriate school personnel review the student's progress at the end of the school year. If a student is not meeting academic achievement standards or is not meeting the terms of his/her academic plan, the district may require the student to attend summer school or may retain the student at his/her present grade.

Retention in Grades 7–8

A student in the seventh or eighth grade may be retained if the student scores below standard on state- or district-mandated tests, fails two or more academic subjects within one school year or fails the same basic skills subject for two consecutive years.

Retention in Grades 9–12

Students in Grades 9–12 must earn a minimum number of units in order to be promoted to the next grade.

For promotion from grade 9 to grade 10, students entering their second year must have earned a minimum of five units — at least one unit in language arts and one unit in mathematics. They must also be enrolled in courses leading to an additional unit of credit in both language arts and mathematics.

For promotion from grade 10 to grade 11, students entering their third year must have earned a minimum of 11 units. The student must have earned at least two units in language arts and two units in mathematics.

For promotion from grade 11 to grade 12, students entering their fourth year must have earned a minimum of 16 units. The student must have earned at least three units in language arts and three units in mathematics. They must also be enrolled in courses leading to additional units, allowing them to complete the 24 units needed for the state high school diploma.

Appeals of Retention Decisions

After meeting with the principal, parents/guardians may appeal retention decisions to the district’s Chief Academic Officer.

Parents/guardians must make a written appeal to the Chief Academic Officer within two weeks of being notified that their student is being retained. The letter must state the specific reason(s) why the parent/ guardian disagrees with the decision.

The Chief Academic Officer will make a decision within five working days after receiving the written appeal and will send written copies of the decision to the parent/guardian and to the principal.

Guidance Services

The purpose of guidance is to help individuals become increasingly self-sufficient in making wise choices and appropriate decisions and plans.

Guidance services are available to all students in Williamsburg County School District. The services include, but are not limited to, educational planning; interpretation of test results; occupational information; career counseling; study tips; help with home, school, and/or social concerns; and questions students and/or their parents/guardians would like to discuss.

Students who wish to visit a counselor should contact the guidance office and make an appointment.

Changing Courses

Students will have a maximum of three days to request a change from any class into another class. After the first three days of a course beginning, the student will be unable to change a course.

Faculty members should not support in any way frivolous class changes and should never allow students to leave class for the purpose of requesting such changes.

Special Note

All students must follow their assigned schedule until given notice of a change. This official notice must be either a new schedule or a Schedule Change slip issued by the guidance counselor and signed by the principal. Failure to follow the assigned schedule until a course is officially changed and the student is notified becomes a cutting-class offense.

Parent Notification

The teacher must attempt to arrange a parent conference at the midway point of the course for any student who is not performing successfully.

Parents/guardians should be notified as quickly as possible concerning an impending course failure. The parent/guardian will be informed of the final promotion status for his/her child no later than the time the last report card is issued at the end of the school year.

The responsibility rests with the parent/guardian or emancipated student to secure report cards and progress reports in a timely manner.

Alcohol and Drug Abuse

All Williamsburg County District schools offer special instruction designed to develop students' understanding of the problems associated with use and abuse of alcohol and drugs.

Students learn about the pharmacological aspects and physiological effects of alcohol and drugs.

Special Education

Williamsburg County School District provides a free, appropriate public education (FAPE) to all students with disabilities, ages 3 -21, who reside within the district.

The district seeks to identify all students with disabilities in need of specially designed instruction and related services.

After identifying a student with a disability, a team of appropriate staff members and the parents/guardians of the student determine eligibility and the need for services. If a need is determined, an Individualized Education Plan (IEP) is then developed for the student.

Williamsburg County School District provides a continuum of services to meet the needs of our students. These services are to the greatest extent possible, based on the students' needs.

Related services help students with disabilities access the general curriculum. These services include, but are not limited to, nursing services, physical therapy, occupational therapy, speech therapy, and/or transportation.

Science, Technology, Engineering and Mathematics (STEM)

Williamsburg County School District emphasizes STEM learning experiences within core instruction in mathematics and science in kindergarten through 12th grade.

Students solve open-ended, real-world problems that require the integration and application of knowledge and skills for all four disciplines. These project-based and/or problem-based learning experiences help our students to become

technological thinkers prepared to be competitive in the 21st century.

As students use the engineering design process individually and in teams, they solve problems that require them to think and work like engineers, mathematicians and scientists. Using 21st century learning tools, such as computers, hand-held data collection interfaces, probes and digital meters, provides students with cutting-edge authentic learning experiences. STEM challenges engage students in meaningful problem situations that encourage and empower them to be self-directed and reflective as they apply critical and analytical reasoning skills. These experiences assist students in becoming competent, confident, innovative and creative problem-solvers with 21st century skills. Career awareness is embedded throughout the STEM experiences to inform, generate interest in and prepare students for STEM careers.

Systematic Interventions

The district uses a multi-step process that provides research-based interventions (academic and behavioral) for students who struggle with learning. Based upon both formal and informal assessments, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Decisions concerning interventions are made by the school RtI team, which consists of various school professionals.

Once the team decides that a student is in need of an intervention, parents are notified and a written plan outlines a specific timeline for implementing the appropriate agreed-upon intervention. Progress is closely monitored to assess both the learning rate and level of performance of individual students to help determine the effectiveness of the intervention. Using the decision-making rubric, the RtI team makes a decision to continue, end or modify the amount of time the intervention is delivered as well as its frequency.

Textbooks

Textbooks are issued to students at the beginning of each school year and/or course of study. Students are not to write in textbooks, tear pages

from textbooks, remove barcodes, or misplace textbooks.

Teachers will perform periodic textbook inspections to verify the condition of a student's textbooks and to ensure that a student is in possession of the textbook originally assigned to him/her.

Students are required to pay for lost or damaged textbooks

Parent Involvement

Parents/guardians can and should make a difference in helping his/her child become more successful in school. Here are things parent/guardians can do to be active and effective participants in his/her child's education.

-Know your child's school; attend parent meetings; visit your child's classroom; and get to know your child's teachers, guidance counselor(s), and principal.

-Read newsletters and other correspondence from the school.

-Attend parenting workshops, parenting conferences, PTA or PTO meetings.

-Participate in school affairs and be enthusiastic supporters of the school.

-Keep the lines of communication open. It is up to all of us to make a difference. Parental involvement begins with you.

Here are the steps to follow to address your concerns.

-The parent/guardian should first discuss the issue with the specific teacher by telephone or in person after making an appointment.

-If this telephone conversation or meeting does not resolve the parent's/guardian's concerns, then the parent/guardian should go to the appropriate assistant principal and discuss the issue by telephone or in person after making an appointment.

-If after speaking with the assistant principal, the parent/guardian still cannot resolve the problem or concern, the parent/guardian should go to the

principal and discuss the issue by telephone or in person after making an appointment.

-If the issue remains unresolved, the parent/guardian may contact the Williamsburg County School District Offices for further assistance.

Summer School

Summer school for all secondary schools in the Williamsburg County School District will be held for Williamsburg County School District students only.

A student wishing to attend summer school must obtain permission from his/her principal prior to enrolling in any courses. The exact courses and number of classes offered will depend upon the number of students who register for the courses and the availability of funds to pay for summer school. No more than two units may be earned during the summer session.

Students enrolled in schools in Williamsburg County School District will not be allowed to take new courses for credit during the summer session.

Summer School Exception

A student who has met all requirements to receive a South Carolina High School Diploma with the exception of one unit will be allowed to take that one new course in summer school. If successful, the student will graduate at the end of summer school.

Technology Resources

Technology Goals

It is the goal of Williamsburg County School District (WCSD) to prepare students for college, careers, and citizenship. To that end, we must provide students with the tools necessary to acquire world class skills, which include the use of technology. This one-to-one, personalized learning initiative will:

-Extend student learning beyond the classroom walls.

-Prepare students to be safe, responsible, and innovative digital citizens.

-Engage students in real-world problems through communication, collaboration, and teamwork.

-Provide students greater access to educational opportunities through the use of technology for anytime, anywhere learning.

-Enable students to take responsibility for their own learning.

-Expand integration of digital resources.

Student use of computer equipment, networks, and internet services provided by the school are a privilege, not a right; students are required to comply with school and district policy in order to maintain access to district technology.

Students who violate the policy may have their computer privileges revoked at school and may lose the use of the computer at home. The teachers and administration shall have final authority to decide whether a student's privileges will be limited or revoked.

Please see **Appendix C** for the entire Williamsburg County School District Technology Handbook.

Safety and Discipline

Health Room Procedures

The health room is operated daily under the supervision of a registered nurse or licensed practical nurse. It is designed to be an emergency station to care for minor illnesses or injuries that occur at school.

The school nurse cannot diagnose or prescribe treatment. This is the responsibility of your family physician or health care provider.

Any student who needs to go to the health room must have a pass from the teacher whose class the student is missing. The student will not be allowed to stay in the health room for more than one period. Either the parents will be contacted to come for the student, or the student will be sent back to class. Students will not be dismissed from school without good cause and permission from their parents/guardians.

When a student's illness/injury appears serious, the school makes every effort to contact the parent/guardian and or family physician immediately. If the school cannot contact the parent/guardian and or family physician, the school will call the county emergency service and ask them to transport the student to the nearest hospital emergency room. The parent/guardian is responsible for the cost of the ambulance.

When the parent/guardian is not immediately available, a school representative will accompany the injured/ill student in the ambulance or follow the ambulance to the emergency healthcare facility and remain at the emergency healthcare facility with the student until a parent/guardian, other family member, or family physician arrives.

No school will send an ill or injured child home alone.

Parents/guardians are reminded that the primary purpose of the school Health Office is to provide assessment and care for injuries and illnesses that occur during the school day.

Fever/Illness

Sick children do not perform well in class and can expose their classmates to a virus or other illness. If your child complains that he/she does not feel well, please check his/her temperature before sending him/her to school.

If your child has a fever of 100 degrees or more before you give him/her Tylenol, Advil, Motrin, or some other appropriate fever-reducing medication, keep your child at home.

Your child should not return to school until he/she has been fever free without the help of Tylenol or another product for 24 hours.

When your child does come back to school, he/she should go by the nurse's office and have his/her temperature checked before going to his/her classroom.

Head Lice

Williamsburg County School District follows school exclusion guidelines for communicable diseases published by South Carolina DHEC. These guidelines indicate school exclusion for

head lice from the end of the school day until after the child has been treated with an appropriate lice treatment product.

If a teacher thinks a student may have head lice, that teacher will refer the student to the school nurse for screening. If the nurse confirms that the student has active head lice, the nurse will notify the parent/guardian of that finding and of treatment options.

Before a student can be readmitted to school, the nurse must recheck the student to verify that the treatment was effective.

When the school nurse finds two or more active cases of head lice in any one classroom, the nurse screens all students in that classroom.

Concussions

See [Appendix B](#) for the Williamsburg County School District Concussion Policy.

Immunizations

In accordance with South Carolina Code of Laws, Section 44-29-180 and South Carolina Regulation 61-8, “No superintendent of an institution of learning, no school or principal of a school may enroll or return a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control...records of vaccinations or immunizations must be maintained by the institution, school, or daycare facility to which the child or person has been admitted.”

The Department of Health and Environmental Control has declared the following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, Grades K5-12.

Refer to [Appendix D](#) for changes to the 2019-2020 school year immunization requirements.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a Civil Rights law which prohibits discrimination

against persons with a disability. It is not strictly an “education” statute. Education is only one area in which Section 504 affords protection. It ensures the rights of individuals with disabilities to access general education.

Section 504 protects the civil and constitutional rights of persons with disabilities and is enforced by the United States Office of Civil Rights.

Section 504 Eligibility

Students eligible for Section 504 accommodations must meet three criteria.

-A physical or mental impairment which substantially limits one or more major life activities,

A mental impairment is a cognitive, learning, or psychological disorder. A physical impairment is a medical condition or disorder of bodily functions.

-Which substantially limits,

A substantial limitation means that the student is significantly restricted as to the condition, manner, or duration under which he/she can perform a particular major life activity, as compared to the typical student population. Additionally, with the exception of ordinary eye glasses and contact lenses, the ameliorative effects of available “mitigating measures,” including, but not limited to, medications, prosthetics, hearing aids, mobility devices, and learned adaptations, may not be considered in determining whether someone is “substantially limited” in a major life activity.

-One or more major life activities.

A major life activity includes seeing, hearing, speaking, walking, reading, concentrating, performing manual tasks, and other similar types of activities.

It is important to understand that all three criteria must be present for a student to be eligible for a Section 504 Accommodations Plan.

Equally important, this disability must be the reason the student cannot equally access or receive benefit from the school’s programs and services.

Referrals of students who may be in need of a Section 504 Accommodations Plan are to be submitted to the school district's Section 504 Coordinator, who will convene a Section 504 Committee meeting to determine eligibility.

Section 504 Accommodations Plan

A Section 504 Accommodations Plan is a written description of the specific modifications, adjustments, accommodations, or other related services and aids to be provided in the regular classroom. This plan is to be sufficiently detailed to allow teachers to address the individual disability-related needs of the Section-504 eligible student.

The school nurse will meet with the Section 504 Coordinator to share information about the child's special healthcare needs. The district's Section 504 Coordinator will then convene a committee meeting to develop a Section 504 Accommodations Plan that incorporates an Individualized Health Plan (IHP).

A Section 504 Accommodations Plan must be reviewed each year to determine eligibility. It is does not carry over from year to year.

Medications

Generally, school staff members are to refrain from giving medicine to children. The district recognizes the occasional need for staff members to administer medication to individual students. Accordingly, the procedures detailed below must be followed when administering medicine. "School Nurse" means either a Registered Nurse or Licensed Practical Nurse.

Prior to dispensing medication, each of the following conditions must be met:

-Prescription Medication Consent Forms must be completed and signed by the prescribing physician. Parent signature is also required, giving permission for the medicine to be administered. Parental permission and signature are also required for all over-the-counter medications to be given per labeling instructions. All medications must be in original labeled containers.

-The required Medication Consent Permission Form and the prescribed medication shall be

delivered to the school nurse, school principal, or designee immediately upon arrival at school. The nurse responsible for the school must review and approve each request before any medication may be administered.

-Parents must deliver medication to the school properly labeled and in its original container. Medication may not be transported on a school bus except with the permission of the principal or designee when it is necessary for the health of the student.

-The district retains the discretion to reject request(s) for the dispensing of any medication for legitimate reasons. All eye and ear medication can only be administered by a Registered Nurse. These medications need to be administered at home.

The district shall not be held liable in the event of adverse reactions when the medication has been given in the prescribed manner.

While principals, in consultation with school nurses, shall supervise the overall dispensing of medications in the schools, responsibility for the particular aspects of this policy are indicated below:

-The principal shall designate specific persons to administer medication. These persons shall be present at school on a daily basis. The principal shall ensure that each person designated to administer medication is familiar and trained on the proper procedures.

-The principal or designee shall be responsible for the safekeeping of all medication which is to be administered. Each school shall maintain a current list of those persons authorized to administer medications.

-A log prepared by the principal or designee shall be maintained at each school, noting the administration of all medications by school staff members.

-Forms to be completed by physicians and parents/guardians must be updated annually or as required by the length of prescriptions.

-Parents/guardians must inform the school nurse, principal or designee of any change in the student's health and or medication.

Medication	Purpose
Neosporin	On Cuts and Scrapes
Ibuprofen	Pain or Fever
Sore Throat Lozenges	Sore Throat
Benadryl	Allergic Reactions
Maalox or Tums	Upset Stomach/Heartburn
Tylenol	Pain or Fever
Cough Drops	Cough
Orajel	Toothache/Fever Blister
Hydrocortisone Cream	Itching
Solarcaine	Burns

Code of Conduct

Students should enter any building in the district in a quiet and orderly fashion each morning and during the school day.

Students will show respect to fellow students, teachers, and other school personnel at all times.

The Williamsburg County School District Disciplinary Code provides a structured framework for students in the county. Parents are encouraged to read the codes carefully, discuss them with their children, and support the school in providing a disciplined, safe, and structured learning environment.

Toys, radios, any electronic devices or games, any item considered a weapon, and items that interfere with the instructional program are not allowed on school grounds. If these items are brought to school, they will be confiscated. The district/schools are not responsible for the loss or theft of confiscated items.

Dress Code

Student attire should not interfere with the instructional program at the school, nor should it create a disruptive environment. Clothing must be decent, clean, and properly worn at all times.

Students are discouraged from wearing clothing that is marginal or questionable. If any attire is improper, the student will be required to go home and change or may have clothes brought to him/her by a parent/guardian only. This rule applies to bus students, as well.

Each school's administration will make the final judgment on the appropriateness of any student's

-Parents shall reclaim any unused medications within one week of the termination of treatment or no later than the end of the last day of school. The school shall destroy any unused medications after that time.

Stock, non-prescription medications can be given or used on an as-needed basis with parental consent.

attire and reserves the right to prohibit students from wearing any article of clothing or accessory which may possibly result in interference with or disruption of the school environment.

Students are expected to wear clothing appropriate to the season and the weather, which does not distract others, which is not immodest or revealing, and which complies with requirements for health and safety.

The following dress code will be enforced:

-Shirts must be tucked in to the extent that belts or waistbands are clearly visible at all times.

-Any apparel that has the appearance or similarity of shorts, skirts, pants, etc., must be no more than three inches above the knee, both front and back. (Physical education attire for athletics is excluded at appropriate places and times.) Skirt and dress hemlines are to an appropriate length to avoid undue attention. No tight clothing is allowed. Any exception to the above will be at the discretion of the school administration.

-Belts must be buckled, sashes tied, and buttons buttoned, except at the neck.

-All students must wear shoes. Shoes must be tied, buckled, or worn as the manufacturer intended. Shoes that cause undue attention or are a health and safety hazard are prohibited.

-Proper footwear must be worn at all times. Shower shoes, bedroom shoes, slides, and cleated shoes are prohibited. High-heeled shoes, shoes without back straps and flip-flops are strongly discouraged, as these shoes create a hazard when it is necessary to rapidly evacuate a building.

Special Note: Open-toe shoes are not allowed in a science lab.

-Students may not wear clothing with profanity, racial slurs, sexually suggestive language, or symbols.

-Students may not wear clothing that advertises or promotes firearms, alcohol, drugs, tobacco products, or sexual products.

-Clothing for all sexes must be worn at the natural waistline of the student. If the garment is designed to be worn with a belt, a belt must be worn and kept buckled.

-Clothing for all sexes must be sized appropriately for the person so that garments do not hang or sag from the body.

-Students may not wear clothing that is baggy and oversized in such a way that the garment could conceal contraband items.

-Students may not wear tank tops or spaghetti strap tops, tops which reveal the abdomen or lower back, see-through garments, or garments which are loose enough to reveal the upper torso in all or part, are not allowed. Also, these garments should not cover up the pockets of the lower garments either in the front or in the back.

-Bare midriffs, bare backs, halter tops, low-cut blouses, and cut-offs are prohibited.

-All pants must be worn at the appropriate waist level. Low cut or sagging pants for males or females are prohibited. Both pant legs must be fully extended. No jeans or pants with holes in them are to be worn.

-Pajamas are not to be worn.

-All jumper and overall straps must be across the shoulders and fastened.

-Clothing must be worn with appropriate undergarments. Undershirts customarily worn as undergarments may not be worn without shirts or blouses.

-Students' hair, including facial hair, must be neat, clean, and well-groomed. Hair must not obstruct vision. Hair styles that cause undue attention or that are a health or safety hazard are not permissible.

-Hair picks and combs may not be worn, except for barrette-style combs. Hair curlers are prohibited.

-Hats, caps, head scarves, head rags, sleep caps, hoods, and bandanas may not be worn on the school bus or in school buildings by either male or female students.

-Sunglasses, with the exception of glasses prescribed for correction of medical conditions, are prohibited inside school buildings.

-Accessories that can be used to harm oneself or others are prohibited, including, but not limited to, fish hooks, multiple finger rings, studded bracelets or collars.

-Students may not wear clothing, colors, or accessories associated with a gang, that are intended to identify gang membership or territory, or that are intended to intimidate others. A gang is an organization, formal or informal, which uses violence and intimidation against others for illegal purposes.

School Buses

School buses are provided for the transportation of student to and from school. Students must maintain proper conduct while riding the bus. Any misconduct may result in a suspension from riding the bus and/or a suspension from school.

Students and parents will be responsible for intentional, malicious, and willful damages to buses. Riding privilege maybe revoked upon restitution. Riding the bus is a privilege, not a right. To ensure the safety of all students, the following safety rules must be followed.

Students must:

-Obey the bus driver at all times.

-Remain seated at all times.

-Keep arms, heads, etc., inside the bus.

-Never throw objects from the bus.

-Never pick up a dropped item in front of the bus.

- Always look carefully before crossing a street when loading a bus and when departing a bus.
- Never bother other students on the bus.
- Always keep hands to oneself.
- Never talk loudly or make unnecessary noises.
- Always sit on the assigned seat designated for you.
- Pay for damages created on assigned seat.
- Never kneel or stand in seats or isles.
- Never use the emergency exit without the driver's permission.
- Bring a written note from parent/guardian if there is a need to ride a different bus.

Cafeteria Rules

To help ensure a pleasant, enjoyable, healthy, and safe cafeteria, the rules listed below must be followed.

- Remain quiet and orderly in cafeteria lines.
- Fill in every seat at the table.
- Use napkin, silverware, and good table manners.
- Always chew with your mouth closed.
- Never trade food.
- Speak softly.
- Return your tray when dismissed by your teacher or once you have finished eating, and it is permissible for you to leave the table.
- Leave your table, chair, and the floor neat and clean.

Playground Rules

To help ensure the safety of all students, the rules listed below must be followed.

- Never swing high in the air, sideways, or jump from a moving swing. Do not push anyone in a swing.
- Use the slide by carefully climbing the stairs and sliding down the board when it is clear of other students. Never walk or run up the sliding board.
- Play carefully on playground equipment and watch out for other students.
- Always speak kindly to others.
- Avoid gossip that may cause fights or disruptions.
- If an argument starts, walk away, and inform an adult who works at the school.
- Do not wrestle or engage in rough play. Tackle football is not permitted.
- If you have a special problem, seek the help of an adult on yard duty.

Filming in Schools

State and federal laws safeguard children and their families against release of student information used by schools or provided by schools to parties external to the school district. Photographs, film, and videotapes of children in the schools are subject to the provision of these laws.

Williamsburg County School District shall observe measures intended to protect children from their involvement in photographs, film, or videotapes to which they or their parents/guardians might reasonably object under the law.

The following provisions outline the extent to which that protection can and will be provided.

- No videotaping, filming, or photography will occur in private places (e.g., restrooms, locker rooms, detention centers, and offices) where intrusion upon the privacy of a student of a nature highly offensive to a reasonable person may occur and for which charges of trespass may be actionable.

- A signed parental consent form shall be required at all times to videotape, photograph, or film an

individual student where that student is not a public figure by choice (e.g., victim, informant, witness), where the private life of the student is likely to be invaded, where the student's misconduct has come to public attention, or where a student's physical, mental, or emotional condition/behavior is likely to be publicly exposed.

-Prior parental consent shall not be required for photographing, filming, or videotaping purposes when a student has voluntarily chosen or been allowed by parents to participate in or be a spectator at a school-related activity that is open to the public (e.g., athletic event, music concert, school play) or has chosen to be an officially designated school leader or role model (e.g., athlete, musical or drama star, student council president, homecoming queen, valedictorian). Rather, it will be concluded by his/her entry into the position or competition that the student and his/her parent/guardian has given approval for the student to be photographed or videotaped. Such footage may also be replayed via video cassette recorder, television, Internet, or cable television without parental permission.

-Prior parental consent shall not be required when stock or generic pictures, film, or video footage is being obtained in public places (e.g., hallways, auditoriums, gymnasiums, general classrooms, playgrounds, athletic fields) by the school district. The staff and student body will be informed in advance when such photographing, videotaping, or filming is to occur. Individual students will be allowed to exclude themselves from such shots if they so desire.

-Prior parental consent shall not be required when a photograph, film, or videotape will be made of individual students for professional educational purposes, will be controlled by school district employees responsible for the setting in which the photographing, filming, or videotaping occurred, and will be erased or destroyed when the original purpose for which the record was made has been satisfied.

-Parents may exclude individual students from all photographing, filming, or videotaping activities by filing a letter requesting exclusion by September 5 of each school year with the school principal. The letter may subsequently be filed if such privacy is needed at a later date.

School personnel will be responsible for protecting the rights of these students. It is expected that students who have reached the fourth grade will assist school personnel in protecting their own rights.

-Because school grounds (e.g., playgrounds, athletic fields, parking lots) cannot be effectively shielded from the public, no assurance can be provided to students or parents that they are protected from photographing, filming, or videotaping while using such facilities.

-During normal school hours, representatives of the press/media will be expected to obtain permission from the building principal or designee prior to interacting with staff or students on school property for any purpose.

-Students will be prosecuted for recording any school activities and placing this information on YouTube, Facebook, and/or other social media sites.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's educational records.

See **Appendix E** for complete information regarding these rights.

Notification of Rights under the Protection of Pupil Rights Amendment

PPRA affords parents certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes and certain physical exams.

See **Appendix F** for complete information regarding these rights.

Student Conduct Off-Campus

When information becomes available about student misconduct away from school grounds or school activities that may have a direct and detrimental effect on or seriously threaten the discipline, educational environment, safety, or general welfare of students, faculty, staff, and/or administrators of the district, appropriate action will be taken and the district's discipline policy will be enforced.

In the event a student is incarcerated based on his/her out-of-school conduct, the principal or designee will notify the student and/or parent/guardian that the student and/or parent/guardian must meet with the administration prior to returning to school.

At the conclusion of the investigation to obtain more information about the matter, the administrator or designee should take appropriate action which may include, but is not limited to, one or more of the following:

- Returning the student to his/her normal class schedule without suspension.
- Placing the student on probation and allowing the student to resume normal schedule.
- Placing the student on probation, allowing the student to continue his or her class schedule, but restricting the student's participation in extracurricular activities and/or designated school activities.
- Suspending the student.
- Recommending the student for expulsion or placement determination before the WCSD Discipline Hearing Board.

Automobile Use

Students who drive a motor vehicle to school must know and obey the following rules.

- Every student must register his/her vehicle each school year.
- Registration forms may be obtained in the school's main office.

-Each parking decal costs \$10.

-Upon approval, decals will be issued and must be displayed on the vehicle.

-Unregistered vehicles or vehicles with nonvisible parking decals will be towed at the owner's expense.

Parking Area

Every registered vehicle must be parked in an assigned parking area. Parking in a no-parking zone or outside of an assigned area is a direct violation and will be treated as such.

Restrictions of Student Vehicles on Campus

-Students are not permitted to leave school grounds during school hours without express, written permission from the parent/guardian and the principal.

-Students may not speed and carelessly operate vehicles on school grounds and bordering streets.

-Students may not sit in vehicles during the school day.

-Students must depart from their vehicle within one minute upon arrival at school.

-Students may not enter the parking lot during the school day unless given permission by an administrator.

-Vehicles are not to be in motion while school buses are arriving or leaving.

Infractions of these rules will result in withdrawal of driving privileges on campus and/or disciplinary action.

Bullying

The Williamsburg County School District, as well as the nation, has experienced a rash of incidents involving intimidation and bullying. These incidents have led to fear; students are afraid to come to school. They are performing at less than an optimal level, becoming introverted, developing a negative concept of themselves and school, and becoming withdrawn from school and society.

Bullying includes, but is not limited to, verbal or physical intimidation, harassment, threatening, sexting, texting, Tweeting, posting negative words and images on social media.

The administration of this system considers bullying a very serious offense and a direct violation of the district's discipline policies. Any student who participates in any form of bullying will be disciplined using the district's code of conduct.

All incidents of bullying should be reported immediately to a school official.

See **Appendix G** for the complete Bullying Policy

Assault Against School Personnel

If a student is convicted of assault and battery committed against any person affiliated with a school on school grounds or at a school-sponsored event, or if a student is convicted of a violent offense of any type, state/local authorities should notify that student's school.

Every year the school must notify each of that student's teachers of his/her conviction.

In addition, the conviction or adjudication and sentence are filed in the student's permanent record. The school must forward it with the student's school records when the student transfers to another school or school district.

Emergency Drills, Evacuations, and Closings

Students should refer to procedures in individual school handbooks concerning emergency drills and evacuations.

Occasionally, the superintendent of schools will announce an emergency early dismissal, late start, or cancellation of school due to extreme weather conditions. As soon as the decision is made to close schools, an announcement will be made via radio and television stations and Alert Now if a parent has given permission for the district to call.

If you hear no announcement concerning a school closing, you should assume that school is open and that a regular schedule is being followed.

In the event that schools are closed due to severe weather conditions, all after-school activities will be canceled. Do not call the school to find out whether school is canceled. Use your radio or television and plan ahead so that your child will know what to do if school dismisses early.

If your family has unusual circumstances that might cause difficulty during early dismissal, please inform the school administration. Although it is important to have an emergency plan, schools rarely dismiss early.

District schools prepare for fire and tornado emergencies by conducting drills. Fire drills are held during the school year to instruct children as to the signals used, exits, and proper evacuation procedures in case of fire. A tornado drill is held in conjunction with the state Tornado Drill Schedule.

Sexual Harassment

The district takes sexual harassment of students seriously and prohibits such conduct by employees, students, or their parties associated with district schools.

Students can report inappropriate behavior of a sexual nature without fear of adverse consequences. Any student who feels he/she has been subjected to sexual harassment or any parent/guardian of a student who feels his/her child has been subjected to sexual harassment is encouraged to file a complaint with the school's principal or designated school contact person.

All employees, students, and third parties associated with schools must avoid any action or conduct which could be viewed as sexual harassment. Any employee or student who is found to have engaged in sexual harassment or inappropriate conduct of a sexual nature will be subject to disciplinary action (up to termination in the case of an employee or up to expulsion in the case of a student). Other appropriate steps will also be taken, as necessary, to correct/rectify the situation.

Student Passes

A student must have an official student pass in his/her possession whenever he/she leaves an assigned class, media center, gymnasium, or other place during the school day to go to another location on the school campus.

Student Searches

According to state legislation H.342, "...school principals or their designees may conduct reasonable searches on school property of lockers, desks, vehicles, and personal belongings, such as purses, book bags, wallets, and satchels with 'reasonable suspicion.'"

The district conspicuously posts notices at all regular entrances to school property to remind students and visitors that students, visitors, and their belongings are subject to reasonable searches and seizures.

Administrators will conduct a search when they believe a crime has been committed or when they believe that a search will reveal contraband or evidence. Administrators do not conduct searches to embarrass, harass, or intimidate students.

School officials may make random, unannounced searches of school property at any time.

Alternative Placement

The goal of alternative placement is to provide a structured learning environment that addresses the academic and behavioral needs of identified students who have not been successful in their regular school programs.

Following all applicable due process procedures, if a student is placed at the HOPE Academy (Williamsburg County School District's alternative placement setting); he or her stay could be at least 45 days and up to 180 days. A student's length of stay at HOPE Academy is determined by the district's Discipline Committee and is influenced by a number of factors, including, but not limited to, the level of

the disciplinary infraction committed by the student.

HOPE Academy students are not allowed to participate in extra-curricular activities at their home schools. If a HOPE Academy student is on the grounds of any school other than HOPE Academy premises during his/her placement there, he/she will be considered trespassing and subject to arrest.

Any student who has been placed at HOPE Academy for violating the Drug-Free School policy will be required to attend Substance Abuse Counseling and provide documentation of attending prior to leaving HOPE Academy. The parents will be responsible for all costs relating to the Substance Abuse Counseling.

Disciplinary Codes

In order for students to maintain benefits from their educational experiences, learning environments which are free from disruptive factors and support the development of student self-discipline must be established. Generally, youths in schools and communities behave better when they:

- Know what is expected of them.
- Know and respect themselves.
- Know that rules and regulations will be enforced fairly and consistently.
- Know that students' rights include students' responsibilities.
- Know that their own rights involve equal respect for the rights of others.

The principal has the major responsibility to ensure that proper disciplinary or governing policies and procedures are carried out. **All disciplinary decisions are at the school administrator's discretion.**

The following disciplinary codes were developed for the purpose of maintaining fair and consistent discipline in the public schools of Williamsburg County. The codes are based upon the Minimum Standards of Student Conduct and Disciplinary Enforcement Procedures as required by the South Carolina Board of Education in compliance with South Carolina Code of Laws, Section 59-565 and other applicable state laws. Each school is responsible for developing an intervention plan for behaviorally-challenged students. After exhausting all intervention efforts, students will be recommended for change of placement or further disciplinary action at the district level. The IEP Team will determine appropriate interventions and placement for students receiving special education services.

Behavioral Misconduct (Level I)	
Behavioral misconduct 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 of which disturb the classroom or school. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles, and during other school sponsored activities. Behavioral misconduct (Level 1) may be reclassified as disruptive conduct (Level II) if it occurs three or more times. Acts of behavioral misconduct may include, but are not limited to, the following:	
<i>**In all cases, school administrators must hold a parent conference with the parents of any student who has been suspended.**</i>	
1. Classroom conduct which interferes with the orderly instructional process.	
1 st Offense	Warning
2 nd Offense	Overnight suspension-Must Return with Parent 1 day suspension
3 rd Offense	1 day suspension
4 th Offense	2 days suspension
Placement Determination	Discipline Review (Hearing or IEP Determination)
2. Use of forged notes or excuses	
1 st Offense	1 day suspension
2 nd Offense	2 days suspension
3 rd Offense	3 days suspension
3. Horse playing	
1 st Offense	1 day suspension
2 nd Offense	3 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
4. Cutting Class but not leaving school grounds	
1 st Offense	Overnight suspension
2 nd Offense	1 day suspension
3 rd Offense	3 days suspension
4 th Offense	Discipline Review (Hearing or IEP Determination)
5. Leaving school grounds without permission	
1 st Offense	3 days suspension-Develop an Intervention Plan

2 nd Offense	Discipline Review (Hearing or IEP Determination)
6. Excessive tardy to school (3 or more)	
1 st Offense	Conference with parent and student
2 nd Offense	Conference with parent and student-Contact proper legal authority.
3 rd Offense	Create a Tardy Plan, as described on Page 8
7. Tardy to class	
1 st Offense	Warning
2 nd Offense	Overnight suspension
3 rd Offense	Create a Tardy Plan as, described on Page 8
4 th Offense	Contact proper legal authority
8. Cheating on examination or classroom assignments	
Any Offense	Student will receive a zero on examination or assignment with no makeup given and conference with parent/guardian.
9. Dress Code Violation	
1 st Offense	Warning and secure change of clothing
2 nd Offense	Overnight suspension and secure change of clothing
3 rd Offense	1 day suspension
10. Truant (3 consecutive or 5 unlawful absences)	
1 st Offense	Overnight Suspension. Develop Truancy Intervention Plan
11. Intentional disrespect to school personnel	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
12. Unauthorized use of beepers, digital music players, CD players, radios, cell phones or other unauthorized electronic devices and/or accessories.	
1 st Offense	Item confiscated and returned to parent only*
2 nd Offense	\$25.00 fine and item returned to parent only*
3 rd Offense	Item confiscated and returned to parent only at end of school year*
	<i>*WCSD schools and/or District Offices not responsible for stolen or misplaced confiscated items.</i>
13. Failure to obey administrator.	
1 st Offense	3 days Suspension
2 nd Offense	5 days Suspension
14. Use of obscene or profane language or gestures to a teacher or other school personnel.	
1 st Offense	3 days suspension. Develop an intervention plan
2 nd Offense	5 days suspension.
3 rd Offense	Discipline Review (Hearing or IEP Determination)
15. Possession of fireworks or other incendiary devices. (This includes stink/smoke bombs and vials of noxious gases/liquids.)	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
3 rd Offense	Immediate Suspension. Discipline Review (Hearing or IEP Determination)
Consequences are at the Discretion of School Administrator	
16. Use of obscene or profane language or gestures to a student.	
1 st Offense	Overnight Suspension
2 nd Offense	1 day suspension
3 rd Offense	3 days suspension
4 th Offense	5 days Suspension. Discipline Review (Hearing or IEP Determination)

Acts of Disruptive Conduct (Level II)

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 both administrative sanctions and court proceedings. Behavioral misconduct (Level I) if it occurs three or more times is classified as Disruptive Conduct. The provisions of this regulation apply not only to within school activities, but also to student conduct on school bus transportation vehicles, and during other school-sponsored activities. Acts of disruptive conduct may include, but are not limited to, the following.

1. Fighting at school or on bus	
1 st Offense	Aggressor: 5 days Suspension; Discipline Review (Hearing or IEP Determination) Aggressee: 2 days Suspension *Consequences are at the Discretion of School Administrator*
2 nd Offense	Aggressor: Discipline Review (Hearing or IEP Determination) Aggressee: 5 days Suspension *Consequences are at the Discretion of School Administrator*
2. Intentional disrespect to school personnel	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
3. Inappropriate use of cellphone by means of videoing fights and placing fights on social media.	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension; Discipline Review (Hearing or IEP Determination)
4. Insubordination to any authorized school personnel as determined by the administrator	
1 st Offense	5 days suspension
2 nd Offense	Discipline Review (Hearing or IEP Determination)
5. Trespassing on school property during suspension or expulsion.	
1 st Offense	5 days suspension and referred to proper legal authority
2 nd Offense	Discipline Review (Hearing or IEP Determination) and refer to proper legal authority
6. Occupying school property with intent to deprive others of its use, unlawful assembly, disrupting lawful assembly.	
1 st Offense	10 days suspension and contact proper legal authority
2 nd Offense	Immediate suspension, contact proper legal authority and Discipline Review (Hearing or IEP Determination)
7. Possession/use or transfer of tobacco or tobacco products or paraphernalia, including but not limited to e-cigarettes and vapor cigarettes.	
1 st Offense	3 days suspension, develop intervention plan and contact proper legal authority
2 nd Offense	Discipline Review (Hearing or IEP Determination)
8. Inappropriate Behavior	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
9. Being in an Unauthorized Area	
1 st Offense	5 days suspension
2 nd Offense	Discipline Review (Hearing or IEP Determination)
10. Habitual Truant (a child ages 12 to 17 years who has 7 or more unexcused absences)	
1 st Offense	Overnight; Review Truancy Intervention Plan

2 nd Offense	Discipline Review (Hearing or IEP Determination); Refer to Family/DJJ court.
11. Inappropriate use of cellphone by means of videoing sexual content, distributing, or sharing on social media. 1 st offense 2 nd offense	5 days Suspension; Discipline Review (Hearing or IEP Determination) Immediate suspension; Discipline Review (Hearing or IEP Determination) *Consequence are at the Discretion of School Administrator*
Acts of Criminal Conduct (Level III)	
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. When school officials have a reasonable belief that students have engaged in such actions, then these activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the School Resource Officer or other law enforcement authorities, and/or action by the local school board. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles, and during other school-sponsored activities.	
1. Theft (minor – under \$50.00)	
1 st Offense	1 day suspension and restitution
2 nd Offense	3 days suspension, and restitution and refer for counseling
3 rd Offense	5 days suspension, restitution, and refer to proper authorities
	*If restitution is not made, proper legal authorities will be contacted.
2. Theft (major-over \$50.00)	
1 st Offense	Discipline Review (Hearing or IEP Determination), restitution, and contact proper legal authority
3. Physically abusing a member of the school staff	
1 st Offense	Immediate suspension, contact proper legal authority, and Discipline Review (Hearing or IEP Determination)
4. Blackmailing or extortion	
1 st Offense	5 days suspension
2 nd Offense	10 days suspension, refer for counseling, and Discipline Review (Hearing or IEP Determination)
5. Sexting, texting, Facebook as a means of harassing, cyber bullying, threatening or intimidating one or more students.	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension, refer to DJJ, and Discipline Review (Hearing or IEP Determination)
6. Threatening, harassing, or intimidating school personnel	
1 st Offense	Immediate suspension, refer to proper agency for counseling, contact proper legal authorities
7. Destruction of school property or an individual's personal property: vandalism (minor – under \$100.00)	
1 st Offense	5 days suspension, restitution, and refer to proper authorities
2 nd Offense	10 days suspension, restitution, refer for counseling, contact proper legal authorities, and Discipline Review (Hearing or IEP Determination)
8. Destruction of school property or an individual's personal property: vandalism (major – over \$100.00)	
1 st Offense	Immediate suspension, restitution, refer for counseling, contact proper legal authorities, and Discipline Review (Hearing or IEP Determination)
9. Possession, consumption, sale, or distribution of alcoholic beverages, drugs, and/or imitation drugs	
1 st Offense	Immediate suspension, restitution, refer for counseling, contact proper legal authorities, and Discipline Review (Hearing or IEP Determination)

10. Possession of any weapons, such as knives, chains, blackjacks, firearms, or other kinds of devices which are used as weapons	
1 st Offense	Weapon confiscated, Immediate suspension, contact proper legal authority, Discipline Review (Hearing or IEP Determination)
11. Physically abusing a student (battery) (Notify proper legal authority if bodily harm requires emergency medical attention.)	
1 st Offense	5 days suspension and develop intervention plan and Discipline Review (Hearing or IEP Determination)
12. Fighting involving two or more students attacking or intimidating a lesser number of students, gang-related activity. (Notify proper legal authority if bodily harm requires emergency medical attention)	
1 st Offense	Immediate suspension, contact proper legal authority, and Discipline Review (Hearing or IEP Determination)
13. Indecent exposure; sexual misconduct	
1 st Offense	5 days suspension, refer to proper agency for counseling, contact proper legal authorities, and Discipline Review (Hearing or IEP Determination)
14. Starting a fire (arson), making a bomb threat, igniting fireworks, or falsely activating fire alarms or fire extinguishers.	
1 st Offense	Immediate suspension, contact proper legal authorities, and Discipline Review (Hearing or IEP Determination)
15. Chronic Truant (failure to comply with Family/DJJ court order)	
1 st Offense	Discipline Review (Hearing or IEP Determination); Refer back to Family/DJJ Court
For all other acts of disorderly, disruptive, or criminal conduct, disciplinary action will be assessed by the building administrator and appropriate action will be taken. For repeated acts of disorderly, disruptive, or criminal conduct, students will be referred to a Disciplinary Review Committee for proper action. This discipline code applies to all acts of misconduct on school grounds, during school hours, and at any school- sponsored activity. The district also reserves the right to discipline any students whose conduct, regardless of time or place, has a direct impact on the school's ability to maintain an orderly and safe learning environment.	

APPENDICES

A, B, C, D, E, F, G, H

Appendix A

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

Appendix B

Concussion Management School Policy

The Williamsburg County School Board of Trustees recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, the District adopts the following policy to support the proper evaluation and management of head injuries.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussion will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management.

While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The coaches, athletic director, school nurse, or first responders will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district expects the parent/legal guardian to report the condition to principal and/or the school nurse so that the district can support the appropriate management of the condition.

The student shall not return to school or activity until authorized to do so by an appropriate health care professional. The school's chief medical officer will make the final decision on return to activity including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider.

The Superintendent, in consultation with appropriate district staff, including the chief school medical officer, will develop regulations and protocols to guide the return to activity.

Adopted: July 25, 2016

Appendix C

**Instructional Technology
2019 - 2020**

Technology Acceptable Use Policy

1. Purpose

The purpose of this policy is to ensure appropriate, responsible, ethical and legal access and use of computers, the Internet, and other electronic or communication devices by District students, patrons, and employees. The Technology Acceptable Use Policy addresses two distinct concepts of technology use. The first regards the use of computers and the Internet, and the second addresses interfering and electronic communication devices.

2. Policy

2.1. Computers and the Internet

It is the policy of Williamsburg County School District to permit students, patrons, and employees to have computer and Internet access under approved regulations and guidelines, to include those listed in the Children's Internet Protection Act, State Law, and policies adopted by the State of South Carolina Department of Education. In general, the user's responsibilities require responsible, decent, ethical, polite, efficient, and legal use of computer and network resources. Students, patrons, and employees must not access obscene, pornographic, or material that is deemed to be harmful to minors. District and school personnel will instruct students and staff on acceptable use of computers and Internet resources and proper network etiquette. All students, patrons, and employees are granted access to the Internet, but all access to the Internet through district resources is subject to the terms of the Technology Acceptable Use Agreement and District policy.

2.2. Interfering and electronic communication devices

While in some instances the possession and use of electronic communication devices or other devices or objects by a student at a school may be appropriate, often the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting, and intimidating others in the school setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this component of the policy is to vest with school administrators the authority to enforce reasonable rules relating to student use of such objects or devices in the public schools.

3. Procedure

3.1. Definitions:

3.1.1. Acceptable Use: Computer and Internet use must be consistent with the education objectives of the District. The use must also be consistent with the terms of this agreement.

3.1.2. Prohibited Use: Any use that violates federal or State laws and/or District policy.

3.1.3. Interfering Device: This includes any device or object which does not constitute a weapon or explosive but may, if used or engaged, interfere with the educational process for either the student possessing or using the object or for other students. By example, such objects include any electronic communication device (defined below), a camera, lasers, laser pens or pointers, radios, portable CD players, or other electronic equipment or devices.

3.1.4. Electronic communication device: This includes telephones, camera telephones, two-way radios or video broadcasting devices, pagers, and any other device that allows a person to record and/or transmit on either a real time or delayed basis, sound, video or still images, text, or other information.

3.1.5. Camera: This includes any device for taking still or motion pictures, whether in a digital or other format.

3.2. Prohibited Uses: The following uses of the District's computers, including its network and Internet access are prohibited for:

3.2.1. using an account other than your own and any attempt to gain unauthorized access to accounts on the network.

3.2.2. attempting to obtain access to restricted sites, servers, files, databases, etc. Attempts to gain unauthorized access to other systems (e.g. "hacking").

3.2.3. student use of games, Internet games, chat rooms, and instant messaging not specifically assigned or authorized for use by a teacher or an administrator. Employees and patrons must not use games, Internet games, chat rooms, and instant messaging that is not directly related to curriculum development, instruction, or work assignment.

3.2.4. using computers, the Internet or network for any illegal activity. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secrets. This prohibition includes the violation of any federal, State or local law.

3.2.5. providing personal addresses, phone numbers, and other private information whether that information belongs to the user or any other individual unless it is related to the core curriculum or specifically authorized for release. Additionally, all employees are subject to and must comply with State and federal privacy laws and regulations. The unauthorized disclosure of private or protected information may result in disciplinary action and referral for criminal prosecution.

3.2.6. using the Internet for commercial purposes, financial gain, personal business, product advertisement, use for religious or political lobbying (including student body elections students or representation elections for employees, Reference District Policy 1600)

3.2.7. attempting vandalism defined as any attempt to harm or destroy data of another user, another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses. It also includes attempts to gain unauthorized access to a network that is connected to the Internet.

3.2.8. degrading or disrupting network equipment, software, or system performance.

3.2.10. invading the privacy of individuals or disclosing confidential information about other individuals.

3.2.11. posting personal communications without the original author's consent.

3.2.12. posting anonymous messages.

3.2.13. accessing, downloading, storing or printing files or messages that are profane, obscene, or that use language that offends or tends to degrade others.

3.2.14. harassing others and using abusive or obscene language on the network. The network may not be used to harass, annoy, or otherwise offend other people.

3.2.15. using material which may be deemed to violate any District policy or student code of conduct.

3.2.16. downloading music or video files or any other files that will infringe on copyright laws or is not directly related to a school or position assignment.

3.2.17. communicating threats of violence.

3.2.18. using the network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea.

3.3. Privileges and Discipline:

Internet use is a privilege, not a right, and inappropriate use will result in a loss of network privileges, disciplinary action, and/or referral to legal authorities. The system administrators will close an account when necessary. An administrator or faculty member may request the system administrator to deny, revoke, or suspend specific user access and/or user accounts. District employees, to include teachers, staff, and administrators, may face disciplinary action up to and including termination. Authorized District employees have the right to intercept or read a user's e-mail, to review any material, and to edit or remove any material which they believe may be unlawful, obscene, defamatory, abusive or otherwise objectionable. If the District intends to impose any discipline upon a student other than revoking privileges for the remainder of the school

year, the student will be afforded appropriate or adequate due process. Career and Provisional Employees will be disciplined according to District Policy. Temporary employees or other patrons may be denied computer access or have their employment terminated.

3.4. Privacy Information:

Nothing is private on the District-owned network. If a user accesses a particular site on the Internet, it is likely that someone knows the connections that the user is making, knows about the computer the user is using and what the user looked at while on the system. Frequently these sites maintain records which can be subpoenaed to identify what the user has been viewing and downloading on the Internet. In addition, the District reserves the right to monitor whatever a user does on the network and to make sure the network functions properly. A user has no expectation of privacy as to his or her communications or the uses made of the Internet.

3.5. Network Etiquette and Instruction:

3.5.1. Users are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- be polite.
- do not be abusive in your messages to others.
- use appropriate language.
- do not swear, use vulgarities or any other language inappropriate in a school setting.

3.5.2. Students shall be instructed in appropriate online behavior including online safety, interacting with other individuals on social networking websites and in chat rooms, and regarding cyber-bullying awareness and response.

3.6. Security:

3.6.1. Security is a high priority on computer networks. If a security problem is identified, the user must notify the system administrator immediately. Do not demonstrate the problem to other users. Users may not use the Internet to discuss or disseminate information regarding security problems or how to gain unauthorized access to sites, servers, files, etc.

3.6.2. Any passwords issued to users/parents/guardians must not be shared with or disclosed to other users without specific authorization from the administrator. Passwords should be changed frequently. If students/parents divulge passwords to anyone not authorized by school policy, the school/district cannot guarantee the protection of confidential student information.

3.6.3. Do not leave a workstation without logging out of the network or "locking down" the workstation.

3.6.4. You must report any of the following to a building administrator:

- if you receive or obtain information to which you are not entitled;
- if you know of any inappropriate use of the network by others; and
- if you believe the filtering software is not filtering a site or sites that should be filtered under this agreement.

3.7. Disclaimer:

3.7.1. The District makes no guarantee of the completeness or accuracy of any information provided on the network. It makes no promise or warranty to maintain or update its network or the information contained or made available to the public, its employees, and students. The District may suspend or discontinue these services at any time. The user assumes the risk of verifying any materials used or relied on.

3.7.2. The District disclaims any express or implied warranty in providing its computer system and any materials, information, graphics, or processes contained therein. It makes no warranty, express or implied, nor assumes any responsibility regarding the use of its network or its contents for its accuracy, completeness, currency, its use of any general or particular purpose, or that such items or use of such items would not violate or infringe on the rights of others. Access to its network is provided on a strictly "as is basis."

3.7.3. The District's network resources may contain hypertext or other links to Internet or computer sites not owned or controlled by the District that may be of interest. The District cannot supervise or control the content of these other sites. Any information, endorsements of products or services, materials or personal opinions appearing on such external sites are not controlled, sponsored or approved by the District.

3.7.4. The District specifically disavows legal responsibility for what a user may find on another site or for personal opinions of individuals posted on any site, whether or not operated by the District.

3.7.5. A user assumes the risk of use or reliance on any information obtained through the network.

3.7.6. The District will not be responsible for any damages a user suffers while on the system, including loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by negligence, errors, or omissions.

3.8. Access and/or Accounts Requirements

All users are responsible for reading and agreeing to follow all guidelines outlined in the Acceptable Use Agreement. Employees may be granted an account for their term of employment subject to the terms, limitations, and conditions outlined in this policy.

3.9. Interfering and Communication Devices

Except as set forth below, a student may possess, but may not operate or engage, any interfering device during school hours or at school functions, unless specifically authorized in advance by the school personnel in charge of the class or activity.

3.9.1. It is District policy that students and others in the District will not be subject to video or audio capture, recording or transmission of their words or images by any student at a school without express prior notice and explicit consent for the capture, recording or transmission of such words or images.

3.9.2. During any time when a student is scheduled to be in class or involved in a regular school activity, it is a violation of policy for the student to have in his or her possession an electronic communication device or camera which is in the "on" position and ready to receive, send, capture, or record any communication, visual image, sound, text message or other information.

3.9.3. Electronic communication devices and cameras must not be possessed, activated, or utilized at any time by any person, to include a student, teacher, staff employee, patron, or any other individual, in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower rooms, restrooms, and any other areas where students or others may change or be in any stage or degree of disrobing or changing clothes.

3.9.4. The principal or administrator of the school is hereby given authority to make determinations as to other specific locations and situations where possession of electronic communication devices and cameras is absolutely prohibited.

3.9.5. At no time may any electronic communication device or camera be utilized by any student in any way which gives the impression to others of being threatened, humiliated, harassed, embarrassed, or intimidated.

3.10. Confiscation of Device

Any electronic device found on District property is subject to search and confiscation. Pornographic or indecent material will be reported for possible criminal prosecution in accordance with district, state and federal regulations. For each observed violation of this policy, it shall be the duty of the school teacher or administrator observing the violation to immediately confiscate the interfering device. Employee or patron violations will be immediately reported to the appropriate school or District administrator. Furthermore, the school or District may take additional disciplinary action as described in other District policies. The confiscated device shall be forwarded to the administrative office together with the name of the person from whom the device was confiscated. The school office should make arrangements to notify the parent/guardian of the student from whom the device was confiscated and arrange for the parent or guardian to pick up that device at the school office.

3.11. Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and District policies.

Adults working with students in the schools are in a unique position of trust and have an ethical responsibility to keep all communication with students on a professional level. Electronic communications are no exception. Any electronic communication between students and employees of the Williamsburg County School District (administrators, teachers, custodians, secretaries, aides, etc.) are to be kept on the highest of professional levels. Inappropriate electronic communication (email, text messages, blogs, etc.) will not be tolerated. Violations will be firmly handled in accordance with applicable laws, and District policies. Any employee found to be in violation will be subject to immediate discipline. Discipline could include termination of employment with the Williamsburg County School District. Employees have an obligation to immediately report to their supervisor, any communication from a student that is inappropriate or has the potential to develop into something inappropriate. Employees are to exercise caution when responding to student initiated electronic communication.

3.12. Student Disciplinary Actions:

3.12.1. Any use of an electronic communication device or camera to record sounds or images or otherwise capture material in an unauthorized setting or at an unauthorized time shall subject the user of the device to increased discipline based on the circumstances and whether the student has been involved in prior violations of this policy and/or other District Policies.

3.12.2. The use of any interfering device or any electronic communications device or camera to threaten, intimidate, or embarrass another or to capture and transmit test information or any other information in a manner constituting fraud, theft, or academic dishonesty may result in an immediate suspension of not less than three days nor more than ten days.

3.12.3. The use of any interfering device in a manner which may be physically harmful to another person, such as shining a laser in the eyes of another student, may result in an immediate suspension of not less than three days nor more than 10 days. When a student repeatedly engages in such behavior, the punishment may be increased as is appropriate.

Use at Home

Students will have the privilege to carry their laptop device home to complete homework and classwork assignments only by the permission of their teacher. Student's laptop device will be filtered and monitor to ensure students are not accessing prohibited websites, apps, and applications. Parents are strongly encouraged to directly monitor their child internet access at home and it is recommended that the child use their laptop device in a visible area in their homes.

Terms of Technology Fee

Your child is being provided with a laptop device by Williamsburg County School District for educational assignments and research assignments. The Technology fee for the device is a one-time payment of \$25.00 (\$15.00 for every child after the first \$25.00) for the current school year. The \$25.00 covers accidental damages that may occur while the device is in the possession of the student. The payment does not cover lost devices.

The payment amount is non-refundable if a student leaves the district. Students transferring to another school in Williamsburg County School District in the same school year will not need to make a second payment.

Terms:

Parents/Students will comply at all times with the Williamsburg County School District's Student Technology Handbook and Acceptable Use Policy, incorporated herein by reference and made a part hereof for all purposes. Any failure to comply may terminate your rights of possession effective immediately, and Williamsburg County School District may repossess the property.

The student and/or parent/guardian shall be responsible for compensation for any loss, cost, or damage incurred the Williamsburg County School District related to violations of policy and/or administrative procedures, include investigation of violations to the technology, charger, and/or case.

Any unauthorized charges, including, but not limited to, credit card charges, long distance telephone charges, equipment line costs, or any illegal copyright charges will be the responsibility of the student and/or student's parent/guardian.

Consequences

Failure to follow teacher instructions, using the computer for non-instructional purposes, rearranging of computer settings or features (acting in a manner so as to interfere with the instructional process.	1 st Offense	Warning and overnight suspension—a parent must return to school with the student.
	2 nd Offense	Loss of take-home privileges for 2 weeks and overnight suspension—a parent must return to school with the student.
	3 rd Offense	Loss of take-home privileges for 4 weeks and follow WCSD disciplinary handbook for consequences.
	4 th Offense	Loss of take-home privileges for 8 weeks and follow WCSD disciplinary handbook for consequences.
	5 th Offense	Take home privileges revoked for the remainder of the year and follow WCSD disciplinary handbook for consequences.
Excessive damage or mishandling of computer, changing settings, case or screen damage	1 st Offense	WCSD guidelines for care and use of computer reviewed and signed and loss of take-home privileges for 2 weeks and parent must return to school with the student.
	2 nd Offense	Take home privileges revoked for the remainder of the year.

Protecting Your Child’s Privacy Online

What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

Cyber-bullying will not be tolerated in the Williamsburg County School District. Students may immediately lose all technology privileges if they participate in cyber-bullying. In some instances, cyber-bullying can be a crime. Report cyber-bullying immediately to school personnel.

Special Concerns

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behavior. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. Cyberbullying has unique concerns in that it can be:

Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

Laws & Sanctions

Although all states have laws requiring schools to respond to bullying, many states do not include cyberbullying under these laws or specify the role schools should play in responding to bullying that takes place outside of school. Schools may take action either as required by law, or with local or school policies that allow them to discipline or take other action. Some states also have provisions to address bullying if it affects school performance. You can learn about the laws and policies in each state, including if they cover cyberbullying.

Frequency of Cyberbullying

The 2015 [School Crime Supplement - PDF](#) (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, about 21% of students ages 12-18 experienced bullying.

The 2017 [Youth Risk Behavior Surveillance System](#) (Centers for Disease Control and Prevention) indicates that an estimated 14.9% of high school students were electronically bullied in the 12 months prior to the survey.

Cyberbullying Tactics

It is important to understand how children are cyberbullied so it can be easily recognized, and action can be taken. Some of the most common cyberbullying tactics include:

- Posting comments or rumors about someone online that are mean, hurtful, or embarrassing.
- Threatening to hurt someone or telling them to kill themselves.
- Posting a mean or hurtful picture or video.
- Pretending to be someone else online in order to solicit or post personal or false information about someone else.
- Posting mean or hateful names, comments, or content about any race, religion, ethnicity, or other personal characteristics online.
- Creating a mean or hurtful webpage about someone.
- Doxing, an abbreviated form of the word documents, is a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public, including addresses, social security, credit card and phone numbers, links to social media accounts, and other private data.

Viral Tactics: Examples

Because cyberbullying can happen in different ways, examples based on real-life experiences can provide a deeper understanding of the tactics typically used. Along with other risk factors, bullying can increase the risk for suicide-related behaviors. Furthermore, cyberbullying can be relentless, increasing the likelihood of anxiety and depression. Some states have chosen to prosecute young people who bully for criminal harassment, including encouraging someone to die by suicide. Some forms of cyberbullying are forms of harassment that cross the line into criminal activity, and some tactics occur in dating relationships and can turn into interpersonal violence.

The stories below are examples of different cyberbullying tactics that could happen. With the right interventions, cyberbullying can be addressed positively to lessen harm and the negative outcomes that could result. When not addressed, cyberbullying can have long-term mental health effects. Cyberbullying and bullying can negatively impact the lives of all who are involved.

Nude photo sharing

A teenage girl sent a nude photo of herself to her boyfriend while they were dating. After they broke up, he shared the photo with other children, who then called her hurtful, derogatory names via text and social media.

Lies and false accusations

A group of students got into trouble at school for being drunk and accused a girl who knew nothing about it of reporting them to school officials. They began texting her day and night, and posted hateful, derogatory messages on social media. Other students saw their messages and joined in harassing the girl. She was bullied constantly via text, and in person at school. She eventually shut down her social media accounts and changed her phone number. Still, the bullying at school continued.

Bullied for being economically challenged

Students posted mean, negative comments on another classmates' social media account, commenting on his clothes and sneakers, which were not the more expensive name brands most of them were wearing. They ridiculed him, calling him "poor" and continued the bullying in school. The boy missed many days of school trying to avoid the harassment and embarrassment.

False identity profile, sometimes referred to as a "Sockpuppet"

A girl's classmate created a fake social media account in a boy's name and began an online relationship with her. Though she had not met him in person, the girl divulged personal information about herself and her family to this "boy." The classmate who created the fake account then shared the personal information with other children, who used it to bully, shame, and harass the girl.

Encouraging self-harm or suicide

A young boy with a physical disability and scars on his face was harassed on social media and via text by other students. They called him derogatory names, told him he'd be better off dead. They wrote "why don't you die?" on his school locker and encouraged him to take his own life.

Bullied for being gay

A teenage boy who was openly gay began receiving death threats via phone, text, and social media for being gay. Students created an anti-gay social media group and harassed him, posting hateful messages about him.

Jealousy bullying

A teenage girl was harassed by other girls in her class for dating a very popular boy. The girls sent her hateful messages via text and social media and wrote derogatory messages on her school locker.

Prevent Cyberbullying

Be Aware of What Your Kids Are Doing Online

A child may be involved in cyberbullying in several ways. A child can be bullied, bully others, or witness bullying. Parents, teachers, and other adults may not be aware of all the digital media and apps that a child is using. The more digital platforms that a child uses, the more opportunities there are for being exposed to potential cyberbullying.

Warning Signs a Child is Being Cyberbullied or is Cyberbullying Others

Many of the warning signs that cyberbullying is occurring happen around a child's use of their device. Some of the warning signs that a child may be involved in cyberbullying are:

- Noticeable increases or decreases in device use, including texting.
- A child exhibits emotional responses (laughter, anger, upset) to what is happening on their device.
- A child hides their screen or device when others are near and avoids discussion about what they are doing on their device.
- Social media accounts are shut down or new ones appear.
- A child starts to avoid social situations, even those that were enjoyed in the past.
- A child becomes withdrawn or depressed or loses interest in people and activities.

What to Do When Cyberbullying Happens

If you notice warning signs that a child may be involved in cyberbullying, take steps to investigate that child's digital behavior. Cyberbullying is a form of bullying, and adults should take the same approach to address it: support the child being bullied, address the bullying behavior of a participant, and show children that cyberbullying is taken seriously. Because cyberbullying happens online, responding to it requires different approaches. If you think that a child is involved in cyberbullying, there are several things you can do:

- **Notice** – Recognize if there has been a change in mood or behavior and explore what the cause might be. Try to determine if these changes happen around a child's use of their digital devices.
- **Talk** – Ask questions to learn what is happening, how it started, and who is involved.
- **Document** – Keep a record of what is happening and where. Take screenshots of harmful posts or content if possible. Most laws and policies note that bullying is a repeated behavior, so records help to document it.
- **Report** – Most social media platforms and schools have clear policies and reporting processes. If a classmate is cyberbullying, report it the school. You can also contact app or social media platforms to report offensive content and have it removed. If a child has

received physical threats, or if a potential crime or illegal behavior is occurring, report it to the police.

- **Support** – Peers, mentors, and trusted adults can sometimes intervene publicly to positively influence a situation where negative or hurtful content posts about a child. Public Intervention can include posting positive comments about the person targeted with bullying to try to shift the conversation in a positive direction. It can also help to reach out to the child who is bullying and the target of the bullying to express your concern. If possible, try to determine if more professional support is needed for those involved, such as speaking with a guidance counselor or mental health professional.

Kids on Social Media and Gaming

Social Media Apps and Sites Commonly Used by Children and Teens

Digital media and apps allow children to communicate and express their creativity, connect with peers, and share their feelings. However, they can be an avenue through which cyberbullying occurs. There are many types of apps and sites available for free that give users the ability to search for people and share or post information about them anonymously. Parents may not be aware of the apps that their children use regularly or may not be aware of the risks involved in using them. There are many ways that cyberbullying can be hidden in apps and sites, such as texts, videos, and web calls that disappear or do not appear on the device's call or text message logs.

Many apps also make it easy for users to access, view or participate in adult or harmful content. Privacy and location settings may make them more vulnerable to stalking, cyberbullying, exposure to adult content, or other dangers.

Some current popular social media venues and apps include:

- **Askfm:** A social networking site that allows users to ask other people questions, often anonymously.
- **Chatroulette:** There are over 20 different chat roulette sites that allow users to instantly connect via webcam and video chat. Sites typically pair the users randomly and instantly.
- **Discord:** A voice-over-IP (VOIP) app that allows users to video chat with others, private message, and join, create, or participate in public and private chat rooms. This app is often used by players to chat with each other while playing videogames.
- **Facebook and Facebook Live:** The most commonly used social media site that is accessible on many different media platforms.
- **Instagram:** A photo and video sharing and networking site that connects users through other social networking sites (e.g., Facebook).
- **Kik:** Messaging app that allows users of all ages to contact others anonymously.
- **Line:** A messaging app that allows users to make free phone calls, leave voice messages, and text. Users can delete texts or chats from recipient's phone using a timer.

- **Musical.ly:** Users can post their own videos and view videos posted by others.
- **Reddit:** A site that stores social news, rates and evaluates web content, and discussion threads.
- **Sarahah:** An anonymous messaging app that allows users to send anonymous messages to people they may know.
- **Snapchat:** A photo messaging app that allows for sharing pictures and short videos that are intended to be erased shortly after delivery.
- **Telegram:** Messaging app that allows users to share photos, videos, and files; make calls, and delete texts or chats from recipient's phone using a timer.
- **Tumblr:** A social networking site that allows posting of short blogs and media.
- **Twitter:** A microblogging site that allows users to send, read, and reply to "tweets" or short messages.
- **Vine:** An app that allows the posting of short 6-second looping videos.
- **WeChat:** An app that allows user to chat with friends, and to search for people nearby and around the globe.
- **WhatsApp:** A private messaging app that allows users to text, send photos, videos, and location information to their contacts.
- **YouTube:** A video sharing platform that allows users to post and share videos.

Social media has many benefits that must be balanced with the risks it presents. Risks to be aware of include:

- Screening for harmful content on websites and apps varies widely.
- Content posted can be incorrect, harmful, or hurtful (e.g., why are you so dumb?).
- Can be used to share harmful or adult content.
- Privacy controls over who can view or access posted material vary across apps, and many users are not aware of how to use them effectively.
- Apps that allow for real-time user videos "live streaming" can be used to show bullying, violence, suicide, and harmful acts as they are happening.
- Some apps that include location information can be used to get personal information, such as someone's age, current location, or where someone lives.
- Apps that support telephone calls do not show up on a call log, so parents may not know who their children are talking to.

Cyberbullying and Online Gaming

Playing videogames is a popular activity, with 72 percent of teens gaming online. Many video games – whether they are console, web, or computer-based – allow users to play with friends they know in person and others they have met only online. While gaming can have positive benefits like making new friends, socializing, and learning how to strategize and problem solve, it is also another place where cyberbullying occurs.

Anonymity of players and the use of avatars allow users to create alter-egos or fictional versions of themselves, which is part of the fun of gaming. But it also allows users to harass, bully, and sometimes gang up on other players, sending or posting negative or hurtful messages and using the game as a tool of harassment. If someone is not performing well, other children may curse or make negative remarks that turn into bullying, or they might exclude the person from playing together.

Because players are anonymous, they cannot necessarily be held accountable for their behavior, and their harassment can cause some players to leave games. Some anonymous users use the game as a means to harass strangers or to get their personal information, like user names and passwords. There are things adults can do to prevent cyberbullying of children who are gaming:

- Play the game or observe when the gaming happens to understand how it works and what a child is exposed to in the game.
- Check in periodically with your child about who is online, playing the game with them.
- Teach your children about safe online behavior, including not clicking on links from strangers, not sharing personal information, not participating in bullying behavior of other players, and what to do if they observe or experience bullying.
- Establish rules about how much time a child can spend playing video games.

Digital Awareness for Parents

The digital world is constantly evolving with new social media platforms, apps, and devices, and children and teens are often the first to use them. Some negative things that may occur include cyberbullying, sexting, posting hateful messages or content, and participating in negative group conversations. If your child posts harmful or negative content online, it may not only harm other children; it can affect their online reputation, which can have negative implications for their employment or college admission.

While you may not be able to monitor all of your child's activities, there are things you can do to prevent cyberbullying and protect your child from harmful digital behavior:

- Monitor a teen's social media sites, apps, and browsing history, if you have concerns that cyberbullying may be occurring.
- Review or re-set your child's phone location and privacy settings.
- Follow or friend your teen on social media sites or have another trusted adult do so.

- Stay up-to-date on the latest apps, social media platforms, and digital slang used by children and teens.
- Know your child's user names and passwords for email and social media.
- Establish rules about appropriate digital behavior, content, and apps.

Digital Monitoring Apps and Software for Parents

Parents who want to protect their children from cyberbullying, harmful digital behavior, and exposure to adult content can use parental control and monitoring software to help them set up systems that are less invasive to their children. There are free software options and apps available to help parents restrict content, block domains, or view their children's online activities, including social media, without looking at their child's device every day. Most of the free software options provide some features for free but charge for more robust insight. A parent should consider a child's age, device use, and digital behavior when selecting software – what is suitable to restrict for a ten-year old may not be useful for a teenager.

Establishing Rules

Talk to Your Child about Appropriate Digital Behavior and Content

Parents create trust with children by initiating open, honest discussions. These dialogues are an opportunity to communicate values and expectations about your family's appropriate digital behavior, including viewing or sharing content, and apps they can and cannot use.

Check in frequently with your children about their digital experiences to address any potential risk of cyberbullying and harm. Be clear that your intention is to look out for their wellbeing, and that you want to have an open dialogue. Listen to their concerns and express your perspective.

To minimize the risk of cyberbullying or harm from digital behavior, parents can:

- Set clear expectations about digital behavior and online reputation.
- Educate about the harmful effects of cyberbullying, posting hateful speech or comments, sexting, and sharing naked photos of themselves or others (including potential legal issues).
- Be clear about what content can be viewed or shared.
- Identify which apps are appropriate for your child's use and which are not.
- Establish rules about the amount of time that a child can spend online or on their devices.
- Model positive, respectful digital behavior on your own devices and accounts.

Talk to Your Child about Being a Bystander to Cyberbullying

Having conversations with children about cyberbullying and digital behavior is not a one-time event – it is an ongoing dialogue. Begin talking about these issues before children delve into the world of texting, social media, online gaming, and chat rooms. Help them reflect on real and potential cyberbullying situations and provide ongoing opportunities to practice ways to respond. Doing so can support the transition from being passive bystanders to being allies who serve as powerful role models for others. SAMHSA’s free [Knowbullying app](#) for parents, teachers, and educators provides conversation starters, tips and other tools you can use to help prevent bullying.

If you think your child is witnessing cyberbullying, there are things that you can encourage them to do - and not do. Such as:

Do not participate. Encourage children not to “like,” share, or comment on information that has been posted about someone, and do not forward a hurtful text to others. Not participating may limit the potential damage of the messages – to others and to themselves.

Do not retaliate or respond negatively. If a child feels that they must respond, encourage a calm, clear, and constructive response. Angry and aggressive reactions can make a bad situation worse. Encourage children (and adults!) to step away from the device so they do not resort to blaming, shaming, or retaliation. This provides time to get calm and centered so they can create a response that makes it clear that others’ digital behaviors are hurtful and unacceptable.

Respond privately to the person who created the hurtful message. If they feel safe doing so, it may be helpful to follow up with the person who created or shared the hurtful message privately, either online, in a phone call, or in person. Doing so can make it clear they do not support the negative actions. It also provides an opportunity to authentically share concerns about the behavior and what might be behind it.

Follow up with the person who was targeted. By reaching out, a child can send a powerful message that they care about the person and they do not support the negative behaviors. If needed, this connection can also provide an opportunity to assist the person in finding help related to the cyberbullying situation.

Personal Safety

- Students should recognize that communicating over the Internet brings the risks associated with the lack of face-to-face contact.
- Students should carefully safeguard the personal information of themselves and others.
- Students should never agree to meet someone they meet online anywhere.
- If a student sees a message, comment, image, or anything else online that makes him or her concerned for his or her personal safety, it should be brought to the attention of school personnel or a parent immediately.

Unauthorized Access

Access to another person's account or computer without their consent is considered hacking; it is unacceptable and a **crime**.

Consequences

- The student in whose name a system or account and/or computer hardware was issued will be responsible at all times for its appropriate care and use.
- Non-compliance with the guidelines published here, in the Student Code of Conduct, or in WCSD Board Policy may result in suspension or termination of technology privileges and in disciplinary action. Use or possession or hacking software is strictly prohibited and violators will be subject to consequences as determined by federal, state, and local laws, as well as district policies. Violation of applicable state or federal law, including the South Carolina Code of Laws and Computer Crimes, will result in criminal prosecution and/or disciplinary action by the Williamsburg County School District.
- Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use.
- The Williamsburg County School District cooperates fully with local, state, and federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of e-mails and network communications are governed by the Freedom of Information Act; proper authorities will be given access to their content.

Digital Citizenship

Living and working in the technology-rich environment requires online responsibility that has not existed for previous generations. The online world contains a wealth of information accessible immediately. Having access to such a wealth of information requires responsibility to use that information as it was intended. Williamsburg County Schools teach Internet safety and digital citizenship as part of the curriculum for students. Students must learn how to be good citizens in the online world, just like they must learn to be good citizens in the real world. Parents are encouraged to sign digital contracts with their students and to define expectations for how they want their children to behave online.

WCSD Responsible Use Principles for Students

1. I will take good care of my laptop, and I will never leave the laptop unattended.
2. I will never loan out my laptop to other individuals, and I will know where my laptop is at all times.
3. I will know where my laptop is at all times, and I will charge my laptop's battery daily.
4. I will keep food and beverages away from my laptop since they may cause damage to the computer.
5. I will not disassemble any part of my laptop or attempt any repairs.
6. I will protect my laptop by only carrying it while in the bag provided or an approved case.
7. I will not place decorations (such as stickers, markers, etc.) on the District laptop. I will not remove the serial number laptop sticker on any laptop.
8. I will use my laptop computer in ways that are appropriate and educational.
9. I understand that my laptop is subject to inspection at any time without notice and remains the property of the Williamsburg County School District.
10. I will follow the policies outlined in the Student Policy Handbook and the Use of Technology Resources Policy while at school, as well as outside the school day.
11. I will be responsible for all damages or loss caused by neglect or abuse.
12. I agree to return the District laptop, laptop bag and power cords in good working condition.

I agree to the stipulations set forth in the above documents including the Laptop Policy, Procedures, and information; the Acceptable Use Policy; Laptop Protection Plan, and the Student Pledge for Laptop Use.

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Individual school laptop devices and accessories must be returned to the school at the end of each school year. Students who graduate early, withdraw, are suspended or Expelled, or terminate enrollment at a school in the district for any other reason must Return their individual school laptop device on the date of termination.

Appendix D

REQUIRED STANDARDS OF IMMUNIZATION FOR SCHOOL ATTENDANCE 2018-2019

Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, “no superintendent of an institution of learning, no school board or principal of a school...may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control.... Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted.” The Department of Health and Environmental Control has declared the following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, grades five-year-old kindergarten through twelve (5K-12):

Minimum Requirements		
Vaccine for:	Grade	Grade Level Requirements Grade level requirements apply to all students entering or retained in the grade specified.
Diphtheria, Tetanus and Pertussis	5K – 12	Four (4) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday ²
Tdap Booster	7-11	One (1) dose of Tdap vaccine received on or after the 7th birthday ³ If necessary, this dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis noted above.
Polio ⁴	5K-5	Three (3) doses of oral and/or inactivated polio vaccine with at least one (1) dose received on or after the fourth birthday.
	6-12	Three (3) doses of oral and/or inactivated polio vaccine (IPV) with at least one (1) dose received on or after the 4th birthday OR four (4) doses of oral and/or inactivated polio vaccine (IPV) before 4th birthday (if all doses separated by at least 4 weeks) - Follow CDC recommendations for students 18 years of age and older ⁴
Rubeola (Measles)	5K – 12	Two (2) doses of rubeola (Measles) vaccine with both doses received on or after the first birthday and separated by at least 4 weeks.
Rubella (German Measles)		One (1) dose of rubella (German Measles) vaccine received on or after the first birthday.
Mumps		One (1) dose of mumps vaccine received on or after the first birthday
Hepatitis B	5K – 12	Three (3) doses of hepatitis B vaccine with the third dose received >24 weeks of age and at least 16 weeks after the first dose.
Varicella	5K - 3	Two (2) doses of varicella vaccine with both doses received on or after the first birthday and separated by at least 4 weeks or a positive history of disease.
	4-12	One (1) dose of varicella vaccine received on or after the first birthday or positive history of disease.

¹When issuing a South Carolina Certificate of Immunization, doses documented on the immunization certificate must be valid according to accepted practice standards for minimum age(s) and intervals.

²For unvaccinated or incompletely vaccinated children 7 years of age and older, refer to currently published ACIP Catch-Up Schedule for number of doses necessary to complete diphtheria, tetanus, and pertussis series and meet this requirement.

³Tdap is routinely administered at 11-12 years of age; however, a dose administered on or after the seventh birthday will meet this requirement.

⁴Routine vaccination of persons 18 years of age and older who reside in the United States is not necessary or recommended, unless in the following high risk categories: 1) traveler to areas where poliomyelitis is endemic or

epidemic; 2) laboratory worker handling specimens that may contain polioviruses; or 3) healthcare worker who has close contact with patients who might be excreting wild polioviruses.

⁵Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, students may be exempt from these immunization requirements for the following reasons:

Medical Exemption: The Medical Exemption section of the SC Certificate of Immunization should only be completed when a child has a permanent or temporary medical reason for exclusion from receipt of vaccine(s). The Medical Exemption section must be completed by a licensed Physician (MD or DO) or his/her authorized representative (e.g. Physician's Assistant - PA, or Advanced Practice Registered Nurse - APRN).

Religious Exemption: A religious exemption may be granted to any student whose parents, parent, guardian, or person in loco parentis signs the appropriate section of the South Carolina Certificate of Religious Exemption stating that one or more immunizations conflicts with their religious beliefs. The South Carolina Certificate of Religious Exemption can only be obtained from the Department of Health and Environmental Control.

Special Exemptions: A South Carolina Certificate of Special Exemption, signed by the school principal or his/her authorized representative, may be issued to transfer students while awaiting arrival of medical records from their former area of residence or to other students who have been unable to secure immunizations or documentation of immunizations already received. This exemption may be issued only once and is valid for only thirty (30) calendar days from the date of enrollment. Upon expiration of this special exemption, the student must present a valid South Carolina Certificate of Immunization or a valid South Carolina Certificate of Religious Exemption.

Appendix E

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (*FERPA*) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll: [NOTE: FERPA requires a school district to make a reasonable attempt, to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the, *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5920 Family Educational Rights and Privacy Act (FERPA)

Appendix F

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Williamsburg County School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records.

However, Williamsburg County School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Williamsburg County School District to include this type of information from your child's education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed to military recruiters without their prior written consent. If you do not want Williamsburg County School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by August 21, 2015. Williamsburg County School District has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **Degrees, honors and awards received**
- **The most recent educational agency or institution attended**

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT:

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

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 1. Political affiliations or beliefs of the student or the student’s parent,
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

- **Receive notice** and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding.

Appendix G

BULLYING Harassment or Intimidation

Code JICFAA Issued 11/06 REVISED 6/22/2012

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from harassment, intimidation or 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, at designated school bus stops, on a school bus or other school-related vehicle, 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.

Bullying, harassment or intimidation is defined as a gesture, written, or electronic communication, verbal, physical or sexual act that is reasonably perceived as being motivated by a student or adults, religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic, status, or any other distinguishing characteristic to have the effect of either of the following:

- harming a student or an adult physically or emotionally or damaging a student or adult's property, or placing a student or an adult in reasonable fear of personal harm or property damage
- insulting or demeaning a student, or a group of students or an adult causing substantial disruption in, or substantial interference with, the orderly operation of the school or;
- has the effect of substantially interfering with a student's education.

Any students who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint and all school personnel must report any incident of bullying, intimidation or harassment they have witnessed or about which they have reliable information, in accordance with procedures established by the superintendent. All 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. The School must submit alleged incident reports to the Student Services Department and the department will process information to the district's human relations department. The school must notify parents/guardians of all students involved (both bully and victim) in an incident. 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. Any student or adult found violating the prohibitions set forth in this policy shall be subject to any and all disciplinary measures the district deems appropriate, 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. Prevention of, and education about harassment, intimidation and bullying behavior by students and adults shall be addressed by the district in its Safe School Committee.

The school district upholds that school-related bullying or harassment of any student or school employee is prohibited:

- A. During any education program or activity conducted by a school site educational institution;
- B. During any school-related or school sponsored program or activity;
- C. On a school bus or bus stop of a school site educational institution; or
- D. Through the use of data, electronic device or computer software that is accessed through a computer, computer system, or computer network of a school site educational institution.

Consequences

Upon concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances will be made. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. A district employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting

At each school, the principal or the principal's designee 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 the principal's 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 anonymously or in-person to the principal or principal's designee.

The principal or site administrator of each school or site in the district shall establish, publicize, and prominently post (e.g., posters, student handbook, district website, school website) to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in-person or anonymously and how this report of bullying or harassment will be acted upon. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment. A district employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the district policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such acts(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Procedure for Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and or harassment shall be promptly investigated by a school official.

Documented interviews of the victim, alleged perpetrator, and witnesses are conducted also **privately, separately, and are confidential**. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to:

- A. Description of incident(s) including nature of the behavior; context in which the alleged incident(s) occurred, etc.;
- B. How often the conduct occurred;
- C. Whether there were past incidents or past continuing patterns of behavior;
- D. The relationship between the parties involved;
- E. The characteristics of parties involved (grade, age, race)
- F. Identity and number of individuals who participated in the bullying or harassing behavior;
- G. Where did the alleged incident(s) occurred;
- H. Whether the conduct adversely affected the student's education or educational environment;
- I. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:

- A. Recommended remedial steps necessary to stop the bullying and/or harassing behavior;
- B. A written final report to the principal
- C. Copy sent to District Office of incident (Office of Student Services)

The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedure that follow.

Scope

The individual investigating the incident shall provide a written report on results of the investigation with recommendations to determine if an act of bullying or harassment falls within the authority of the district.

- If the incident is within authority of district, move to the Procedures for Investigating the Bullying/Harassment incident.
- If the incident is outside authority of district, and is in fact determined to be a criminal act, refer to appropriate law enforcement.
- If incident is outside authority of district but is determined not to be a criminal act, inform parents/legal guardians of all students involved.
-

Parent Notification

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by certified mail, inform parents/legal guardian of the victim(s) involved in the bullying incident about Unsafe School Choice Option under the "No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that state "... a student becomes the victim of a violent criminal offense as determined by State Law while on the grounds of our public elementary or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational system, including a public charter school."

Upon completion of the investigation and it is determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

Counseling Referral

The district's referral procedure will establish the protocol for intervening when bullying or harassment is alleged. The procedure shall include:

- A. A process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, school counselor, school psychologist) to determine the severity of concern and appropriate steps to address the concern (the involved students or legal guardian may be included).
- B. A referral process to provide professional assistance or services that includes:
 - A process by which school personnel or parent/legal guardian may refer a student to the school intervention team.
 - If a formal discipline report of formal complaint is made, the principal or designee must refer student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian must be involved at this point.
- C. A school-based component to address intervention and assistance as determined appropriate by the intervention team (Wacammaw Mental Health) that includes:
 - Counseling and support to address the needs of the victims of bullying or harassment.
 - Research-based counseling/interventions to address the behavior of the students who bully and harass others (empathy training, anger management)
 - Research-based counseling/interventions which include assistance and support provided to parents/legal guardians if deemed necessary.

Victim's Parent Reporting

The principal or designee shall report any incident to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. Parents/legal guardians will be notified by telephone and/or writing of action taken to protect the child. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Policy Publication

At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the district's student safety and violence prevention policy.

The district schools shall provide notice to students and staff of this policy through appropriate references in the code of student conduct and employee handbooks, and/or through other reasonable means. The Superintendent shall also make all contractors contracting with the district aware of this policy.

Statement of Rights to Other Legal Recourse

"Victim may seek redress under other laws...may not be interpreted to prevent a victim of harassment, intimidation or bullying or a victim of cyberbullying from seeking redress under any other available law, whether civil or criminal."

Appendix H

Read to Succeed

Introduction and Overview

S.C. Code Ann. §59-155-160 (2014) of Act 284 states:

Beginning with the 2017- 2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS).

Those students enrolled in second grade during the 2016–17 school year, will be the first class of students affected by these mandatory retention requirements. The *Third Grade Retention Flow Chart* (see page 3) is a visual representation of the process for determining promotion or retention of third grade students. Based upon the SC READY results for spring 2016, the school year 2015–16 third grade class had 3,215 students who did not exceed the “Not Met 1” threshold.

The goal of all South Carolina educators should be to ensure each student receives high-quality literacy instruction and has the opportunity to increase their proficiency in reading. The law provides seven good cause exemptions to retention; however, “students exempt for good cause from the mandatory retention requirements shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level.” Section 59-155-160 (A).

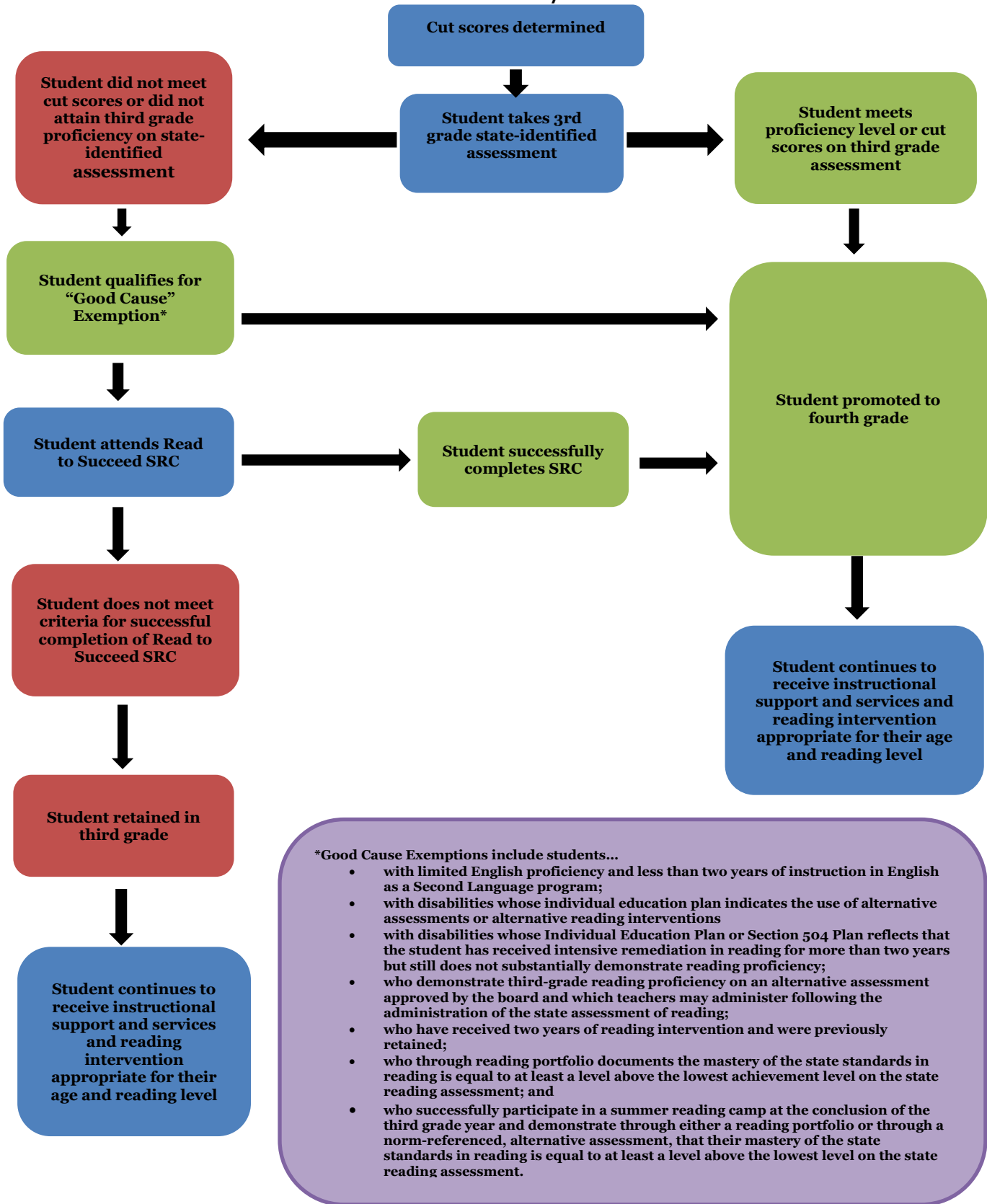
In the process of determining whether a student is promoted or retained, schools need to examine closely whether a student is exempt from retention. Districts, schools, teachers, parents, and families have a responsibility to communicate the strengths and needs of students while working as a team to ensure students continue to make progress towards becoming life-long, proficient readers.

Good cause exemptions from mandatory retention include students:

- with limited English proficiency and less than two years of instruction in English as a Second Language program;
- with disabilities whose Individual Education Plan (IEP) indicates the use of alternative assessments or alternative reading interventions;
- 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 board 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 through reading portfolio documentation demonstrate the mastery of the state standards in reading that is equal to at least one level above the lowest achievement level on the state reading assessment; and
- who successfully participate in a Read to Succeed Summer Reading Camp (SRC) at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment approved by the SCDE, that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

If a student meets one of the exemptions mentioned above, the student may be considered for promotion to fourth grade.

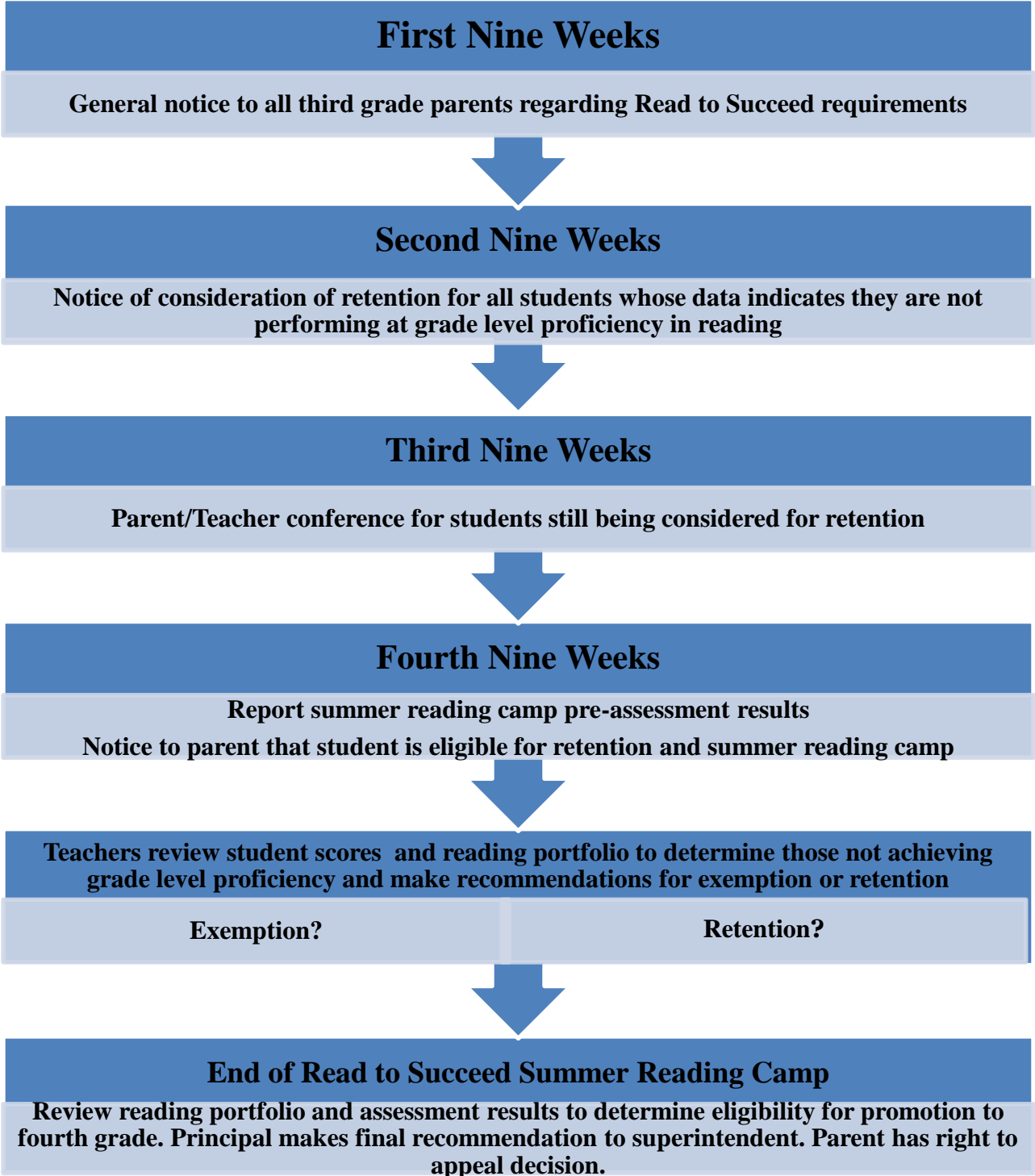
Third Grade Promotion/Retention Flowchart



***Good Cause Exemptions include students...**

- with limited English proficiency and less than two years of instruction in English as a Second Language program;
- with disabilities whose individual education plan indicates the use of alternative assessments or alternative reading interventions
- with disabilities whose Individual Education Plan 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 board 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 through reading portfolio documents the mastery of the state standards in reading is equal to at least a level above the lowest achievement level on the state reading assessment; and
- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

Read to Succeed Retention Notification Timeline for Third Grade



THIS PAGE IS INTENTIONALLY LEFT BLANK

RECEIPT OF HANDBOOK

School: _____

Student's Name

Homeroom Teacher

I have received a copy of the 2019-2020 Williamsburg County School District Handbook. I acknowledge receipt of the handbook, and I understand that I am subject to the rules and procedures printed in this handbook.

Student's Signature

My child has been provided a copy of the 2019-2020 Williamsburg County School District Handbook and I understand that he/she is subject to the rules and procedures printed in this handbook.

Parent's/Guardian's Signature

Please return this form to the homeroom teacher and retain the handbook for your reference.

THIS PAGE IS INTENTIONALLY LEFT BLANK

**WILLIAMSBURG COUNTY SCHOOL DISTRICT
NETWORK/INTERNET STUDENT TECHNOLOGY USER AGREEMENT
AUTHORIZATION FORM**

STUDENT:

As a user of the Williamsburg County School District Network/Internet, I hereby agree to comply, with the attached guidelines and rules. I further understand that should I commit any violation, my access privileges may be revoked and school disciplinary action and /or appropriate legal action may be taken. In consideration for using the District's Network/Internet connection, I hereby release Williamsburg County School District and its Board Members, employees and agent from any claims and damages arising from my use or inability to use the Network/Internet.

_____	_____	_____
Student's Name	Student's Signature	Date

PARENT/GUARDIAN:

As the parent/guardian of the above student, I have read the Williamsburg County School District Student Technology Acceptable User and Network/Internet Safety Policy. I understand that this access is designed for educational purposes and that the District has taken precautions to eliminate controversial material and inappropriate materials. I will hold harmless the District, its employees, agents, or Board Members, from any harm caused by materials or software obtained via the Network/Internet. I understand that individuals and families may be held accountable for violations. I accept responsibility for guidance on using the Network/Internet — setting and conveying standards for my child to follow when selecting, sharing, or exploring information and media. I have discussed the terms of this Authorization with my child.

PLEASE CHECK ONE:

I hereby give permission for my child to use the Network and Internet at school.

I hereby do not give permission for my child to use the Network and Internet at school.

_____	_____
Parent's Name (Please Print)	Date
_____	_____
Parent's Signature	Telephone

Please return this form to the homeroom teacher.

THIS PAGE IS INTENTIONALLY LEFT BLANK

Williamsburg County School District
Permission to Photograph

I understand that my child's photo and or work (writing, drawings, etc.) may occasionally be published on the Williamsburg County School District Website, public newspaper, and school's newspaper/newsletter.

____ I hereby give permission to publish photos/works of my child on the Williamsburg County School District Website, public newspapers, and school's newspaper/newsletters.

____ I hereby **do not** give permission to publish photos/works of my child on the Williamsburg County School District Website, public newspapers, and school's newspaper/newsletters.

Student Name (Please Print)

Date

Parent Signature

Telephone

Parent name (Please Print)

Date

Please return this form to the homeroom teacher.

THIS PAGE IS INTENTIONALLY LEFT BLANK