

Student Handbook

2024-2025

Imagine

Greatness



Dr. Kelvin Wymbs
Superintendent

Williamsburg County School District

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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 July 2024 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 will provide computer access.

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

Adult Education Center

843-355-1588
Tyrone Frazier, Director
413 School Street
Kingstree, SC 29556

Hemingway Elementary

843-558-4444
Woodrow Nesbit, Jr, Principal
160 Baxley Road
Hemingway, SC 29554

Kenneth Gardner Leadership Academy

843-355-7233
Keyanna Hampton, Principal
1503 Woodland Drive
Kingstree, SC 29556

C. E. Murray Middle

843-426-2121
Jonathan Chandler, Principal
222 C. E. Murray Boulevard
Greeleyville, SC 29056

Hemingway High

843-558-9413
Myron Frieson, Principal
402 South Main Street
Hemingway, SC 29554

Kingstree Middle Magnet School of the Arts

843-355-1506
Ayesha Hannibal, Principal
710 Third Avenue
Kingstree, SC 29556

Greeleyville STEAM Academy

843-426-2116
Jennifer Murray Brown, Principal
7 Varner Avenue
Greeleyville, SC 29056

Hemingway M.B. Lee Middle

843-558-2721
Myron Frieson, Principal
400 South Main Street
Hemingway, SC 29554

Kingstree High School

843-355-6525
Mark C. Fraiser, 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- 5565
Kimily Brown, Principal
615 Martin Luther King, Jr. Ave.
Kingstree, SC 29556

W. M. Anderson Primary

843-355-5493
Debbie G. Donnelly, Principal
500 Lexington Avenue
Kingstree SC 29556

Flex Academy

843-355-1018
Dr. Tara Richardson, Director
500 North Academy Street
Kingstree, SC 29556

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Read to Succeed

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 of 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, nation origin, sex, age, or disability, or the provision of services.

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

Contact the Human Resources Officer at 500 North Academy Street, Kingstree, SC – Phone 843-355-5571.

Absences and Excuses

The district considers students present only when they are 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 changes 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 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 can be reached, and a parent/guardian signature.

If a student fails to provide 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 in excess of three days, which means that parents can write an excuse for up to three days

before all other parent excuses will count as unexcused absences in high school credit courses.

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. Students will be provided an opportunity to make up “seat time” during **attendance recovery** for a predefined number of absences based upon the length of the course (Year-long, Semester-long, or quarter-long).

Principals require a student who accumulates more than three absences in a quarter-long course to provide a doctor’s excuse for all medically-related absences 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 can 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 provide 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.

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

-Students who have unusual or mitigating circumstances, as determine 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.

-Student 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 absences.

Habitual Truant

A child ages 12 to 17 years meets the definition of a 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 a 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-related activities at an approved off-ground location for the school.

Once a child is determined to be truant, school officials must meet 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 reason 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:

- Reason for unlawful absences.
- Methods to resolve causes of 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.

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.

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 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 of 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 will be contacted before the student is dismissed.

As a precaution to ensure student safety, schools do not accept incoming telephone 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 early designated 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 Curriculum and Instruction Department, Phone: 843-355-5571.

After a licensed physician completes the form, the parents/guardians of students who receives 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 behavioral consequences will be explained at that time.

After the conference is held, the student will be required to complete an appropriate assignment 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 be entered automatically 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.

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.
- 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 for another student.

Acceleration

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

Criteria for acceleration includes 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 arrangement: subject grouping; omission of a grade level; content of a higher order or experimental complexity; advanced placement programming; provision for opportunities; and/or activities extended in scope and depth.

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

Assessment at Middle and High School

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 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 principals of formative assessment are 1) sharing the learning targets with the students from the beginning of the learning; 2) making adjustments in teaching as a result of formative assessments; 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 assessment (minor assessments) are considered "practice," they are not heavily weighted in the grading system.

A summative assessment is a measure of student's ability to demonstrate the concepts, skills and knowledge embedded in standard-based learning target. 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 credits and three Carnegie Units of credits in other subject areas may be transferred from middle 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 of three high school credits through online programs. The online

program offering the course must be accredited through Cognia.

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 desired to make more than two world language credit 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.

To qualify for Gifted and Talented academic services, student 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 93rd national-age percentile on a nationally normed aptitude test.

Dimension B: Achievement

Students must score at or above 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 task.

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

Local Identification (Academic)

The district, in order to address excellence gaps in the gifted and talented programs, will put into place local identification norms. The goal is to grow the student to

meet state identification guidelines within two years. Local identification norms are a set of scores that compare peers using local, relevant data sample rather than national data.

Grading System/Progress Reports/Report Cards

At the discretion of the Williamsburg Count 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.

Grades K-2

In grades K-2, the grading scale for core subjects is based upon student's individual mastery of standards. Students progress will be reported on a proficiency-based report card. Effort grades of Excellent (E), Satisfactory (S), Needs Improvement (NI) and Unsatisfactory (U) will be given in all other areas.

Grades 3-5

In grades 3-5 the grading scale for core subjects (Math, ELA, Socials Studies, and Science) reflects the students' actual numerical grade.

The grading scale for all other areas is E- Excellent, S - Satisfactory, N – Needs Improvements, or U – Unsatisfactory as noted by their performance rubrics.

Grades 6-12

For students in grades 6-12, the district's report card grades, and progress reports show a student's actual numeric grades.

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

A student is expected to meet all attendance requirements. Failure to meet attendance requirements may prohibit the student from earning the course credit or from being promoted.

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

Attendance at the middle and high school is reported for each course they are enrolled in.

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; 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.

Semester Courses: Grade 6-12

Calculation for report cards are as follows for semester courses:

1 st Nine Weeks	40%
2 nd Nine Weeks	40%
Final Exam or EOCEP	20%

Yearly Course: Grades 6-12

Calculations for report cards are as follows for yearly courses.

1 st Nine Weeks	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 except for Honors, Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit courses.

Honor courses receive an additional 0.5 weighing and AP, IB, and Dual Credit courses receive an additional 1.0 weighing. 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 rank will be listed. **Until that time, there is no official 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 is 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 **NO** subject grade less than 90 for EACH quarterly report are to be considered for the Superintendent's Honor Roll.

Superintendent's Academic Awards Program

To be eligible to attend the district-wide Superintendent's Academic Awards Program, students in grades 7-12 must make **NO** grade less than 90 for the first three terms: First Nine Weeks (Q1), Second Nine Weeks (Q2), and Third Nine Weeks (Q3).

*Students enrolled in an AP course must have **NO** grade less than 85 for the first three terms: First Nine Weeks (Q1), Second Nine Weeks (Q2), and Third Nine Weeks (Q3).

*Students enrolled in a dual enrollment course must have **NO** final grade less than 85 for the first semester.

*Students enrolled in a VirtualSC CP or Honors course must have **NO** final grade less than 90 for the 1st semester.

*Students enrolled in AP and/or Dual Enrollment classes MUST still make NO grade less than 90 in their other courses for the first three terms: First Nine Weeks (Q1), Second Nine Weeks (Q2), and Third Nine Weeks (Q3).

School Honor Roll

Students with an overall average of 80, with no subject grade less than 80, are to be on the School Honor Roll.

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 80, 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 examination 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 and updates about testing about the EOCEP at <http://ed.sc.gov/tests/elementary/>.

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/MSQT;

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 or 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/or other institute of higher learning, may offer students that attend a school within the district, the opportunity to earn college credits. These same credits deemed acceptable by the school's principal and high school counselor and in accordance with the specific guidelines outlined in the district's articulation agreement and/or the dual enrollment application packet, may be transferred to the student's high school transcript earning high school credit with a College Prep, Honors or Dual Credit weighting. The class weighting will coincide with the state department's recommendation and consideration as outlined in the district's MOA and/or Dual Enrollment high school packet. Students MUST meet all eligibility requirements and follow all enrollment protocols as outlined in the dual enrollment application packet to be accepted and placed in a dual enrollment class.

Eligibility:

1. Students MUST make the required ACT, SAT, and/or Accuplacer score set forth by Williamsburg Technical College and/or the

district. The required scores are located within the academic office of the college, the school counselor department and/or within the dual application packet.

2. Students **MUST** have a high school GPA of 3.0.
3. Students **MUST** be a junior or senior for admittance. 10th grade students are allowed under certain criteria outlined by the Williamsburg Technical College and/or state guidelines but must also meet the eligibility requirements.
4. Students **MUST** be recommended by the high school principal **AND** school counselor before admittance into the dual enrollment class.
5. Students **MUST** have written approval by the high school principal **AND** the school counselor before admittance into any dual enrollment class.
6. Students and parents must sign, date, and receive a copy of the dual application packet verifying that they have read and understand all terms of the agreement.

If student(s) enrolls in Williamsburg Technical college and/or any institution of higher learning without meeting ALL the eligibility requirements, the student may continue as a student strictly of the college but will not be considered a dual enrollment student by way of the school and/or district. The classes taken will not return to the student's high school transcript and the possible financial liability will be that of the student and parent(s). Approved college courses will be identified by the articulation agreement and/or the dual enrollment packet and considered dual credit courses with the proper weighting as identified by the South Carolina Department of Education. The allowable transference of dual credit courses to the high school transcript will be writing within the articulation agreement and/or the dual enrollment packet. The student may petition the district's Chief Academic Officer, in writing, to consider the addition of a specific course and/or discuss any other specific circumstances regarding dual enrollment. Available courses and required entrance scores are subject to change from year to year.

Destination Four-Year College

Students planning to enter a four-year college immediately after graduation should:

- Take college level courses and maintain a GPA of 3.0 or better
- Take the ACT and/or the SAT more than once and begin this process during their junior year
- Seek out colleges and/or universities that have the intended major and view the admission requirements for the school and the intended major of study
- Apply for scholarships and seek out grants
- Speak with a college admission representative and schedule a college visit
- Seek out financial assistance if need and speaking with a college financial aid advisor is recommended
- **APPLY**

All high school counselors and/or career development facilitators have information regarding attending a 4-year college or university. Importance facets of this process is discussed during the student's Individual Graduation Plan (IGP) meeting with parent(s). The Commission on High Education has important information for students planning to attend a public college and/or university in South Carolina. For information on state scholarships, FAFSA and other college related information, visit: www.che.sc.gov.

Destination: Two-Year Technical College

Students planning to attend a two-year technical college immediately after graduation should:

- Seek out technical colleges that have the intended major and view the admission requirements for the school and the intended major of study.
- Take the required entrance exam (s). This may include the ACT, SAT, Accuplacer and/or any other entrance exam deemed plausible by the college. (*The Accuplacer exam is available free of charge at Williamsburg Technical College.*)
- **APPLY**

4-Year colleges and universities accept many courses taken at a two-year institution. Many students' path to attaining their bachelor's degree from a 4-year institution begins by attaining their associate at a 2-year institution. It is important that students and parents research the intended 4-year institution to see which classes will transfer.

Virtual SC

Williamsburg County School District is in partnership with Virtual SC, 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 ensure placement and credit on the transcript. Completed virtual school courses appear on official student transcripts.

Homework

Homework can be used to spiral learning. 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 Friday. Due dates should not fall on Mondays.

Promotion and Commencement Exercises

Promotion programs may be conducted for grade levels below 12. A basis 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 year.

Special education students who meet all requirements of their individualized Education Plan (IEP) but have not met requirement for the South Carolina High School Diploma can 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 Electives	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 unit 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, 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 science 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 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 (including earth 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 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 recover 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 recover through South Carolina Virtual School and other online programs accredited through AdvanceED.

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 preparatory program. These students should 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 counselors' office has resignation 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 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 stat 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 school.

The Commission on High 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 catalogue 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 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 school 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 schools 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 computer 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 promotions/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 area whose fifth birthday occurs no later than September 1.

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

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

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 assessment, class assessment, and other assessments as identified as appropriate. The district will use schoolwork; social, emotional, and physical development; and teacher judgement 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.

Promotion, Grades 3-8

The school determines the progress of students in elementary and middle grades using a combination of student performance assessment results; schoolwork; social, emotional, and

physical development; and teacher judgment. Student performance will include state academic assessments. 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 summer school will be offered for enrichment.

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 Grades 1–6

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 attendance.

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 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 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.

Appeal of Retention Decisions

After meeting with the principal, parents/guardians may appeal retention decisions to the district's Deputy Superintendent of Academics. Parents/guardians must make a written appeal to the Deputy Superintendent of Academics. within two weeks of being notified that their student is being retained. The letter must state the specific reason(s) why the parent/guardian disagree with the decision.

Deputy Superintendent of Academics. will decide within 10 days after receiving the written appeal and will send written copies of the decision to the parent/guardian and to the principal.

Counseling Services

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

Counseling 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 school counselor's 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.

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 school 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 and 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 School 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 instructions 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 need of our students. Students with a disability are educated in the general education seating to the maximum extent possible, based on the student's need.

Related services help students with disabilities access the general curriculum. These services include, but are not limited to, nursing services, physical 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 as engineers, mathematicians, and scientists. Using 21st century learning tools, such as computers, handheld data collection interfaces, probes, and digital meters, provides student cutting-edge authentic learning experiences. STEM challenges and engage student 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 student for STEM careers.

Systematic Intervention (MTSS)

The district uses a multi-tiered process that provides research-based interventions (academic, social, emotional, and behavioral) for all students. Based upon both formal and informal assessments, all students 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 need foundational support, parents are notified, and will be notified of the intervention. Progress will be closely monitored to assess both the learning rate and level of performance of individual student to help determine the effectiveness of the intervention.

Textbooks

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

Teacher will perform periodic textbook inspections to verify the condition of a student's textbooks and 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 their child become more successful in school and can be active and effective participants in their child's education:
-Know your child's school; attend parent meetings; visit your child's classroom; and get to know your child's teachers, school 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 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 contact 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.

Initial credit through the VirtualSC Summer Session is allowable with approval from the school counselor and principal. Initial credit for dual enrollment during the summer will be determined through the yearly agreement between the district and pertinent college personnel with that information and determinations being provided to the schools at the beginning of the school year.

Summer School Exception

A student who has met all requirements to receive a South Carolina High School Diploma except for one unit will be allowed to take that one new course in the 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, career, 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 using technology for anytime, anywhere learning.

-Enable students to take responsibility for their own learning.

-Expand integration of digital resources.

Students 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 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 D** for the entire Williamsburg County School District Technology Signature Forms.

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.

The student will not be allowed to stay in the health room for more than one period. 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 will make 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 room 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 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, parent must provide proof of at least one over-the-counter treatment for lice. Also, 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 C](#) for the Williamsburg County School District Concussion Guidelines.

Immunizations

In accordance with the 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 4K-12.

Refer to [Appendix B](#) for changes to the 2022-2023 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 eyeglasses and contact lenses, the ameliorative affects for 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 Accommodation 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 need a Section 504 Accommodations Plan are to be submitted to the school’s Section 504 Liaison, who will convene a Section 504 Committee meeting to be determined eligibility.

Section 504 Accommodations Plan

A section 504 Accommodation 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 Liaison to share information about the child’s special healthcare needs. The school’s Section 504 Liaison will then convene a committee meeting to develop a Section 504 Accommodations Plan that incorporates and Individual Health Plan (IHP).

A Section 504 Accommodations Plan must be reviewed each year to determine eligibility. It 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 medication to be given per labeling instructions. All medication 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 arrive 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/designee, or with the complete emergency medication form from the prescribing doctor’s office 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 daily. 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 medication.

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

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

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

-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 and antifungals, Benadryl, cough drops, hydrocortisone cream, ibuprofen, Maalox or Tums, Neosporin, Orajel, Solarcaine, sore throat lozenges, Tylenol.

Code of Conduct

Students should enter any building on 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, and 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/school 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. This rule also applies to bus students.

Each school's administration will make the final judgement on the appropriateness of any student's attire and reserve the right to prohibit students from wearing any article of clothing or accessory which may 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 into the extent that belts or waistbands are always clearly visible.

-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 place and time.) Skirts 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-toed shoes are not allowed in a science lab.

Crocs must be worn in Sports mode.

-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 jumpers 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, Hoodies, caps, head scarves, head rags, sleep caps, hoods, and bandanas may not be worn on the school bus or in the 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, fishhooks, multiple finger rings, studded bracelets or collars.

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

Clear Backpacks Policy

Only Clear Backpacks and bags will be permitted for students in all grades. Clear backpacks and bags (purses, duffel bags, fanny packs, lunch boxes, etc.) will be allowed on school campuses. The only exceptions permitted are:

- A small non-transparent pouch for personal hygiene items.

-Thermal food containers carried inside clear lunch boxes.

-School-approved sport-specific carrying case for athletic equipment.

-School-approved instrument-specific carrying case for band equipment.

All backpacks and bags must be see-through. Mesh and colored backpacks are NOT permitted, even if they are transparent.

School Buses

School buses are provided for the transportation of students 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 privileges may be revoked pending restitution.

Riding the bus is a privilege, not a right. To ensure the safety of all students, the following safety rules must be followed:

- Always obey the bus driver.
- Always remain seated.
- Keep arms, head, 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 aisles.
- 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 safety of all students, the rules listed below must be followed:

- Never swing high in the air, sideways, or jump from a moving 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 the yard.

Filming in Schools

State and federal laws safeguard children and their families against release of student information used by the school or provided by the schools to parties external to the school district. Photographs, film, and videotapes of children in the school 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 always required to videotape, photograph, or film an individual student where that student is not a public figure by choice (e.g., victims, 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 entry into the position or competition that the student and his/her parents/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 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 later.

-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 record.

See **Appendix E** 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 \$10.00.

- 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.

- Student 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 actions.

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.

See [Appendix D](#) for the complete Cyber-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 or Blackboard Connect 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. 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 parents 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 appropriated 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, library, 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.

Alternative Placement

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

Following all applicable due process procedures, a student may be placed at 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.

A student with a disability will be referred to the IEP team to review recommendations for alternative placements by the District's Discipline Committee.

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

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 when they:

- Know what is expected of them.
- Know and respect themselves.
- Know that rules and regulations will be enforced fairly and successfully.
- 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 and intervention plan for behavioral-challenged students. After exhausting all intervention efforts, students will be recommended for change of placement of 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 1)	
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 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. Disrupting class (007)	
1 st Offense	Overnight suspension-Must Return with Parent
2 nd Offense	1 day suspension
3 rd Offense	3 day suspension
4 th Offense	Discipline Review (Hearing or IEP Determination)
2. Use of Forged notes or excuses (011)	
1 st Offense	1 day suspension
2 nd Offense	2 days suspension
3 rd Offense	3 days suspension
3. Horse Playing (405)	
1 st Offense	2 day suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
4. Cutting Class but not leaving school grounds (160)	
1 st Offense	Overnight suspensions
2 nd Offense	2 day suspension
3 rd Offense	5 days suspension
4 th Offense	Discipline Review (Hearing or IEP Determination)

5. Leaving school grounds without permission (310)	
1 st Offense	3 days suspension
2 nd Offense	Discipline Review (Hearing or IEP Determination)
6. Excessive tardy to school (3 or more) (180)	
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 3
7. Tardy to Class (180)	
1 st Offense	Warning
2 nd Offense	Overnight suspension
3 rd Offense	Create a Tardy Plan, as described on Page
4 th Offense	Contact proper legal authority
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.
8. Dress Code Violation (280) or ID Violation (360)	
1 st Offense	Warning and secure change of clothing or School ID
2 nd Offense	Overnight suspension and secure changing of clothing or School ID
3 rd Offense	1 day suspension
9. Truant (3 consecutive or 5 unlawful absences)	
1 st Offense	Overnight Suspension Develop Truancy Intervention Plan
10. Inappropriate Behavior (017)	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
11. Unauthorized use of beepers, digital music players, radio, cell phones or other unauthorized electronic devices and/or accessories. (390)	
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 the end of school year*
<i>*WCSD school and/or District Offices not responsible for stolen or misplaced confiscated items.</i>	
12. Failure to obey administrator. (270)	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
13. Use of obscene or profane language or gestures to a teacher or other school personnel. (210)	
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)
14. 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 and safety of others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. Behavioral misconduct (Level; 1) 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 (009)	
1 st Offense	Aggressor: 10 days Suspension; Discipline Review (Hearing or IEP Determination) Aggresse: 3 days Suspension *Consequences are at the Discretion of School Administrator*
2 nd Offense	Aggressor: Discipline Review (Hearing or IEP Determination) Aggresse: 5 days Suspension *Consequences are at the Discretion of School Administrator*
2. Refusal to Obey/Defiant (270)	
1 st Offense	3days suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
3. Inappropriate use of cellphone by means of videotaping fights and placing them on social media. (390)	
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. (270)	
1 st Offense	5 days suspension
2 nd Offense	Discipline Review (Hearing or IEP Determination)
5. Trespassing on school property during suspension or expulsion. (750)	
1 st Offense	5 days suspension and referred to proper legal authority.
2 nd Offense	Discipline Review (Hearing or IEP Determination) and refer to the proper legal authority
6. Occupying school property with intent to deprive others of its use, unlawful assembly, disrupting lawful assembly. (002)	
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. (230)	
1 st Offense	3 days suspension, develop intervention plan and contact proper legal authority
2 nd Offense	Discipline Review (Hearing or IEP Determination)
8. Hit/Kick/Push (014)	
1 st Offense	3 days suspension
2 nd Offense	5 days suspension
3 rd Offense	Discipline Review (Hearing or IEP Determination)
9. Being in Unauthorized Area (240)	
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, disturbing, or sharing on social media. (390)	
1 st Offense	5 days suspension: Discipline Review (Hearing or IEP Determination)
2 nd Offense	Immediate suspension: Discipline Review (Hearing or IEP Determination) *Consequences are at the discretion of School Administrator
12. 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

Acts of Criminal Conduct

(Level III)

Criminal conduct is defined by student(s) which result in violence to oneself or another 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 those 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) (670)	
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 authority
	*If restitution is not made, proper legal authorities will be conducted.
2. Theft (major - over \$50.00) (670)	
1 st Offense	Discipline Review (Hearing or IEP Determination), restriction, and contact proper legal authority.
3. Physically abusing a member of the school staff (022) or (520 depending on severity of incident)	
1 st Offense	Immediate suspension, contact proper legal authority, and Discipline Review (Hearing or IEP Determination)
4. Blackmailing or extortion (600)	
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 one or more students. (652)	
1 st Offense	5 days suspension
2 nd Offense	10 days suspension, refer to DJJ, and Discipline Review (Hearing or IEP Determination)
6. Threatening, harassing, or intimidating school personnel (012)	
1 st Offense	Immediate suspension, refer to agency for counseling, contact proper legal authority, and Discipline Review (Hearing or IEP Determination)

7. Destruction of school property or an individual's personal property: vandalism (minor – under \$100.00) (760)	
1 st Offense	5 days suspension, restitution, and refer to proper authority
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 (minor – over \$100.00) (760)	
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 (680)	
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. (769)	
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) (700)	
1 st Offense	5 days suspension and develop intervention plan and Discipline Review (Hearing and 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) (009)	
1 st Offense	Immediate suspension, contact proper legal authority, and Discipline Review (Hearing or IEP Determination)
13. Indecent exposure; sexual misconduct. (019)	
1 st Offense	10 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. (500)	
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 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.	

APPENDICIES

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

Appendix A

10 Point Grading Scale				
South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honor 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	B	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	C	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	D	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	F	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

South Carolina Immunization Requirements for Childcare 2024-2025

The following minimum requirements are necessary for childcare. These requirements will be effective as of July 1, 2022. This includes preschool attendance for 4K programs and younger. **A SC Certificate of immunization with an expiration date is acceptable to allow for age-appropriate completion of vaccination series.** No child can attend childcare or preschool for more than 30 days past the expiration date of the certificate.

By This Age:	Minimum Number of Required Doses:							
3 months ¹	2 Hep B	1 DTaP ²	1 Hib ³	1 PCV13 ⁴	1 IPV			
5 months	2 Hep B	2 DTaP ²	2 Hib ³	2 PCV13 ⁴	2 IPV			
7 months	2 Hep B	3 DTaP ²	2-3 Hib ³	3 PCV13 ⁴	2 IPV			
13 months	2 Hep B	3 DTaP ²	2-3 Hib ³	3 PCV13 ⁴	2 IPV			
16 months	2 Hep B	3 DTaP ²	3-4 Hib ³	4 PCV13 ⁴	2 IPV	1 MMR	1 VAR	
19 months	3 Hep B	4 DTaP ²	3-4 Hib ³	4 PCV13 ⁴	3 IPV	1 MMR	1 VAR	1 Hep A ⁵
2 years	3 Hep B	4 DTaP ²	3-4 Hib ³	4 PCV13 ⁴	3 IPV	1 MMR	1 VAR	2 Hep A ⁵
4 years (childcare and/or 4-K)	3 Hep B	4 DTaP ²	3-4 Hib ³	4 PCV13 ⁴	3 IPV	1 MMR	1 VAR	2 Hep A ⁵

Please note: Children enrolled in grade 5K or greater and enrolled in a childcare facility (e.g., after school and/or summer program) must meet school immunization requirements and have a valid SC Certificate of Immunization on file at the childcare and school facility.

Pursuant to Section 44-29-180, South Carolina Code of Laws, “..no owner or operator of a public or private childcare facility as defined in Section 63-13-20 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 care facility to which the child or person has been admitted.”

¹Minimum immunization requirement for childcare entry for all infants under 3 months of age.

²Any combination of **DTP**, **FT**, or **DTaP** vaccine.

³***Haemophilus influenzae type b (Hib) 3 Dose Series (PedvaxHIB)*** – One dose by 3 months; second dose by 5 months and third dose by 16 months of age; **OR, 4 Dose Series** (Act HIB, Hiberix, or Pentacel) – One dose by 3 months; second dose by 5 months; third dose by 7 months or fourth dose by 16 months of age. For children 15 – 59 months of age who have not yet completed an age-appropriate Hib vaccination series, one (1) dose of Hib vaccine at or after 15 months of age is required, Hib vaccine is not required for children 5 years of age and older.

⁴**Pneumococcal conjugate (PCV13)** – For children aged 24-59 months who have not yet completed any age-appropriate pneumococcal vaccination, one (1) dose of PCV13 on or after the 2nd birthday is required. PCV13 is not required for children 5 years of age and older.

⁵**Hepatitis A (HepA)** – One dose must be administered no later than 18 months of age.

South Carolina Immunization Requirements for Childcare 2024-2025

The following minimum immunization requirements are necessary for a child to be admitted to any public, private, or parochial school, grades 5K – 12:

Vaccine	Grade	Grade Level Requirement
Diphtheria, Tetanus and Pertussis	5K - 12	Four (4) doses of any combination of DTP, DT, DTaP, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday. Refer to the currently published ACIP Catch Up Schedule for guidance on recommendations for students who are behind. For children 7 years of age and older following a catch-up schedule, 3 doses may be acceptable.
Tdap Booster	7 - 12	One (1) dose of Tdap vaccine. This dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis. To meet the school requirement for Tdap, the vaccine must be given on or after the child's 10 th birthday.
Polio	5K – 10	Three (3) doses of oral and/or inactivated polio vaccine with at least one (1) dose received on or after the fourth birthday.
	11 – 12	Three (3) doses of oral and/or inactivate polio vaccine (IPV) with at least one (1) dose received on or after the 4 th birthday OR four (4) doses of oral and/or inactivated polio vaccine (IPV) before 4 th birthday (if all doses separated by at least 4 weeks) Follow CDC recommendations for students 18 years of age and older
Measles, Mumps and Rubella	5K – 12	Two (2) doses of MMR vaccine with both doses received on or after the first birthday and separated by at least 4 weeks.
Hepatitis A	5K – 2	Two (2) doses of Hepatitis V vaccine with both doses received on or after the first birthday and separated by at least 6 months.
Hepatitis B	5K – 12	Three (3) doses of Hepatitis B vaccine, with the third dose received \geq 24 weeks of age and at least 16 weeks after the first dose.
Varicella	5K – 8	Two (2) doses of varicella vaccine with both doses received on or after the first birthday and separated by at least 4 week or a positive history of disease.
	9 – 12	One (1) dose of varicella vaccine received on or after the first birthday or positive history of the disease.

Please note:

- Children enrolled in 4K programs and younger must meet Childcare Requirements, even if attendance is in a school setting.
- Children enrolled in 5K through 12 must meet School Requirements.
- In general, titers may **ONLY** be accepted as evidence of immunity to Measles, Mumps, Rubella, and Varicella.

Pursuant to Section 44-29-18, South Carolina Code of Law, 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....Record of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted.”

Appendix C

Concussions and Students/Student Athletes

Consistent with South Carolina law, the district is establishing guidelines and procedures regarding the identification and management of suspected concussions in student/students' athletes. These are based on the model guidelines and procedures posted on the website of the South Carolina Department of Health and Environmental Control and developed in consultation with the State Department of Education.

Definition

As defined by the Centers for Disease Control and Prevention, a concussion is a type of traumatic brain injury caused by a bump, blow, or jolt to the head, face, neck that can change the way the brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Most concussions occur without loss of consciousness. Proper management is essential to the immediate safety and long-term future of the injured individual. A concussion can be difficult to diagnose and failing to recognize the signs and symptoms in a timely fashion can have dire consequences.

Signs of Concussions

The following signs of a concussion may be observed by a coach, athletic trainer, game official, school/team physician, school nurse, or physical therapist:

- appears dazed, stunned, or disoriented, demonstrates decreased alertness
- forgets plays or demonstrates short-term memory difficulty
- slurs words
- exhibits difficulties with balance or coordination
- answers questions slowly or inaccurately
- exhibits seizures or vomiting
- changes in level of consciousness

Symptoms of Concussion

The following symptoms of concussion may be reported by the student athlete to a coach, athletic trainer, game official, school/team physician, teacher, school nurse, or physical therapist:

- headache
- nausea
- balance problems or dizziness
- doubled vision or changes in vision
- sensitivity to light or sound/noise
- feeling sluggish or foggy
- difficulty with concentration and short-term memory
- sleep disturbance

Concussion Management/Evaluation

IF a coach, athletic trainer, official, or physician suspects that a student athlete under the control of the coach, athletic trainer, official, or physician has sustained a concussion or brain injury in a practice or in an athletic competition, the student athlete will be removed from practice or competition at that time.

A student athlete displaying signs or symptoms of concussion will be evaluated by a healthcare provider as outlined in state law (physician, athletic trainer, nurse practitioner, or physician assistant).

If no approved healthcare provider is available, the student athlete will not be returned to participation until evaluation by an approved healthcare provider can be conducted.

A healthcare provider must use a standardized concussion assessment instrument.

If a parent/legal guardian of a student notifies the school nurse or school administrator that the student has a concussion and it is verified by a licensed physician, the school will take the appropriated steps to develop an appropriate learning plan.

Teacher Notification

A concussion can interfere with school, work, sleep, and social interactions. Many athletes who have a concussion will have difficulty in school with short and long-term memory, concentration, and organization. Teaching staff should be made aware of a concussed student to provide an appropriate learning plan until symptoms clear. The nurse, athlete director, coach, or principal will be responsible for notifying teachers of the presence of a concussed athlete or non-athlete in the classroom.

Return to play (RTP)

A student athlete who has been removed form play may return to play if, as a result of evaluation the student athlete on site, the athletic trainer, physician, physician assistant (pursuant to scope of practice guidelines), or nurse practitioner (pursuant to a written protocol) determine in his/her best professional judgement that the student athlete does not have any signs or symptoms of a concussion or brain injury.

Procedures

A student athlete who has been removed from play and evaluated and who is suspected of having a concussion or brain injury may not RTP until the student athlete has received written medical clearance by a physician.

Any student athlete determined to be concussed may not RTP on the same day of injury.

The parent/legal guardian of a student athlete determined to be concussed will be contacted and counseled regarding management of the injury.

Once an athlete no longer has signs, symptoms, or behaviors of a concussion and is cleared to return to activity by an appropriate health-care professional, he or she should proceed in a stepwise fashion to allow the brain to be re-adjusted to exercise. The return to activity program schedule may proceed as below following medical clearance:

Step 1: Light aerobic exercise- 5 to 10 minutes on an exercise bike or light jog; no weightlifting, resistance training, or any other exercise.

Step 2: Moderate aerobic exercise – 15 to 20 minutes of running at moderate intensity in the gym or on the field without a helmet or other equipment.

Step 3: Non-contact training drills in full uniform. May begin weightlifting, resistance training and other exercises.

Step 4: Full contact or training.

Step 5: Full game play.

If symptoms of a concussion reoccur, or if concussion signs and/or behavior are observed at any time during the return-to-activity program, the athlete must discontinue all activity and be reevaluated by his or her health-care-provider.

Information to Parents/Legal Guardians

The district annually will distribute the concussion information sheet JLCEF-E to all coaches, volunteers, student athletes, and their parents/legal guardians. The concussion information sheet will provide information on the nature and risk of concussion and brain injury and on the risk associated with continuing to play after a concussion or brain injury.

The parent/legal guardian's receipt of the information sheet will be documented in writing or by electronic means before the student athlete is permitted to participate in an athletic competition or practice.

A student athlete as defined in state law includes cheerleaders.

Appendix D

Instructional Technology

2024-2025

WCSD Responsible Use Principles for Students

1. I will take good care of my laptop/chromebook, and I will never leave the laptop/chromebook unattended.
2. I will never loan out my laptop/chromebook to other individuals, and I will know where my laptop/chromebook is at all times.
3. I will make sure my laptop/chromebook's battery is fully charged for peak performance daily.
4. I will keep food and beverages away from my laptop/chromebook since they may cause damage to the device.
5. I will not disassemble any part of my laptop/chromebook or attempt any repairs.
6. I will protect my laptop/chromebook 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/chromebook. I will not remove the serial number device sticker on any laptop/chromebook.
8. I will use my laptop/chromebook in ways that are appropriate and educational.
9. I understand that my laptop/chromebook 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 Policy Manual while at school, as well as outside the school day.
11. I will be responsible for all damages or losses caused by neglect or abuse.
12. I agree to return the District laptop/chromebook, laptop/chromebook bag, and power cords in good working conditions.
13. I agree not to remove the laptop/Chromebook from its protective case and carrying case.

I agree to the stipulations outlined in the above Responsible Use Principles for Students.

Student Name (Please Print): _____

Student 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 school issued device on the date of termination.

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WCSD Student Network/Internet

Acceptable Use of Policy

The Williamsburg County School District's Network(s) provide access to the network(s)/Internet services for educational purposes. The Internet is an information highway connecting thousands of computers all over the world. I understand that I will have access to the Internet and with this access comes the availability of some material that may not be considered to be of educational value within the context of the school setting.

Efforts will be made to direct students to educationally related material. However, on a telecommunications network(s) it is impossible to control all materials and sites. I believe that the valuable information and interaction available on the network(s)/Internet services far outweigh the possibility of users gaining access to sites that are not acceptable

I understand that if I violate these guidelines established by the Williamsburg County School District, I will have my access to the network(s) services denied and terminated. My signature indicates that I have read the Student Network/Internet Acceptable Use Policy of the Williamsburg County School District and that I understand the significance of the terms and conditions of the Policy.

Student Name: _____ Student Signature: _____
(Please Print)

School: _____ Grade: _____

As a parent or guardian of _____, I have read the Terms and Conditions of the Williamsburg County School District's Student Network/Internet Acceptable Use Policy. I understand this access is designed for educational purpose. I understand that some materials on the telecommunications network may be objectionable, but I accept responsibility for the guidance of network-use setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media.

I understand that this permission will be in effect for the duration of my child's educational experience at school. As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked telecommunication services.

Parent/Guardian Name: _____ Parent/Guardian Signature: _____
(Please Print)

Date: _____

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WCSD Photography and Video Parental/Guardian Consent Form

We request the consent of parents/guardians to take and use photographs and videos of your child/children for a variety of different purposes. Without your consent, we will not take and use photographs and videos of your child.

We use photographs and videos of student as part of school displays to celebrate school life and student achievements; to promote social media, websites, and other publicity purposes in printed publications, such as newspapers and journals.

Where we use images of individual students, the full name of the student will not be displayed and not used in such a way that the student can be identified, unless permission is sought and given. However, a first name may be used if appropriate to do so.

It is common for the school to be visited by local media/press and other approved organizations, who take photographs or videos of school events, such as sports days. Students will appear in images and videos which may be published in local or national newspapers, on social media, or on websites.

It is the responsibility of parents/guardians to inform the school, in writing, if consent need to be withdrawn or amended. We will not use the personal details or full names of any student in any photograph or video, on websites, social media, or any other printed publications, unless additional consent is given.

I provide consent to:

Taking and using photographs and videos of my child/children on any managed and maintained school publicity materials YES NO

Student Name (Please Print)	Grade
Parent Name (Please Print)	Telephone No.
Parent Signature	Date

Please return this page to your homeroom teacher.

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1:1 Student Technology Agreement

Access and Support: This Agreement is entered into between Williamsburg County School District, the Student, and Parent(s)/Guardian(s) of the Student.

Introduction: Beginning with the 2024/2025 school year, Williamsburg County School District will provide each student a device (i.e., laptop), which the student is to use as a positive learning tool in coordination with the District's curriculum. Although this Agreement authorizes the student's use of the device for the year, the device is the property of the District and must be returned upon the District's request or on the last day of the student's attendance for the school year.

Prerequisites to Receive: To receive a device to use, the student and his or her parent/guardian must sign and submit to this Student Technology Agreement.

Applicable Policies: In using the device, the student is subject to and must comply with the District's Policies, Authorization for Internet Acceptable Student Policy and WCSD Student Manual Policies, WCSD Technology Policy Manual addressing student discipline, harassment/bullying, and acceptable use of electronic network/technology and their associated administrative procedures and regulations. A violation of any of these policies could result in loss of network privileges, loss of the right to use the device, or appropriate discipline, up to and including suspension or expulsion.

Expectations

1. Students may not:

- a. Disrupt the educational process of the school district by non-educational use of the device.
- b. Endanger the health or safety of themselves or anyone else through the use of the device.
- c. Invade the rights and privacy of others at school through the use of the device.
- d. Engage in illegal or prohibited conduct of any kind through the use of the device.
- e. Violate the conditions and rules of the acceptable use of electronic network/technology.

2. Maintenance of Devices. Students must keep the device in good and working condition. In addition to following the manufacturer's maintenance requirements, students should:

- a. Use only a clean, soft cloth to clean the device screen. No cleansers of any type should be used.
- b. Insert and remove cords and cables carefully to prevent damage to connectors.
- c. Do not write or draw on devices or apply any stickers or labels that are not the property of the District.
- d. Handle the device carefully and ensure others do the same.
- e. Do not leave the device in places of extreme temperature, humidity, or limited ventilation (i.e., in a car) for an extended time.
- f. Secure the device when it is out of sight. The device should not be left in an unlocked locker, a desk, or other locations where someone else might take it.

3. Daily Use of Device. Unless otherwise instructed, the device is intended for use at school every day. If students are permitted to use the device at home, they are responsible for bringing it to school every day, fully charged.

4. **Unauthorized Software or Data.** Only legally licensed software, apps, media, or other data is permitted on the device. Students will not download software, apps, media, or other data (including songs, photos, or videos). Students will not replace the district's operating system with custom software (i.e., "jailbreak" the device), or remove or modify the District-installed device software and configuration.
5. **No Right to Privacy.** The devices are District property; therefore, the District may examine the device and search its contents at any time for any reason. Neither students nor parents/guardians have the right to privacy of any data saved on the device or in a cloud – based account to which the device is connected. The school administration may involve law enforcement if it is suspected the device may have been used for any illegal purposes.

Additional Terms

1. **Damage to or Loss of device.** Parent(s)/guardian(s) are responsible for their child's use of the device, including any damage to or loss of the device.
 - a. **Accidental or Non-Accidental Damage:** In the event of the first accidental or non-accidental damage to the device, the parent is responsible for the first \$75.00 of the cost for repair. Williamsburg County School District will cover the remaining cost of the repair. If the same device is damaged a second time, the repair is \$100.00.
 - b. **Theft:** In the event of theft, upon presentation of a filed police report, Williamsburg County School District will cover the replacement cost.
 - c. **Loss:** If the device is lost, the parent is responsible for the entire replacement cost for the device. The decision to assess a charge, as well as the amount of any charge, is at the sole discretion of the District, but will not be greater than the full replacement value of the device.
2. **Hardware or Functionality Problems.** If a problem arises with the functionality of a student's device, the student must notify his or her classroom teacher of the problem within 24 hours or on the next school day. Under no circumstances may the student or his/her parent(s)/guardian(s) attempt to fix or allow anyone other than the District's Technology Staff to attempt to fix suspected hardware faults or the device's operating system. Do not take the device to a repair shop; the student should report the issue to his/her classroom teacher, who will report it to the media specialist, and the media specialist to the District's Technology Department.
3. **Failure to Return the Device.** If a student fails to return the device and any assigned accessories as directed, the District may, in addition to seeking reimbursement from the student's parent(s)/guardian(s), file a theft report with the local law enforcement authorities.
4. **Internet Filter Outside of School.** The District employs Internet filters and monitors students' Internet activity at school, and at home or off school grounds. By signing this Agreement, parent(s)/guardian(s), understand, acknowledge, and agree that their child's use of the Internet on the device at home or off school grounds is at the discretion of, and should be monitored by, the parent(s)/guardian(s). Some sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or offensive to some people. Parent(s)/guardian(s) assume complete responsibility for Internet access beyond the network.

provided by the District. When using the device outside the District, students are bound by the same policies, procedures, and guidelines as in school.

5. **Data as Records.** Data saved to the device is not maintained by the District as public records or as student records. In the event this data needs to be maintained by the District for any reason, the District will take affirmative steps to preserve it.

6. **Waiver or device-relate Claims.** By signing below, you acknowledge that you have read, understand, and agree to follow all responsibilities outlined in the Agreement and agree to be bound by this Agreement. You also agree that the device was delivered in good working order. By signing this Agreement, you waive any claims you (and your heirs, successors, and assigns) may have against Williamsburg County School District, its State Board of Education, employees, and agents, from all claims, damages, losses, causes of action, and the like relating to, connected with or arising from the use of the device or this Agreement.

7. **Indemnification for Device-Related Claims.** To the fullest extent allowed by law, you agree to indemnify, defend, and hold harmless Williamsburg County School District, State Board of Education, and its employees and agents, from all claims, damages, losses, causes of action, and the like relating to, connected with or arising from the use of the device or this Agreement. Agreement and Signature.

Agreement and Signature

The use of devices on the Williamsburg County School District network is a privilege that supports school-appropriate learning. The consistent operation and maintenance of the computer network and equipment rely on users adhering to established guidelines. Therefore, by signing this agreement, users acknowledge that they have read the Student Technology Device Agreement and understand the District’s expectations and the student’s responsibilities.

By signing this agreement, students and parent(s)/guardian(s) agree to abide by the restrictions outlined in the 1:1 Student Technology Device Agreement and Internet Acceptable Use Policy. The student’s parent(s)/guardian(s) are responsible for monitoring their child’s Internet access on the device beyond the Williamsburg County School District Network.

I, _____ along with my child _____, have read, understand and agree to the District’s 1:1 Student Technology Agreement.

Student Signature: _____ Parent/Guardian Signature: _____

Date: _____

Dell Laptop/Lenovo Chromebook Information:

DEVICE NAME: _____

SERVICE TAG: _____ BARCODE: _____

Please return this page to your homeroom teacher.

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Consequences of Misuse

Any user in violation of the 1:1 Student Technology Agreement will be subject to disciplinary action (loss of privileges, damage fees, or suspension.)

<p>Failure to comply with teacher instructions, utilizing the computer device for non-instructional purposes, and altering computer display settings or features in a way that disrupts the instructional process.</p>	<p>1st Offense</p> <p>2nd Offense</p> <p>3rd Offense</p>	<p>Warning by the teacher and an administrator. (Grades K-12).</p> <p>An administrator will schedule a conference with the parent(s)/guardian(s) along with the student. (Grades K-12).</p> <p>(Gr. 9-12) will lose take-home privileges for 2 weeks and overnight suspension – a parent/guardian must bring the student back to school. (Gr. K-8) parent(s)/guardian(s) will have another conference with an administrator.</p>
<p>Damage or mishandling of the computer device, alterations to settings (including the operating system), as well as physical damage to the case or screen.</p>	<p>1st Offense</p> <p>2nd Offense</p>	<p>(Gr. 9-12) WCSD guidelines for care and use of computer devices reviewed and signed. Loss of take-home privileges for 2 weeks along with a conference with the parent(s)/guardian(s) which may result in a damage fee for the computer device. (Gr. K-8) The student along parent(s)/guardian(s) will have a conference with an administrator which may result in a damage fee for the computer device.</p> <p>(Gr. 9-12) The student will face a 4-week loss of take-home privileges. An administrator will arrange a meeting with the parent(s)/guardian(s) and the student to address the issue. A second offense may lead to a one-day suspension, the duration of which will depend on the gravity of the situation. (Gr. K-8) The teacher will assign written tasks to the student for the next four weeks as a consequence. Additionally, any damages to the computer device will incur a fee.</p>

WCSD Terms for Repairing a Damaged Device

Your child is being provided with a device by Williamsburg County School District for educational school-related purposes. The initial Technology fee to repair a new device that is damaged is \$75.00. The Technology fee to repair the same device for being damaged a second time is \$100.00. The initial Technology fee to repair an older device is \$50.00. The technology fee to repair an older device for being damaged a second time is \$75.00. The protection plan covers accidental damage that may occur while the device is in the possession of the student. The payment does not cover lost devices.

The protection plan covers accidental damage and general repairs, such as fixing cracked screens or broken keyboards. Students and parents are 100% responsible for the assigned device. This includes the costs to repair and/or replace the device.

Term:

Parents/Students will comply at all times with the Williamsburg County School District's 1:1 Student Technology Agreement and the Student Network/Internet 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. Williamsburg County School District holds the rights for any violations of policy and/or administrative procedures, including investigation of violations to the technology, charger, and/or case.

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 record. 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 believe 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 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 failure 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 prior written consent, you must notify the District in writing by August 26, 2022. 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**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **Degrees, honors and award received**
- **The most recent educational agency or institution attended**

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT:

PPRA afford parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These includes 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 students 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 stop, 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 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 student 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 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 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 adult 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 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 the facts and surrounding circumstance 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 and 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 designee. All other members of the school community, including students, parents/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, and 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 person s who promptly reports in good faith and 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 so such an act. All complaints about bullying and 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 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. Identify and number of individuals who participate 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/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 appropriate law enforcement.
- If the incident is outside authority of district but is determined not be a criminal act, inform parents/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, of 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 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 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 of parent/legal guardian may request informal consultant 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 intervention. 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 (Waccamaw 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/intervention which include assistance and support provided to parents/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 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

Sexual Harassment and Retaliation (Students)

Code JICFAA Issued MODEL/20

The district is committed to maintaining a learning environment free from sexual discrimination and harassment. In keeping with this commitment, the district will not tolerate sexual harassment of students in the education program or any district activity (including admission) by any person, including, but not limited to, other students, staff members, volunteers, or visitors. Further, the district will not tolerate retaliation against a person who has made a report or filed a complaint alleging sexual harassment or who has participated as a witness in a sexual harassment investigation.

This policy applies to behavior that takes place:

- in any school or district building or on any school or district premises before, or after school
- on any bus or other vehicle as part of a school activity
- during any school or district-sponsored activity or extracurricular activity
- at any time or place when the student is under the care of district staff
- at any time or place when behavior can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school

It also applies to behavior communicated in writing or electronically through mail, telephones, cell phones, computers, or other telecommunication devices and includes text messaging, instant messaging, and social media. In the situation that the behavior originated from a non-school computer or network, but has been brought to the attention of school officials, the decision for the district to take action in accordance with the policy will be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school. While the behavior may not be considered a violation of Title IX, it should be treated as a violation of district policy and the applicable code of conduct.

All students and staff members are responsible for helping to ensure that sexual harassment does not occur. If a student or staff member feels that he/she has experienced or witnessed sexual harassment directed towards a student, he/she will immediately notify a teacher, supervisor, or building-level principal, and/or file a formal complaint with the district's Title IX coordinator as outlined in the administrative rule associated with this policy. A staff member who does not promptly report what he/she reasonably believes to be sexual harassment may be subject to disciplinary action.

Reports of sexual harassment may be made anonymously, but formal disciplinary action will not be taken solely on the basis of an anonymous report. The district will investigate all sexual harassment reports impartially, thoroughly, and promptly and take immediate and appropriate corrective action to end the sexual harassment and prevent recurrence of similar misconduct. Investigations may occur even if the alleged victim does not file a complaint directly or does not wish to see action taken by district or school administration. On an individualized and appropriate basis, interim measures may be taken following receipt of a complaint to minimize the risk of harm to all parties and prevent continued sexual harassment or retaliation.

Confidentiality

To the fullest extent practicable, while ensuring a thorough and impartial investigation, the district will keep reports and terms of their resolution confidential, including the names of individuals who submit reports, witnesses, who provide information regarding reports, and the individuals named in such reports. All records, generated under the terms of this policy and related administrative procedures will be maintained with utmost

confidentiality to the extent permitted by law, specifically the Family Educational Rights and Privacy Act (FERPA). Confidentiality, however cannot be guaranteed. All complaints proceeding through the complaint process will be advised that their identities will be disclosed to the party being accused of inappropriate conduct.

Parents/legal guardians of any student making a complaint or against whom any complaint is made will be notified as soon as possible following the filing of the complaint.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JICDA, *Code of Conduct*.

Staff members found in violation of this policy will be subject to disciplinary action, up to and including termination, and may be referred to law enforcement officials, as appropriate, consistent with district policy, including GBEB, *Staff Conduct* and GBEBB, *Staff Conduct with Students*.

Visitors or volunteers found in violation of this policy will be subject to appropriate sanctions and may be referred to law enforcement officials, as appropriate.

Notification

Notice of this policy will be circulated to all district schools and departments and incorporated in student handbooks. At the beginning of each school year, the information in this policy and its associated administrative rule will be provided to staff members, students, and parents/legal guardians. Information provided to students will be presented in a manner appropriate to the student's age, grade and comprehension level.

Cf. JICFAA

Adopted _____

Legal References:

A. United States Code of Laws, as amended:

1. Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, *et seq.*
2. American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*
4. Title II of the American with Disabilities Act, 42 U.S.C.A. Section 12132.
5. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*
6. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*
7. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*

B. SC Code of Laws, 1976, as amended:

1. Section 16-3-755-

AR-JIAA-R Sexual Harassment and Retaliation (STUDENTS)

Issued 8/2020

The district has adopted the following procedures to promptly and fairly address reports of sexual harassment and retaliation.

Definitions

Complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of sexual nature under any of the following conditions:

- Submission to such conduct is made either expressly or implicitly a term or condition of a student's education regarding aid, benefit, or service.
- Such conduct or communication is so severe, pervasive, and objectively offensive under the reasonable person standard that it effectively denies a person equal access to the education program or activity.
- Sexual assault, dating violence, domestic violence, or stalking as defined in federal law.

Sexual harassment may include, but is not limited to the following:

- sexually-orientated teasing, name calling, abuse, or harassment
- unwelcome comments or conduct based on an individual's gender identity or nonconformity with gender stereotype
- graphic or written statements including, but not limited to, text messages, typed or hand-written notes, derogatory cartoons, drawings, posters, or graffiti
- inquiries into one's sexual experiences or activities
- unwelcome touching including, but not limited to, pinching, patting, constant brushing against another's body, or physical interference with movement or work
- remarks with sexual or demeaning implications
- subtle or direct propositions for sexual favors

Note that such harassment does not have to be of a sexual nature and can include offensive remarks about a person's sex, sexual orientation, and/or gender identity or expression.

Sexual harassment is prohibited against members of the same sex, as well as against members of the opposite sex.

Supportive measures are non-punitive, non-punitive, individualized services and will be offered to the complainant and respondent, as appropriate. These measures may include, but not limited to, the following:

- counseling
- class modifications
- schedule changes
- increased monitoring or supervision

The measure offered to the complainant and the respondent will remain confidential to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.

The Title IX coordinator is the district staff member(s) designated to receive and investigate complaints of alleged sexual harassment and retaliation. Additionally, this individual is available during regular work hours to discuss concerns related to sexual harassment and retaliation, as well as to assist students, parent/legal guardians, and others in navigating the complaint resolution process.

The following individuals serve as Title IX coordinators for the district:

Ms. Latonya West
Director of Human Resources for Certified/Classified Employees
500 N. Academy Street
Kingstree, SC 29556
(843) 355-5571
lwest@wcsd.k12.sc.us

Reporting

Members of the district community, including, but not limited to, staff, parents/legal guardians, and students are encouraged to promptly report incidents of sexual harassment to the Title IX coordinator or building-level principal.

Reports may be made orally or in writing via mail, telephone, electronic mail, or in person meeting at any time, including non-business hours. All reports not made directly to the Title IX coordinator will be memorialized in writing and reported to the Title IX coordinator within two (2) business days.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. Failure to promptly report may impair the district's ability to investigate and address the prohibited conduct.

Harassing or retaliatory behavior perpetrated against a student by a staff member and/or violations of policy GBEBB, *Staff Conduct with Students*, should be reported immediately to both the district Title IX coordinator and the superintendent. Informal complaint procedures will not be utilized to handle such complaints.

If a complaint involves allegations of child abuse, appropriate notifications to law enforcement and the Department of Social Services will be made in accordance with policy JLF, *Student Welfare*.

The parent/legal guardian of any student subject to sexual harassment or retaliation, or the student himself/herself if over the age of eighteen (18), may seek resolution through either the informal or formal procedures described below except as otherwise prohibited by this policy. When complaints involve two (2) or more students, the parent/legal guardian of each student will be notified of and receive all correspondence related to such complaint.

Grievance Process

Upon learning of an instance of alleged sexual harassment or retaliation, even if no formal complaint is filed, the Title IX coordinator will promptly contact the complainant to discuss the availability of supportive measures irrespective of the filing of a formal complaint and explain the process for filing a formal complaint.

The district will respect the confidentiality of the complainant and the respondent to the greatest extent possible and information will only be disclosed to the appropriate individuals as necessary to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions will not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement will not be changed. The respondent will have the opportunity to challenge the decision immediately following a change in placement. If the respondent is a staff member, he/she may be placed on administrative leave during the pendency of the grievance process.

Formal Complaint

The formal complaint process under Title IX does not apply to sexual harassment or retaliation occurring outside the United States. However, the district will investigate all instances of sexual harassment and retaliation, including those that occur outside of the country (field trips, study abroad, etc.) in accordance with district policy. Should an investigation conclude that such actions took place, the respondent will be subject to discipline.

Forms of initiating a formal complaint may be found online as an exhibit to this administrative rule. Printed copies are available in the principal's office, the district's office and from the Title IX coordinator. All formal complaints must include the following information, to the extent it is available:

- identity of the individual believed to have engaged in harassing conduct (hereinafter "respondent")
- nature of the alleged conduct
- date and location of the alleged violation
- list of potential witnesses
- resolution sought by the complainant
- signature of complainant

The Title IX coordinator can initiate a formal complaint by alleging sexual harassment against a respondent and signing the complaint document. The Title IX coordinator is not the complainant in such circumstances.

Investigation

Upon receipt of a formal complaint, the Title IX coordinator will provide written notice of the grievance process to the parties that include the following information:

- statement of the allegations
- statement that the respondent is presumed not responsible for the allegations until a determination is made
- prohibition against making a false statement or knowingly submitting false information
- right to have an advisor, who may be an attorney, present during any subsequent meetings
- list of supportive measures available to both parties

If the Title IX coordinator dismisses a complaint that does not meet the requirements of Title IX, after the complaint is withdrawn in writing, when the respondent moves out of the district or is no longer employed with the district, or for any other reason during the investigation process, written notice, including the reasons for dismissal, will be provided to both parties simultaneously. This does not preclude the district from investigating the facts under another district policy (e.g. JICFAA, *Intimidation, or Bullying*) or the student/staff member code of conduct. The dismissal of a formal complaint is subject to appeal.

The school principal and/or assistant principal will serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence, credibility determinations may not be based on an individual's status as a complainant, respondent, or witness. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the investigator will initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours the investigator will provide the Title IX coordinator with appropriate documentation detailing the reason why the investigation was not initiated within the required timeframe.

All investigations will be completed within thirty (30) calendar days from the receipt of the initial complaint. If the investigation is not complete within thirty (30) calendar days, the investigator will provide the Title IX coordinator with appropriate documentation detailing the reasons why the investigation has not been completed.

Investigations will be conducted in the following manner:

- provide an equal opportunity for the parties to present witnesses and evidence
- not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence
- refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived
- provide the parties with the same opportunities to have others present during any grievance proceeding

- provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate
- provide both parties an equal opportunity to inspect and review evidence directly related to the allegations in the formal complaint
- result in the creation of an investigative report that fairly summarizes relevant evidence
 - prior to completion of the investigative report, the investigator will send to each party the evidence subject to inspection and review; all parties will have at least ten (10) days to submit a written response which will be taken into consideration in creating the final report

Within the parameters of the Family Educational Rights and Privacy Act (FERPA), the Title IX Coordinator will keep the complainant and respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parents/guardians of the complainant and the parents/legal guardians of the respondent.

Determination of responsibility

The respondent is presumed to not be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The preponderance of the evidence standard will be used in making this determination.

The designated district administrator will act as the decision-maker. He/she will receive the final report of the investigation and allow each party ten (10) business days to submit additional questions to be answered by the appropriate party with limited follow-up prior to determining responsibility.

The decision-maker will provide the written determination to the parties simultaneously along with Information about how to file an appeal within fourteen (14) days after the deadline for receiving all information from the parties.

A substantiated complaint against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated complaint against a staff member will result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX coordinator will work with the complainant to determine if further supportive measures are necessary. The Title IX coordinator will also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

Appeals

The designated district administrator will hear appeals. If the complainant or respondent is not satisfied with the determination of the decision maker, he/she may request a review by the designated district administrator. Additionally, a complainant can request an appeal upon the dismissal of a formal complaint.

The request for appeal must be made in writing to the Title IX coordinator within five (5) business days of receipt of the decision maker's determination or dismissal of the complaint. The appeal must include the original complaint form, a copy of the report and determination, and a written statement as to the reason for appeal.

Grounds for appeal include the following factors:

- procedural irregularity that affected the outcome of the case
- new evidence that was not reasonably available when the complaint was dismissed or a determination was made that could affect the outcome of the matter
- district staff member assigned to the matter had a conflict of interest or bias for or against the parties that affected the outcome of the matter

The designated district administrator will review the material submitted and provide both parties five (5) business days to submit a written statement outlining their position. Within ten (10) business days of the deadline to receive submissions from the parties, a written decision will be issued simultaneously to both parties stating whether the determination of the decision maker will be upheld, modified, or reversed along with the rationale.

The decision of the designated district administrator is final. The decision of the designated district administrator may be appealed to the superintendent and/or the board.

Informal Complaint Procedure (Mediation)

The district's informal complaint procedure may be initiated after a formal complaint has been made. The informal complaint process is designed to resolve complaints quickly, efficiently, and to the mutual satisfaction of all parties involved. Mediation is a voluntary process intended to allow the parties involved in a complaint to discuss their respective understandings of the incident with each other through the assistance of a trained mediator. Mediation is designed to encourage each person to be honest and direct with the other and to accept personal responsibility where appropriate. Where circumstances allow, and both parties agree to participate in writing, mediation will be initiated as soon as possible.

Mediation is only available in those circumstances where the district believes that allegations are appropriate for resolution through an informal process, and both parties voluntarily agree to participate. Mediation is not appropriate in certain cases, such as alleged sexual assaults, even on a voluntary basis.

Participation in mediation does not waive an individual's right to participate in the formal complaint procedure or to pursue other remedies available by law, including the filing of a complaint with state or federal agencies, as appropriate. An individual may request suspension of the informal complaint procedure and initiation of the formal complaint procedure at any time.

Upon the written consent of all parties to the complaint, the Title IX coordinator will seek and outcome through mediation conducted by a qualified district mediator or an external professional engaged by the district. All parties to the complaint must mutually agree upon any resolution reached through the mediation process. The outcome of the mediation will be documented and maintained by the Title IX coordinator.

Retaliation

It is a separate and distinct violation of policy for any member of the district community to retaliate against any student who reports alleged sexual discrimination or harassment or against any student who testifies, assists, or participates in an investigation, proceeding, or hearing related to such discrimination or harassment. It is possible that an individual may be found to have violated this anti-retaliation provision even if the underlying complaint of sexual harassment is not found to be a violation of district policy. An individual is not allowed to do anything that would discourage a student from resisting or complaining about sexual harassment. Retaliation includes, but not limited to, any form of intimidation, reprisal, or harassment.

Students found to have engaged in retaliation will be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JICDA, *Code of Conduct*.

Staff found to have engaged in retaliation may be subject to disciplinary action, up to including termination, consistent with district policy, including GBEB, *Staff Conduct* and GBEBB, *Staff Conduct with Students*.

False Reports

Because incidents of sexual harassment and retaliation frequently involve interactions between persons that are not witnessed by others, reports of such conduct cannot always be substantiated by additional evidence. Lack of corroborating evidence or “proof” should not discourage individuals from making a report under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to discipline and graduated consequences, up to and including expulsion consistent with policy JICDA, *Code of Conduct*. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

Training

The district will provide training for all staff members serving as the Title IX coordinator, investigator, decision maker, or appellate authority for the informal or formal grievance process. Staff members will be trained on the following:

- definition of sexual harassment
- procedures of the grievance process
- impartiality required to prevent prejudgment of facts, conflicts of interest, and bias
- technology necessary for the grievance process
- relevance and summary of evidence
- determination of responsibility report

Materials used for training purposes may not rely on sex stereotypes, will promote impartial investigation and adjudication, and will be posted online.

Recordkeeping

The district must maintain records of complaints, investigations, and appeals, for seven (7) years.

Issued 8/10/2020

Policy JICFAA Harassment, Intimidation Or Bullying

Issued 08/2020

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

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

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

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

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

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

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

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

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

Cf. GBEB, JIC, JICDA

Adopted 11/06; Revised 6/22/2012, & 8/10/2020

Sexual Harassment and Retaliation Complaint Form

The Williamsburg County School District maintains a firm policy prohibiting sexual harassment and retaliation. Mistreatment by any person which creates an intimidating, hostile, or offensive work or learning environment will not be tolerated under any circumstances.

Complainant Name: _____

School or Position, if applicable: _____

student parent employee nonemployee job applicant other _____

Address: _____

Phone #: _____

Date(s) of alleged incident(s)/conduct: _____

Location(s) where the alleged incident(s)/conduct took place: _____

Name of person(s) who engaged in the conduct: _____

List of any witnesses: _____

Evidence (e.g., emails, photos, text messages, etc.). Attach copies if possible: _____

Describe the incidents(s)/conduct as clearly as possible. Attach additional pages if needed:

This complaint is filed based on my honest belief that _____
has engaged in conduct involving one or more of the following (mark all that apply):

Harassment based on my sex (including gender identity, sexual orientation, and pregnancy, childbirth or any related medical conditions)

Retaliation based on:

Suggested resolution/desired outcome:

I agree that all the information on this form is accurate and true to the best of my knowledge.

Complainant signature: _____ Date: _____

Received by: _____ Date: _____

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Appendix I

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 2016-17 school year, will be 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).

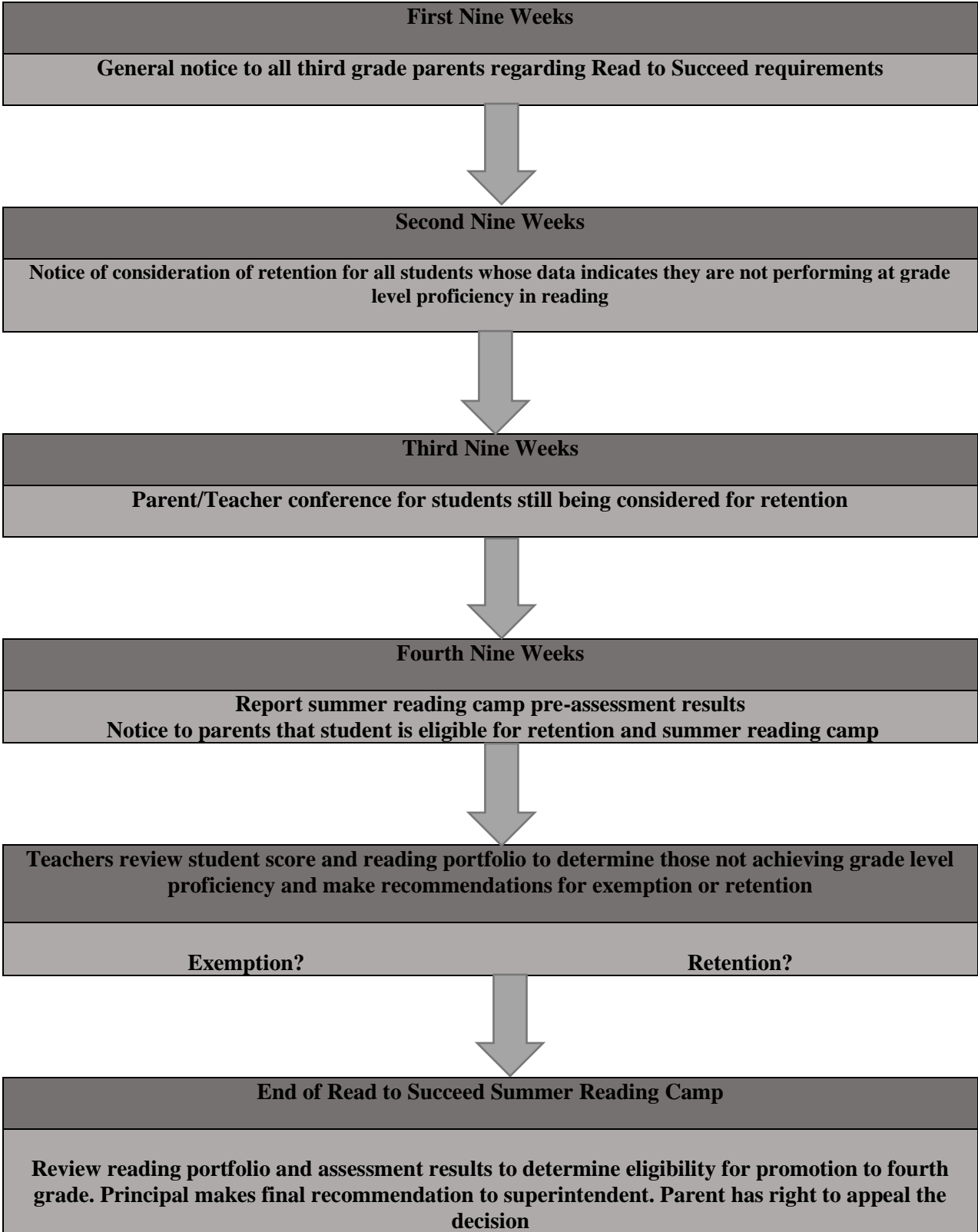
In the process of determining whether a student is promoted or retained, schools need to examine closely whether a student is exempt for retention. Districts, schools, teachers, parents, and families have a responsibility to communicate the strengths and needs of students while working as a team to ensure 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 of 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 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 the fourth grade.

Read to Succeed Retention Notification Timeline for Third Grade



RECEIPT OF HANDBOOK

School: _____

Student's Name

Homeroom Teacher

I have received a copy of the 2024-2025 Williamsburg County School District Handbook. I acknowledge receipts of the handbook, and I understand that I am subject to the rules and procedures printed in this handbook.

Student Signature

My child has been provided a copy of the 2024-2025 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.

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