

Contents

| | |
|---|----|
| McCormick County District Handbook..... | 7 |
| Welcome, Students & Families | 7 |
| Superintendent | 7 |
| Board of Trustees..... | 7 |
| Our Vision, Mission, Beliefs, and Goals..... | 8 |
| District Office Personnel | 10 |
| General Information | 10 |
| Equal Educational Opportunity..... | 10 |
| Family Educational Rights and Privacy Act | 10 |
| Health Insurance Portability and Accountability Act..... | 11 |
| Visitors | 11 |
| Inclement Weather Plan | 13 |
| Cafeteria Information | 14 |
| CHECKREDI | 14 |
| Grading Policy | 15 |
| School Calendar | 16 |
| Board Policies..... | 17 |
| Student Dress..... | 17 |
| Student Dress - AR | 18 |
| McCormick County School District Uniform Dress Code Policy..... | 20 |
| Grading/Assessment Systems - AR | 21 |
| Student Absences and Excuses | 27 |
| Hazing..... | 33 |
| Harassment, Intimidation or Bullying | 34 |
| Detention of Students..... | 40 |
| Suspension of Students..... | 40 |
| Expulsion of Students..... | 42 |
| Secret Societies/Gang Activity | 44 |
| Code of Conduct | 45 |
| Tobacco-Free Facilities/Possession and Use of Tobacco | 51 |
| Drug and Alcohol Use by Students..... | 54 |
| Weapons in School..... | 55 |
| Possession/Use of Electronic Communication Devices in Schools | 57 |
| Social Media and Electronic Communications..... | 59 |
| Student Interrogations, Searches and Arrests | 60 |
| TITLE I, PART A | 67 |

| | |
|---|-----|
| RESOURCES AND SUPPORT SERVICES..... | 71 |
| Academic Interventions by Grade Level | 79 |
| McCormick County School of Early Education at McCormick Elementary School | 81 |
| Preface | 83 |
| Confidentiality..... | 83 |
| Statement of Nondiscrimination | 83 |
| Individualized Education Plans..... | 83 |
| Parents Right to Immediate Access Policy | 84 |
| Enrollment Policy | 84 |
| Immunizations | 84 |
| Policies and Practices for Dual Language Learners..... | 84 |
| Reporting Child Abuse or Neglect..... | 85 |
| Meals..... | 85 |
| Safety of Children..... | 85 |
| Safety of Facilities | 85 |
| Clothing..... | 86 |
| Release Policy..... | 86 |
| Procedures for Administering Medication..... | 86 |
| Tracking Policy | 86 |
| Parent Conferences..... | 86 |
| Remind | 87 |
| Emergency Medical Plan..... | 87 |
| Health Emergency Policy | 87 |
| Care of Mildly Ill Policy..... | 87 |
| Policy for Injury Prevention and Safety | 88 |
| Nutrition Policy | 89 |
| Emergency Telephone Numbers..... | 90 |
| Medical Emergency Authorization Form | 91 |
| Blood Borne Pathogen Exposure Control Plan | 91 |
| Discipline Policy..... | 93 |
| Physical Activity Policy | 94 |
| Daily Schedule | 96 |
| Space Availability | 96 |
| Early Childhood Expulsion and Suspension Policy | 96 |
| Referral Procedures for Children with Different Abilities..... | 98 |
| Resource Guide for Families | 99 |
| McCormick County School of Early Education Pay Rates | 100 |

| | |
|--|-----|
| Child Emergency Information Sheet | 100 |
| Parent Authorizations | 102 |
| Child Development Education Program (4K- CERDEP) | 104 |
| CDEP Enrollment Requirements | 105 |
| Operating Policies & Procedures | 106 |
| Educational Policies | 108 |
| Health, Wellness & Safety..... | 109 |
| Parent/Family Involvement | 109 |
| McCormick Elementary School | 112 |
| MES Administrative Staff | 113 |
| Physical Address..... | 113 |
| Telephone Listing..... | 113 |
| Arrival and Dismissal..... | 115 |
| Attendance..... | 115 |
| Excessive Absences/Truancy..... | 116 |
| Tardiness/Early Dismissals | 116 |
| Breakfast and Lunch..... | 116 |
| Box Tops..... | 116 |
| Bus Expectations | 116 |
| Cell Phones/Electronic Games | 117 |
| Discipline..... | 117 |
| Eleanor S. Rice Media Center..... | 118 |
| Emergency Drills | 118 |
| Field Trips..... | 119 |
| Grading..... | 119 |
| Honor Roll Criteria | 120 |
| Homework..... | 120 |
| Health and Emergency | 120 |
| House System/PBIS..... | 122 |
| PBIS Matrix..... | 124 |
| Internet Safety Policy..... | 124 |
| Instruction..... | 125 |
| Parental Involvement..... | 127 |
| Parent Portal | 128 |
| Promotion and Retention Policy..... | 128 |
| School Hours | 129 |
| Student Fees, Fines, and Charges | 129 |

| | |
|--|-----|
| McCormick Middle School | 130 |
| McCormick Middle School Administrative Staff | 132 |
| McCormick Middle School Faculty & Staff..... | 133 |
| Instructional Items | 134 |
| Student Identification Badges..... | 134 |
| Damaged or Lost Textbooks | 135 |
| Release of Students from School/Early Release | 135 |
| Athletics/School Representation | 135 |
| Parent Involvement | 137 |
| Media Center | 137 |
| Fees | 138 |
| MMS School Guidance Program | 139 |
| Individual Graduation Plan (IGP) Conferences | 141 |
| McCormick High School | 143 |
| McCormick High School Administrative Staff | 145 |
| Telephone Listing..... | 145 |
| Faculty..... | 146 |
| Hall Pass Policy..... | 147 |
| Student Fees, Fines, and Charges | 147 |
| Regulations for Participation in Activities Representing | 148 |
| McCormick High School | 148 |
| Tardy Policy..... | 150 |
| Restroom Policy | 150 |
| Vehicles on Campus | 150 |
| Student Parking Regulations..... | 151 |
| Non-instructional Items | 151 |
| Early Dismissal..... | 152 |
| Lockers | 152 |
| Electronic Devices on School Property | 152 |
| Registration Process for Grades 9 - 12..... | 154 |
| Attendance Policy | 155 |
| The Program of Studies..... | 156 |
| Curriculum Standards | 156 |
| Description of Courses | 161 |
| Special Services | 175 |
| McCormick High School Middle College | 176 |
| Career and Technical Education (CATE)..... | 177 |

| | |
|--|-----|
| CATE Courses | 179 |
| High School Graduation Requirements | 193 |
| Guidance Services | 196 |
| Assessments..... | 197 |
| Grading..... | 198 |
| Athletic Academic Eligibility..... | 201 |
| Beyond High School | 202 |
| College Bound | 203 |
| NCAA Eligibility Requirements | 208 |
| Student-Athlete Handbook..... | 210 |
| McCormick Middle/High School Code of Conduct | 211 |
| NCAA Eligibility..... | 213 |
| Policies, Procedures, and Miscellaneous Information..... | 213 |
| Information on Awards | 216 |
| Appendix | 218 |

McCormick County District Handbook



Welcome, Students & Families

The School District of McCormick of McCormick County is fully accredited, having met standards established by the Southern Association of Colleges and Schools and Council on Accreditation and School Improvement (a division of AdvanceED) and by the South Carolina State Department of Education. The School District of McCormick County operates without discrimination on the basis of sex, religion, national origin, age, or disability in compliance with Title VI, Title VII, Title IX, Section 504, and all other applicable civil rights legislation.

Superintendent

Dr. Jaime Hembree

Board of Trustees

Mrs. Verteema Chiles, Chair
Ms. Heather McNally, Vice-Chair
Dr. Melody Witt, Secretary

Mrs. Cristine Lee
Mrs. Janie Martin
Mrs. Shay Blair-Franklin

Our Vision, Mission, Beliefs, and Goals



Our Vision: Inspiring, challenging, and preparing our students for tomorrow's global opportunities

Our Mission: To provide a quality education for every student.

Our Beliefs:

Students are our first priority

Safe, engaging learning environments are necessary for student growth

All students must have equitable educational opportunities

Every person is unique and valuable

All students can learn and contribute to society

The parent is a child's first teacher

Today's students are tomorrow's workforce

Education, character, and citizenship are keys to success

Learning and education are life-long processes

Our Guiding Principles:

We make a quality instructional program our first priority

We foster a caring and safe environment that respects the dignity of learning

We treat each person with dignity and respect in a caring atmosphere

We recruit, hire, and retain the highest qualified, most effective, and committed teachers, leaders, and staff

We include parents, businesses, industry, and community as partners in education

We promote the recognition and understanding of individual differences



District Office Personnel

| Name | Position | Phone | Email |
|---------------------|---|--------------|--|
| Dr. Jaime Hembree | Superintendent | 864-852-2435 | hembreej@mccormick.k12.sc.us |
| Dr. Suzanne Larsen | Federal & State Programs, Accountability, Fine Arts | 864-852-0639 | larsens@mccormickk12.sc.us |
| Pamela Turman | Early Childhood, Student Services, Testing | 864-852-0620 | turmanp@mccormick.k12.sc.us |
| Denesha Morgan | Payroll/Accounts Payable | 864-852-0633 | morgand@mccormick.k12.sc.us |
| Lina Bell | Executive Secretary | 864-852-0632 | lbell@mccormick.k12.sc.us |
| Dr. Lynn Dowis | Special Services | 864-852-2435 | ldowis@mccormick.k12.sc.us |
| Geraldine Morris | Food Service, Transportation, Maintenance | 864-852-0636 | morrissg@mccormick.k12.sc.us |
| Kristen Salliewhite | Student Information System Data Clerk | 864-443-0635 | ksalliewhite@mccormick.k12.sc.us |

General Information

Equal Educational Opportunity

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

Family Educational Rights and Privacy Act

The Family Education Rights and Privacy Act of 1974 (FERPA), a federal law, requires that the McCormick County School District (MCSD), with certain exceptions, explained below, obtain

your written consent prior to any disclosure to an outside organization of personally identifiable information from your child's education records. However, unless you have advised MCSD not to release such information, MCSD may disclose to an outside organization without written consent appropriately designated "directory information."

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

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

Health Insurance Portability and Accountability Act

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

Visitors

The following guidelines apply to **all visitors** entering the educational complex:

- A. The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit. For purposes of this administrative rule, a distinction is made between parents and community citizens visiting the complex. A *parental visitor* is defined as a parent/guardian with custody of child/children within the district. A *community visitor* is defined as any other visitor who does not have custodial children within the district.
- B. All visitors shall report to the main office upon arrival at the school and receive a visitor's pass. (This section shall not apply to visitors who are attending an open house, performance, or other public, preplanned program.)

1. Visitors shall sign in with the receptionist/secretary in the main office. State issued identification must be presented.
 2. Sign-in information shall include the intended destination and/or person(s) to be visited.
 3. Visitors will be issued an ID, which must be worn in a visible manner at all times.
 4. Visitors shall be monitored by staff members at all times, escorted to and from their destinations.
 5. Visitors must sign-out in the main office before exiting the building.
 6. **If a visitor wishes to visit more than one school, he/she must sign-in at each school. A visitor may not sign-in at one school and proceed to an adjoining school.**
- C. **Community visitors** who wish to visit classrooms or observe aspects of the instructional program are **required** to schedule such visits **a minimum of 24 hours** in advance through the school receptionist/secretary. The receptionist/secretary will confirm that a visitor has a scheduled appointment prior to issuing a visitor pass. (This 24-hour requirement does not apply to parental visitors.)
1. Non-custodial visitors must have prior written approval from a parent/guardian of student to be visited/observed prior to scheduling visits.
 2. Written approval must be on file with administration.
 3. Administration reserves the right to authenticate the written approval prior to scheduling visit.
- D. The receptionist/secretary will greet each visitor upon arrival, ensuring that the sign-in process is accurately completed.
1. The receptionist/secretary will collect the ID badge when the visitor signs-out, being certain to indicate that the visitor has exited the building.
 2. The visitation log should reflect an accurate count of visitors in the building at all times.
- E. **If parental visitors wish to discuss a child's progress with a teacher, an appointment must be made 24 hours in advance.** Teachers and other staff may not use class time to discuss individual matters with any visitors, as instructional time will then be compromised. We thank you for helping us ensure protection of instructional time and the education of all students.
- F. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- G. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but not be limited to, the news media, profit-making businesses, fundraisers, and other organizations seeking access to students and/or staff.

- H. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. A visitor who is not wearing their badge in a prominently visible manner will be considered an unauthorized person. Unauthorized persons shall be directed to report to the office immediately, or may be asked to leave school premises.
- I. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the schools.

Inclement Weather Plan

In case of inclement or dangerous weather the McCormick County School district will apply the following plan:

Plan A: Closed

Plan B: Students, teachers, and staff operating on a two-hour delay from normal reporting time.

Plan C: Students two-hour delay/teachers and staff follow regular schedule.

All faculty and staff – two-hour delay means two hours later than you would normally report.

Example: If your regular time is 7:30 a.m., you would come at 9:30 a.m.

When schools close early, the situation will be reviewed and a decision will be made as to when teachers and staff may leave. Schools and district staff will also be notified of the time.

Radio and television stations that would announce our school closings and delays are as follows:

Radio Stations

WBBQ 101.3 FM

WJMZ 107.3 FM

WPRW 107.7 FM

WSCZ 96.7 FM

WSNY 103.5 FM

TV Stations

WJBF Channel 6

WSPA Channel 7

WRDW Channel 12

WAGT Channel 26

WYFF Channel 4

The district website www.mccormick.k12.sc.us will also announce closing and delay information.

Cafeteria Information

Lunch and School Breakfast Program

Meals, foods, and beverages sold or served at schools meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

Meal Charge Procedures

The McCormick County School District uses an electronic meal purchasing system. This system will allow staff to purchase meals on a daily, weekly, monthly, and/or yearly basis. When a staff member sets up a meal account, the cost of the meal will automatically be deducted whenever he/she eats.

Meal pricing Information

| | |
|-------------------|--------|
| Student Breakfast | Free |
| Adult Breakfast | \$2.55 |
| Student Lunch | Free |
| Adult Lunch | \$4.00 |

Students may purchase a second meal for \$3.85 (prices subject to change)

All students are eligible to receive breakfast and lunch at no cost. We are able to provide breakfast and lunch free to all students as a result of the National Food Service Program guidelines. All students will be offered a meal approved by the USDA.

If you have any questions or concerns, contact the Health and Nutrition Office at (864) 852-0636

CHECKREDI

Due to the volume of uncollectible checks that the district receives, the McCormick County School District has contracted with CHECKREDI for the electronic collection of checks returned for insufficient funds (NSF). The district will gladly accept your checks; however, in the event your check is returned, your account will be debited electronically for the face amount and fees allowed by the state of South Carolina.

Please include the following on your check:

Driver License Number

Full Name

Street Address

Phone Numbers

If there are any questions, please contact the district office, located at 821 North Mine Street, or call (864) 852-2435.

Grading Policy

| Grading Scale | |
|----------------------|-------------------|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| D | 60 – 69 |
| F | 59 and below |
| Conduct | |
| E | Excellent |
| S | Satisfactory |
| N | Needs Improvement |
| U | Unsatisfactory |

***Note the grading policy has changed across the state of South Carolina.**

School Calendar

McCormick County School District

2020-2021 Updated School Calendar

| July 2020 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| August 2020 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| September 2020 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| October 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| November 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| December 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |




| February 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |




| March 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |



| April 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| May 2021 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| June 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

-  Teacher Inservice Days (No Students)
-  Half Day - students dismiss at 11:30
-  Inclement Weather Make-Up Days
(Schools are closed if days are not needed)

-  Holiday - No Students
-  High School Graduation:
-  First and Last Day of School

-  LEAP Days
-  Regular School Day

End of Grading Periods:

| | | |
|---------------------------|------|----|
| 45th Day (first 9 wks): | Oct. | 19 |
| 90th Day (second 9 wks): | Jan. | 12 |
| 135th Day (third 9 wks): | Mar. | 19 |
| 180th Day (fourth 9 wks): | June | 3 |

Interim Reports and Report Cards

| Interims | Report Cards |
|----------|--------------|
| Sept. 24 | Oct. 28 |
| Nov. 23 | Jan. 19 |
| Feb. 15 | Mar. 25 |
| May. 3 | Jun. 7 |

Board Policies

Policy

Student Dress

Code **JICA** Issued **3/19**

The board believes that the manner in which students dress, accessorize, and groom themselves affects the learning environment. Maintaining a dress code that focuses on decency, neatness, cleanliness, safety, and suitability for school helps to ensure students are free from unnecessary disruptions and gang activity or influence.

A principal or her/his designee may authorize exceptions from the school dress code for specially designated days, health reasons, or for school-sponsored activities (e.g. pep rallies, prom, spirit days, attendance at after school events, etc.) Parents/guardians of students requiring accommodation for religious beliefs, disability, or other good cause should contact the students' principal.

All students dressed in accordance with this policy should not experience student or staff repercussions related to their apparel regardless of how their clothing coincides with their body type, gender, race, religion, sex, color, disability, or national origin.

Uniform Dress Code

In order to eliminate distractions and increase the focus on education, improve culture/climate, and create a visual of uniformity and equality in the community, the board authorizes schools to have a uniform dress policy.

Schools will follow the guidelines set out in administrative code JICA-R.

School will not deny a student attendance at school or penalize a student for the failure to wear a uniform for the reason of financial hardship. Each school will have a plan for any parent/legal guardian who cannot afford uniforms.

Schools will not consider a student non-compliant when the student wears the uniform of a nationally recognized youth organization such as the Boy Scouts, Girl Scouts, Junior ROTC, etc., on a regular school day.

The district will evaluate the school uniform program with the input from each participating school at the end of the 2022 school year.

New Transfer Students

Students entering the district during the school year will be granted a grace period of up to five (5) days before being required to comply with the dress code unless the school provides the student(s) with clothing to comply with the dress code.

Student Dress - AR

Code **JICA-R**

Issued 3/19

Student Dress Code

Students are prohibited from wearing:

- clothing, jewelry, and/or accessories that present a reasonable threat or hazard to the safety of others in a school environment, e.g., sharp jewelry, some chains, etc.
- clothing, jewelry, and/or accessories that have slogans, comments, or designs that are obscene, lewd, or vulgar; are directed towards, or intended to harm, harass, threaten, intimidate, or demean individual groups or individuals on the basis of race, religion, sex, color, disability, or national origin
- clothing, jewelry, and/or accessories that contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive; gang-, drug-, weapon- or alcohol-related; obscene, profane, promote hate or are disruptive or potentially disruptive to the learning environment
- ill-fitting clothing (i.e. clothing that is too tight or too loose) or clothing that is worn in such a manner as to expose undergarments (i.e. boxer shorts, bras, underwear).
- clothing that inappropriately bares or exposes private parts of a body, including but not limited to the stomach, areas above mid-thigh, buttocks, back, and breasts (i.e. cut-off t-shirts, half shirts, midriffs, tops with spaghetti straps, tube tops, see-through or revealing tops)
- sunglasses
- sleepwear or lounge pants
- hats: Students are not permitted to wear or display hats, caps, headbands, sweatbands, bandanas, do-rags, or any head coverings at school. If any of these items are worn to school, then the student is to place the item in his/her locker before going to class. Such attire should remain in the locker until after school. Failure to follow these instructions may result in the items being confiscated by a school employee.
- combs and curlers: combs are not to be worn in the hair, except barrette style combs. Hair curlers and picks are prohibited

Additionally, clothing should be worn as designed. All pants must be worn at the natural waist. A belt must be worn with all slacks and jeans with belt loops.

Shorts, skirts, or skorts are acceptable if they are modest in length. Outer garments that are worn over thighs, leggings, and jeggings are to follow the same length expectations as shorts or skirts. Tailored pants or jeans are acceptable if they do not have holes above what is considered to be modest in length. "Modest in length" is defined as tip of longest finger with arms by sides, fingers fully extended; tip of thumb with arms by sides, fingers fully extended; 3" above the knee; knee-length; mid-thigh.

Acceptable footwear is required to be worn at all times. No flip flops, shower shoes, athletic sandals/slides, or bedroom shoes!

Any attire/paraphernalia/symbol that signifies gang affiliation will not be allowed. Congregation of students wearing like colors may be perceived as gang-affiliated behavior, resulting in the request to discontinue the offensive behavior and/or dress.

Disciplinary Action

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

Second and Subsequent Offenses: The student will have to correct the violation before permission is given to return to class. The student will be considered disobedient and an appropriate disciplinary consequence will be assigned according to the Code of Conduct Policy JICDA and JICDA-R.

Beginning in 2021-2022, schools will poll their faculty and parents/legal guardians to determine if the school wants to continue and/or adopt a student uniform program. The schools will continue this poll at three-year intervals.

- **The district urges schools to select practical, generic-type uniforms that will be available at a modest cost**
- **The school will give parent/legal guardians at least two months' notice prior to implementation of the student uniform program.**

Financial Assistance Plan

- Any parent/legal guardian who cannot afford uniforms may request financial assistance from the school. The individual must establish need with the principal, as the district does not expect the school to incur the parental responsibility of providing school clothing for students
- Each school will work with staff, the local school community, and business partners to identify resources for assisting families in the purchase of clothing required by the uniform dress policy.
- The school will maintain a list of community agencies, uniform retailers, organizations, and individuals willing to assist families in need of help to purchase uniforms.
- The school may ask the PTAs or school volunteers to coordinate the effort to provide needed assistance.

Disciplinary Action

First Offense; The students will have to correct the violation before permission is given to return to class. The student will receive a formal warning that will be documented in the student's discipline record (not the permanent record).

Second and Subsequent Offenses: The student will have to correct the violation before permission is given to return to class. The student will be considered disobedient and an

appropriate disciplinary consequence will be assigned according to the Code of Conduct Policy JICDA and JICDA-R.

McCormick County School District Uniform Dress Code Policy

All students that attend McCormick County School District are required to wear the clothing outlined in the Uniform Dress Code Policy

The McCormick County School District Uniform Dress Code Policy is as follows:

| Boys | Girls |
|---|--|
| Tops | Tops |
| Polo shirts Button-down shirts w/ collars Sweaters Cardigans Sweatshirts without hoods can be worn with a polo or button-down shirt underneath Colors Black, Red, White (NO DENIM) | Polo shirts Blouses w/ collars Sweaters Cardigans Sweatshirts without hoods can be worn with a polo or button-down shirt underneath Colors Black, Red, White (NO DENIM) |
| Jackets Black and/or Red (NO DENIM) | Jackets Black and/or Red (NO DENIM) |
| Bottoms | Bottoms |
| Slacks Shorts Cargo pants/shorts Colors Black, Gray, Khaki (NO DENIM) | Slacks Shorts Skirts Dresses (with collars) Jumpers Capri pants Colors Black, Gray, Khaki (NO DENIM, LEGGINGS OR JEGGINGS) |

- **Jackets: Colors must be red and/or black in any combination of stripes. Jackets must not have any logos except for the Chiefs or District.**
- **T-Shirts are not considered uniform attire.**
- **Dress Down Days will be at the discretion of the principals.**

Grading/Assessment Systems - AR

Code **IKA-R(1)***Issued 11/19***Grading Scales***Kindergarten*

Student progress in kindergarten is reported using S.C. Kindergarten Standards using a standards-based report card. Numerical grades are not assigned.

Grades one and two

Student progress in grades one and two is reported for all subjects using current S.C. curriculum standards on a standards-based report card. Numerical grades are not assigned.

Grades three through five

Student progress in grades three through five is reported for all subjects using current S.C. curriculum standards on the same numerical scale used in the State Uniform Grading Scale.

Grades six through 12

Student progress in grades six through 12 is reported for all subjects as follows

Letter Numerical Grade Average

| | |
|---|----------|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| D | 60 – 69 |
| F | Below 60 |

South Carolina Uniform Grading Scale (Grades 9 through 12)

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below

| South Carolina Uniform Grading Scale Conversions | | | | |
|--|--------------|------------------------|------------------|-----------------------------|
| Numerical Average | Letter Grade | College Prep Weighting | Honors Weighting | AP/IB/Dual Credit Weighting |
| 100 | A | 5.000 | 5.500 | 6.000 |
| 99 | A | 4.900 | 5.400 | 5.900 |
| 98 | A | 4.800 | 5.300 | 5.800 |
| 97 | A | 4.700 | 5.200 | 5.700 |
| 96 | A | 4.600 | 5.100 | 5.600 |
| 95 | A | 4.500 | 5.000 | 5.500 |
| 94 | A | 4.400 | 4.900 | 5.400 |
| 93 | A | 4.300 | 4.800 | 5.300 |
| 92 | A | 4.200 | 4.700 | 5.200 |
| 91 | A | 4.100 | 4.600 | 5.100 |

| | | | | |
|----|---|-------|-------|-------|
| 90 | A | 4.000 | 4.500 | 5.000 |
| 89 | B | 3.900 | 4.400 | 4.900 |
| 88 | B | 3.800 | 4.300 | 4.800 |
| 87 | B | 3.700 | 4.200 | 4.700 |
| 86 | B | 3.600 | 4.100 | 4.600 |
| 85 | B | 3.500 | 4.000 | 4.500 |
| 84 | B | 3.400 | 3.900 | 4.400 |
| 83 | B | 3.300 | 3.800 | 4.300 |
| 82 | B | 3.200 | 3.700 | 4.200 |
| 81 | B | 3.100 | 3.600 | 4.100 |
| 80 | B | 3.000 | 3.500 | 4.000 |
| 79 | C | 2.900 | 3.400 | 3.900 |
| 78 | C | 2.800 | 3.300 | 3.800 |
| 77 | C | 2.700 | 3.200 | 3.700 |
| 76 | C | 2.600 | 3.100 | 3.600 |
| 75 | C | 2.500 | 3.000 | 3.500 |
| 74 | C | 2.400 | 2.900 | 3.400 |
| 73 | C | 2.300 | 2.800 | 3.300 |
| 72 | C | 2.200 | 2.700 | 3.200 |
| 71 | C | 2.100 | 2.600 | 3.100 |
| 70 | C | 2.000 | 2.500 | 3.000 |
| 69 | D | 1.900 | 2.400 | 2.900 |
| 68 | D | 1.800 | 2.300 | 2.800 |
| 67 | D | 1.700 | 2.200 | 2.700 |
| 66 | D | 1.600 | 2.100 | 2.600 |
| 65 | D | 1.500 | 2.000 | 2.500 |
| 64 | D | 1.400 | 1.900 | 2.400 |
| 63 | D | 1.300 | 1.800 | 2.300 |
| 62 | D | 1.200 | 1.700 | 2.200 |
| 61 | D | 1.100 | 1.600 | 2.100 |
| 60 | D | 1.000 | 1.500 | 2.000 |
| 59 | F | 0.900 | 1.400 | 1.900 |
| 58 | F | 0.800 | 1.300 | 1.800 |
| 57 | F | 0.700 | 1.200 | 1.700 |
| 56 | F | 0.600 | 1.100 | 1.600 |
| 55 | F | 0.500 | 1.000 | 1.500 |
| 54 | F | 0.400 | 0.900 | 1.400 |
| 53 | F | 0.300 | 0.800 | 1.300 |
| 52 | F | 0.200 | 0.700 | 1.200 |
| 51 | F | 0.100 | 0.600 | 1.100 |

When a student successfully recovers the credit for a failed course, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show the course title and the level/type of course taken. The grading scale will be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

A = 95

B = 85

C = 75

D = 65

F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a numerical grade of 65.

If the transcript shows that the student has earned a grade of "P" (passing) or "F" (failing) that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P."

If no numerical average can be obtained from the sending institution on the "F," grade entered will be a 50.

The district will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from home schools.

For international students, the district will attempt to gather as much course information as possible from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

The district will allow a student to audit a course for no grade.

The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for "no credit" and "not included in GPA" at the student level. Students should not take the end-of-course examination in an audited class.

End-of-Course Testing

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who

repeat the course as though they were taking the course for the first time, and all requirements will apply.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning.

Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other non-traditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the AP and IB courses, including those offered online and in other non-traditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the quality point above the CP weighting.
- A standard-level IB course can carry only one quality point of weighting per course. However, two quality points of IB credit can be granted for higher-level courses in the IB program that require a minimum of 240 hours of instruction.

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those particular courses. One quality point will be added to the CP weighting for dual credit courses

that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates, to include valedictorian or salutatorian, and may establish earlier cutoffs (e.g. the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

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

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

The three-, five-, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP.

The district will establish withdrawal limitations for distance learning courses.

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

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the highest grade will be used in figuring the student's GPA.

Auditing a Course

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

Home School Grades

The criteria for accepting transcripts from homeschools are a local decision. The McCormick County School District may review the homeschool student's transcript and request additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the state high school activity coding system manual, an "elective transfer credit" in the content area may be awarded for that course.

International Grades

The criteria for accepting international transcripts from international students are a local decision. The McCormick County School District may review the student's transcript. Where there are questions about a particular course, districts may attempt to gather as much course

information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state activity coding system manual, an “elective transfer credit” in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

Issued 7/9/07; Revised 7/18/16, 8/13/18, 11/11/19

Policy

Student Absences and Excuses

Code **JH**

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

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

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

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

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

Any student who misses school must present a written excuse, signed by his/her parent/legal guardian. The excuse will contain such other information as directed by the administration. The school administration will keep all excuses confidential.

If a student fails to bring a valid excuse to school, he/she will automatically receive an unexcused absence. If a student brings a false (or forged) excuse, the teacher will refer the student to the school administration for appropriate action.

The school principal or his/her designee will review the excuse for each student’s absence and classify the absence as lawful or unlawful in accordance with the guidelines set forth below. The principal reserves the right to request a doctor’s excuse if a student has a long-term illness. If a student fails to bring a valid excuse to school within two days of his/her return to school, he/she will automatically receive an unlawful absence.

This policy applies to all grade levels from kindergarten through grade 12. The policy also pertains to individual classes or portions of the school day. A parent(s)/legal guardian(s) should consider this when scheduling medical, dental, or other appointments for his/her child.

A student will be considered lawfully absent in the following circumstances.

- the student is ill and his/her attendance in school would endanger his/her health or the health of others
- there is a death or serious illness in the student's immediate family
- the student is observing a recognized religious holiday of his/her faith
- the student must appear in court or has an appointment with a legal officer and provides written verification
- a child in foster care who must be absent due to a certified court appearance or related court activity including, but not limited to court-ordered treatment services
- the student has received prior approval by the principal or his/her designee to participate in a school-related activity
- the student has a medical or dental appointment
- the student has approved college visits with administrative approval
- the student encounters unusual circumstances as determined by the principal. Whenever possible, the student must obtain approval in advance from the principal for such absences.

A student will be considered unlawfully absent in the following circumstances.

- the student is absent from school without the knowledge of his/her parent(s)/legal guardian(s)
- the student is absent without acceptable cause with the knowledge of his/her parent(s)/legal guardian(s)

Absences due to suspension will not be counted as an unlawful absence for truancy purposes.

Tardies

The school considers students arriving after the appointed beginning time to be late. Students arriving after the beginning of class may not enter without an admittance slip from the office.

Approval or disapproval of absences

In order for a student in kindergarten through eighth grade to receive credit, he/she must attend school for 170 days. The board or its designee will approve or disapprove any student's absence in excess of 10 days for grades K through eight, whether lawful, unlawful, or a combination thereof.

To receive credit for a high school course, a student must attend school 42 days for a 45-day semester course, 84 days for a 90-day year course, and 170 days for a 180-day course. The board or its designee will approve or disapprove any student's absence in excess of three days per semester or six days per year for grades nine through twelve, whether lawful, unlawful, or a combination thereof. In order to receive one Carnegie unit of credit, a student in grades 9 through 12 must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students whose absences are approved will be allowed to make-up any work missed in order to satisfy the 120-hour requirement.

The principal or his/her designee will be responsible for implementing and expediting the homebound program for students experiencing a prolonged illness or injury requiring them to be absent from school.

Make-up work

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

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

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

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

Appeals process for denial of course credit

Superintendent level

If a student has been denied course credit due to attendance regulations, the parent(s)/legal guardian(s) or student (age 18 or emancipated) may make an appeal to the superintendent. Any such appeal must be made to the superintendent in writing within 10 calendar days of the date the student is advised that he/she failed to receive course credit. The written appeal should provide some explanation as to why the student failed to meet the attendance requirement.

The appeal will be conducted as an informal hearing. The attendance officer, parent/legal guardian, and student may be present. They may address the superintendent and present any supporting documentation regarding the student's attendance record. Within 10 calendar days of the hearing, the superintendent will render a decision regarding the appeal and report his/her decision in writing to the parent/legal guardian and the school.

Board level

After following the above procedure, the parent/legal guardian or student (18 or emancipated) may petition the board to review the superintendent's decision. The petition for board review must be made in writing to the superintendent within 10 calendar days after receipt of the superintendent's written decision. The superintendent will, at the next regularly scheduled board meeting, present the request, together with copies of all documents presented at the hearing before the superintendent, to the board. The board will notify the parent/legal guardian/student within 10 calendar days whether or not it will review the matter. If a hearing is conducted, it will be conducted informally as determined by the board.

Truancy

Definitions

• *Truant*

A child ages 6 to 17 meets the definition of a truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

• *Habitual truant*

A "habitual" truant is a child, ages 12 to 17 years, who fails to comply with the intervention plan developed by the school, the child and the parent(s)/legal guardian(s), and who accumulates two or more additional unlawful absences.

• *Chronic truant*

A "chronic" truant is a child, ages 12 to 17 years, who has been through the school intervention process, has reached the level of a "habitual" truant, has been referred to family court and placed on an order to attend school, and continues to accumulate unlawful absences.

• *Intervention plans*

Once a student is determined to be truant, or after three consecutive unlawful absences or a total of five unlawful absences occur, the attendance officer will attempt to identify the reasons for the student's continued absence and develop a plan in conjunction with the student and parent(s)/legal guardian(s) to improve future attendance. The attendance officer will develop a written intervention plan.

The plan for improving student attendance will include, but not be limited to, the following.

- designation of a person to lead the intervention team
- reasons for the unlawful absences
- actions to be taken by the parent/legal guardian and student to resolve the cause of unlawful absences
- documentation of referrals to appropriate service providers and, if applicable, alternative school and community-based providers
- actions to be taken by intervention team members
- actions to be taken in the event unlawful absences continue
- signature of parent/legal guardian or evidence that attempts were made to involve parent/legal guardian
- documentation of involvement of team members
- guidelines for making revisions to the plan

Referrals and judicial intervention

A student ages 6 to 17 years will not be referred to the family court to be placed on an order to attend school prior to the written intervention planning being completed with the parent/legal guardian by the school. Should the parent/legal guardian refuse to cooperate with the intervention plan to remedy the attendance problem, the district may refer the student to family court in accordance with S.C. Code Ann. § 59-65-50 (1990) and file a report against the parent/legal guardian with the department of social services in compliance with S.C. Code Ann. § 20-7-490(2)(c) (Supp. 2002).

Petition for a school attendance order

If the intervention plan is not successful and further inquiry by school officials fails to cause the truant student and/or parent/legal guardian to comply with the written intervention plan, or if the student and/or parent/legal guardian refuses to participate in intervention and the student accumulates two or more additional unlawful absences, the student will be considered an "habitual" truant. Thereafter, the school attendance officer may refer the student to family court for truancy. Each referral must include a copy of the plan and specify any corrective action regarding the student and/or the parent/legal guardian that the district recommends that the court adopt, as well as any other available programs or alternatives identified by the district. The intervention plan must be attached to the petition to the Family Court and served on the student and the parent(s)/legal guardian(s).

Petition for contempt of court

Once a school attendance order has been issued by the family court and the student continues to accumulate unlawful absences, the student will be considered to be a "chronic" truant and the district may refer the case back to family court. The school and district must exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or the parent/legal guardian in contempt of court. Any petition for contempt of court must include a written report indicating the corrective actions that were attempted by the district and what graduated sanctions or alternatives to incarceration are available to the court in the community. The district must include in the written report its recommendation to the court should the student and/or parent/legal guardian be found in contempt of court.

Transfer of plans

If a student transfers to another public school in South Carolina, his/her intervention plan must be forwarded to the receiving school. School officials will contact the parent(s)/legal guardian(s) and local team members to review the plan and revise as appropriate. Court-ordered plans may be amended through application to the court.

Adopted 2/9/78; Revised 7/28/80, 7/26/82, 7/30/84, 6/26/00, 8/30/04

Legal references:

Federal law:

20 U.S.C. Section 7112 (2002) - No Child Left Behind Act of 2001.

42 U.S.C. Section 5601, *et seq.* (2002) - Juvenile Justice and Delinquency Prevention Act of 1974.

S.C. Code, 1976, as amended:

Section 59-65-90 - State Board to establish rules and regulations defining lawful and unlawful absences.

State Board of Education Regulations: R-43-274 - Student attendance.

Student Absences and Excuses - AR

Code **JH-R**

In order to ensure that lawful absences will be dealt with fairly and consistently throughout the district, the following procedures are to be followed when students miss more than the allowable number of absences.

- All lawful and unlawful absences will count toward a student's total number of absences.
- A student will be allowed to make up days as follows for lawful absences.
 - Grades K-8 Seven days
 - Grades 9-12 Two days - half-semester course
 - Four days - full-semester course
 - Eight days - full-year course
- Students enrolled in English I and/or Algebra I in the eighth grade must meet the standards applicable to high school attendance for these courses.
- Students are not required to make up days missed that are covered by a medical excuse or due to a death in the immediate family or a recognized religious holiday. They are required, however, to make up any work missed while absent for these reasons.
- Students will be allowed up to three lawful absences for the death of immediate family located in state. Students will be allowed up to five lawful absences for out-of-state funerals. (*We recommend reducing the number of days excused - high school students are only allowed three absences, for any reason, in a half-semester class. This, however, is the board's decision.*)
- At the high school level, attendance is maintained by each class on a daily basis; therefore, it is possible that a student may earn credit for some courses while being denied credit in other courses.
- Absences must be made up within two weeks of the date the student returns to school or the date of the absence, whichever is later.
- At the high school level, failure to meet state-mandated minimum attendance requirements which require a student to attend at least 120 hours of instruction in order to receive a Carnegie unit, will cause a student to be denied credit for that respective course whether the absences are lawful or unlawful, or a combination of both.
- Seniors will be allowed two college visitation days without attendance penalty.

For the purpose of this AR only, the first three days of suspension in a one-unit course will not be counted as unlawful. For a half unit course, the first day of suspension will not be counted as unlawful. Any suspension days beyond those stated above will be counted as unlawful.

Issued 7/5/77; Revised 6/26/78, 7/26/82, 6/26/00, 8/30/04

Policy

Hazing

Code **JICFA**

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from hazing.

The district prohibits hazing by students, staff, and third parties as a part of any school-sponsored activity. All students and employees must avoid any action that could be viewed as planning directing encouraging, assisting, or engaging in any hazing activity. Further, no administrator, coach, sponsor, volunteer, or district employee will permit, condone, or tolerate any form of hazing.

For purposes of this policy, state law defines hazing as “the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature.”

Any hazing activity whether by an individual or group will be presumed to be a forced activity, even if a student willingly participates.

Any student who feels he/she has been subjected to hazing is encouraged to file a complaint in accordance with policy JIL. All complaints will be investigated promptly and confidentially. The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing.

Any student or employee who is found to have engaged in hazing will be subject to disciplinary action up to and including termination in the case of an employee or expulsion in the case of a student. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation

The superintendent will be responsible for ensuring notice of this policy is provided to students, staff, and parents/legal guardians. Cf. GBEB, JIC Adopted

S. C. Code, 1976, as amended;

Section 16-3-510 – Organizations and entities revised (hazing unlawful; definitions).

Section 59-19-90 – General powers and duties of school trustees.

Sections 59-63-210 through 270 – Grounds for which trustees may expel, suspend, or transfer pupils; petition for readmission; notices and parent conference; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities

Section 59-63-275 – Student hazing prohibited.

Section 59-67-240 – Other duties of bus driver; discipline of students for misconduct.

State Board of Education Regulations;

R43-279 – Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy

Harassment, Intimidation or Bullying

Code **JICFAA**

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 a school premises, on a school bus, or other school-related vehicle at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical, or sexual act reasonably perceived to have the effect of 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
- students causing substantial disruption in, or substantial interference with, the orderly operation of the school

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

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

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

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

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

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

Cf. GBEB, JIAA, JICDA

Adopted 1/22/01; Revised 1/9/12, 7/8/19

Legal references:

S. C. Code, 1976, as amended:

Section 16-3-510 – Organizations and entities revised (hazing unlawful; definitions).

Section 59-19-90 – General powers and duties of school trustees.

Section 59-63-110, et seq. – Safe School Climate Act.

Sections 59-63-210 through 270 – Grounds for which trustees may expel, suspend, or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities

Section 59-63-275 – Student hazing prohibited.

Section 59- 67-240 – Other duties of bus driver; discipline of students for misconduct.

Federal Cases:

Kolwaski v. Berkeley County Schools, 652 F3d565 (4th Cir. 2011)

State Board of Education Regulations:

R43-279 – Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

See Appendix for Harassment, Intimidation or Bullying Form

Harassment, Intimidation or Bullying - AR

Code **JICFAA-R**

This administrative rule is intended to do the following:

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

Preventative Action

Periodically, the district will ensure the following:

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

Reporting and Response Procedures

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

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

If an employee who is not a designated contact person receives a complaint of harassment, intimidation, or bullying or observes any behavior which could amount to harassment,

intimidation, or bullying, the employee will report the matter to the principal or to one of the school contact persons.

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

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

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

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

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

If harassment, intimidation, or bullying of a student is determined to have taken place, actions will be taken which are reasonably calculated to end the harassment, intimidation, or bullying and prevent it from occurring again. Steps will also be taken to assist in remedying the effects of harassment, intimidation, or bullying on the individual student or students subjected to it. The appropriate administrator will take whatever disciplinary action is warranted, up to and including a recommendation for termination of the offending employee or expulsion of the offending student.

The board also prohibits any person from falsely accusing another of harassment, intimidation, or bullying. The consequences and appropriate remedial action for a student found to have falsely accused another may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of harassment, intimidation, or bullying will be in accordance with district policies, procedures, and contracts. Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another of harassment,

intimidation or bullying will be determined by the school administrator, after consideration of the nature, severity, and the circumstances of the act, including reports to appropriate law enforcement officials

All principals and/or school contact persons will follow up periodically on any incident of harassment, intimidation, or bullying they were responsible for investigating to determine whether the student has been subjected to any further harassment, intimidation, or bullying since the corrective action was taken. The results of the follow-up should be documented.

In cases involving potential criminal conduct or where a child's physical or mental health or welfare has been or may be adversely affected by sexual abuse, appropriate school personnel should report the situation to appropriate authorities in accordance with South Carolina Code Section 20-7-510 and/or Section 50-24-60.

Additional Obligations of Employees and Students

All employees and students will cooperate with and maintain the confidentiality of an investigation of alleged acts of harassment, intimidation, or bullying conducted by the district or by an appropriate state or federal agency. Failure to do so could result in disciplinary action against the individual who failed to cooperate or who violated the confidentiality of the matter.

No employee or student of this district will take any actions to discourage any other student from reporting alleged harassment, intimidation or, bullying. However, any person who intentionally provides false information in connection with a report or investigation of harassment, intimidation, or bullying may be subject to disciplinary action.

All employees and students will report to the principal, school contact persons, or, in appropriate cases, the employee's immediate supervisor, any conduct on the part of third parties, such as sales representatives or service vendors, which is believed to constitute harassment, intimidation, or bullying.

No employee or student of this district will destroy evidence relevant to any investigation of harassment, intimidation, or bullying.

No employee or student of this district will retaliate in any way against another employee or student who has provided information as a witness to or victim of an incident of harassment, intimidation, or bullying.

Consequences and Remedial Responses

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the school district's code of conduct (JICDA-R). Remedial measures will be designed to correct the problem behavior, prevent another occurrence of the problem, and protect the victim of the act. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of consequences

- admonishment
- temporary removal from the classroom
- deprivation of privileges
- classroom or administrative detention
- referral to disciplinarian
- in-school suspension during the school week or the weekend
- out-of-school suspension
- legal action
- expulsion

Examples of remedial measures

Personal

- restitution and restoration
- mediation
- peer support group
- corrective instruction or other relevant learning or service experience
- supportive student interventions
- behavioral assessment or evaluation as appropriate
- behavioral management plan
- assignment of leadership responsibilities (e.g., hallway or bus monitor)
- student counseling
- parent conferences
- recommendation of therapy/treatment

Environmental (classroom, school building, or school district)

- school and community surveys for determining the conditions contributing to harassment, intimidation, or bullying
- adoption of bullying prevention programs
- school policy and procedures revisions
- modifications of schedules
- adjustments in hallway traffic
- targeted use of monitors (e.g., hallway, cafeteria, bus)
- small or large group presentations for addressing the behaviors and the responses to the behaviors
- general professional development programs for certified and non-certificated staff
- parent conferences
- family counseling
- involvement of parent-teacher organizations
- involvement of community-based organizations
- development of a general bullying response plan
- peer support groups
- law enforcement (e.g., school resource officer, juvenile officer) involvement

Notice of this policy will be provided to students staff, parents/legal guardians, volunteers, and members of the community by posting it on the district's web site, publishing it in the district's parent/student handbook, and publishing it in school publications.

The superintendent will also ensure that a process is established for discussing the district policy with students. The superintendent will direct the principal to develop an annual process for discussing the school district policy on harassment, intimidation, and bullying with students, which may include student assemblies and small group meetings.

Issued 3/26/07; Revised 4/23/18

Policy

Detention of Students

Code **JKB**

Purpose: To establish the board's vision for student detention.

A school administrator or teacher may detain a student for disciplinary reasons after school hours, provided the parent/legal guardian has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home.

Parents/Legal guardians may be asked to arrange for the transportation of the detained student. However, if the parent/legal guardian cannot or will not provide it, an alternative disciplinary procedure may be substituted.

Students who are detained after school must never be left alone during their detention. Their supervision must be provided, or arranged for, by the teacher or administrator who detains them.

The school will limit detention on any one day to 60 minutes.

Adopted 2/9/78; Revised 6/26/00, 8/30/04

Policy

Suspension of Students

Code **JKD**

Purpose: To establish the board's vision for the suspension of students.

It is the policy of this board to provide due process of law to students, parents/legal guardians, and school personnel through procedures for the suspension of students which are consistent with federal law, state law, regulation, and local policy.

According to state law, the board may suspend a student from school for commission of any crime, gross misbehavior, persistent disobedience, or for violation of rules and regulations. The board may also suspend a student when the presence of the student is detrimental to the best interest of the school.

The board delegates to its administrators the authority to suspend a student from a teacher's class or from the school, not in excess of 10 days for any one offense and for not more than 30 days in any one school year. No administrator may suspend a student from school during the last 10 days of the school year if the suspension will make the student ineligible to receive credit for the school year without the approval of the board unless the presence of the student constitutes an actual threat to a class or a school, or a hearing is granted within 24-hours of the suspension.

When a student is suspended from a class or a school, the administrator will notify, in writing, the parents/legal guardians of the student, giving the reason for suspension and setting a time and place when an administrator will be available for a conference with the parents/legal guardians. The conference will be set within three days of the date of the suspension.

After the conference with the school administrator, the parents/legal guardians may appeal the suspension to the superintendent or his/her designee. The request for an appeal hearing must be submitted in writing within 10 days of the date of the conference with the administrator. The request must state the basis of the appeal, in particular, the perceived error in judgment or in procedure by the school administrator and summarize the supporting evidence. The superintendent or his/her designee will meet with the parents/legal guardian within 10 days of the receipt of the written appeal and will provide a decision in writing within 10 days of hearing the appeal.

After the hearing with the superintendent or his/her designee, the parents/legal guardians may request an appeal to the board. The request must be submitted in writing to the board chairman within 10 days from the date set forth on the superintendent or his/her designee's decision letter. The request must outline the basis of the appeal, in particular, the perceived error in judgment or in procedure by the school administrator and summarize the supporting evidence. After considering the request, the board may or may not grant an appeal hearing. If the board grants a hearing, it must occur within 30 days of the day the board voted to hear the appeal.

Out-of-school suspensions will be construed to prohibit a student from entering the school or school grounds, attending any day or night school functions, or riding a school bus. A student may enter school grounds for a pre-arranged conference with an administrator,

In all cases of out-of-school suspension, every effort must be made to notify the parents/legal guardians immediately, document the notice, and to take due precautions in dismissing the student from school. The student normally will either be released into the custody of a parent/legal guardian or at the regular school closing time with any normal school transportation provided.

Whenever a student who is classified as having a disability commits a suspendable offense, the principal or his/her designee will confer with the coordinator for special programs (note: or other district staff) before initiating suspension procedures.

Adopted 2/9/78; Revised 8/3/79, 9/28/81, 6/26/00, 8/30/04, 7/8/19

Legal References S. C. Code, 1976, as amended:

Section 59-19-90(3) – Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

Section 59-63-210, et seq. – Grounds for suspension, expulsion, or transfer.

Policy

Expulsion of Students

Code **JKE**

Purpose: To establish the board's vision for the expulsion of students.

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

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

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

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

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

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

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

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

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

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

Weapons

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

Adopted 2/9/78; Revised 8/3/79, 9/28/81, 5/30/83, 6/26/00, 2/25/02, 8/30/04

Legal references:

United States Code:

20 U.S.C. 3351 - Gun-Free Schools. S.C. Code, 1976, as amended:

Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

Section 59-63-210 - Grounds for suspension, expulsion or transfer.

Section 59-63-235 - District must expel student.

Section 59-63-240 - Expulsion hearings - times, procedures, legal rights appeal

Administrative Rule

Expulsion of Students - AR

Code **JKE-R**

The following procedures will apply to the expulsion of students.

- The superintendent will notify the parent/legal guardian of the student of the time and place of a hearing before the board.
- At the hearing, the parent/legal guardian will have the right to legal counsel and to all other regular legal rights, including the right to question all witnesses present.
- The hearing will take place within 15 days of the written notification at a time and place designated by the board and a decision will be rendered within 10 days of the hearing.
- The student will be suspended from school and all school activities during the time of expulsion procedures, except for scheduled conferences.
- The student may appeal the action of the board to the proper court.

Should the board reject an administrative recommendation for suspension or expulsion, or should a court of final disposition reverse the suspension or expulsion action, the board will excuse all student absences resulting from said action.

Issued 2/9/78; Revised 8/3/79, 9/128/81, 5/30/83, 6/26/00, 8/30/04

Policy

Secret Societies/Gang Activity

Code **JICF**

Purpose: To establish the basic structure for the district's prohibition of student secret societies and gang activities.

The board finds that secret societies and gangs that initiate, advocate, or promote activities threatening the safety or well-being of persons or property on school grounds or secret societies and gangs that disrupt the school environment are harmful to the educational process.

The district prohibits the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with a group that presents a clear and present danger contrary to the school environment and educational objectives.

The district prohibits incidents involving initiations, hazings, intimidations, or related activities of such group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students.

The administration will establish procedures and regulations to ensure the discipline of any student wearing, carrying, or displaying secret society and gang paraphernalia; exhibiting behavior or gestures that symbolize secret societies and gang membership; or causing or participating in activities that intimidate or impact the attendance of another student.

The administration will provide in-service training in secret society and gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups or activities as an alternative.

Adopted 6/26/00; Revised 8/30/04, 10/14/19

Legal References:

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

Section 59-63-270 - Regulation or prohibition of clubs and similar activities on school property.

Section 59-63-275 - Student hazing prohibited; definitions.

Policy

Code of Conduct

Code **JICDA**

Purpose: To establish the basic structure for a code of conduct and discipline for students.

The board expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. This requirement refers to actions toward other students and teachers, language, dress, and manners. The board believes self-discipline is an interpersonal goal of public education.

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

Disciplinary actions will include appropriate hearings and reviews. The removal of a student from the learning environment will occur only for just cause and in accordance with due process of law. The board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy (see policies JKD and JKE). The administration will consider extenuating circumstances when taking disciplinary action.

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

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

Adopted 2/9/78; Revised 8/3/79, 6/26/00, 8/30/04, 3/9/09, 7/8/19

Legal References:

S.C. Code, 1976, as amended:

Section 59-19-90(3) - General powers and duties of school trustees - regulation of student conduct.

Sections 59-63-210 through 280 - Grounds for which trustees may expel, suspend, or transfer pupils.

Section 59-63-370 - Student's conviction or delinquency adjudication for certain offenses; notification of senior administrator at student's school; placement of information in permanent school records.

Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.

State Board of Education Regulations:

R43-243 - Special education discipline guidelines.

R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Administrative Rule

Applicability of Behavior Code - AR

Code **JICDA-R**

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

Behaviors Requiring Disciplinary Action

Behavioral misconduct

Behavioral misconduct is defined as those activities engaged in by a student which tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.

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

- classroom tardies
- cheating on examinations or classroom assignments
- lying
- abusive language between or among students
- failure to comply with directives from school/district personnel or agents (to include volunteer aides or chaperones)
- use of forged notes or excuses
- cutting class
- school tardiness
- truancy (three consecutive unlawful absences from school or a total of five unlawful absences)
- possession of an electronic device as defined by and in conflict with district policy
- other acts of behavioral misconduct as determined and communicated by the school administration, not in conflict with board policy or state or federal law

Staff will follow these basic enforcement procedures in instances of behavioral misconduct and will maintain a complete record of the procedures.

When a staff member observes or is notified of and has verified acts of behavioral misconduct, the staff member will take immediate action to rectify the misconduct. Verification is defined as self-admittance by the student, witnessed involvement of the student by staff, parental admission of student involvement, or evidence obtained through an investigation. The staff member will impose an appropriate consequence and maintain a record of the misconduct and the consequence.

If, either in the opinion of the staff member or according to policy, a certain misconduct is not immediately rectifiable, the staff member should refer the problem to the appropriate administrator for action specified by policy.

The administrator should meet with the reporting staff member, and, if necessary, the student and the parent/legal guardian, and impose the appropriate consequence and/or establish an intervention plan and/or behavioral contract.

Consequences that may be applied in cases of behavioral misconduct may include, but are not limited to, the following:

- verbal reprimand
- withdrawal of privileges
- demerits
- detention (silent lunch, after school, weekends, or another time that does not interfere with the instructional day)
- other consequences as approved and communicated by the administration

Disruptive conduct

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

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

- violation of an intervention plan and/or behavioral contract
- use of an intoxicant
- fighting
- harassment, intimidation, or bullying
- vandalism (minor)
- stealing
- threats against others, including, but not limited to, display or use of facsimile, toy, or look-alike weapon; possession of a facsimile, toy, or look-alike weapon
- trespassing
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- first offense possession or use of unauthorized substances, as defined by law or local school board policy
- illegally occupying or blocking school property in any way with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- inappropriate verbal or physical conduct of a sexual nature
- inappropriate use of technology (e.g., bullying, harassing, or intimidating other students or district employees; plagiarizing copyrighted materials; and accessing inappropriate websites)

- other disruptive acts, as determined by the school administration, not in conflict with board policy or state or federal law

Staff will follow these basic enforcement procedures in instances of disruptive conduct and will maintain a complete record of the procedures.

When an administrator observes, or is notified of and has verified an offense, the administrator will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences.

The administrator will notify the parent/legal guardian of the student's misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian, confer with them about the student's misconduct and impose the appropriate disciplinary action.

The administrator may refer the student to the appropriate intervention team to establish behavioral management strategies (e.g., restorative justice, counseling, service learning projects) and propose the appropriate disciplinary action.

The administrator or school official may refer Level II misconduct to the school resource officer or other law enforcement authorities only when the conduct rises to the level of criminality and the conduct presents an immediate safety risk to one or more people or it is the third or subsequent act which rises to the level of criminality during the school year.

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

- temporary removal from class
- in-school suspension
- out-of-school suspension
- alternative education program
- transfer
- referral to outside agency
- expulsion for the remainder of the school year
- restitution
- other consequences as approved and communicated by the administration

Criminal conduct

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

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

- assault and battery
- extortion
- threat of the use of a destructive device (bomb, grenade, pipe bomb, or similar device)
- possession, use, or transfer of a weapon, including but not limited to, firearm, incendiary, or explosive device; ammunition of any kind; knife of any blade length; blackjack; brass

knuckles; or any other item used to inflict, or with the intent to inflict, physical harm (any BB or other similar gun that looks like or has been altered to look like an operable firearm may be considered a weapon for the purpose of this policy)

- sexual offenses
- theft, possession, or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by law and/or board policy
- illegal use of technology (e.g., communicating a threat of a destructive device, weapon, or event with the intent of intimidating, threatening, or interfering with school activities; maliciously transmitting sexual images of minors other than images of the student or images transmitted with the uncoerced consent of the individual in the images)
- threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family

Possession is defined as being in a student's locker, purse, gym bag, backpack, or any other item carried by or belonging to the student or in a vehicle parked on school grounds or at a school-sponsored activity.

Any student who realizes that he/she has accidentally brought a weapon such as a knife or box cutter onto school grounds or to a school-sponsored activity should go immediately to a teacher or administrator and turn the item in. If the administration determines that the student turned the item in immediately upon discovery, the student may not be sanctioned. Students who delay turning over an item will be sanctioned.

Staff will follow these basic enforcement procedures in instances of criminal conduct and will maintain a complete record of the procedures.

When an administrator observes, or is notified of and has verified a criminal offense, the administrator must contact the school resource officer or local law enforcement authorities immediately.

An administrator will notify the student's parent/legal guardian as soon as possible.

An administrator will impose the appropriate disciplinary action. If warranted, the administrator should immediately remove the student from the school environment.

Staff will follow established due process procedures when applicable.

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

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

Extenuating or Mitigating Circumstances

The board may confer upon the appropriate administrator the authority to consider extenuating or mitigating circumstances which may exist in a particular case of misconduct, excluding criminal conduct. The administrator should consider such circumstances in determining the most appropriate consequence.

The board may also confer upon the appropriate administrator the authority to consider aggravating circumstances which may exist in a particular case of misconduct or criminal conduct. Such circumstances should be considered in determining the most appropriate consequence.

Discipline of Students with Disabilities

Disciplinary process

Students with disabilities are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other students in the program. However, federal and state laws and regulations require schools to meet the individual educational needs of such students to the extent possible.

The process of disciplining a student who receives special education services involves both administrative authorities who are responsible for discipline and the special education department, including teachers and administrators who have been assigned specific responsibilities in the implementation of the student's individualized education program (IEP).

Program prescriptions

An IEP team may prescribe or prohibit specified disciplinary measures for an individual student by including appropriate provisions in the student's IEP. The committee must take into consideration the student's disabling condition when deciding whether or not staff may use a particular form of discipline. Administrative authorities will observe any such provisions contained in a student's IEP.

Suspensions

The administration may suspend a student with a disability unless a suspension is prohibited by the student's IEP. At the end of the suspension, the school will return the student to the same educational placement, if appropriate. The school may suspend a student for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change in placement under the law).

However, students who bring weapons to school or a school function or knowingly possess or use illegal drugs or solicit the sale of controlled substances or have inflicted serious bodily injury upon another person while at school or a school function may be removed for up to 45 days at a time. If school officials believe that a student with a disability is substantially likely to injure himself or others in the student's regular placement, they may ask an impartial hearing officer to order that the student be removed to an interim alternative educational setting for a period up to 45 days.

Expulsions

Expulsion of a student with a disability is equivalent to a change in educational placement and, therefore, requires special procedures. Before such a student may be expelled, a multi-

disciplinary team must determine whether or not there is a connection or causal relationship between the disabling condition and the misconduct. If so, then expulsion resulting in cessation of educational services for the student is not the appropriate discipline.

The district will continue to provide a free and appropriate education as set forth in a student's IEP to expelled students with disabilities.

Immediate removal

Nothing contained in this administrative rule will be construed as limiting an administrator's ability to remove a student with a disability from school immediately under emergency conditions.

Issued 6/26/00; Revised 8/30/04, 3/9/09, 7/8/19

Policy

Tobacco-Free Facilities/Possession and Use of Tobacco

Code **JICG**

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

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

Goal

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

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

Procedures

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

Enforcement

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

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

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

Education and Assistance

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

Tobacco Industry Marketing or Sponsorship

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

Cf. ADC, GBED

Adopted 6/26/00; Revised 8/30/04, 8/12/19

Legal References:

Federal Law:

Pro-Children Act of 2001, 20 U.S.C.A. Sections 7182-7184.

S.C. Code, 1976, as amended:

Section 16-17-490 - Contributing to the delinquency of a minor.

Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006 (supplying minors with tobacco or alternative nicotine products).

Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.

Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

Tobacco-Free Facilities/Possession and Use of Tobacco

Code **JICG-R**

Although smoking is a personal habit, the district believes the use of tobacco products is detrimental to the health of students and staff and contrary to the board's objective to teach and model appropriate health habits and values. Therefore, the district will follow certain procedures to bring about tobacco-free schools.

The superintendent's designee is responsible for informing all district office department heads and administrators of this tobacco-free schools policy. School administrators have the same responsibility for appropriately informing their staff and the students.

Educational materials related to the harmful effects of tobacco use will be made available to all employees and students by the superintendent's designee and principals, respectively.

The district will work with other agencies to identify tobacco-use cessation seminars and other services for employees and students. (Agencies that may be used include, but are not limited to, American Lung Association, American Cancer Society, American Heart Association, and Alliance for a Smoke-Free South Carolina and Fighting Back.)

Based on the severity of policy violation, the system of progressive discipline may be modified to permit any sanction deemed appropriate by the district up to and including termination. If the policy is not followed, the following sanctions will be sequentially invoked without consideration for annual cycles.

Employees

- First offense - written reprimand and a referral to a tobacco use cessation program. A copy of the reprimand is placed in the employee's personnel file.
- Second offense - a second offense is considered insubordination and the employee will have a conference with the assistant superintendent for human resources.
- Subsequent offenses - will result in other sanctions up to and including a recommendation for termination.

The superintendent or his/her designee reserves the right to impose any disciplinary sanction deemed appropriate, dependent upon the facts and circumstances of an individual violation of this policy.

Students

Sanctions will follow the district's student behavior code.

Visitors/Patrons

- First offense - offenders will be asked to refrain from use of tobacco products on school/district property.
- Second offense - the law enforcement department with jurisdiction will be notified and asked for assistance. Issued 8/12/19

Policy

Drug and Alcohol Use by Students

Code **JICH**

Purpose: To establish the basic structure for the board's prohibition of student drug and alcohol use and the resulting penalties.

The possession, sale, purchase, barter, distribution, use*, in any amount, of alcoholic beverages, drugs, controlled substance or unauthorized substance (defined in policy ADB) on school property (including buildings, grounds, vehicles), at any school-sponsored activity, function, or event whether on or off school grounds (including field trips or interscholastic athletic contests), or any other time the student is under administrative jurisdiction of the school is strictly prohibited.

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

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

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

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

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

Penalty for Possession, Use*, Misuse, or Abuse of Drugs or Drug Paraphernalia

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

Penalty for Sale and/or Distribution (i.e., Pushing)

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

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

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

Adopted 2/9/78; Revised 6/29/81, 6/26/00, 8/30/04, 8/12/19

Legal References:

S.C. Constitution:

Article XVII, Section 14 - Must be over 21 to possess distilled liquors.

S.C. Code, 1976, as amended:

Section 16-17-530 - Students who come to school in an intoxicated condition, or conduct themselves in a disorderly or boisterous manner, could be arrested for a misdemeanor.

Section 44-49-80 - Establishment of drug abuse treatment program in public schools.

Section 44-53-110, *et seq.* - Definitions; lists of illicit drugs.

Section 44-53-140 - Certain communications and observations shall be privileged.

Section 44-53-440 - Distribution to persons under 18.

Policy

Weapons in School

Code **JICI**

Purpose: To establish the basic structure for the board's prohibition of student possession of weapons.

It is the policy of the board of education to ensure the safety and welfare of its students and employees. The presence of firearms, knives with a blade length of over two inches, dirks, razors, metal knuckles, slingshots, bludgeons, or any other deadly instrument used for the infliction of bodily harm or death on school district property poses a severe threat of serious harm or injury to students and staff.

While on school grounds, in school buildings, on buses, or at school-related functions, students will not possess any item capable of inflicting injury or harm (hereinafter referred to as a

weapon) to persons or property when that item is not used in relation to a normal school activity at a scheduled time for the student.

No vehicles parked on school property may contain firearms, knives, blackjacks, or other items which are generally considered to be weapons. The vehicle restriction does not apply to students 21 or older who are authorized by state law to carry a concealed weapon when the weapon remains inside an attended or locked motor vehicle and is secured in a closed glove compartment, closed console, closed trunk, or in a closed container secured by an integral fastener and transported in the luggage compartment of the vehicle.

Level of offense

It is a felony offense, punishable by a fine of \$1,000, or imprisonment for five years, or both, to carry a weapon as referenced above on school property. It is a misdemeanor offense, punishable by a fine of up to \$500, or imprisonment for up to 90 days, to carry a concealed dirk, slingshot, metal knuckles, razor, or other deadly weapon.

Weapons (Firearms)

Any student who possesses, uses, or transfers a firearm on school grounds or at a school-sponsored activity will be recommended for expulsion for one calendar year. A firearm is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. The term firearm also includes any explosive, incendiary, poison gas, bomb, or grenade. On a case-by-case basis, the superintendent may modify the one calendar year expulsion recommendation.

The district will not provide educational services in an alternative setting to students expelled under this policy.

The district will refer each expelled student to the local county office of the Department of Juvenile Justice. Adopted 6/29/81; Revised 6/26/00, 8/30/04, 8/12/19

Legal References:

Federal Law:

Gun-Free Schools Act, 20 U.S.C.A. 7961.

S.C. Code, 1976, as amended:

Section 16-23-420 - Possession of firearm on school property; concealed weapons.

Section 16-23-430 - Concealed weapons, school property exception.

Section 59-63-235 - Expulsion of student determined to have brought firearm to school.

Section 59-63-370 - Definition of a weapon.

Federal Cases:

New Jersey v. T.L.O., 469 U.S. 325 (1985).

Policy

Possession/Use of Electronic Communication Devices in Schools

Code **JICJ**

Purpose: To establish the basic structure for student possession/use of electronic communication devices in school and/or on school property

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

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

- Operating (i.e., turned “on”) electronic communication devices are not allowed in school buildings or on school campuses beginning at 7:30 a.m. on an academic school day without the permission of the school principal or her/his designee. Operating (8.3., turned “on”) electronic communication devices are allowed during classroom instruction, subject to permission from both the principal and classroom teacher. Use of these devices is for academic purposes only. When not permitted, electronic communication devices are to be turned “off” and stored out of sight in pockets, bags, backpacks, etc. District personnel will direct students in the appropriate use of personal electronic communication devices which at times may be encouraged, and at other times may require that the devices be turned off and put away for certain activities. Personal devices will not be allowed to disrupt the school environment and may be collected by the teachers or other district personnel as outlined below. Personal devices that negatively impact the district computing environment or network may be shut down or blocked to prevent disruption of service to others. Students who wish to use a personal electronic communication device must have a signed User Agree and Parent/Legal Guardian Permission Form on file. This file must be updated annually.
- Operating (i.e., turned “on”) electronic communication devices are not allowed en route to and from school on school buses. While on a school bus, a student’s electronic communication device is to be turned “off” and stored out of sight in pockets, bags, backpacks, etc.
- Operating (i.e., turned “on”) electronic communication devices are allowed on school campuses or in school building prior to 7:30 a.m. on an academic school day and in school buildings and on the school campus after the academic school day has ended (2:30 p.m. for elementary school, 3:10 p.m. for middle school, and 3:15 p.m. for high school unless the day is extended due to school bus schedules) and days when schools are not in session.

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

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

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

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

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

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

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

The district will make an exception to this policy when a student needs the electronic communication device for a legitimate, documented medical reason. However, before a student may possess a “turned on” electronic communication device during the school day and/or when the school building is accessible to students, the principal must have a written statement signed by a medical doctor which includes a certification that the student has a medical condition which necessitates the possession of an electronic communication device at school.

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

Appeals

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

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

superintendent of his/her designee will then respond to the appeal in writing within three school days of the receipt of the appeal unless extenuating circumstances exist.

Adopted 6/26/00; Revised 8/30/04, 6/8/09

Legal references:

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

Section 59-63-280 - Possession of paging devices by public school students; mobile telephones included; adoption of policies.

Policy

Social Media and Electronic Communications

Code **JICJA**

Purpose: To establish the basic structure for student use of social media.

The board recognizes that social media and other methods of digital communication are essential forms of interaction in modern society. The board believes that responsible use of these platforms is essential to student success, both in college and in their future careers.

For purposes of this policy, digital communications are defined as communications made via any online platform for purposes of collaboration, interaction, and/or active participation, whether accessed via the Internet or via cellular phone, and includes, but is not limited to, email, social media, apps, blogs, chat rooms, instant messages, and gaming platforms.

While the district does not monitor digital communications/student social media accounts, it has the right to act on information provided by students, parents/legal guardians, and community members. Therefore, the district may investigate students' digital communications/social media accounts, including off-hours use, in the event of credible allegations of conduct that violate student discipline policies, violate any law or regulation, or otherwise cause a material and substantial disruption to the school environment or constitute a serious safety risk.

Examples of inappropriate digital communications that may result in disciplinary action include, but are not limited to, those that:

- Contain verbal or physical conduct that threatens another with harm.
- Seek to coerce or compel someone to do something in violation of the law or district policy.
- Constitute cyberbullying, or otherwise exclude or promote the exclusion of individuals from peer groups for purposes of humiliation or isolation.
- Contain discriminatory statements or hostile acts based on a student's race, religion, sex, color, disability, national origin, gender, gender identity, gender expression, or sexual orientation.

The district will report violations of state or federal law to the appropriate authorities.

Adopted 8/12/19 Legal References:

Federal Law:

Title IV of the Civil Rights Act of 1964, [42 U.S.C. Sec. 2000c-6](#) - Prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools.

Title VI of the Civil Rights Act of 1964, [42 U.S.C.A. Section 2000d](#) - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.

S.C. Code, 1976, as amended:

Section 59-63-110, *et seq.* - Safe School Climate Act.

Sections 59-63-210 through 280 - Grounds for which trustees may expel, suspend, or transfer pupils.

Federal Cases:

Kolwalski v. Berkeley County Schools, 652 F.3d 565 (4th Cir. 2011).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

State Board of Education Regulations:

R43-243 - Special education discipline guidelines.

R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy

Student Interrogations, Searches and Arrests

Code **JIH**

Purpose: To establish the basic structure for conducting searches of students or their property and interrogations and arrests of students.

Searches

Students do not lose their constitutional rights upon entering school premises. The Fourth Amendment to the United States Constitution protects all citizens, including students, from unreasonable searches.

However, students and their belongings (including any vehicle driven by a student onto school property) are subject to reasonable searches and seizures when administrators have a belief, reasonable under the circumstances, of the following:

- The student to be searched committed a crime or a violation of a school rule.
- Such a search will reveal contraband or evidence of a violation of a school rule or a criminal law.
- Any search conducted must be reasonable in scope given the age and sex of the student and the nature of the alleged infraction.

Only the principal or his/her designee may conduct such searches within the constitutional parameters outlined above unless exigent circumstances exist which require another staff member to take immediate action for safety reasons.

Lockers and desks

The schools provide lockers and/or desks to students for their use during the school year. The school retains ownership of both. School officials may conduct unannounced searches at any time to maintain health and safety standards.

Motor vehicles

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow a search of that motor vehicle when there is reasonable suspicion for a search of that motor vehicle. School officials may conduct searches of motor vehicles in accordance with publicized administrative rules.

The use of a canine to search out the presence of drugs, weapons, and explosives on school grounds will be on a random and unannounced basis. Periodically during the school year or at the request of an individual principal, a trained dog, with its handler, will go to the schools to sniff unoccupied areas and contents therein and automobiles parked on school grounds. If the dog alerts its handler to the presence of contraband, then school officials will conduct a reasonable search. If during the search, any item is discovered that is not allowed on school grounds, school officials will follow board policy in dealing with each individual case. The dog will not enter a room containing students or sniff students.

Interrogations by School Personnel

Teachers and administrators may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The staff member will conduct the questioning discreetly and under circumstances, which will avoid unnecessary embarrassment to the person being questioned. Any student who answers falsely or evasively or who refuses to answer a proper question may be disciplined.

Contacting Law Enforcement

School administrators will contact law enforcement authorities or the school resource officer immediately upon notice that a student is engaging in, or has engaged in certain activities on school property or at a school-sanctioned or sponsored activity. Those activities are ones which may result, or do in fact result, in injury or serious threat of injury to the person or to another person or his/her property.

Interrogations by Police

When law enforcement officers request to question students during the school day, the school principal or his/her designee will be present at all times during the interview of the student. The principal's designee must be an administrator. The principal or his/her designee will attempt to contact the parent/legal guardian and request his/her attendance prior to allowing an interview of a student to occur.

Custody or Arrest

Law enforcement authorities have the right to enter the school to take a student into custody or to make a lawful arrest of a student if they act pursuant to lawful procedure. The principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed. If a student is arrested or taken into custody at school, the principal or his/her designee will make a reasonable effort to notify the parents/legal guardians.

Adopted 2/9/78; Revised 8/3/79, 6/26/00, 8/30/04, 8/12/19

Legal References:

U.S. Constitution:

U.S. Const. amend. IV

S.C. Constitution:

S.C. Const. art. I, §10.

S.C. Code, 1976, as amended:

Section 59-5-65 - State board to set regulations for minimum standards for student conduct, attendance, and scholastic achievement; enforcement.

Section 59-24-60 - Requires administrators to contact law enforcement.

Section 59-63-1110, *et seq.* - Search of persons and effects on school property.

Section 63-19-810 - Taking a child into custody.

Federal Cases:

New Jersey v. T.L.O., 469 U.S. 325 (1985).

Administrative Rule

Student Interrogations, Searches and Arrests - AR

Code **JIH-R**

In order to recognize and protect student rights and expectations to privacy, safety, and an educational environment conducive to learning, as well as to enhance security in schools and prevent students from violating board policies, school rules, and federal and state laws, district

officials, including principals and their designees, are authorized to conduct reasonable searches according to the procedures outlined herein and in board policy JIH.

If a search yields evidence that a board policy, school rule, or federal or state law has been violated, appropriate disciplinary action will be taken, and in cases where the evidence suggests conduct which must be reported to law enforcement under S.C. Code Ann. § 9-24-60, the appropriate law enforcement authorities will be immediately notified.

Searches of a Person or a Person's Belongings or Effects

Procedures for searching a person or a person's belongings must be reasonable. A reasonable search is one which is both based on a reasonable suspicion and is reasonably related in scope. For reasonable suspicion to exist, school officials conducting a search must be able to articulate why, based on all the circumstances, they objectively and reasonably suspect the search of the person or personal property is likely to yield evidence of a violation of law or district or school rules. In formulating a reasonable suspicion, a school official may rely on information he/she considers reliable, including reports from students, as well as the official's own observations, knowledge, and experience; however, a mere hunch or guess that a search will uncover evidence of a violation of law or district or school rules is insufficient to justify a search.

Additionally, the search must be reasonable in its method and scope. A search must be carried out in such a manner that it targets the object of the search or the suspected evidence of a violation of law or district or school rules. The proper scope of the search is a case-by-case determination and is generally limited to the places in which it is reasonably suspected that the object of the search may be found. A search may be as extensive as is reasonably required to locate the object(s) of the search and may extend to all areas, containers, and personal effects in which the object of the search may be found. In addition, when determining the reasonableness of the scope and manner of a search, the school officials must take into account the age, sex, and other special circumstances concerning the object of the search and the person involved, as well as the nature of the suspected infraction. Should the school official determine that a pat-down search is necessary, the school official, who must be the same sex as the person searched, will escort the person to a private area to conduct the pat-down search. A witness must be present during all such searches. If a student refuses to comply, the student's parent/legal guardian and/or the police will be contacted. **Under no circumstances, however, is a strip search by a school official permitted.**

Searches of Lockers, Desks, and Other School Property

The district provides lockers, desks, and other school property to students for their use. Because the district retains ownership of this property, school officials may conduct searches of such property, including random and unannounced searches, with or without reasonable suspicion, when such search is determined by school officials to be otherwise reasonable in light of the needs of the school. However, objects belonging to students contained in such school property will not be opened or searched except as provided in the section above. Students will be notified expressly in writing in the student handbook that such school property may be searched at any time. In conducting searches of school property, student property will be respected and not damaged.

Searches of Vehicles on School Property

Students are permitted to park on school premises as a matter of privilege, not of right. Accordingly, all students desiring to park their vehicles on school premises must first obtain a

parking permit from the designated school administrator. In order to obtain a parking permit, the student must sign a form acknowledging that he/she understands and agrees to the terms regarding the use of parking lots set forth below. Vehicles which do not have a permit in plain view are subject to being towed at the student's expense.

Because parking on school premises is a privilege, the school retains authority to conduct routine inspections of the exterior of vehicles parked on school property at any time. In conducting an inspection of the exterior of a vehicle, school officials may observe those things inside vehicles which are in plain view.

The interiors of student vehicles, including such things as trunks, glove compartments, and personal belongings within a vehicle, may be searched whenever a school official has reason to believe a student is violating board policies, school rules, or federal or state law, as described in the "reasonableness standard" set forth in the section above. When a school official needs to gain access to the interior of a vehicle parked on school premises, for purposes of conducting a search in compliance with the "reasonableness standard," he/she will first ask the student to provide access. If a student refuses to provide the school official with access to the interior of his/her vehicle, he/she may be subject to disciplinary action, including loss of all parking privileges and the possible towing of the vehicle at the student's expense.

Use of Trained Canines

The exposure of student containers, packages, lockers, vehicles, desks, book bags, satchels, and other similar personal belongings to a reliable and trained "dog sniff," when not in a student's possession, in most circumstances is neither a search nor a seizure. This is so because a dog sniff of the above items only does not expose non-contraband items into view and discloses only the presence or absence of contraband. Sniffing of an individual by trained dogs, however, may constitute a search, and their use on school property may be disruptive and threatening to students and school personnel.

Accordingly, school officials will only utilize trained dogs on district property under the following circumstances:

- Only trained and proven reliable dogs may be utilized on school grounds.
- Dogs will be under the control, direction, and supervision of a trained dog handler and will be on a leash or subject to appropriate restraint at all times.
- Dogs will only be utilized when determined to be reasonable under all the circumstances by the school principal or his/her designee.
- Dogs will not sniff an individual unless determined to be reasonable in all respects under the section above; however, actual physical contact between dogs and individuals should be avoided.

In all circumstances, school officials will make reasonable efforts to minimize the exposure of students to dogs. Should a dog alert its handler to the presence of any contraband, school officials may conduct a search in accordance with the procedures set forth above.

Issued 2/9/78; Revised 8/3/79, 6/26/00, 8/30/04, 8/12/19

Student Interrogations, Searches and Arrests Code JIH-E1

The following exhibit may be used as a checklist for administrators who are considering conducting a search of a student or the student's effects, locker, desk, or motor vehicle.

- What factors cause you to have a reasonable suspicion that the search of this student or his/her effects, locker, or automobile will turn up evidence that the student has violated or is violating the law or the rules of the school?
 - Eyewitness account
 - by whom
 - date/time
 - place
 - what was seen
 - Information from a reliable source
 - time received
 - how information was received
 - who received information
 - factors that make source reliable
 - description of information
 - suspicious behavior (explain)
- Note time of search.
- Describe location of search.
- Was student told purpose of search?
- Was consent requested?
- Was consent given?
- Was the search you conducted reasonable in terms of scope and intrusiveness?
 - What are you searching for?
 - Note sex of the student.
 - Note age of the student.
 - Describe exigency of the situation.
 - What type of search is being conducted?
 - Who is conducting the search (include name, position, sex)?
- Explanation of search
 - Describe the time and location of the search.
 - Describe exactly what was searched.
 - What did the search yield?
 - What was seized?
 - Were any materials turned over to the police?

Student Interrogations, Searches and Arrests Code JIH-E2

CANINE SEARCH REPORT

The form will be completed each time the drug dog is used on property of the School District of McCormick County for detecting the presence of drugs. This form must be sent by courier or mailed to the district office. If drugs are found on the school property, it should be reported immediately by phone in addition to the submission of this form.

Date dog was used on school property: _____

Time dog was on the property: _____

Name of principal or assistant principal who accompanied the dog handler during the search:

Brief report of any significant incidents related to this search for drugs:

School

Date

Signature of principal or his/her designee

Signature of dog handler

TITLE I, PART A

Title I Funds Enable:

- Summer School and Intercession teachers
- Supplies and activities for the McCormick Early Childhood Center
- After School Clubs
- AVID
- Benchmark Testing
- Project Lead the Way
- STEAM initiatives
- Professional Development
- Odysseyware Academy
- Foreign Language materials
- Reading Curriculum
- Read180 & iRead
- And much more!

Title I Programming:

Title I funds are part of the federal Elementary and Secondary Education Act (ESSA) legislation and is a federal program that provides opportunities for the children served to acquire the knowledge and skills necessary to meet challenging state content standards.

All 3 schools in McCormick are Title I schools. Title I resources are distributed to schools where needs are the greatest, in amounts sufficient to make a difference in the improvement of instruction.

Title I coordinates services with other educational agencies and, to the best degree possible, with health and social services programs.

Title I funds will be used to focus on the district initiative of actively engaging students in their learning in order for them to be successful 21st-century learners.

Components of a Title I Program:

- A comprehensive needs assessment of all three schools is conducted
- Schoolwide/District-wide reform strategies are implemented to provide opportunities for all students to meet the state's performance standards
- Instruction is conducted by a highly qualified staff
- Professional development is conducted on a continual basis throughout the year
- Activities are conducted to increase parental involvement
- Measures are taken to include teachers in decisions about assessment
- Measures are taken to ensure that students are given every opportunity possible to be successful

Parental Involvement Policy:

A strong connection between the home and the school is a key element in student success. Materials, strategies, and help from teachers are available to all parents within a Title I school.

The *Elementary and Secondary Education Act* legislation requires schools to utilize a portion of their Title I funds to support parent involvement. Parents should contact the school principal with any comments or suggestions regarding the school's parent involvement expenditures.

The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop partnerships.

Parental involvement is an important means of increasing the effectiveness of a Title I program. The McCormick County School District understands this and has established the following policies to encourage and ensure parental support for its Title I program:

Opportunities for Visitation:

- Annual Meet and Greet
- Other "parent nights" hosted by the schools
- Parent-Teacher conference days
- Open house
- Report card pick-up days

Although there are specified times for visitation, parents are welcome in the school at any time to see classes in operation. Other meeting places and times will be scheduled as requested by parents.

Opportunities for parental input for the planning, design, and implementation of the Title I program:

- There will be various opportunities for recommendations concerning the planning and design of the Title I program for the succeeding project year.
- Opportunities for recommendations for the implementation of the Title I project will be given at the annual meeting each year.
- Parents are encouraged to make suggestions/recommendations for the program.
- Any recommendations or concerns raised by parents will be addressed by the Title I Coordinator and/or school administration.

Opportunities for parental contact:

- Visitation
- Open house
- Annual meeting (usually in March)
- Home visits as deemed necessary
- Phone contacts
- Parent-teacher conferences
- Email
- School/teacher websites
- Phone call communication support
- Power School Parent Portal
- School Improvement Council

To make suggestions about this parental involvement policy, please contact the district's Title I Coordinator, Dr. Suzanne Larsen

864-852-0639 or larsens@mccormick.k12.sc.us

School-Parent Compact:

As a school, we will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the student to meet the state's academic standards.
- Provide ongoing communication between the teachers and parents through parent-teacher conferences, newsletters/postcards, progress reports every two weeks, report cards every quarter, and phone calls when appropriate.
- Provide access to staff through an "open door" policy
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Demonstrate respect to and for all students, parents, and visitors.

As a parent, I will:

- Support my child's learning
- Monitor my child's attendance and academic progress
- Assist school administrators and teachers with solving behavioral and academic problems which may interfere with my child's learning
- Volunteer in my child's classroom and/or assist with school-sponsored projects
- Participate in decisions relating to the education of my child
- Make positive use of my child's extra-curricular time
- Provide appropriate school materials
- Visit my child's classroom to establish a positive relationship between the teacher and myself
- Attend parent-teacher conferences and PTO/Title I meetings
- Demonstrate respect to and for all students and staff

As a student, I will:

- Follow all school rules and procedures as outlined by the MCSD Discipline Policy, school rules/policies, and classroom rules/policies
- Attend school daily and report to school and class on time
- Complete all homework and classwork assignments
- Study and prepare daily for class activities, projects, and tests
- Display actions that exhibit good citizenship (act responsible)
- Display respect for myself, peers, and staff

**CURRICULUM
RESOURCES**

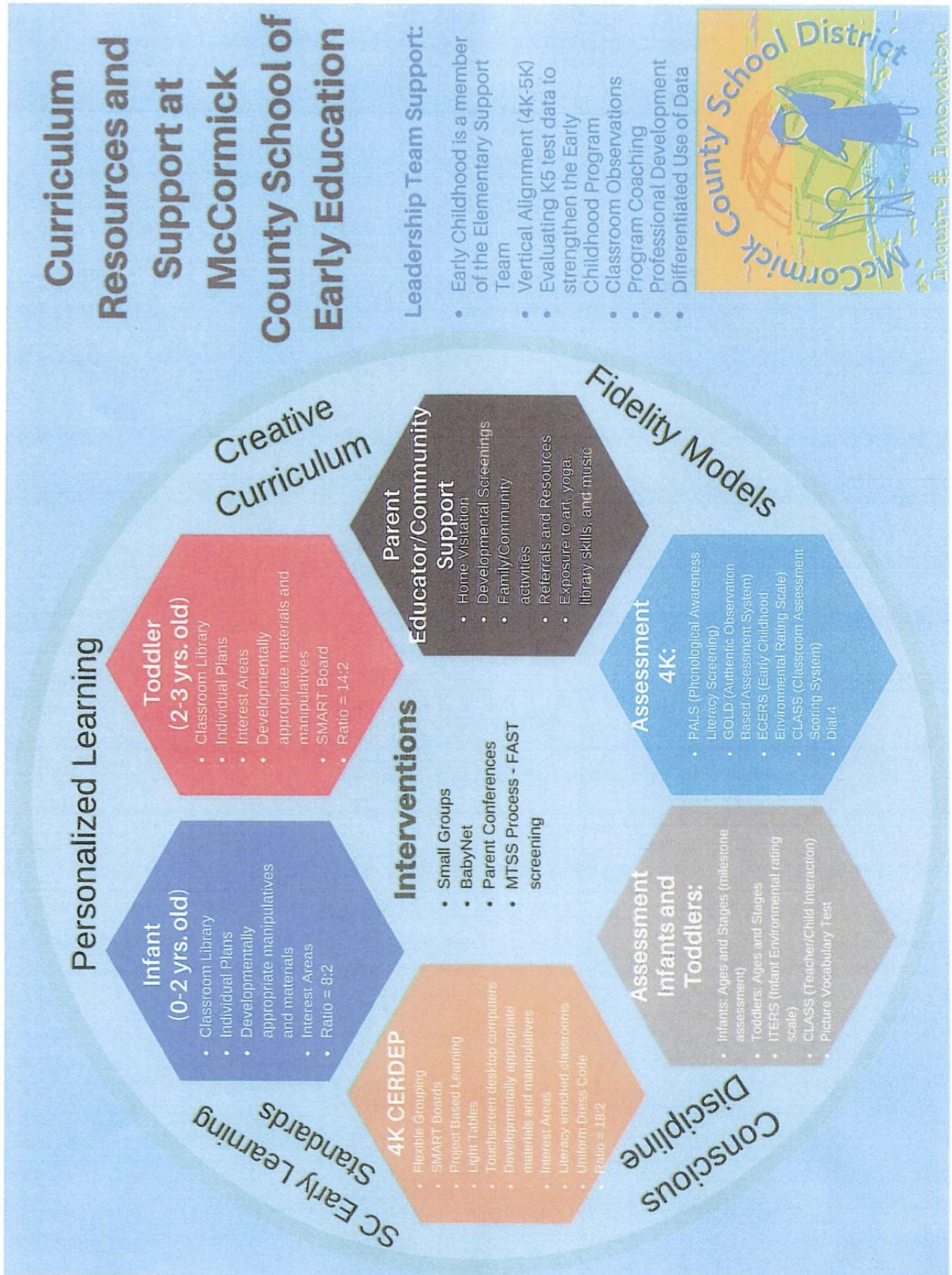
AND

**SUPPORT
SERVICES**

**MCCORMICK ELEMENTARY
SCHOOL**
MCCORMICK MIDDLE SCHOOL
MCCORMICK HIGH SCHOOL



RESOURCES AND SUPPORT SERVICES





Formative Assessments:

- TE 21 (Grades 2-5)
- F&P Reading Benchmarks
- Mastery Connect
- Reading Inventory
- Phonics Inventory (Grades 3-5)

All Grade Levels Have the Following Curriculum Resources & Support:

- SC State Standards and Support Documents
- Pacing Guides for Instruction
- LLI (Leveled Literacy Intervention)
- Refurbished Science Kits
- My Math/Everyday Math
- Math Manipulatives
- Book Room of Leveled Books for Guided Reading
- The Reading Strategies Book
- The Writing Strategies Book
- The Daily Five Book
- PBL
- Pearson Science and Social Studies
- Guided Math
- MAP Skills

Leadership Team Support

- Standardized Observation Tool
- Intensive Coaching Cycles
- Personalized PLC's
- Differentiated use of data
- Common Planning
- Curriculum Development



Instructional Resources and Support at McCormick Elementary School

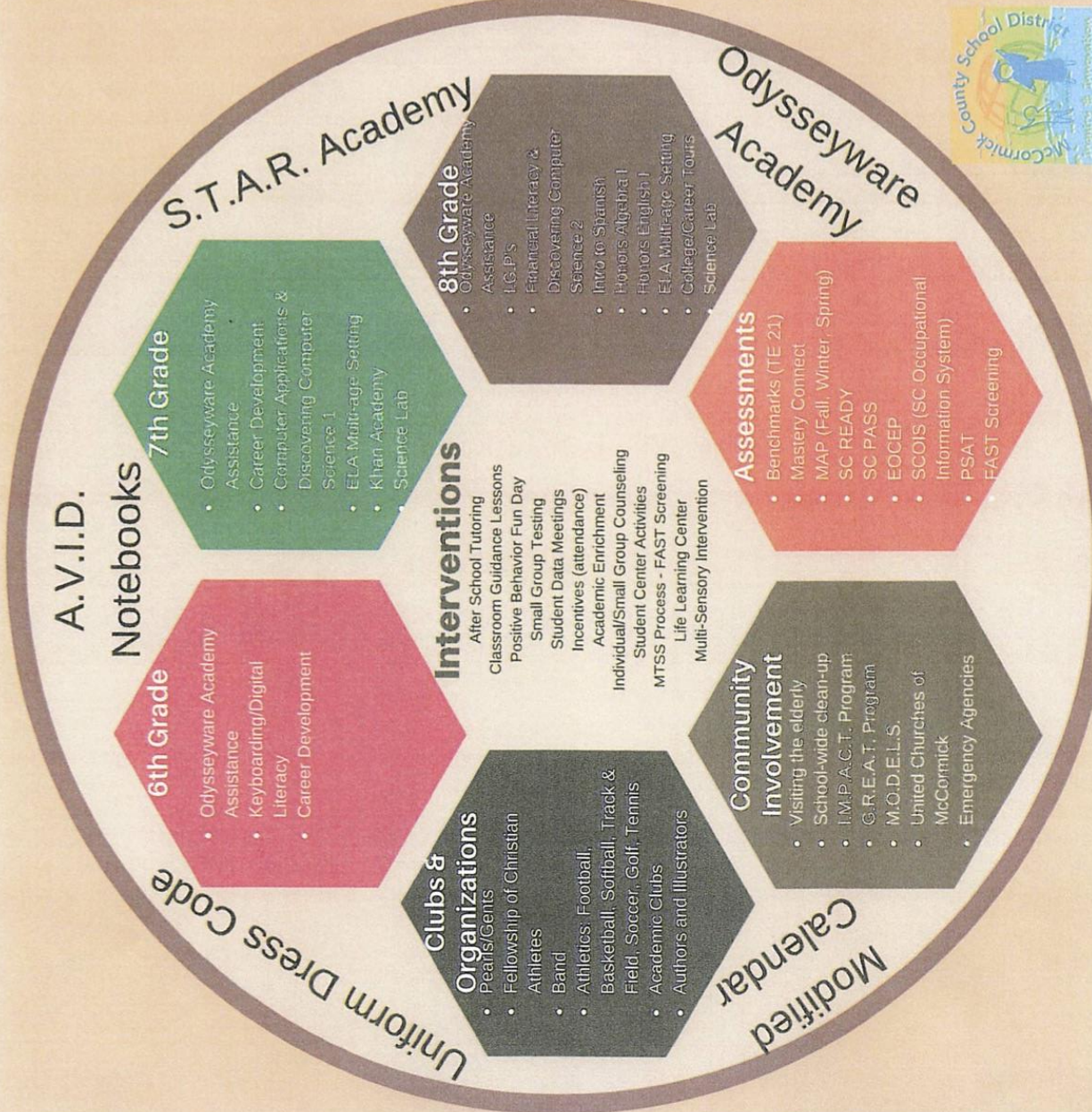
All Grade Levels Have Access to the Following:

- SC State Standards and Support Documents
- Pacing Guides for Instruction
- 1:1 Technology
- SMARTboards
- Google Classroom

Instructional Resources and Support at McCormick Middle School

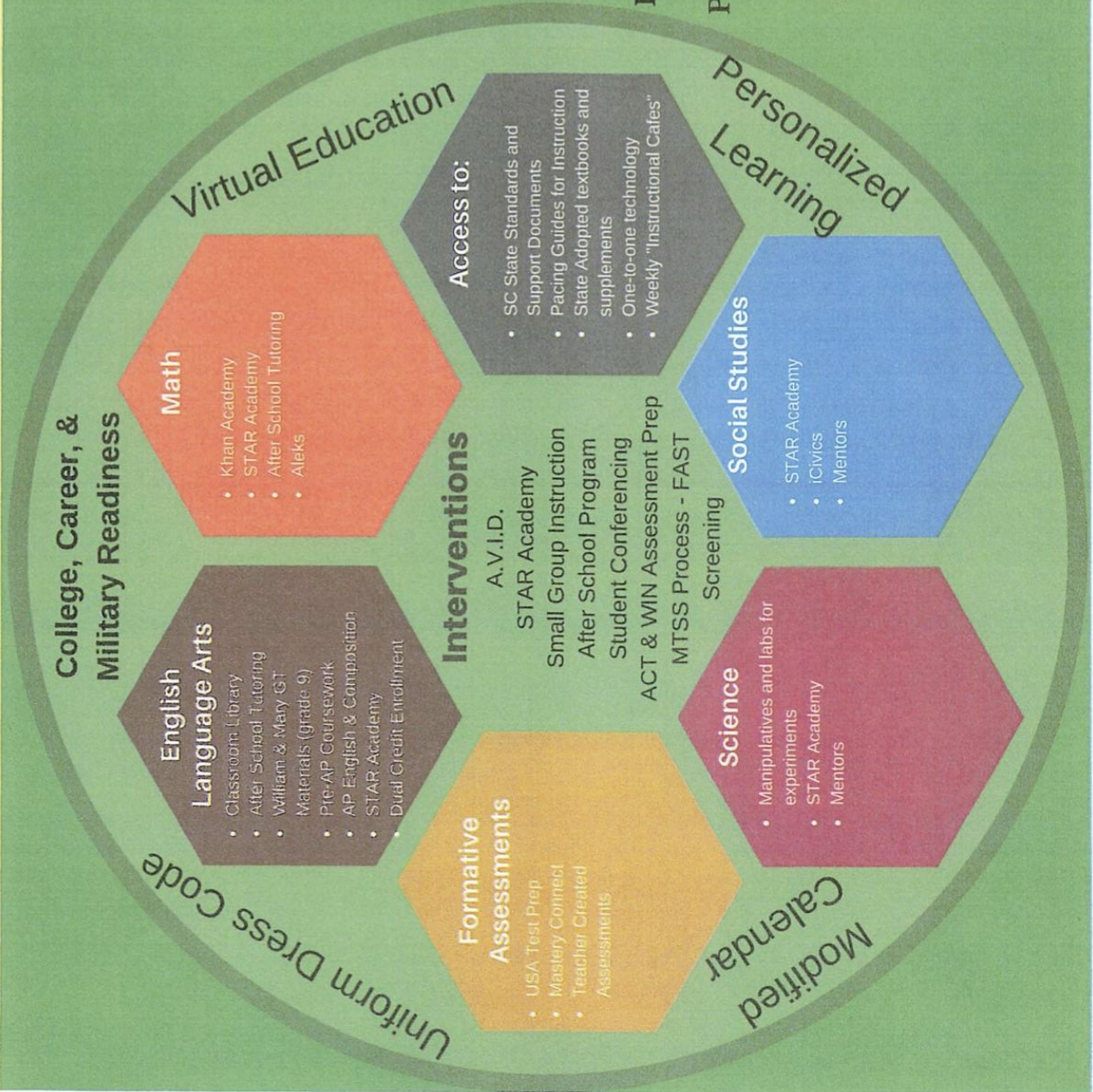
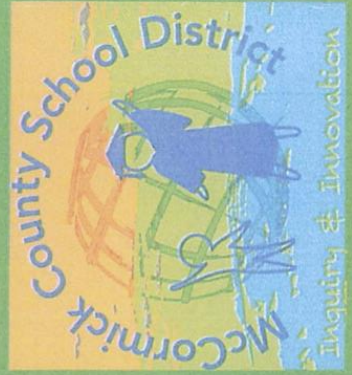
Leadership Team Support

- Data Meetings (with Instructional Coach)
- Cluster Meetings (with Instructional Coach)
- Professional Development (content areas, personalized learning, responsive classroom, suicide prevention, Odysseyware Academy)
- Parent Workshops (Odysseyware, note-taking, student data, intruder drills, mentorship programs, PowerSchool, attendance, fostering children, Profile of SC Graduate)
- Purchase Flexible Seating
- Potluck Lunch
- PBL's
- Leveled Literacy Intervention (LLI)

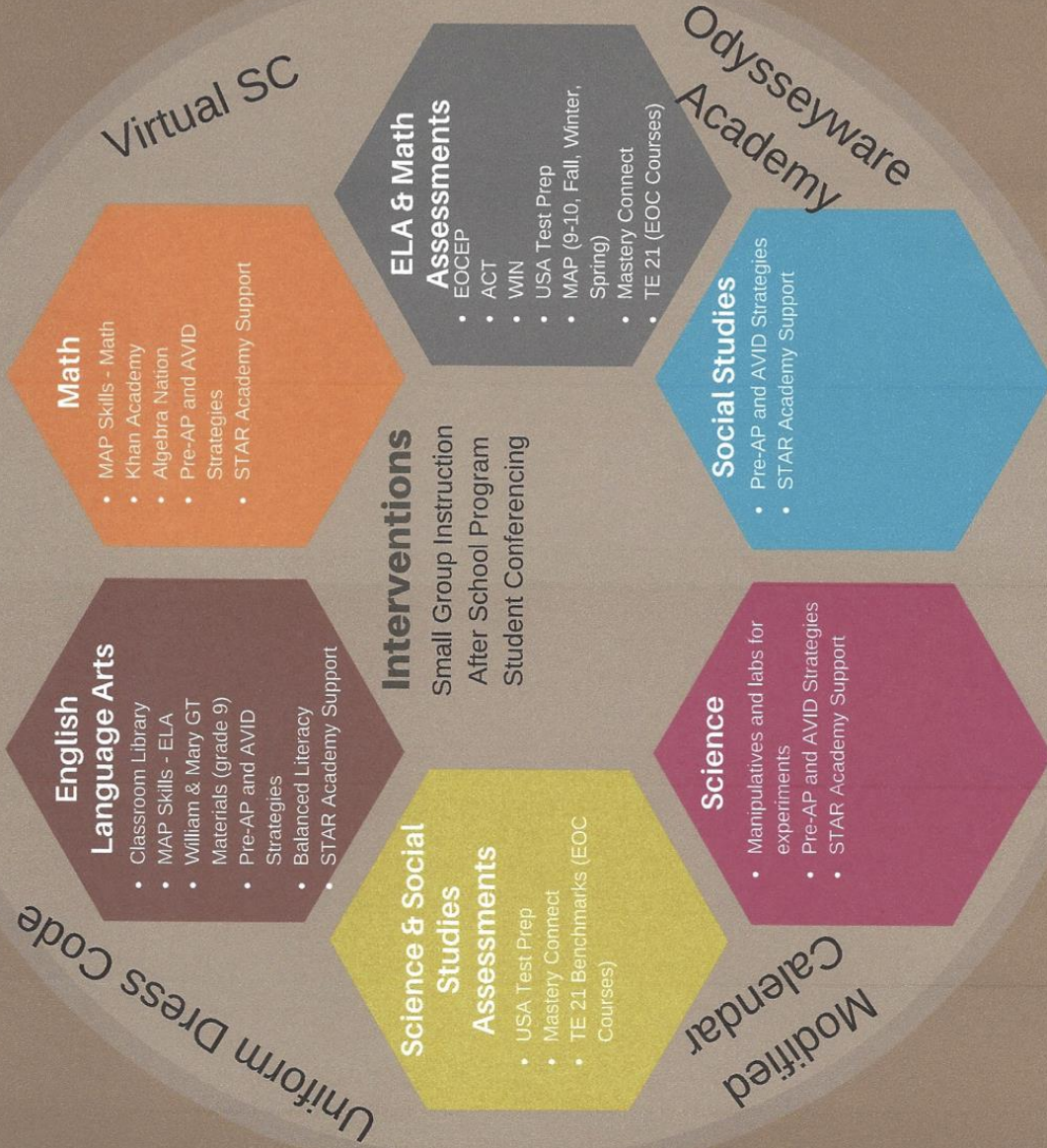


Instructional Resources and Support at McCormick High School

SEE ATTACHED DIPLOMA PATHWAYS AND PROFILE OF SC GRADUATE PROGRAMMING



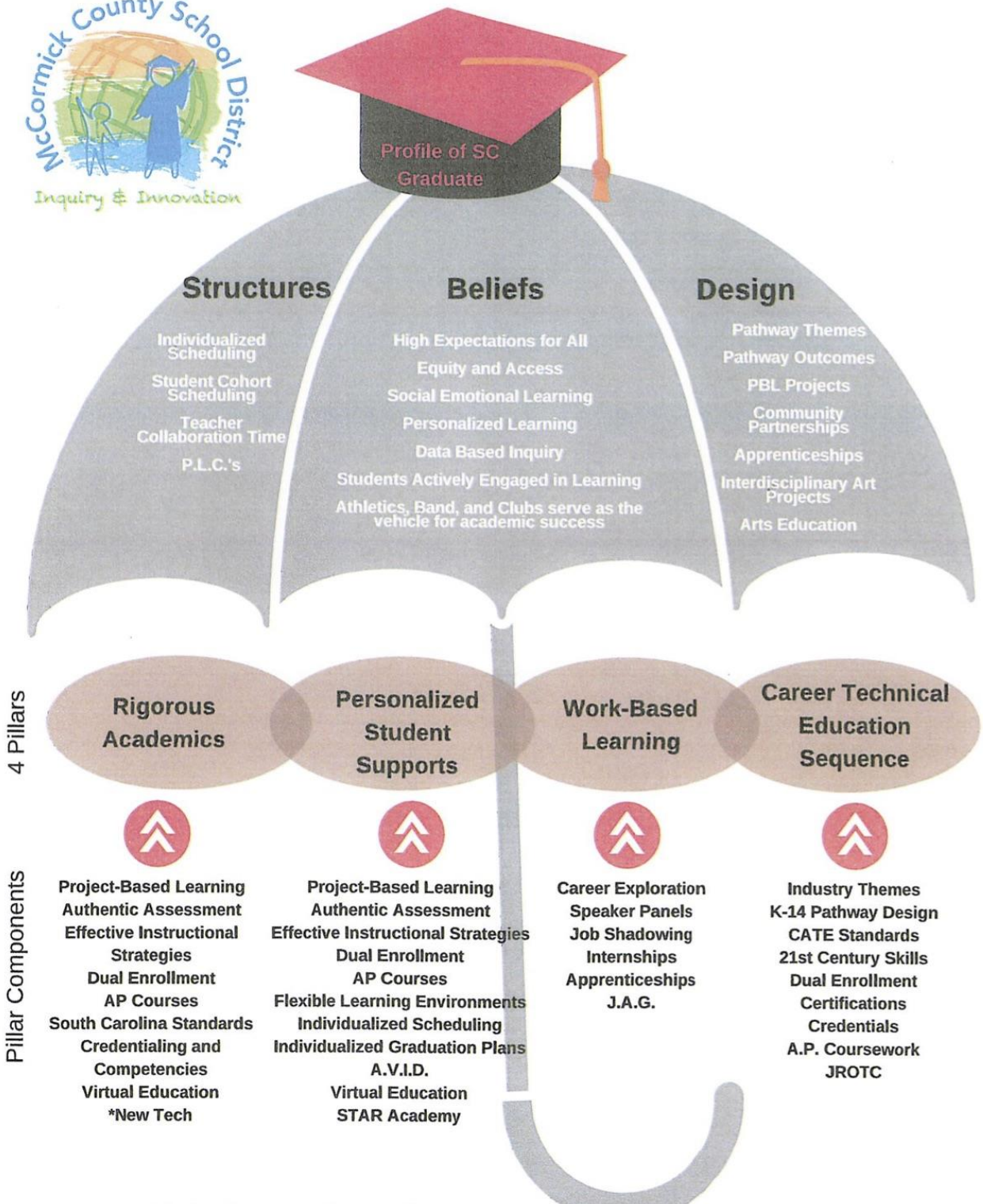
A.V.I.D.



- All Core Content Areas Have Access to the Following Curriculum Resources:
- SC State Standards and Support Documents
- Pacing Guides for Instruction
- State adopted textbooks and supplements
- One to One Technology

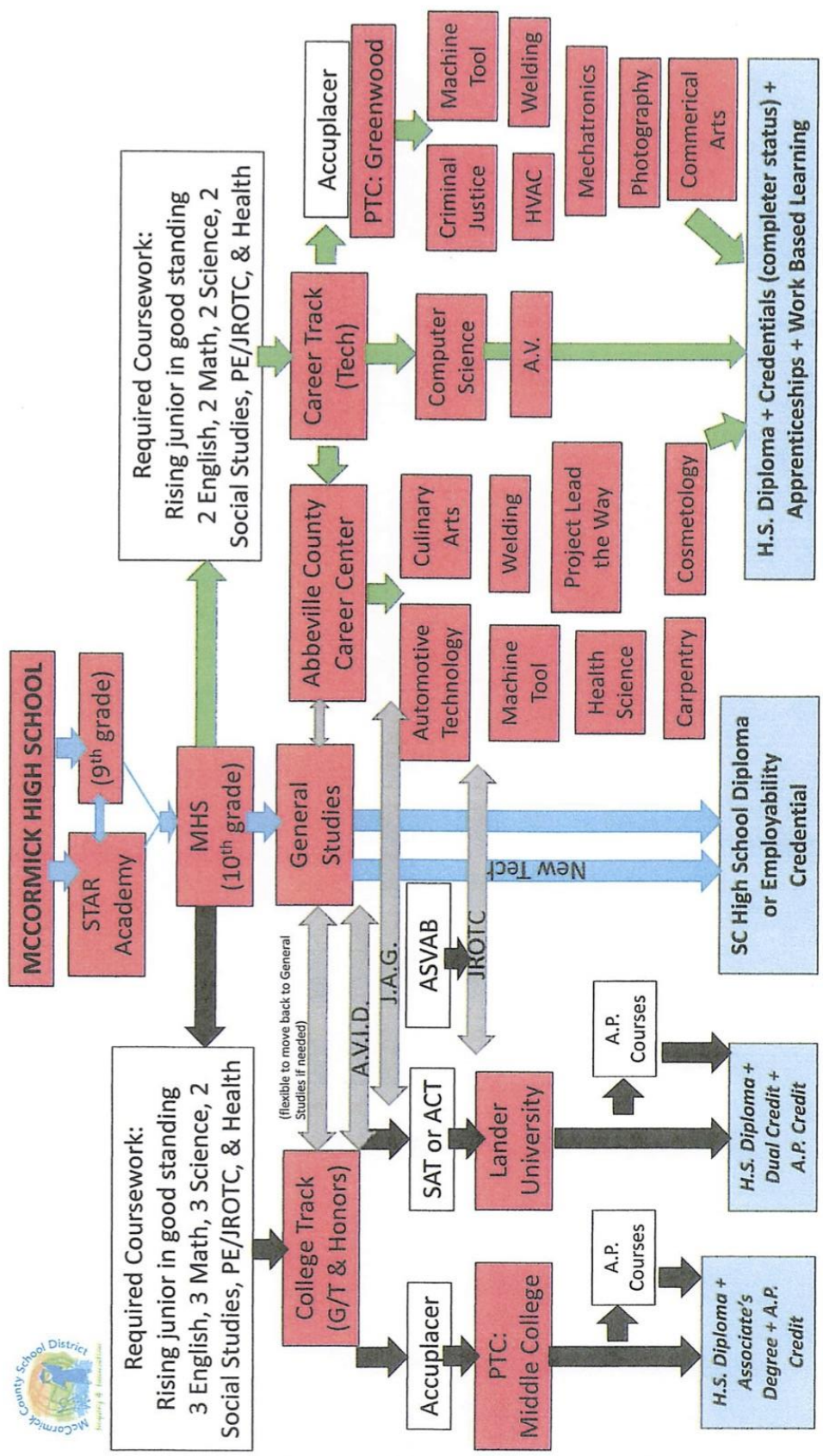
Curriculum Resources and Supports at McCormick High School

SEE ATTACHED DIPLOMA PATHWAYS

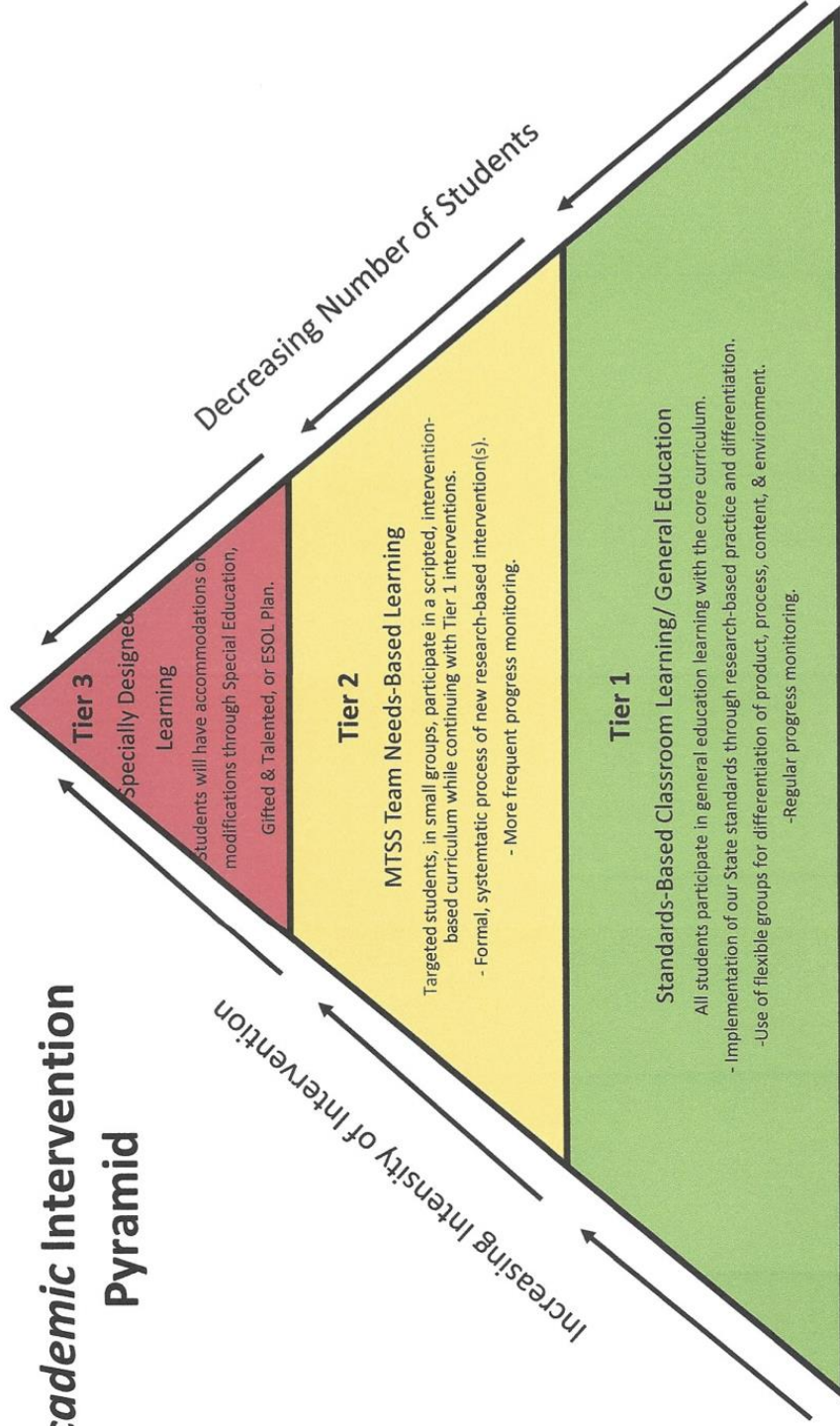


McCormick County School District

MCCORMICK HIGH SCHOOL



Academic Intervention Pyramid



Resources: State Website, Differentiated Instruction, Flexible Grouping, Learning Styles, Academic Coaches, OdysseyWare, Read180, System44, School Psychologist, Mentoring, Small-group Instruction, Project Lead the Way, Explicit Instruction, Formative Assessment, Danielson Framework, Marzano's Strategies, Questioning Strategies, Responsive Classroom & PBIS Strategies, Collaboration, Personalized Learning, Project-based Learning.

Academic Interventions by Grade Level

Pre-School

Creative Curriculum (Intentional Teaching Cards)

Language for Learning

Small Group (targeted support)

Kindergarten

iRead

LU

Small group (targeted support) with teacher and aide

RAZ Plus

Grades 1 - 2

iRead

LU

Small group (targeted support)

RAZ Plus

MAP Skills

Flexible Grouping (data-based instruction within the grade level)

Grade 3

Read 180/System 44

LLI

Small group (targeted support)

RAZ Plus

MAP Skills

Flexible Grouping (data-based

instruction within the grade level

Grades 4 – 5

Read 180/System 44

LLI

Small group (targeted support)

RAZ Plus

MAP Skills

Flexible Grouping (data-based instruction within the grade level)

Push-in support from resource teacher

Grade 6

Read 180/System 44

LLI

Small group (targeted support)

MAP Skills

Grades 7 – 8

LLI

Small group (targeted support)

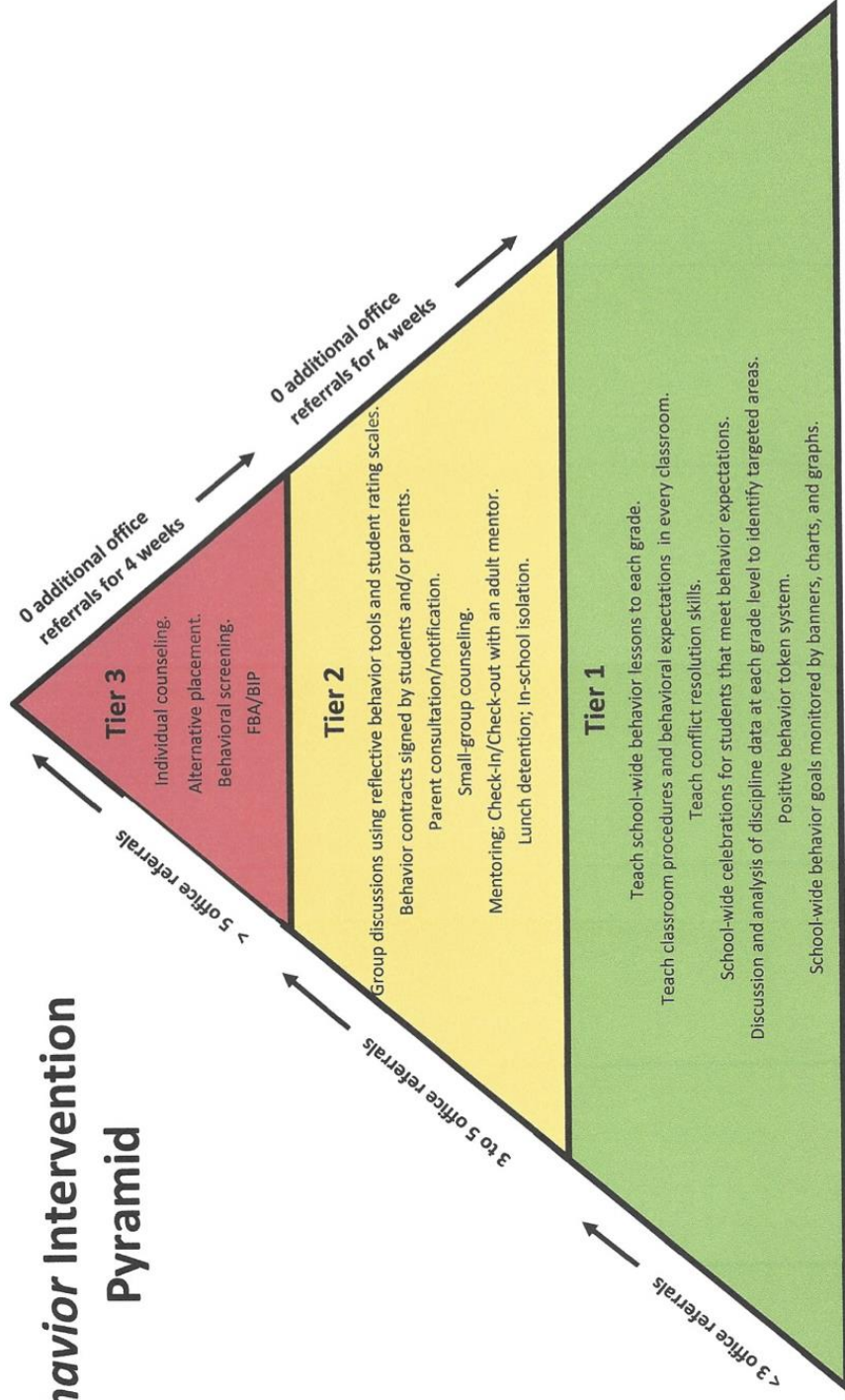
MAP Skills

Rosetta Stone – Foreign Language

Grade 9 – 12

Small group (targeted support)

Behavior Intervention Pyramid



NOTES

- Tier 1:** The purpose of Tier 1 is to build a school-wide foundation where the focus is on prevention and social-skill development. There is a caring school climate with positive and proactive discipline. School staff seeks to build strong relationships with students and families.
- Tier 2:** The purpose of Tier 2 is to intervene early and to provide focused activities and strategies that address risk factors.
- Tier 3:** The purpose of Tier 3 is to provide individualized, intensive, student-and-family-driven supports.

**McCormick County School of Early
Education at McCormick Elementary
School**



Parent Handbook

2020-2021

**Mrs. Pamela Turman
Director of EL and SS**

6977 Hwy 28 South
McCormick, SC 29835
Phone: (864) 443-2292
Fax: (864) 443-2755

Dear Families,

Welcome to the McCormick County School of Early Education (MCSEE). We are pleased and excited about having your family in our program. A busy and exciting year is in store for you and your child.

This handbook has been designed to provide information about our center's policies and procedures. Please take the time to familiarize yourself with this handbook as an easy reference throughout the year.

We realize that teaching and caring for your child is a privilege as well as a tremendous responsibility. We will do our very best to ensure each student has a wonderful learning experience.

Thank you so much for entrusting us with your child.

Our Staff for the Center:

**Marilyn Thomas, Infant Classroom
LaJoy McDuffie, Infant Classroom
Shirley Middleton, Toddler Classroom
Jasmine Houston, Toddler Classroom**

Sincerely,

**Pamela Turman, Ed.S
Director of Early Learning and Student Services**

Preface

The material covered within this student handbook is one method of communication to students and parents regarding general district and school information, rules, and procedures. Any information contained in this parent handbook is subject to unilateral revision or elimination from time to time. District policy overrides student handbook infractions.

Confidentiality

Confidentiality of information about the child and family will be maintained at all times. Enrollment forms and all other information concerning the child and family will be accessible to the parent/guardian, principal, teaching staff, and licensing agency. Information concerning the child will not be made available to anyone by any means, without the expressed written consent of the parent/ guardian.

Statement of Nondiscrimination

McCormick School District is required by federal and state laws, executive orders, rules, and regulations not to discriminate on the basis of race, religion, color, disability, sex, age, national origin, immigrant status, English-speaking status, or marital status. The district, therefore, commits itself to nondiscrimination in all its educational and employment activities. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment.

The following have been designated to coordinate compliance with the legal requirements and may be contacted at the district office for additional information and/or compliance issues.

Contact: Dr. Suzanne Larsen
 McCormick County School District
 821 North Mine Street
 McCormick, SC 29835

Individualized Education Plans

We are committed to working in partnership with families whose children have Individualized Family Service Plans (IFSP) or Individualized Education Plans (IEP). We will attend IFSP or IEP meetings when requested by parents. A copy of the child's IFSP or IEP is kept on file at the center. Teachers refer to the child's plan to support the goals and objectives within the classroom. Additionally, we will collaborate with professionals providing services for children with IFSPs or IEPs. We will support parents in the services they request for their child and will make reasonable accommodations to support their services within the center. All fees charged by any consultants or professionals are the responsibility of the family.

Parents Right to Immediate Access Policy

Parents of a child in our care are entitled to immediate access, without prior notice to their child whenever they are in the care of MCSEE, as provided by law.

In cases where the child is the subject of a court order (e.g.,) custody order, restraining order, or protective from abuse order, MCSEE must be provided with a certified copy of the most recent order and all the amendments thereto. The order of the court will be strictly followed unless the custodial parent(s) requests a parent more liberal variation of the order in writing. In the case where both parents are afforded shared/joint custody by order

In the absence of a court order on file with MCSEE, both parents shall be afforded equal access to their child as stipulated by law. MCSEE cannot, without a court order, limit the access of one parent by request of the other parent regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, MES ELC suggests that the parent keep the child with them until a court order is issued, since our rights to retain your child are secondary of the other parent's right to immediate access. MES ELC will contact local police should a conflict arise.

Enrollment Policy

McCormick County School of Early Education operates on a schedule, therefore, we don't like to accept children after 9:00 am each morning. This helps to facilitate scheduling and planning time for staff. Exceptions can be doctor appointments or other emergency situations that a parent makes known to staff. Parents should notify the center if their child is going to be late or absent. Acceptance is always at the discretion of the staff.

Immunizations

All children are required to have a South Carolina of Immunization for school attendance. Copies of the certificate are acceptable. Children will not be allowed to attend if immunizations are not up-to-date. Parents are responsible for keeping immunization records current.

Policies and Practices for Dual Language Learners (DLL)

McCormick County School of Early Education aims to create a bilingual early education program that supports families' native languages and acquisition of English. Parents whose home language is other than English sometimes have difficulty communicating and understanding communication provided. MCSEE utilizes assistance from staff or parents to translate or interpret information. MCSEE provides translated information to parents such as enrollment information, policies, newsletters, etc.

It's important for teachers to create a welcoming environment for children and families from all cultures and who speak different languages. MCSEE uses the following while working with children who are learning multiple languages simultaneously.

1. Find out what languages will be spoken by children in their class and focus your classroom setup on what will most effectively support children who speak those languages.

2. Stock bookshelves with bilingual and monolingual books in each of the languages needed. Look for storybooks and nonfiction books that come with CDs or books available as apps with sound to help you learn to pronounce words in each child's language. Wordless books are also great for multilingual classes.
3. Ask families to send in photos of things that are meaningful to each child, such as foods, celebrations, and family activities. Ask them to help you label the images with words in both English and the home language to give you lots to talk about with the children. Use the pictures to make personalized posters, displays, and class books that children can relate to.
4. Add labels that reflect the represented languages. Ask families or volunteers to help with the proper and the phonetic spelling. Labels don't build language and literacy unless you and the children really use them.
5. Play music from different countries and in different languages. Ask families to send in their favorites to build that home-school connection.
6. Learn to say 10 to 20 key words in each child's home language to help them feel welcome, safe, and comfortable starting from their first day. Use an online translation app like Google Translate or ask parents to record words for you to learn. Try *hello, my name is, eat, drink, hurt, bathroom, your parents will be here soon, wash your hands, help, yes, and no* to start.
7. Make a picture communication board to help all children communicate their needs and feelings. Post photos of the children looking sad and happy, helping each other, cleaning up toys, going outside, solving a conflict, and participating in daily routines.

Reporting Child Abuse or Neglect

All childcare centers are mandated by law to report suspicion of child abuse or neglect to the appropriate agency. MCSEE must report child abuse and neglect in compliance with state law. If child abuse (sexual, physical, verbal, or neglect) is suspected or apparent, the staff person will contact their immediate supervisor and Child Protective Services. If the child is in the center, Child Protective Services will visit the center to visually examine the child for physical indicators of abuse. A staff person who will serve as a witness at the time of the examination will escort the child from the classroom. All injuries will be documented. MCSEE will cooperate to the fullest extent possible with Child Protective Services officials in investigations of suspected child abuse or neglect. MCSEE parents are informed of MCSEE's policy with child abuse and neglect laws during the time of registration. Parents are made to understand that MCSEE must report suspected abuse/neglect to Child Protective Services.

Meals

Meals are prepared by the school district cafeteria and transported to the classroom. This includes breakfast and lunch. Parents are responsible for formula, baby food, and snacks.

Safety of Children

In an effort to maintain the children's safety, individuals must show ID when checking children out of the center. No one under the age of 16 will be able to check a child out of the center.

Safety of Facilities

To provide a safe learning and working environment for children, staff, and parents, entrance doors at center facilities are locked at all times, and doorbells are used to alert staff to persons seeking entrance to the facility.

Clothing

Parents are encouraged to select children's clothing that is comfortable for the child, and easy for staff to put on or take off the child. Some infants and toddlers require frequent changes. Also, young children should not wear clothing with cords/strings that may cause strangulation. Hair accessories such as beads are not allowed due to choking hazard. Parents will be notified of this hazard at orientation. Children will not be accepted in the center with such hair accessories.

Release Policy

To ensure the safety and well being of the children at MCSEE, children will only be released to persons listed by the parents as authorized to pick up the child. Parents giving authorization for pick up to someone not listed on the file copy must call and give the family code word or write a note using the family code word. Identification is required when picking up a child.

Children will not be released to persons observed as intoxicated or incapacitated, meaning one who is impaired by reason of mental illness, mental deficiency, physical illness or disability, advanced age, chronic use of drugs, chronic intoxication, or other cause to the extent that he/she cannot safely care for the child. Staff will attempt to contact other persons authorized to pick up the child in these circumstances. If no one is available, law enforcement will be contacted.

If the biological parent arrives to pick up the child and is not listed on the child(ren)'s filed paperwork, then the parent must provide proof of the birth certificate with his/her name on it before the child can be released.

In unforeseen circumstances, children will be released law enforcement if warranted and appropriate documentation from the court has been made available.

Procedures for Administering Medication

McCormick County School of Early Education (MCSEE) common practice is not to administer any prescription or over the counter medicines. A parent or guardian may come to the center and administer those medicines if need be. However, we will administer medication to a child at school in emergency circumstances with the proper permission and documentation.

Medications must be in the original containers. Medications must be accompanied by written permission from a physician or a prescription label. Dosage instructions on the package must be followed. A parent must fill out the medication consent form in the office. Medicines must be kept in the classroom in a locked cabinet. Parents must instruct teachers and administrators in the proper use of nebulizers, epi-pens, or other emergency medical treatments. Teachers will complete the medication administration log in the classroom after any medication is given.

Tracking Policy

Teachers will keep account of the presence of children daily. Teachers will complete a tracking record to identify a child's presence throughout the day and the facility.

Parent Conferences

Parent Conferences will be scheduled at least twice a year to review your child's progress. Teachers will review any assessment information collected, provide you with resources to assist in your child's learning, and answer any questions you may have. Parents are always welcome to schedule a conference with your child's teacher at any time during their planning period.

Remind

Parents are asked to sign up for Remind, which allows the center to send and receive important messages regarding our center. Please update any telephone numbers or emails with your child's teacher so we can have the most current information on file.

Emergency Medical Plan

In the case of a medical emergency such as:

- Unconsciousness
- Seizure
- Unstoppable bleeding
- Allergic reaction, etc

The following procedure will be followed:

- The staff of McCormick County School of Early Education will call 911
- The child will be transported by ambulance to the preferred medical emergency facility as indicated in their file.
- The center director/ designee will accompany the child to the hospital and stay until the parent arrives.
- The child's medical information will be brought to the hospital with the child.
- To ensure ratios are met during the emergency, an emergency person will be called to come to the center.

Health Emergency Policy

In case of an emergency situation, MCSEE will be prepared to act quickly and calmly to ensure the health and safety of all children, staff, and volunteers.

During the child's enrollment process, the staff will explain to the parent/guardian the emergency procedures and provide opportunities for questions. Authorization for emergency medical care will be obtained from the parent/guardian by completing the Medical Authorization Form and Emergency Card.

The staff will ensure the Emergency card is filled out completely and updated as changes occur. The staff will keep a copy of the emergency card in a child's record. In the case of an emergency, teachers/staff must ensure the child's emergency card accompanies the child to the emergency facility, field trips, and all other outings away from the center.

Care of Mildly Ill Policy

Observing good health practices will protect children and staff. The staff will do the following for a safe and healthy environment

- Wash hands and guide children to wash hands according to the Center for Disease Control guidelines
- Disinfect educational materials regularly
- Use plastic gloves when handling body fluids
- Monitor outside playtime carefully
- Provide written information on minor injuries on the day the injuries occur
- Provide information immediately on major injuries and contagious diseases contracted by the student.

There may be times when a child is too ill to attend school. To cut down on cross-infection and ensure a speedy recovery, we are unable to care for children with any of the following symptoms. Parents will be notified immediately to pick up a child if any of the symptoms below occur. The child will be separated from the group to prevent the spreading of germs. A prompt response by parents is essential. A reasonable amount of time (approximately one hour) will be allowed for parents to pick up the child. If parents cannot be reached or do not respond to pick up, the emergency contact on the child's enrollment form will be notified. A parent or guardian may be required to provide a written note or medical statement upon return.

- Child with an illness that results in a greater need for care than the staff can provide without compromising the health and safety of other children
- Difficulty breathing; unusual tiredness or lack of energy; irritability; persistent crying; rapidly spreading rash.
- Persistent abdominal pain (continuing 2 or more hours) or intermittent abdominal pain associated with fever, dehydration, or other symptoms.
- Exclude children with diarrhea (more than 2 episodes)- stools that contain blood or mucus until symptoms are resolved or medical evaluation indicates that inclusion is acceptable.
- Vomiting
- Flu
- Fever
- Scabies
- Rash with fever or behavioral change
- Hand Foot Mouth Disease
- Head Lice
- Contagious diseases (mumps, measles, chickenpox)

Policy for Injury Prevention and Safety

To prevent injuries, MCSEE will ensure that staff and parents are aware of the potential hazards and encouraged to demonstrate safety practices daily.

- Preventive procedures include:
- Classroom staff will ensure classrooms and other areas to which children have access will be maintained in a safe and orderly manner, free of potential hazards.
- All staff will promote safety awareness in the classroom and center by incorporating safety practices into the child's daily activities. All staff will be encouraged to be positive role models for health and safety issues.
- Staff will ensure that the indoor and outdoor space used by mobile infants and toddlers are separated from general walkways.
- Staff will ensure that the sleeping arrangements for infants provide firm mattresses and will avoid the use of soft bedding materials such as comforters, pillows, fluffy blankets, and stuffed toys.
 - Caregivers will use safe sleep practices and place non-mobile infants on their back, rather than on their stomachs or sides to sleep.
 - Caregivers will avoid overdressing infants or overheating rooms where infants play and sleep.
 - Caregivers will burp infants properly during and after feeding before they are put to sleep.
 - All classroom staff will ensure window-covering cords are securely tied or

fastened out of children's reach to prevent strangulation.

- All staff will maintain a smoke-free environment.
- Staff will ensure that all the toys and equipment (indoor and playground) are safe, durable, and kept in good condition. All toys must be stored in a safe and orderly fashion when not in use.
- Classroom staff must ensure all outlets are securely covered with protective caps when not in use.
- Classroom staff will make sure electrical drop cords are used in the classroom only when absolutely necessary. When used, classroom staff will secure the cord into the outlet. Cords must be positioned in such a way, to prevent unnecessary access by children (e.g., cords should not dangle to allow a child to pull equipment over).
- All classroom and janitorial supply cabinets, closets, and storage areas will be locked at all times.
- Classroom staff will ensure the safety and supervision of all children.

Staff will do the following in the event of an accident/ incident not considered a medical emergency as listed in the handbook:

- Staff must make the child comfortable in a reassuring manner and will stay with the sick or injured child at all times. Staff or designee will notify the parent or guardian immediately.
- The incident/accident will be accessed and proper medical attention will be given to the child.
- A parent will be notified of the situation and it will be at the discretion of the staff and parent whether the child should be picked up.
- An incident/accident report will be completed and will include a description of the accident/incident along with the teachers' signature.
- The original copy will be given to the parent and a copy will be kept at the center.

Nutrition Policy

Policy Statement

Good nutrition is vital to children's overall development and well-being. In an effort to provide the best possible nutrition environment for the children in our facility, McCormick County School of Early Education (MCSEE) has developed the following child care nutrition policies to encourage the development of good eating habits that will last a lifetime.

Child Care Nutrition

MCSEE follows the child care nutrition guidelines recommended by the USDA CACFP (Child and Adult Care Food Program) for all the foods we serve. We provide a healthy and balanced diet that includes fruits, vegetables, and whole grains and limit foods and beverages that are high in sugar and/or fat.

Meal and snack times are planned so that no child will go more than four hours without being offered food. We provide a variety of nutritionally balanced, high-quality meals each day prepared by McCormick County School District. A monthly meal calendar is sent home with the child informing the parents what their child will be eating. Parents are able to send nutritional snacks and/or lunches for their child with their name on it. For more information, please check with the child's teacher. However, parents are responsible for providing formula and/or baby food for those children of age. No sugar-sweetened beverages will be served and sweet food

items will not be served more than once a week. We will accommodate for individual allergic needs or special dietary requirements of children based on physical, religious or cultural beliefs by following district policy.

Weekly Menus

Our weekly menus are carefully planned to follow child care nutrition guidelines at every meal. Each menu is designed to provide a wide variety of nutritious foods that are different in color, shape, size, and texture. Menus include foods that are culturally diverse and seasonally appropriate. Menus are rotated to provide children with a balance of variety and familiarity. Menus are adapted to incorporate local and fresh in-season produce when available. Teachers will use practices to encourage healthy eating in their classrooms through their lesson plans and daily interactions.

Parent Information

No outside foods will be used to celebrate holidays and celebrations. Parents will be provided with resources monthly regarding child nutrition. Our center does not participate in fundraisers.

Nutrition and Punishment

Staff will never use food as a reward or as a punishment.

Professional Development

Annual nutrition training is required to ensure that all staff understands the important role nutrition plays in the overall well-being of children.

Please sign the form in the Appendix to verify you have received a copy of the Nutrition Policy stated above.

Emergency Telephone Numbers

TO CALL

NUMBER

Emergency Services

911

Fire Department

864-852-3211

McCormick County Police Dept.

864-852-2150

Ambulance/ Paramedics

864-852-2000

Crisis HotLine

800-868-2642

Palmetto Poison Control Center

800-922-1117

McCormick County Health Dept.

864-852-2511

CLOSEST HOSPITAL:

**Self Regional Healthcare
1325 Spring Street
Greenwood, SC 29649**

864-725-4150 or 864-725-4111

PLEASE NOTE! WHEN AN AMBULANCE OR RESCUE SQUAD IS CALLED:

Keep Calm! You will think more clearly.

Dial the correct number!

Tell where the help is needed!

Tell why you need help. Be very specific! Stay on the phone until your message is repeated to you and/or until you are instructed to hang up!

Medical Emergency Authorization Form

EMERGENCY MEDICAL TREATMENT FOR STUDENTS

In case of an emergency, upon notifying me or the designated person, and I am not able to get to the center right away, I authorize the staff at McCormick County School of Early Education to administer the proper first aid necessary to treat my child.

In the event that my child needs to be transported to a medical facility or hospital, I authorize the staff to act in the best interest of my child. The following medical facility has been selected as my preference

Signature of Parent/Guardian

Child's Name

Date

Note: All staff members of McCormick County School of Early Education are certified in CPR and First Aid.

**Please sign the Medical Emergency Authorization Form in the Appendix.
Revised 8/8/2019**

Blood Borne Pathogen Exposure Control Plan

OSHA, the Occupational Safety and Health Administration, requires that you use Universal Precautions when you come into contact with any type of bodily fluids. Universal Precautions is defined as using a barrier between yourself and any type of bodily fluid. That means using gloves when changing dirty diapers or cleaning up any type of vomit.

EXPOSURE DETERMINATION:

1. Director
2. Teachers
3. Student Staff

COMPLIANCE METHODS:

All employees who work at McCormick County School of Early Education are expected to:

1. Wear gloves when:
 - a. You come into contact with open cuts, nicks, and skin abrasions, including dermatitis (inflammation of the skin) and acne (inflammation of the oil glands of skin, producing pimples).
 - b. Any contact with the mucous membranes of the mouth, eyes, or nose that visibly show blood.
 - c. Changing a dirty diaper or training pants, evaluate the diaper's condition before placing the child on the changing table or removing soiled training pants. This will help reduce the risk of contamination to hands before putting gloves on.
 - d. Cleaning up diarrhea or vomit.
2. Remove gloves in a way that decreases contamination:
 - a. With both hands gloved, peel one glove off from top to bottom and hold it in the gloved hand.
 - b. With the exposed hand, peel the second glove from the inside, tucking the first glove inside the second.
 - c. Dispose of the entire bundle promptly.
 - d. Dispose of gloves in a covered plastic-lined waste container.
 - e. Thoroughly WASH HANDS each time gloves are removed.
3. Clean spill (identified in #1) by wearing gloves and using a soap and water solution to clean area and then a bleach and water solution to disinfect.
4. Follow Universal Precautions. Treat every incident as if the person is infected with infectious blood diseases.
5. Blood or vomit stained children's clothing must be placed in a plastic bag and sent home with parents. Massive amounts of clothing or articles used to clean up a spill should be sent with paramedics if they are needed. Any staff that has blood on their clothing will be allowed to go home and change clothes. Bloodstains on children's clothing are never rinsed at the center.
6. Report all blood exposures to the Teacher you are working with. They will then fill out an Accident report and log the exposure in the Blood Borne Pathogen section of their accident log book.
7. Wash hands before eating, after using the toilet, after changing a diaper, and whenever soiled.
8. Use gloves when handling food.

The Director will:

1. Provide gloves in easily accessible areas and resuscitation barrier and equipment for CPR in the first aid kits and also in each classroom and on the playground
2. Review exposure in a log located in each classroom's logbook.
3. Discuss all exposures with an Epidemiologist to determine the need for follow-up testing.
4. Provide training for the staff or see to it that they all obtain training. Keep a record of training for three years.
5. See to all medical care when necessary after an exposure.
6. Assure clean-up of spills and accessibility of equipment to clean up the spill.
7. Make a copy of the plan and OSHA law available to staff at all times. Copies of this can be found in the Human Resources office.
8. If syringes are used at the center, they will be taken home by the parents to be disposed of as domestic use.

9. Require all full-time staff members to wear a fanny pack first-aid kit at all times when outside of the center grounds. The kit will contain:
 - a. Rubber gloves
 - b. CPR barrier
 - c. Topper sponges
 - d. Band-aids
 - e. Kleenex
 - f. Plastic bags for contaminated materials.

Hepatitis B Vaccine

Only full-time staff is required to administer first aid; therefore, all full-time staff is required to receive the Hepatitis B vaccine. In the event a staff member has a blood exposure while on the job, they should immediately contact the Department of Health and Environmental Control. (health source)

If the Department of Health and Environmental Control determines that an exposure has occurred, the center will follow the directions given by these professionals for further testing of the staff and child involved.

Discipline Policy

The staff of McCormick County School of Early Education provides guidance to help your child develop a positive self- concept. The center's discipline and behavior guidance is constructive, positive, and age-appropriate with the goal of having your child develop internal control of his/her behavior. Staff is prohibited from using any corporal, unproductive, frightening, or shaming methods of punishment. Food or beverage is never withheld as a method of discipline.

Our methods of guidance (discipline) include:

- Redirection: We will give your child the option of a different activity if he/she is engaged in unacceptable behavior.
- Rule setting: We will use understandable rules for behavior in your child's classroom.
- Positive words: We will tell your child what he/she can do to be successful.
- Modeling: We will model appropriate interactions for your child.
- Natural consequences: We will help your child to understand the consequences of behavior.
- Active listening: We will listen to your child to attempt to understand the reason for unacceptable behavior.
- Positive environment: We provide a positive physical and emotional environment that is designed to minimize difficult behaviors.
- Think-About-It/ Time-out: We may need to ask your child to sit out of an activity if all other discipline methods fail. This time-out is brief (one minute/year) and is always within a teacher's sight. The teacher will discuss the behavior with your child, and your child will be allowed to join the group. When the incident is over your child will be treated with the same affection and respect as shown to the other children in the group.

In the extreme case that our efforts do not prove to be effective in ensuring safe and appropriate behaviors for positive interactions at our center, we may, in your child's and the center's best

interest, contact the parent for further discussion.

I have read the above discipline policy for the McCormick County School of Early Education and have received a copy to help me manage the behavior of my child(ren).

Signature _____ Date _____

Please circle as appropriate: Staff Parent

If parent, name of child _____

Please sign the Discipline Policy Form in the Appendix.

Physical Activity Policy

Policy Statement

McCormick County School of Early Education recognizes the importance of physical activity for young children. Implementation of appropriate physical activity practices supports the health and development of children in care, as well as assisting in establishing positive lifestyle habits for the future.

Physical Activity in Child Care

The purpose of this policy is to ensure that children in care are supported and encouraged to engage in active play, develop fundamental movement skills, and to have limited screen time. Our center encourages all children to participate in a variety of daily physical activity opportunities that are appropriate for their age, which are fun and offers variety. In order to promote physical activity and provide all children with numerous opportunities for physical activity throughout the day, MCSEE will:

- Encourage a least restrictive, safe environment for infants and toddlers at all times.
- Provide a designated safe outdoor area for infants (ages 0-12 months) for daily outdoor play.
- Provide toddlers (ages 1 through 2-year-olds) with at least 60-90 minutes of daily outdoor active play opportunities across 2 or 3 separate occasions.
- Provide preschoolers and school-age children (ages 3 through 12-year-olds) with at least 90-120 minutes of daily outdoor active play opportunities across 2 or 3 separate occasions.
- Increase indoor active play so the total amount of active play time remains the same if weather limits outdoor time.
- Provide a variety of play materials (both indoors and outdoors) that promote physical activity.

Role of Staff in Physical Activity

- Will encourage children to be physically active indoors and outdoors at appropriate times.
- Will provide 5-10 minutes of planned physical activities at least 2 times daily for children age 3 and older.
- Provide parents with handouts monthly on the importance of physical activity and limiting screen time.

Screen Time Limitations

- Not permit screen time (e.g./television, movies, video games, and computers) for infants and children two years and younger.

Physical Activity and Punishment

Staff members do not withhold opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from playtime), except when a child's behavior is dangerous to himself or others. Staff members never use physical activity or exercise as a punishment, e.g., doing push-ups or running laps. Playtime or other opportunities for physical activity are never withheld to enforce the completion of learning activities or academic work. Our center uses appropriate alternate strategies to redirect negative or undesirable behaviors.

Appropriate Dress for Physical Activity

We at Even Start Child Care Center have a **READY TO PLAY POLICY!** Please bring your child ready to play and have fun each day. Your child will participate in both indoor play and outdoor play. Therefore, "play" clothes and shoes which can get dirty and allow for free and safe movement are most appropriate. We expect parents to provide children with appropriate clothing for safe and active outdoor play during all seasons.

It is our expectation that children will go outside **EVERYDAY**, weather permitting. If you feel your child is too sick to go outside then your child may be too sick to be at the child care center. It may be at their best interest to stay at home until he/she is well enough to go outside. If you have any concerns, notify your child's teacher.

Inclement Weather Plan for Physical Activity

During inclement weather, staff will provide inside play experiences as planned in advance. Play experiences may include dancing, structured games, yoga, etc.

Professional Development

Annual training on promotion of children's movement and physical activity is required for all staff.

My signature below indicates that I have received a copy of the physical activity policy, it has been reviewed with me and I have read and understand this policy.

Signature _____ Date _____

Please circle as appropriate: STAFF PARENT

If parent, name of child _____

Please sign the Physical Activity Policy Form in the Appendix.

Daily Schedule

| | | | |
|-------------|------------------------|-------------|--------------------------|
| 8:00-8:30 | Arrival | 11:15-11:30 | Clean - up for Lunch |
| 8:30-8:45 | Clean-up and Restroom | 11:30-12:15 | Lunch |
| 8:45-9:45 | Choice Time | 12:15-2:00 | Nap Time |
| 9:45-9:55 | Story Time | 2:00-2:15 | Snack Time |
| 9:55-10:10 | Snack Time | 2:15-3:15 | Group Activities |
| 10:10-11:00 | Gross Motor Activities | 3:15-3:30 | Art and Music |
| 11:00-11:15 | Music and Story | 3:30-4:00 | Clean - up and Dismissal |

Note: This schedule is flexible.

Space Availability

Your child's attendance is important! You will be responsible for paying for your child's space while enrolled at McCormick County School of Early Education regardless of your child's attendance. Payment is expected each Friday. Your child will not be accepted on Monday morning if payment has not been made.

MCSEE will assume after a child has not attended for 7 consecutive business days and no contact has been made stating reasonable excuse, you are no longer interested in your child receiving our services. Therefore, your child's space may no longer be available. In the event your space is no longer available, you can request to be placed on the waiting list if so desired.

Early Childhood Expulsion and Suspension Policy

High-quality childcare and early learning programs are important for preventing suspensions and expulsions in the early learning setting. Early childhood education programs are responsible for creating positive learning environments that focus on preventing expulsions and suspensions, encouraging partnerships between programs and families to support healthy development, and ensuring fairness, equity, and continuous improvement to support children's social, emotional and behavioral health.

It is recommended that early childhood programs focus on fostering social-emotional development and responding to challenging behaviors by incorporating positive discipline practices and policies before ever considering expulsion or suspension from early childhood programs.

Guidance for prevention of expulsion and suspension:

In an effort to prevent expulsion and suspension of children, this agency shall adopt the following, in policy and practice and in a consistent and non-discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age-appropriate expectations, small group activities, teachable moments, and knowledge of research-based evidence and best practices in child development, early learning, and education.
- Invest in professional development, training, and education to ensure educators have the

competencies to support children's social and emotional health.

- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear, and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

Other Options Prior to Expulsion

Prior to the expulsion of any child from this program, the staff and director will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Reduce the number of days or amount of time in care for a specified amount of time.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

Transition Procedures

If an expulsion must occur, the childcare agency will assist the child and family in transitioning to another program by identifying and engaging mental / behavioral health consultants and community resources to assist in determining the most appropriate placement for the child.

Resources

The following list will assist childcare agency staff and families in locating services and resources.

1. SCPITC ([888\) 811-2018](tel:8888112018) or scpitc.org
2. Stepping Stones 800-578-8750 or familyconnections.org
3. Centers For Disease Control and Prevention – Parent Information www.cdc.gov/parents
4. The Pyramid Model Consortium- Supporting Early Childhood PBIS www.pyramidmodel.org
5. NCPMI – National Center for Pyramid Model INNOVATIONS www.challengingbehavior.org
6. Department of Mental Health and Substance Abuse – Support for Families <https://www.tn.gov/behavioral-health/support-for-families.html> \
7. Parent Tool Kit www.parenttoolkit.com

Communication:

The agency's expulsion and suspension policy will be clearly communicated to all staff and parents of enrolled children.

Employees - The Expulsion and Suspension Policy will be incorporated into employee/staff handbook and training practices. The agency Director will explain suspension and expulsion policies to all current staff and any new staff. All existing staff and any new staff are required to be knowledgeable of the policy and will sign a statement acknowledging they have received and read the agency's Expulsion and Suspension Policy.

Parents/Guardians – The Expulsion and Suspension policy will be incorporated into the parent handbook. During orientation, the Director shall disseminate and review the policy with parents/guardians of all currently enrolled children. A copy of the policy will be disseminated and reviewed with newly enrolled children upon enrollment. All parents /guardians will sign a statement acknowledging they have received and read the agency’s Expulsion and Suspension Policy.

Expulsion and Suspension Policy Parent Acknowledgement

I, the parent / guardian of _____ (Child’s Name)
acknowledge that the Expulsion and Suspension Policy was explained to me and I have read
and received a copy of the Expulsion and Suspension Policy.

Signature _____ Date _____

Please sign the Expulsion and Suspension Policy Form in the Appendix.

Referral Procedures for Children with Different Abilities

McCormick County School of Early Education’s mission is to provide a quality education for every student beginning at birth. We aim to meet the needs of every child in our care. In the event staff members have concerns about a child meeting developing milestones, the following would occur:

- The Director is notified and observations are documented.
- Staff should be communicating with the parents daily about their child’s development in a positive supportive manner.
- The child’s strengths and teacher/parents’ concerns are shared.
- An Ages and Stages Developmental Milestone screening is completed by staff.
- A parent conference is scheduled.
- Parents will then complete an Ages and Stages Developmental Milestone screening.
- The Director will contact BabyNet or First Steps with parent’s permission.
- Set up follow-up meetings with parents, teachers, and director.
- Share all observed information, forms, and assessments.
- Continue to follow-up for Plan of Action to ensure provisions are being followed by school and home.

Resource Guide for Families

ABC Special Needs Voucher

Families may qualify for special childcare vouchers, but only if the parent is employed, or is enrolled in a school or training program, or has a disability. ABC vouchers are always intended to support working parents and their families. Parents who believe they are eligible must fill out an ABC Special Needs Childcare Application. Special Needs applications are available through certain agencies; the locations where an ABC Special Needs Application can be obtained are listed below:

- Local county Departments of Disabilities and Special Needs
- The South Carolina School for the Deaf & Blind
- The BabyNet Office at South Carolina First Steps
- Children's Rehabilitative Services -located at the county Department of Health and Environmental Control

Once the application is completed, the staff located at these agencies –usually an Early Interventionist, a Service Coordinator or a Referral Agent -will review the application to ensure that it is accurate and complete. All applications are forwarded to the ABC Special Needs Childcare Program located at the Department of Social Services. Parents will be notified about the status of their case within 2 weeks.

For questions regarding the ABC Special Needs Voucher program, call: Donna Casteen at (803) 898-9735 or email her at donna.casteen@dss.sc.gov.

[ABC Quality](#)

The ABC Childcare Quality Rating and Improvement System helps providers achieve higher standards of quality in caring for the children they serve making higher quality services available to more families. This program also can provide funding for children from low-income families to attend childcare so their parents can work, or attend school or training to obtain a job.

[BabyNet](#)

BabyNet is South Carolina's interagency early intervention system for infants and toddlers (birth-2) with developmental delays.

[Family Connection](#)

Family Connection of South Carolina provides support to families of children with special healthcare needs and disabilities through a variety of programs. C

[South Carolina Childcare Resource & Referral Network](#)

The South Carolina Childcare Resource & Referral Network helps parents find childcare providers in their area. In addition, they provide training and support to childcare providers related to overall program quality.

[South Carolina DSS Division of Early Care and Education](#)

The Division of Early Care and Education of the Department of Social Services is responsible for ensuring that South Carolina's children have a safe and nurturing environment while in childcare. This website contains information for parents describing what types of care arrangements are available for children and families and how those programs are regulated.

McCormick County School of Early Education Pay Rates

1. Full weekly or bi-weekly payment is required regardless of your child's attendance days. You will no longer pay by the number of days your child attends, but rather for the slot/space for your child. Note: If the Center is closed for any reason, the weekly rate will be adjusted at that time.
2. Fees are due each Friday. Failure to pay fees on Friday will result in your child's attendance until full payment has been made.
3. A two (2) week-written withdrawal notice is required. You will be charged regular rates for this period if proper notice is not given.
4. Daily sign-in of children shall be by 9 a.m. Doctor and other appointments may be excused when made known to staff.

I understand/agree with the terms above and agree to pay:

\$ 75.00 Weekly

_____ My child is on the ABC Voucher and agree to pay co-pays if applicable. I am responsible for paying full price until the connection has been made.

_____ My child receives a First Step Scholarship and I agree to pay full price until all information has been completed and received by First Steps.

Parent's Signature

Date

Director/Teacher

Date

Please sign the School of Early Education Pay Rates Form in the Appendix.

Child Emergency Information Sheet

Child's Name _____

Address _____

Phone _____ Child's SS# _____

Mother's Name _____

Name of Work Place _____ Work Place Phone _____

Father's Name _____

Name of Work Place _____ Work Place Phone _____

PERSONS, OTHER THAN PARENTS, TO NOTIFY IN CASE OF EMERGENCY:

Name Address Relationship Phone

I AUTHORIZE MY CHILD TO BE RELEASE TO THE FOLLOWING PERSON(S): MUST BE 16 YEARS OR OLDER!

Child's Doctor:

Address:

Phone: _____

Child's Dentist:

Address:

Phone: _____

Child's Allergies/Special Needs:

Child's Medicaid No. or Private Insurance Number _____

Name of Childcare Center: _____

Name of Teachers: _____

Please sign the Child Emergency Information Form in the Appendix.

Parent Authorizations

Check below the following items for which you give permission. Write "NO" for any items for which permission is NOT given. Assure that each item is clearly explained and understood before giving permission.

_____ Authorization for Emergency Medical Treatment: If required, I hereby authorize *McCormick County School of Early Education (MCSEE)* to get medical aid for my child from my child's physician, hospital emergency room staff, emergency or medical technicians; if they are unable to contact me or other legal guardian. My hospital of choice is

I understand that, if required, the nearest hospital able to provide the needed emergency service will be used. I authorize the emergency doctor (and whomever he/she may designate as his/her assistance) to perform the necessary emergency treatment and/or procedures, as they deem therapeutically necessary. I understand that MCSEE will make every effort to contact me in case of emergency and that when reached, my presence with my child is required.

_____ I authorize MCSEE to administer basic First Aid to my child in the classroom should injury occur.

_____ I give my child permission to take part in all MCSEE Field trips, etc.

_____ I give permission for photo releases of my child relating to MCSEE and McCormick County First Steps

Parent's Signature

Date

Staff Signature

Date

Please sign the Parent Authorization Form in the Appendix.

McCormick County School of Early Education

2020-2021

This is to verify that I have received, read, and understand all policies relating to the operation of the McCormick County School of Early Education.

Parent's Signature

Date

Director/Teacher

Date

Please sign the Form in the Appendix that verifies you have read and understand the policies of the McCormick County School of Early Education.

Child Development Education Program (4K- CERDEP)

Parent Handbook 2020-2021

CERDEP Teacher: Teresa Hatcher

Teaching Assistant: Moneque Luchey

Room Number: 145

CERDEP Teacher: Laurie Stuart

Teaching Assistant: Sonya Hudson

Room Number: 143

CDEP Enrollment Requirements

Residency

Pursuant to S.516 - Read to Succeed, participation in CDEP had been limited to eligible children residing in the original 33 school districts funded for CDEP since 2006, the 17 CDEP districts funded as of the 2013-14 school year, the additional 10 districts funded as of the 2014 – 2015 school year, and the additional 4 districts funded as of the 2015-2016 school year.

Parent(s)/guardian(s) of age- and income-eligible children must provide documentation of the children's legal residency within a CDEP school district.

Age Eligibility

Children must be four years of age on or before September 1, 2016 based on acceptable documentation, such as birth certificates or official documents from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CDEP.

Family Income Eligibility

An annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services **or Medicaid eligibility** qualifies a child for enrollment. Verification must be on file before the child is enrolled. Acceptable forms of verification include the following: (a) completed free and reduced lunch form with verification of family income or (b) copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms.

Application Process

The parent enrolling a child must complete and submit a CDEP application. The application must be accompanied by a copy of the child's proof of age eligibility, documentation of the family income eligibility, and immunization documentation. Individual school districts may require additional documentation as deemed necessary.

Screening

All children shall be screened prior to the time of enrollment using the Developmental Indicators of Assessment of Learning (DIAL-3 or DIAL-4).

Anti-Discrimination Statement

Approved CDEP schools must comply with constitutional provisions and all federal and state laws prohibiting discrimination on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in its programs and activities or need for special education services. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1 (800) 421-3481.

Operating Policies & Procedures

Attendance

Regular attendance is crucial to your child's success. Each parent/family must agree to send their child to the Child Development Education Program (CDEP) for 6.5 hours of instructional time, five days per week, 180 days a year. Exclusions from the 180 days of attendance would include school district breaks due to dangerous weather situations. **A child who is chronically tardy or absent may be released from the program.**

CDEP Hours

McCormick County School of Early Education 4K-CERDEP hours are 7:30 AM to 3:15 PM.

District/School Calendar

The Child Development Education Program follows the traditional 180 day school year. A copy of the school calendar is included in this handbook.

Tuition

No parent is required to pay tuition or fees solely to enroll in or attend CDEP. Tuition or fees may be charged for Extended-Care or Wrap-Around Care provided.

Extended Care/Wrap Around Care

Extended-Care or Wrap-Around Care may be provided on-site or offsite at a cost for families. ABC vouchers may be available for those children who qualify, the school staff will provide information on how families can apply.

Transportation

Public school transportation services will be provided by the district. Districts shall not be responsible for the transportation of any student living outside their resident attendance zone. Please notify the school immediately of any changes in transportation arrangements. **Only authorized people with proper identification will be allowed to pick up your child.**

CDEP Daily Schedule

Opportunity for a brief rest time will be incorporated into each instructional day. Rest time may not exceed one hour per day, except as necessary to address the specific individual needs of children. Children unable to sleep during the rest period shall be allowed to read or participate in another quiet activity. A copy of the daily classroom schedule is included in this handbook.

Confidentiality

Confidentiality of information about the child and family will be maintained at all times. Enrollment forms and all other information concerning the child and family will be accessible to the parent/guardian, principal, teaching staff, and licensing agency. Information concerning the child will not be made available to anyone by any means, without the expressed written consent of the parent/ guardian.

Discipline and Guidance Policy

DISCIPLINE comes from the word disciple. A disciple is a person who learns from someone else. The Child Development Education Program believes that good discipline is a learning process that involves compassion, caring, sensitivity, and guidance. The goal of good discipline is to help the child develop self-control, responsibility, and problem-solving skills. It is important for children to learn that conflicts are a natural part of life. There are no “bad” children, only inappropriate behaviors. The program is based on mutual respect of the child as an individual with changing needs and desires and the child’s respect for the classroom environment, materials, teachers, and classmates.

There are many ways that teachers will encourage good discipline practices. These include:

- A well planned physical environment and curriculum
- Acting as role models for the children
- Setting reasonable and positive expectations
- Respecting feelings
- Trusting each child to succeed
- Offering good, reasonable choices
- Calmly talking about problems
- Always reinforcing good behavior

Punishment or harsh treatment does not encourage the goals of good discipline. Our program does not allow corporal punishment by any staff or parent/guardian. Corporal punishment is defined as any treatment that humiliates or treats the child disrespectfully. This includes, but is not limited to spanking, belittling, shaming, shaking depriving food, water, naps, outside time, or bathroom facilities, unsupervised isolation, or improperly restricting the movement of the child. It is our strong belief that these methods work against the healthy growth and development of a child.

With groups of children interacting, there will be conflicts. The teachers will implement proven healthy strategies that are appropriate to the situation. Some guidance techniques that staff may use include, but are not limited to the following:

- **Conflict Resolution** – Teachers help children learn skills and language to work out disagreements with their peers.
- **Redirecting the Child** – Quite often, children need to be given concrete alternative suggestions for behavior to focus their energy in a positive way.
- **Positive Encouragement** – Teachers praise the appropriate behavior, being careful not to give much attention to the negative behavior.
- **Natural Consequences** – By helping a child realize that arriving late for group time activities will result in missing their turn.

- **Removing the Child from the Group** – This is handled calmly without unnecessary stress to allow the child to regain self-control.

Each child has different needs and requirements to develop self-control, judgment, and problem-solving skills. We will, therefore, work individually with each child and his/her parents to establish a positive program of discipline.

Educational Policies

Curriculum

All aspects of the learning environment, including equipment and materials, classroom environment, outdoor environment, staff-child interactions, teaching strategies, learning center provisions, etc. must be founded on current early childhood research and focus on the developmental and academic needs of four-year-old children.

The following research-based curriculum model will be implemented:

Creative Curriculum:

Creative Curriculum is a practical approach on how to organize the environment to support children's social development and active learning. It is based on child development theory. By continually changing and enriching the environment, teachers can support learning and creativity in children. It emphasizes establishing a partnership with parents and offers practical ideas for explaining the curriculum to parents. For more information, www.teachingstrategies.com

Assessing Student Learning

Your child's teacher will administer a "Readiness Assessment", as required by the Read to Succeed Legislation passed in June 2014. The assessment will provide information for the teacher on your child's literacy skills and will be used only to meet your child's individual learning needs. The teacher will additionally conduct ongoing student assessments to gather information about each child's growth and skill development, as well as to inform instruction. Your child's progress will be assessed using a developmental child assessment instrument approved by the South Carolina Department of Education. The assessment will replace traditional report cards and standardized tests with a system that helps teachers observe your child, assess your child's work, and document your child's achievement with the following:

- **Portfolios:** Collections of your child's work that show progress and demonstrates special interests and talents as well as areas in need of development
- **Developmental Guidelines and Checklists:** Lists of age or grade level expectations that are used for guiding teacher's observations about your child's achievements in school.

The benefits of developmental child assessments are the following:

- Your child's strengths and needs are clearly identified for you, your child, and the teacher.
- Teachers focus on your child as an individual and set specific goals for him or her.

- Your child is observed and evaluated using a developmental checklist that is based on the most current knowledge about how children develop and learn.
- The process of evaluating your child is connected to what happens in the classroom.

Health, Wellness & Safety

Health Records

All schools shall comply with the South Carolina Department of Social Services Licensing Regulations for Private and Public Child Care Health, Safety, and Sanitation requirements.

A health record for each child shall be maintained in the school. Each health record shall include all of the following information:

- A statement, signed by the parent/guardian, of the child's health prior to admission to the Child Development class. (DSS Form 2900)
- A current copy of the child's immunization record signed by a physician or other health official. This record should indicate that all required immunizations are complete as recommended by the South Carolina Department of Health and Environmental Control (DHEC), or that the appropriate official has provided written proof that the child meets either medical or religious exemption requirements; and
- Other health information deemed necessary by the program director and/or by the parent(s)/guardian(s).

Please refer to your District/School policies concerning **illness, medication, minor injuries, and emergencies.**

Reporting of Abuse or Neglect

All schools are mandated by law to report suspicion of child abuse or neglect, the law requires reporting the following:

- Any physical injury, sexual or emotional abuse inflicted on a child other than by accidental means by those responsible for his/her care, custody, and control (except for discipline including spanking administered in a reasonable manner) shall be construed to be **abuse.**
- Failure to provide by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, medical, surgical, or any other care necessary for his/her well-being shall be classified as **neglect.**

Parents may not be informed of reporting if such confidence may hinder a full investigation.

Parent/Family Involvement

The Child Development Education Program recognizes that parents and families are their child's first teachers. We want parents and families to be actively involved in their child's education this school year and for many school years to come.

Parent/Family Workshops

A series of Parent/Family workshops and/or Parenting Programs on various topics may be offered throughout the school. Families are strongly encouraged to attend these.

The school district's Family Literacy and Parenting contact person is **Pamela Turman**.

McCormick County School of Early Education also offers Parents as Teachers Parenting Program and child care. If you would like more information, please contact Pamela Turman at 864-443-2292.

Parent-Teacher Conferences

Schools will report at least quarterly to the parent(s)/guardian(s) on his/her child's progress.

- An orientation to CDEP (ex: Back to School Night, home visits, etc.) will be conducted as the first of these quarterly contacts to complete the Parent Orientation Checklist.
- Two of the quarterly contacts will include parent-teacher conferences during the school year. Conferences will be a time for parents to learn about their child's experiences and developmental progress. Documentation of your child's progress curriculum developmental checklists and portfolios will be shared during the conference and at regular reporting times during the school year.
- The final review of your child's progress will be provided at the end of the school year as the concluding parent contact.

Other conferences may be scheduled at the request of either the teaching staff or parents.

Communication

Each Child Development Education Program believes in building a partnership with all the families of the children enrolled. Open communication is the most important characteristic of this partnership and is considered the most beneficial to the children's learning and development. Parents are encouraged to share information that would be helpful in the staff's caring for their children. The teaching staff will also share information with parents about their children and the program using various modes of communication:

- Regular newsletters
- Face-to-face conversations
- Phone calls
- E-mails
- Written notes

Classroom Visits

All parents are encouraged to visit their child's class to observe or participate in class activities. There is always room for parents and grandparents alike to spend some time with the children or to share talents, hobbies, and interests with all children.

Parent-Teacher Agreement

The schools that are participating in CDEP truly believe that parents are their child's first and most important teachers. The selected schools see their role as that of a partner. The Parent-Teacher agreement symbolizes this partnership. It is a document that outlines how parents and teachers can share the responsibility for the success of each child.

We ask that each parent agree to strive to the following:

- Believe that your child can learn
- Demonstrate that you value education and that school is important
- Ensure your child attends school regularly and on time
- Set aside time each day to talk with your child about his or her learning
- Read to your child daily and allow your child to see you read daily
- Provide a home environment that encourages your child to do his/her best
- Provide structured sleeping and eating habits for your child
- Attend parent-teacher conferences

Your child's teacher will strive to:

- Believe that each child can learn
- Respect and value the uniqueness of each child and his or her family
- Provide a safe environment that promotes active hands-on learning
- Provide frequent communication with newsletters, reports, and telephone call
- Seek ways to involve parents in the school program
- Schedule parent-teacher conferences to accommodate parents schedules
- Welcome the participation of parents in the classroom and their support in helping their children succeed

McCormick Elementary School



Parent Handbook

2020-2021

Ms. Nynita S. Paul, Principal

Ms. Angie White, Assistant Principal

6977 Hwy 28 South
McCormick, SC 29835
Phone: (864) 443-2292
Fax: (864) 443-2755

MES Administrative Staff

Principal - Ms. Nynita S. Paul (pauln@mccormick.k12.sc.us)

Assistant Principal - Ms. Angela S. White (whitea@mccormick.k12.sc.us)

Director of EL and SS - Mrs. Pamela Turman (turmanp@mccormick.k12.sc.us)

Instructional Coach - Mrs. Bazy Brite (bbrite@mccormick.k12.sc.us)

Curriculum/STEAM Facilitator - Mrs. Melissa Cockrell

(mcockrell@mccormick.k12.sc.us)

Parent Coordinator- Mrs. Catherine Callaham (ccallaham@mccormick.k12sc.us)

Physical Address

6977 Highway 28 South
McCormick, SC 29835

Telephone Listing

Main Office- 864.443.2292

Fax- 864.443.2755

Parenting Center/Volunteer Office- 864.443.0160

Early Learning Office- 864.602.3371

Welcome to the 2020-2021 school year!

To those of you who will be entering our doors and hallways for the first time, welcome! To our returning students, who are coming back to school, reconnecting with friends, teachers, and staff members, welcome back!

We, the faculty and staff of MES, are excited about the new school year. It is our honor that you have entrusted your child(ren) in our care for their educational experience. This year we will focus on improving two major tasks, which are communication and involvement. Having open communication lines amongst all stakeholders and visiting your child(ren) at school will ensure a successful year. Equally important for parents and guardians, is to get involved in academic and social activities that are offered at MES. For example, academic activities include but are not limited to “Just For You” Session, Parent/Data Conference, and PTO. Thank you for supporting the various social events such as the Mother/Son Dinner; we are asking for the same high-level support again this year.

MES provides students with quality academic/enrichment programs that will help them achieve academic excellence. Those programs will be administered to students through quality academic instruction in a safe, caring, and respectful environment. Thanks to the talented people who work here, the students that attend here, and the great community in which we serve make our school a special place to transfer valuable educational life skills.

As we work diligently to ensure a safe and healthy school environment for all students, we ask that students, parents, and guardians work diligently to achieve academic success. Our handbook will serve as a guide to success and contains essential information regarding McCormick Elementary School’s expectations and McCormick School District policies. MES is a Positive Behavior Intervention System (PBIS) school; we proactively seek a safe and stimulating environment. **Our Chief expectations are:**

- **To CARE**
- **To demonstrate HARD WORK**
- **To show INTEGRITY**
- **To exhibit EXCELLENCE**
- **To be FOCUS(ED)**
- **To remain STEADFAST**

Again, communication and involvement are extremely important to us at MES for your child’s success. Parental involvement shows children that school is important and that you are equally committed to their success. There are numerous ways to get involved, such as classroom activities, related arts, or after school events, please see your child’s teacher or MES administration for additional details. For more information on volunteer services and the process, refer to the district portion of the handbook under volunteer services.

Success and encouragement are great motivators. We ask teachers, parents, guardians, and others to be our students’ cheerleaders and encourage them to reach new heights and never settle for less. Successful students at every level will enrich the McCormick Community. We encourage you to volunteer your time and abilities, visit often, and communicate regularly with your child’s teacher. Review the handbook and expectations with your child(ren); there will be no limits as to what your Little Chief can accomplish this year!

MES chiefs are.....

M-Motivated
E-Engaged
S- Safe

Our **vision** is to inspire, challenge, and prepare all students for tomorrow's global opportunities. Our **mission** is to provide a quality education for all students. Thank you for what it is that you will do to help us do just that. Again, it is an honor and privilege to serve you, the community of McCormick.

Sincerely,



Ms. Nynita S. Paul, Principal

Arrival and Dismissal

During morning arrival, parents should remain in the car rider line, as students will be unloaded from the cars by a teacher. If you choose to walk your child into the school, you must park in the front parking lot, sign in at the front office and receive a visitor's pass. Be sure to sign out and return your pass when you leave the building.

During afternoon dismissal, students will remain in the building until their names are called. Once they are outside, teachers will load them into cars. Parents should remain in the car rider line to pick up their child. At no time should parents exit their cars to retrieve students.

Any changes in transportation must be done in writing, or in person with the secretary/front office personnel. **NO PHONE CALLS will be accepted as a change in transportation.**

If the change in transportation results in your child being picked up by someone other than the parent, the person will be **expected to show a photo ID**. The name and photo must match the name provided by the parent as the person responsible for picking up the child.

Students will not be released for early dismissal after 2:45.

** For special program days, if you plan to dismiss your child, please do so prior to the program. We will not interrupt the program with dismissals. You will be asked to wait until 2:45. Thanks in advance.

Attendance

South Carolina requires all children between the age of 5 and 17 to attend a public or private school.

Students are expected to attend school regularly. No child can be expected to reach his/her potential and be successful in the classroom unless they attend regularly.

Any student who is absent from school must present a written excuse signed by his/her parent to the school attendance supervisor. Other information may be requested by the administration. All excuses will be kept confidential. Any absence without an excuse will be unlawful or unexcused.

Refer to the district's board policy: **JE Student Attendance**

Excessive Absences/Truancy

If your child has excessive absences, parents will be required to attend a conference with the school principal, attendance clerk and classroom teacher. Excessive absences will affect your child's learning and could prevent him/her from being promoted to the next grade. Board policy allows for retention of students who have 10 or more unlawful absences.

Tardiness/Early Dismissals

Students need to be present during the entire school day to ensure they gain the most of the instructional time.

School begins at 7:50 AM, and students will be considered tardy at 8:05 AM. Breakfast is served between 7:30 – 7:55 in the school cafeteria. School dismisses at 3:10 PM. No students will be allowed early dismissal after 2:45 p.m.

If your child has excessive tardies or early dismissals, parents will be required to attend a conference with the school principal, attendance clerk, school counselor and classroom teacher.

Breakfast and Lunch

Breakfast will be served in the cafeteria each morning between 7:30 – 7:55 a.m.

The district participates in the national school lunch program and provides nutritional well-balanced breakfast and lunches in all schools.

Box Tops

MES collects “Box Tops for Education” found on different food containers. Please help us supplement our budgets by sending the box tops to school with your child.

Bus Expectations

Proper behavior on the buses is essential for student safety. The same behavior expected in the classroom must also be maintained on the bus. On the first day of school, students will be taught bus expectations/procedures by administration. Below are listed the rules that are expected to be followed by all students:

Students will:

- Be at the bus stop when the bus arrives.
- Cross the road when loading or unloading the bus need to cross in front of the bus. They will get no closer to the bus than the extended crossing gate.

- Move quickly and quietly when loading or unloading the bus.
- Sit in assigned seat facing forward at all times with their belongings (book bags, books, gym bags, band instruments in their laps).
- Sit with legs and feet inside the seat area, not in the aisles.
- Stay in assigned seat until the bus has stopped and the driver has opened the door.
- Be seated when the bus is moving.
- Keep arms or head out of the windows.
- Refrain from shouting to people outside the bus.
- Eat or drink on the bus.
- Not throw objects on the bus or out of the bus windows.
- Be required to pay for any damage to the bus.
- Not tamper with the emergency doors.
- Remain quiet on the bus. There should be NO talking at railroad crossings.
- Not use foul language and/or obscene gestures.
- Keep hands and feet to themselves.

* Student who fight on the bus are subject to arrest by law enforcement officers.

Students are expected to respect and obey the bus driver by following the rules listed above. Drivers may refer students to school administration if they pose a threat to the safety of the other students by not following the rules. Failure to follow these rules could result in bus privileges being denied. In cases of severe infractions, the student also risks suspension or expulsion from school.

Please help us by reviewing these rules with your child(ren).

Cell Phones/Electronic Games

Students are not allowed to bring cell phones, electronic games or toys to school. If these items are brought to school, a parent will be called and must come pick it up.

Discipline

School rules are designed to protect students and ensure order so that every student will have an equal opportunity for an education. Just as you expect your child to respect your authority at home, **students must respect the authority of the school staff**. You can help by supporting the school staff in maintaining order by discussing proper behavior with your child, encouraging him/her to be cooperative with the faculty and to respect the rights of others. We will focus on positive, responsible behavior each day.

Weapons and explosives of any kind must not be brought to school. Note that this includes firecrackers and pocketknives. In accordance with S.C. law, **all violators must be reported to law enforcement authorities**. Alcohol, illegal drugs, beepers, cell phones, and video games are all prohibited.

Parents of students with excessive discipline problems will be required to attend parent conferences.

Please refer to the district's board policy: **AR JICDA-R Student Code of Conduct and JICDA Code of Conduct in the district portion earlier in this handbook.**

Eleanor S. Rice Media Center

MES has a fully automated library/media center. The media center is named in honor of Mrs. Eleanor S. Rice, Principal of MES from 2001-2010. Students will be trained at the beginning of the school year to use the media center in the appropriate manner. The center is opened from 8:00 AM to 3:30 PM. each school day. Books may be checked out. Students must pay for books not returned by the end of the school year.

Emergency Drills

Fire Drills

Schools will conduct fire drills at least once each month without notice. The staff will fully cooperate to carry out this legal requirement and will train students in prompt and orderly evacuation.

Tornado Drills and Other Natural Disasters

The district will develop a plan to provide for the protection of students in the event of any disaster which may threaten the school community. Each school will conduct at least one emergency drill within the first month of school to ensure safety against such disasters.

Intruder Drills

Students will be trained by the faculty and staff on appropriate behavior and expectations in the event of unauthorized persons in the building. If you are visiting the school during one of these instances, please follow the direction of the teacher. Please do not interfere with the students, as they have been taught to listen to the teacher for optimal safety.

In the event of unauthorized persons in the building, procedures for arrival and dismissal times will change. If there is an incident during these times, please make note of the following:

- On entrance doors, (car rider location and front doors), there will be a large red sign with the word "NO" hanging in the window.
 - If you see this sign during arrival time, DO NOT drop off your child. Take him/her home and wait for information distributed by the district. Do not bring the child back to school until you have been notified it is safe to do so.
 - If this sign appears during afternoon dismissal, please leave school premises. Do not try to enter the building. You will receive district notification when it is safe to return and pick up your child.

We appreciate the trust you place in us to keep your child(ren) safe. We understand how difficult it would be to not enter the school when your child is here and there is a situation. Please know that the main focus for us is the protection and safety of all students!

Emergency School Closing Information

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as are appropriate to the particular condition. Such alterations include

closure of all schools, closure of selected schools or grade levels, delayed openings of schools, or early dismissal of students.

Inclement Weather

Plan A: Closed

Plan B: Students, Teachers, and Staff operate on a two-hour delay from normal reporting time

Plan C: Student two-hour delay; teachers and staff follow regular schedule

Field Trips

Instructional field trips may be taken throughout the year. The purpose of these trips is to expose students to real-life experiences, which reinforce classroom instruction. **Participating in field trips is a privilege – not a right.** If a student is unable to exhibit appropriate behavior on campus, he/she may be denied the privilege of participating or parents, you will be asked to accompany them on the trip. If this is the case, you will incur the cost of the field trip as a participant. If a child displays inappropriate behavior on a trip, the parent will be notified by the teacher upon return, and the child will not be allowed to attend future trips.

Chaperones for trips will be secured by the classroom teacher. Those parents wishing to chaperone must pay \$26 to have a current SLED check on file with the district office.

Grading

McCormick Elementary School is excited to announce that we will be utilizing Standards-Based Report Cards for students in grades K – 2! Standards-Based Reports Cards are designed to inform parents about each child’s progress in mastering South Carolina Academic Standards. These standards establish high and challenging expectations for all students in preparing them to be college and career ready. We are moving away from the traditional grading approach to the standards-based approach. Students in grades K - 2 will not receive a traditional report card with numeric grades. They will now receive the new standards-based report cards for interims and reporting terms.

Rating Skills- Skills should be based on the curriculum taught and on multiple types of supporting data rather than a one-time assessment. Supporting data may include teacher observations, checklists, anecdotal records, math journals, writing samples, reading benchmarks, and other informal/formal assessment activities.

| | |
|---------|--|
| M | Meeting Expectations |
| A | Approaching Expectations |
| E | Emerging Understanding of Expectations |
| DNM | Does Not Meet Expectations |
| (Blank) | Not Yet Assessed |

Students in grades 3 -5 who receive all A(s) for a nine-week grading period will be named to the “A Honor Roll.” Students who earn all A(s) and B(s) in every class for a nine-week grading period will be named to the “A-B Honor Roll.”

Honor Roll Criteria

- Students must be on grade level according to MAP norm scores in order to be considered for honor roll each nine weeks.
- Additionally, any student who is not on grade level according to MAP norm scores should receive a notation in Power Teacher in the form of a comment that will appear on their report card each nine weeks.
- For self-contained Special Service students, criteria involving IEP Goals will be used alongside the honor roll conditions. Students who have “mastered” toward their IEP goals will receive the appropriate honor roll award (A or A/B). Students who have made “satisfactory progress” toward their IEP goals will receive an academic achievement award.

Homework

Your child will have homework Monday through Thursday, and it will count towards the nine-week grades. Homework provides the following:

- extra practice on learned skills.
- further learning in the areas covered in the classroom.
- an opportunity for students to learn good work habits.
- opportunities for growth in responsibility.
- opportunity to see what your child is studying and how well he/she is doing.

We believe that learning is important and should continue after school hours. All homework will be given feedback. Failure to complete homework assignments could result in lower grades and/or loss of privileges.

Health and Emergency

Sickness

If your child becomes sick at school, we will contact you. If we cannot reach you, we will use the information provided on the “Student Information” form. Please remember to keep all information current, particularly phone numbers and emergency contacts.

Immunizations

In order to enroll in school, a student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

The school may exclude any student not in compliance with South Carolina statutes and rules related to immunization until such time as he/she has met immunization requirements.

Medication (Over-the-Counter) at School

When possible, medications should be given at home before or after school hours. Students requiring medications during the school day in order to fully participate in their educational programs will receive their medications per school district guidelines outlined below.

- A responsible adult should deliver the medication to school. Do NOT send the medication to school with the child on the bus.
- All medication to be given at school must be properly labeled and in its original container.
- Completed and signed “**Permission for School Administration of Non-Prescription Medication**” form.
- Parent/Guardian should notify school if there is any change concerning the student’s medication.
- For medications needing to be given at school and home, the parent/guardian will be responsible for picking up the medication each day. If this is not possible, you must keep a supply at home for your use there.
- The school will NOT send any medication home on the bus.
- Neither the school district nor its personnel will be responsible for the occurrence of any adverse drug reaction when the medication has been given in the manner prescribed. The school district retains the discretion to reject requests for assisting students with medication.
- Students will not share any medication with another student. Sharing medication is prohibited and violations may result in disciplinary action, including but not limited to, suspension or expulsion.
- Unused medications must be picked up at the end of the school year by the student’s parent/guardian. If unused medications are not picked up by the end of the last day of the school year, they will be disposed of. No medication will be held for the next school year.

Prescription Medication

Prescription medications will be accepted on an individual basis and administered only as prescribed by a doctor who is authorized to prescribe medications and practice in the U.S.

Requirements:

- Doctor must complete and sign a “**Permission for School Administration of Prescription Medication**” form.
- Medication must be received in its **original pharmacy-labeled container** along with the permission form signed by the doctor and parent/guardian.

School Insurance

All students are covered under the district insurance policy while they are traveling to/from school on buses, at school during operational hours, on a field trip, or participating in school-

sponsored athletics. It is the parent's responsibility to file the claim. Forms may be obtained from the school office.

House System/PBIS

This year at McCormick Elementary, we will be using the House system. Students and staff will be sorted into the six different houses. Each house will form a community that will be their school family. We will be establishing a school culture that encourages school pride and tradition.

Purpose:

- to build and promote community across the grade levels and throughout the school
- to encourage positive behavior and expectations
- to teach students to take ownership of their role in the community
- to promote healthy competition

House points will be awarded to students using the PBIS for exceeding CHIEFS expectations.

| <u>Mission</u> | <u>House Name</u> | <u>Color</u> | <u>Symbol</u> |
|---|-------------------|--------------|---------------|
| To attach importance to something | CARE | White | Heart |
| To put forth all effort | HARD WORK | Black | Hard Hat |
| To be honest | INTEGRITY | Orange | Handshake |
| The quality of being outstanding | EXCELLENCE | Green | Medal |
| To pay attention | FOCUS | Yellow | Binoculars |
| To be dutifully firm, loyal and committed | STEADFAST | Blue | Flexing Arm |

Awarding Points:

- House points can be earned based on positive behavior (1 point per behavior)
- House points cannot be taken away once earned for that behavior (points can be taken for other behaviors)
- A celebration will take place periodically for the winning house
- Recognition will take place at the end of the year for the House of the Year
- House points will start over each 9-weeks, but a cumulative total will be kept for the end of the year

Examples for awarding points

Character Ed:

- opening the door for someone
- helping someone pick up something
- using manners
- encouraging a peer
- being on-task when the majority of others choose not to be
- wearing house colors on Spirit Day

Academics:







- being a self-directed learner
- exemplifying problem-solving behavior
- going above and beyond on assignments

The Positive Behavior Intervention System is a school-wide behavior framework. Behavior management is essential for teachers to meet the needs of every student. The school-wide program creates expectations for every person in the school building. **The expectations are:**

- **To CARE**
- **To demonstrate HARD WORK**
- **To show INTEGRITY**
- **To demonstrate EXCELLENCE**
- **To be FOCUS(ED)**
- **To be STEADFAST**

Students are able to participate in incentives throughout the year. Houses will be rewarded throughout the year. The celebration encourages good choices and exceeding expectations. Teachers will give students house points for good behaviors and academic performances.

PBIS Matrix

| | | | | | |
|--|---|--|---|---|--|
| <p>CHIEFs</p> <p>will always:</p> <p>CARE</p>  | <p>CHIEFs</p> <p>will always:</p> <p>demonstrate HARD WORK</p>  | <p>CHIEFs</p> <p>will always:</p> <p>show INTEGRITY</p>  | <p>CHIEFs</p> <p>will always:</p> <p>demonstrate EXCELLENCE</p>  | <p>CHIEFs</p> <p>will always:</p> <p>FOCUS</p>  | <p>CHIEFs</p> <p>will always:</p> <p>Be STEADFAST</p>  |
| <p>Cover your mouth when you sneeze or cough then say excuse me</p> | <p>Transition Quickly, quietly, and orderly</p> | <p>Keep yourself and the school clean and germ free</p> | <p>Face forward, stay seated, and be quiet on the bus</p> | <p>Hold the door for people rather than letting it close on them</p> | <p>Walk in our building on the blue line on the right side and hands behind your back</p> |
| <p>Respond to adults with respect</p> | <p>Make eye contact with anyone speaking</p> | <p>Respect other's comments, opinions, ideas and property</p> | <p>Show respect`</p> | <p>Follow along when we read in class</p> | <p>Keep hands, feet, and objects to yourself unless instructed otherwise</p> |
| <p>Congratulate classmates</p> | <p>Win/Lose gracefully and show sportsmanship</p> | <p>Rewards are earned, not expected</p> | <p>Say thank you when given something and never insult the giver or gift</p> | <p>Ask a question in return If you are asked a question in a conversation</p> | <p>Follow all classroom procedures and protocols</p> |
| <p>Surprise people with random acts of kindness</p> | <p>Answer all written questions in complete sentence</p> | <p>Complete classwork and homework daily</p> | <p>Be organized</p> | <p>Accept assignments/directions respectfully</p> | <p>Be positive and enjoy life</p> |

Internet Safety Policy

General Rules and Guidelines

The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges. All staff and students must abide by the generally accepted rules of network-etiquette. This is also included in the orientation packet.

Refer to the district's board policy: **IJNDB Internet Safety**

Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user and includes, but is not limited to, the uploading or creation of computer viruses.

All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Do not use the system for financial or commercial gain.

Always follow the instructions of the supervising staff members.

Penalties for Improper Use

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

Violations of the laws of the United States or the state of South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized cost, the user, as well as the user's parents/legal guardians if the user is a student, will be responsible for all such costs.

Off-campus Conduct

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

All students must have a signed "Internet Acceptable Use Form" on file in order to use the Internet. (The signature page at the beginning of this handbook includes the internet form required.)

Instruction

Flexible Grouping

Flexible Grouping is a data-based instructional strategy that supports student learning outside of grade-level expectations. When utilizing flexible grouping, teachers use assessment data (MAP, Mastery Connect, chapter pre-test, exit ticket, etc) to group students according to their needs. Once grouped, the teacher can teach students specifically in their area of need in order to close instructional gaps or accelerate students beyond their grade level curriculum.

At MES, flexible grouping takes place at every grade level, from 5K through 5th grade. Teachers at each grade level work together to analyze student data and student need. They form groups and share students so that each student will receive the instruction they need, whether from their homeroom teacher or another teacher, in the appropriate group.

MAP Testing

Students take the NWEA MAP test three times per year. This test is a computerized, adaptive test, which personalizes questions to measure the learning needs of each student. During the test,

if your child answers a question correctly, the test follows up with a more difficult question. If your child answers incorrectly, the test follows up with an easier question. This allows the student to be tested on their specific level, whether it be above, on, or below grade level.

NWEA aligns student results with a “RIT” score, which falls into a 10 point RIT band scale, and provides teachers with specific skills that your child has mastered, is ready to learn, or will need to learn in the future. Student scores include a score for reading and a score for math, and then sub-scores for each category within the subject area. These subscores allow teachers to meet your student’s individual learning needs.

NWEA provides grade-level norms, based on student data, as collected from students around the country. This data is used to determine whether your student is “on grade level” according to nation-wide same-grade peers. Additionally, MAP uses norms and norm growth to set learning goals for each student. In order to stay on the same achievement level, students must meet their MAP growth goal. For example, in second grade, students are expected to grow 14 points on the Reading MAP test. Students who are “on level” will have a goal of 14 points. Students below level will have a larger goal, perhaps 16 or 17 points. Meeting this growth goal will allow them to remain at their same achievement level. In order to truly “grow”, and close the achievement gap, students will need to exceed their growth goal.

MTSS

The Multi-Tiered System of Support (MTSS) has been implemented at MES so that the learning needs of all students are met. When a student struggles to meet the learning expectations of their classroom teacher, the teacher may refer the student to the MTSS team for assistance. The team examines the teachers’ anecdotal records, the student’s assessment data, and other information available in order to recommend strategies that will support the student and help them to find success in their classroom. The team will monitor student growth over a time period of at least 6 to 8 weeks, then meet again to discuss whether the strategies were effective, and what new strategies should be implemented. The process repeats and continues until all avenues of support have been attempted. The ultimate goal of MTSS is to allow students to find success in their regular education classrooms through the implementation of research-based instructional strategies.

Multi-Age Classrooms

Multi-age education is a child-centered approach, which is founded in an understanding of child development and research on how children learn, and considers the uniqueness of each learner in terms of learning rate, background, learning styles, multiple intelligences, and interests. Multi-age education does not compare children. The philosophy sees each child on his own continuum of learning within a whole child context: social, emotional, cognitive, and physical.

We have two multi-age classrooms at MES and hope to increase that number next year.

Benefits of Multi-age Classrooms

| | |
|--|---|
| <p style="text-align: center;"><u>Benefits for Students</u></p> <ul style="list-style-type: none">• Learner-centered• Positive, nurturing environment• Peer support, mentoring• Opportunities for leadership• Individual pace for learning• Small group skill instruction• Longer time with teacher• Increased self-esteem, confidence | <p style="text-align: center;"><u>Benefits for Parents</u></p> <ul style="list-style-type: none">• Stronger relationship with teacher• More opportunities to take an active role in child's education• Child is more positive about school• Child is given appropriate support/challenge depending on their individual achievement level• Child learns to be pro-social, independent and responsible• Child learns to self-initiate |
|--|---|

Parental Involvement

As we work with you and your child this year, we want to establish a partnership. By working together, we hope to involve you and your child's teachers to create a safe, nurturing environment. One way you can assist the school staff is by providing your child with a fair chance of having a good school day. This can be accomplished by:

- Giving medications at home
- Avoiding absences
- Avoiding tardiness
- Arranging prompt transportation home after school
- Allotting for quiet homework time
- Allotting safe playtime
- Engaging your child and teacher about classroom progress
- Ensuring a good night's sleep

We welcome your presence in our school. Please read and become familiar with the district visitor policy included in this handbook, as the safety of our students is a top priority.

Home Communication

Teachers will send home regular newsletters, notes, etc. in order to keep parents well informed. Please check your child's book bag and homework folder on a **daily** basis. We must work together in order for communication to be successful.

Test folders will be sent home each week for your signature. We encourage you to go over the test papers with your child and review the items missed on the tests. Please sign the papers and return to school with your child.

Parent Portal

Parent Portal provides access for every parent to their child's grades on a daily basis. Internet access and computer availability are necessary to access Parent Portal.

Grades are entered a minimum of once per week by teachers. (Please communicate with your child's teacher concerning the specific day grades are typically updated.) Assignments will be categorized as minor or major grades. Minor grades include work such as homework, quizzes, classwork, daily assignments, and journal entries. Major grades include tests, projects, and any other major assessments or assignments.

At MES, 60% of the grades for each nine-week period will come from the minor category, and 40% will come from the major category.

Please contact the school if you have any problems or questions concerning your access to Parent Portal.

Promotion and Retention Policy

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

Refer to the district's board policy: **AR IKE-R and IKE Promotion and Retention**

Read to Succeed (Act 284)

The Read to Succeed Act requires that 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 third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment SC READY. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. The Read to Succeed Team is aware of research around third-grade retention and is currently researching models and solutions in other states and among stakeholders in South Carolina.

Please refer to the state department's website: www.ed.sc.gov

School Hours

| | |
|-----------|--|
| 7:30..... | Student drop-off |
| 7:50..... | INSTRUCTION BEGINS |
| 8:05..... | Students counted tardy |
| 3:10..... | Dismissal begins |
| 3:30..... | Dismissal complete – all students gone |

Do not bring your child to school before 7:30 each morning. The doors will remain locked until this time, as teachers are not on duty until 7:30.

Student Fees, Fines, and Charges

It is the responsibility of the Board to assure that the children of MCSD are provided with a free and appropriate public education. The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction.

General Course Materials

Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day (i.e., books, math manipulatives, etc.). However, all parents are required to provide the basic tools needed for class such as pencils, pens, paper, erasers, and notebooks. Specific grade level supply lists will be published annually on the district's website.

Textbooks

The state provides free textbooks for all students. All books are barcoded and assigned to a specific student. South Carolina State Board of Education regulations require payment for the loss or damage of any book, with the exception of ordinary wear and tear. MCSD requires students, parents/guardians to pay for lost or damaged books.

Replacement of Other Materials

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

Damaged or Lost Items

Students will not be held responsible for any act of God such as fire, flood, etc. Students are responsible for the careful and appropriate use of school property, which is placed in the care of students. Students and their parents will be held responsible for damages to school property.

Fees for Optional Activities

The District will make standard materials available. Occasionally, parents will be asked to pay for special activities, such as:

Field trips
Yearbooks
School Pictures

SLED checks for chaperoning field trips
Consumable items for a class project or extracurricular activity

McCormick Middle School



Parent Handbook

2020-2021

Mrs. Gena Widman, Principal

Mr. Tom Williamson, Assistant Principal

6979 Hwy 28 South
McCormick, SC 29835
Phone: (864) 443-2243
Fax: (864) 443-3298

A Word from your Principal

Greetings,

Students, this year I need you to tell yourself every day that **“SUCCESS STARTS WITH ME”**

I am so proud that you are a McCormick Middle School student—a **CHIEF!** The staff and I look forward to serving you, and teaming-up with your parents/guardians for your success.

I am glad you have received your Parent/Student Handbook. You will find within the MMS section are the policies and procedures that will govern MMS during the 2020-2021 school year.

Parents/guardians, take a moment to carefully read the information within the handbook with your child. Students, pay attention as you read with your parent/guardian. If you should have any questions or concerns, you may contact me at (864) 443-2243.

Always remember:

Be **RESPONSIBLE** for your learning and behavior.

Know that you are **WORTHY** of all your successes.

Trust the **GOOD** in yourself.

Refuse to allow failures to keep you from reaching your goals. You will attempt some things and fail.

You are **BETTER** than your failures.

Every day is another day for you to be the **BEST** you can be. Don't let it pass you by.

I am looking forward to your success this year.

Mrs. Gena K. Wideman, MMS Principal

McCormick Middle School Administrative Staff

Principal

Mrs. Gena K. Wideman (widemang@mccormick.k12.sc.us)

Assistant Principal

Mr. Tom Williamson (williamsont@mccormick.k12.sc.us)

School Counselor

Dr. Velma Williams, (vawilliams@mccormick.k12.sc.us)

Instructional Coach

Mrs. Toye Willis (willist@mccormick.k12.sc.us)

Administrative Office Manager

Ms. Lakesha Middleton (middletonl@mccormick.k12.sc.us)

School Resource Officer (SRO)

Deputy Willie Callaham (callahamw@mccormick.k12.sc.us)

Parent Coordinator

Mrs. Catherine Callaham (callahamc@mccormick.k12.sc.us)

Athletic Director

Mr. Rico Salliewhite (salliewhiter@mccormick.k12.sc.us)

Physical Address

6979 Highway 28 South
McCormick, South Carolina 29835

Telephone Listing

Main Office: (864) 443-2243
Fax: (864) 443-3298
Athletic Office: (864) 443-0179
Parenting/Volunteer Office: (864) 443-0160
School Improvement Council Chair Office: 864) 443-0160

McCormick Middle School Faculty & Staff

Mr. Leroy Collier (collierl@mccormick.k12.sc.us)

Mrs. Katina Dansby (dansbyk@mccormick.k12.sc.us)

Mrs. Nakisha Durant (durantn@mccormick.k12.sc.us)

Ms. Tasha Fambrough (tfambrough@mccormick.k12.sc.us)

Mr. John Greene (greenej@mccormick.k12.sc.us)

Mrs. Lou Anne Grove (grovelo@mccormick.k12.sc.us)

Ms. Christine Hill (chill@mccormick.k12.sc.us)

Ms. Shelonda Houston (houstons@mccormick.k12.sc.us)

Mrs. Vicki Huffman (huffmanv@mccormick.k12.sc.us)

Mr. Jimmy Hughes (hughesj@mccormick.k12.sc.us)

Mrs. Rebecca James (jamesr@mccormick.k12.sc.us)

Ms. LaTonya Leverette (leverettel@mccormick.k12.sc.us)

Ms. Teresa Lewis (lewist@mccormick.k12.sc.us)

Mrs. Cindy Maddox (cmaddox@mccormick.k12.sc.us)

Ms. Melissa Norman (reid@mccormick.k12.sc.us)

Mr. Paul Pratt (prattp@mccormick.k12.sc.us)

Miss Kaylen Rice (ricek@mccormick.k12.sc.us)

Mrs. Janet Rushton (rushtonj@mccormick.k12.sc.us)

Ms. Amy Wilkerson (wilkersona@mccormick.k12.sc.us)

Mr. Joseph Wilson (wilsonj@mccormick.k12.sc.us)

Mrs. Sulema Wright (wrights@mccormick.k12.sc.us)

NOTE: See High School section for high school teachers instructing middle school students.

Student Dress Code Policy – See Board Policies section to review the Uniform Dress Code.

Instructional Items

Non-essential, non-educational items are not allowed at school during the regular school hours. Students are not allowed to bring the following: including, but not limited to balloons, balls, flowers, stuffed animals, blankets, cameras, playing cards, and electronic games.

1. Musical instruments are not allowed in non-music classes. Instruments should be stored in the band room.
2. Athletic equipment should be placed in the Athletic office. Athletic equipment is not allowed in classrooms.
3. The front office will allow deliveries, but students will not be allowed to pick up the deliveries until after the school day is complete. This includes food items. (Exception to this rule is Valentine's Day deliveries)

Possible consequences for violation:

- Confiscate items
- Administrative Conference
- ISS or
- OSS and/or
- Recommendation for Alternative Placement

Please Note: Should any of the above items, which are brought to school, become lost or stolen, school personnel will NOT investigate or search for these items, which according to school rules should not be at school.

Student Identification Badges

McCormick Middle School wants to make every effort to ensure student safety. Staff and visitors are required to wear ID badges. Students are to wear their ID badge at all times during school hours.

Purpose:

1. To maintain the security of the school and its occupants
2. To monitor unauthorized entry/visitation
3. To protect the faculty, staff, and students and
4. To provide accurate picture identification.

If a student forgets their ID:

1. An assigned staff member will issue the student a temporary ID.
2. Temporary IDs may be purchased for \$1.00 each day. The student must wear the temporary ID during the entire school day.
3. If the student does not have \$1.00, the amount will be added to the student's debt.
4. After the purchase of five temporary IDs, the student will be issued a new ID at an additional cost of \$5.00.
5. If a student loses/defaces/damages their ID the replacement cost is \$5.00 for each incident.

If a student refuses to wear their ID, one or more of the following violations may apply:

- 1st offense - warning, parent contact and/or
- 2nd offense - 1 period of ISS and parent contact and/or
- 3rd offense - full day ISS and parent contact and/or
- 4th offense - full day OSS and parent contact
- 5th and subsequent offense - administrator decision

Damaged or Lost Textbooks

If a student loses or damages a textbook belonging to the state or district, the student must pay a replacement fee based on the price of the textbook. The district does not issue a new book until the student pays for the damaged or lost book.

Students with outstanding textbook fees may not receive report cards.

Release of Students from School/Early Release

No staff member will excuse any pupil from school prior to the end of the school day or into any person's custody without the direct and prior knowledge of the building principal, principal's designee, and/or attendance clerk.

The principal or principal's designee will authorize early dismissal with the following guidelines:

- The parent/guardian must request all non-emergency early dismissals in writing or in person prior to the time of the requested dismissal.
- Students will not be released to anyone other than the custodial parent or guardian unless the person(s) is listed on the student's registration form in the Emergency Contact Information Section.
- Phone calls will not be accepted.
- All students must sign out in the front office.

Athletics/School Representation

Athletics

Guidelines for Athletic Participation at McCormick Middle/High School

- A student must not be older than nineteen years of age before July 1 of the present school year to participate in athletics at MHS. A birth certificate must be on file to indicate age.
- Students must have an approved physical examination and a signed parent permission form.
- Students must meet the academic guidelines of the South Carolina High School League and of McCormick School District.
- A middle school student cannot participate in a sport at the high school level if that sport is offered at MMS.
- No student can participate in another sport until his or her current sport season is completed.

Regulations for Participation in Activities Representing McCormick Middle School

This includes, but is not limited to:

- Beauty Queen/King contestants
- Flag/Dance Team
- Marching Band (Not including the Band Course)
- Choir (Field Trips or other extracurricular activities only, not Choral classes)
- Student Government
- Junior Beta Club
- School-sponsored trips, field trips or overnight trips (not including academic field trips)
- And other organizations as deemed appropriate

Requirements: Students must be in good standing with the school

Academics:

- Middle school students must pass the previous year and not be socially promoted. Second semester, students must be passing at least five classes after the first semester. for Beta Club

Discipline

- ISS: 4th time will result in dismissal from program or representation
- OSS: 2nd time will result in dismissal from program or representation
- Students in an alternative setting for disciplinary issues are not eligible

Attendance

- No more than 10 unexcused absences

Students with Disabilities

- Students diagnosed with disabilities and being served in a non-diploma track shall be considered eligible for participation in activities representing McCormick Middle School if he/she is successfully meeting the requirements of his/her Individual Education Plan.
- Students diagnosed with disabilities and being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in activities representing McCormick High School.

Failure to meet Guidelines

Once students are members of the above mentioned, failure to comply with the requirements will result in immediate dismissal from the program or representation.

Appeals

Appeals will be heard by the McCormick Middle School Principal who will make the final school-level decision.

Exceptions

Athletics will continue to fall under the McCormick County Schools Athletics Handbook.

**This includes Cheerleaders*

Parent Involvement

As we work with you and your child this year, we want to establish a partnership. By working together, we hope to involve you and your child's teachers to create a safe nurturing environment. One way you can assist the school staff is by providing your child with a fair chance of having a good school day. This can be accomplished by:

- Giving medicines at home
- Ensuring child's presence at school daily
- Ensuring child's arrival at school on time and throughout the day
- Providing a good breakfast and dinner
- Arranging prompt transportation home after school
- Allotting for quiet homework time
- Engaging your child and teacher about classroom progress
- Ensuring a good night's sleep
- Monitoring your child's use of social media

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks parents to do the following:

- Encourage child to place a high priority on his/her education and commit to making the most of the educational opportunities provided by the school/district.
- Stay informed of district activities and issues.
- Become a district volunteer. For further information contact the main office.
- Participate in district parent organizations. The activities are varied, ranging from graduation activities to the school's improvement council, with its emphasis on instructional improvement.

A volunteer form to be completed if you are interested in becoming a volunteer in the schools. Only one form is needed for the District.

Parents also need to note the visitation policy as stated earlier in this handbook. You must adhere to this policy when visiting the school at any time.

Other possible ways to be involved:

- Athletic Booster Club
- Band Booster Club
- PTO
- School Improvement Council

Media Center

The McCormick School Media Center offers the space and atmosphere to study and engage in research, check out books, use computers, work on projects, and participate in recreational reading. The media center is open throughout the school day.

Students' Responsibilities:

- Present a Library Pass, signed by teacher.
- Present a student ID when checking out books.
- No eating and drinking within the media center.
- Work quietly.
- Place all library materials and chairs back in their proper place before leaving.
- Before leaving the media center, students must get their Library Pass signed by media specialist.

A student whose behavior is disruptive will be asked to leave and may lose his/her media center privileges.

Computer Usage Within the Media Center

- Students are allowed to use computers for instructional purposes only.
- Students may print black and white text assignments (up to 4 pages) at no charge.
- Text printing that is not school-related is \$0.15 per page.
- All color and graphics printing is \$0.25 per page.
- Any student who misuses a computer will be suspended from using the computers for an indefinite period of time.

Internet

- All students are required to turn in an Acceptance Use Policy agreement that has been signed by a parent or guardian to the media center to be kept on file.
- The Internet is for instructional purposes only.
- Students must sign in and out for the computer they are using. Students will be responsible for any sites visited during the times they are signed in.
- Students using the Internet must select a computer where the monitor will be visible.

Email

A teacher may give an assignment requiring students to communicate using email but the teacher will be responsible for monitoring the assignment.

Chat Rooms

Students will only be allowed to enter into a chat room if it is an assignment given by a teacher. The teacher who has given this assignment will be responsible for monitoring the students.

Fees

Student Fees, Fines, and Charges

It is the responsibility of the Board to assure that the children of the McCormick County School District are provided with a free and appropriate public education. The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. The District's general policy is to continue to encourage and, to the extent permitted by law, to require student and parent contributions to enhance the educational program.

- General Course Materials – Items necessary for students to benefit from courses will be

made available by the District for the use of students during the school day. However, **all** parents are **required** to provide the basic tools needed for class such as pencils, pens, paper, erasers, and notebooks regardless of the student's lunch status. Specific grade level supply lists will be published annually for parent consideration on the district's website.

- **Textbooks** – The state provides free textbooks for all students. All books are barcoded and assigned to a specific student. South Carolina State Board of Education regulations require payment for the loss or damage of any book, with the exception of ordinary wear and tear. McCormick County School District requires students, parents, or guardians to pay for lost or damaged books.
- **Replacement of Other Materials** – If a student loses or damages district-owned or school-owned materials such as library books, classroom books, calculators, computers, etc., the student will be responsible for paying the replacement cost of the item.
 - Library late book fine \$.10 per day (maximum fine \$5)
 - Lost library book fee
- **Identification (ID) Replacement**
 - first ID badge will be free
 - replacement cost \$5.00
 - temporary ID's are \$1.00 for **each** time issued
- **Damaged or Lost Items** – Students will not be held responsible for any act of God such as fire, flood, etc. Students are responsible for the careful and appropriate use of school property, which is placed in the care of students. Students and their parents or guardians will be held responsible for:
 - damage to school property
 - replacement cost of school property including any technology devices (ex. Chromebooks) and accessories such as cases, chargers, etc.
- **Fees for Optional Courses or Activities** – The District will make standard materials available. Occasionally, fees are necessary for courses or optional special activities. In these instances, parents will be asked for voluntary payment for supply fees for the purchase of items to enhance and extend learning such as:

Collection of fees shall be on a yearly basis and shall be subject to audit in accordance with standard auditing procedures.

Extracurricular Activities – Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

MMS School Guidance Program

Dr. V.A. Williams – Counselor

Services Provided by the MMS Guidance and Counseling Department:

Classroom Guidance - Counselor provides classroom guidance lessons that focus on the following three student-development areas: Personal/Social Development, Academic

Development, and Career Development.

Individual Counseling – Individual counseling is available to students as needed. Students may be referred by teachers, parents, administrators, or self-referral.

Small Group Counseling – Groups consist of 4 – 8 students and counseling topics are provided according to identified student needs. Needs are determined by student needs assessments or by teacher/parent/administrator requests. Topics may include grief, divorce, anger management, and social skills as well as other issues. Students must have a signed parent permission form in order to participate in small group counseling sessions.

Community Referrals – The Guidance and Counseling Department works with community agencies to provide services that cannot be provided through the school system.

Academic Monitoring – Counselors monitor students for academic success. Students at risk for retention or who are struggling are conferenced with individually or in small groups.

Intervention Team – Counselors serve with a committee of teachers, administrators, and other professionals on the School Intervention Team. The purpose of this team is to provide assistance to classroom teachers whose students need additional interventions in order to achieve academic success.

Teacher/Parent Consultation – Counselors work with parents, teachers, administrators, and other professionals to plan and implement policies and programs to foster student success.

- Give a general overview of cluster and major selections
- Give a general overview of academic and career integration in IGP
- Provide samples of completed IGP in variety of majors
- Review the student's career exploration activities
- Interpret career assessments (may be completed by a Career Specialist)
- Interpret academic assessments, grades, etc. (SCOIS is an excellent tool with both academic and career assessments if students completed it in 8th grade)
- Discuss connections between the student's career goals, academic goals, and course planning/selection
- Select planned courses for 9th grade (as provided by the district-approved course catalog)
- Advise student of the courses related to majors in his or her cluster of interest that require enrollment in 9th grade (examples: Project Lead the Way, majors that require careful planning/sequencing such as Honors, AP/Dual Enrollment); courses with special considerations should be identified by district/school curriculum administrators for middle school and high school counselors prior to conferences
- Discuss Extended Learning Opportunities (ELO) compatible with the student's cluster/major goals
- Download the IGP, obtain signatures, retain a copy, and give a copy to the parent/guardian or use the e-signature option in the IGP Success Planner Note: Students

must select a preferred cluster of study before the end of the second semester of 8th grade.

Education and Economic Development Act (EEDA) 2005

The Education and Economic Development Act (EEDA), "Personal Pathways to Success" is a program designed to better prepare South Carolina students for the workforce and post-high-school education through early career planning and an individualized curriculum.

EEDA REQUIREMENTS - The Law

- All students annually in grades 8-12 must complete an IGP 59-59-140
- IGP will align career goals and student's course of study 59-59-20
- IGP must incorporate provisions of student's IEP when appropriate 59-59-140
- IGP must be conducted by a certified school counselor, student and the student's parent, guardian or designee 59-59-140

Individual Graduation Plan (IGP) Conferences

The Process

IGP Conference (All IGP conferences are to be led by a Certified Professional School counselor)

Purpose

Eighth Grade IGP meetings: The MMS Comprehensive Developmental Guidance and Counseling Program is based on the following beliefs:

- A comprehensive developmental guidance and counseling program is an integral part of the total education program.
- Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
- A developmentally appropriate guidance and counseling program provides benefits to students by addressing their academic, social/emotional, and career needs.

The EEDA legislative requirement is that 100% of students have an individual conference with at least one parent or official parental designee in attendance. At least 80% of the conferences must be held face-to-face and the remaining 20% may be held utilizing other forms of technology to include participation via telephone, an online meeting (examples: Google Meets, ZOOM, GoTo Meeting, Webex, Elluminate), email, video conferencing, (such as Skype or other acceptable means).

Sixth and Seventh Grade Meetings

The Process

- Parent/student conferences are to be led by a Certified Professional School counselor)
- Parents are invited via letter to attend
- Students' meetings are scheduled during their "Related Arts" periods
- Meetings are scheduled during the teachers' planning periods so they can freely attend

Purpose

The 6th grade student parent-teacher conference is a great opportunity to share academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments. The meeting also serves as an opportunity to learn from parents or guardians so we can be better informed about students' strengths, needs, behaviors, and learning styles.

McCormick High School



**Parent/Student
Handbook
and
Program of Studies
2020-2021**

**J. Steven English, Principal
Rico Salliewhite, Assistant Principal**

6981 Hwy 28 South
McCormick, SC 29835

MCCORMICK HIGH SCHOOL

A School of Inquiry and Innovation

Mr. J. Steven English, Principal

Mr. R. Salliewhite, Assistant Principal

6981 SC Highway 28 South

McCormick, SC 29835

Phone: (864) 443-0040 Fax: (864) 443-0049



Inquiry & Innovation



Welcome to the 2020-2021 school year at McCormick High School. As you begin your new school year please know that you have entered the sacred grounds of “Chieftain Hill,” Home of the Chiefs. This is the school where the proud leaders of tomorrow are developed.

The collaboration with Lander University Piedmont Technical College and other educational resources will challenge you to develop World Class Knowledge, World Class Skills, and characteristics that include integrity, self-direction, perseverance, patience, and interpersonal skills that will provide you the ability to navigate tomorrow’s global economy. We will learn to utilize our innovative ideas and transform them into positive action.

At McCormick High School we revere the heritage and respect the traditions of the American Indians from whom we derive our symbol of leadership, the “Chiefs.” In all that we do, may we live up to the patrimony of what it means to be a Chief. As Chiefs, we will rise to the challenge of rigorous academic standards and always seek to do what is right, just, and edifying to all we encounter. Always seek to represent your high school in a way that brings Chieftain Pride to your school.

Sincerely,

Ms. J. S. English

Proud Principal of McCormick High School

**WE EXCEED
NO EXCUSES
NO EXCEPTION**

MCSD Mission: The mission of McCormick County Schools is To provide a quality education for every student.

Inspiring, challenging, and preparing our students for tomorrow’s global opportunities.

McCormick High School Administrative Staff

Principal

K. Steven English – englishs@mccormick.k12.sc.us

Assistant Principal

Rico Salliewhite – salliewhiter@mccormick.k12.sc.us

Administrative Office Manager

Flora Belton – beltonf@mcmccormick.k12.sc.us

Administrative Office Receptionist

Pearline Talbert – talbertp@mccormick.k12.sc.us

Guidance Counselor

Shawn Davis – sdavis@mccormick.k12.sc.us

Career Development Facilitator

Nitara Martin – nmartin@mccormick.12.sc.us

School Resource Officer

Deputy Willie Callaham – callahamw@mccormick.k12.sc.us

Telephone Listing

| | |
|------------------|--------------|
| Main Office..... | 864-443-0040 |
| Guidance..... | 864-443-0043 |
| Athletics..... | 864-443-0075 |
| Fax..... | 864-443-0049 |

Faculty

| |
|--|
| English |
| Christin Bradshaw |
| Caitlin Ouzts |
| Rachel Robinson |
| Cherith Stoner – Instructional Facilitator |
| Math |
| Michael Johnson |
| Martha Kinsler |
| Eileen Fenwick |
| Science |
| Sue Fain |
| John Campbell |
| Nicole Rothell |
| Social Studies |
| Lee Hundt |
| Courtney Lyles |
| Art |
| Kaylen Rice |
| Band |
| Joseph Wilson |
| JROTC |
| Kerry Greene |
| Robert Callaway |
| Computer |
| Jillian Coffin |
| Spanish |
| Egli Vioria |
| AVID |
| LouAnne Grove |
| Librarian |
| Beverly Wilson |
| Special Education |
| Brittany Callaham |
| David Livingston |
| Physical Education |
| Kenneth Gunter |

Hall Pass Policy

Students are required to be in class and on time in order to benefit from instructional activities. Students are allowed to be out of the classroom only during specific pre-approved times. Interruption of instructional time must be avoided as much as possible.

All staff is responsible for reporting students who are outside of class without a valid pass.

Every student who leaves class during instructional time **MUST**:

- Carry a valid (completed, signed, and current) Hall Pass, even if the student is called to Guidance or other office areas.
- Report directly to the assigned destination. (Do not look through the windows of other classes or wave into a classroom.)
- Return the hall pass to the teacher or in the event of a one-way pass, give the pass to the assigned teacher or school staff.
- Comply with the “10/10 Rule.” No passes are valid during the first and/or last ten minutes of class.

Students are not allowed to leave class to go to the gym.

Student Fees, Fines, and Charges

It is the responsibility of the Board to assure that the children of the McCormick County School District are provided with a free and appropriate public education. The District does provide activities, programs, and services to children, which extends beyond the minimum level of constitutionally required free instruction. The District’s general policy is to continue to encourage and, to the extent permitted by law, to require student and parent contributions to enhance the educational program.

General Course Materials

Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. However, **all** parents are **required** to provide the basic tools needed for class such as pencils, pens, paper, erasers, and notebooks regardless of the student’s lunch status. Specific grade level supply lists will be published annually for parent consideration on the District’s website.

Textbooks

The state provides free textbooks for all students. All books are barcoded and assigned to a specific student. South Carolina State Board of Education regulations require payment for the loss or damage of any book, except for ordinary wear and tear. McCormick County School District requires students, parents, or guardians to pay for lost or damaged books.

Replacement of Other Materials

If a student loses or damages district-owned or school-owned materials such as library books,

classroom books, calculators, computers, etc., the student will be responsible for paying the replacement cost of the item.

Damaged or Lost Items

Students will not be held responsible for any act of God such as fire, flood, etc. Students are responsible for the careful and appropriate use of school property, which is placed in the care of students. Students and their parents or guardians:

- will be held responsible for damages to school property.
- will be held responsible for replacement cost of school property.
- lock replacement cost \$5.00
- first ID badge will be free, replacement cost \$5.00

Fees for Optional Courses or Activities

The District will make standard materials available. Occasionally, fees are necessary for courses or optional special activities. In these instances, parents will be asked for voluntary payment for supply fees for the purchase of items to enhance and extend learning such as:

- School pictures
- School ID Badge \$5
- Vehicle parking \$25
- Caps and gowns for commencement proceedings
- Lost library book fee
- Health Occupations \$25 SLED Check (seniors)

Regulations for Participation in Activities Representing

McCormick High School

This includes, but is not limited to:

1. Homecoming Queen/King contestants
2. Beauty Queen/King contestants
3. Flag/Dance team
4. Marching Band (Not including the Band course) or Step team
5. JAG (Field Trips or other extracurricular activities only, not JAG classes)
(Not including academic field trips)
6. Choir (field trips or other extracurricular activities only, not Choral classes)
7. Student Government
8. Beta Club
9. JROTC (Field Trips and Military Ball only, not JROTC classes)
(Not including academic field trips)
10. Honor Society
11. School-sponsored trips, field trips or over-night Trips

(Not including academic field trips)

12. And other organizations as deemed appropriate

Requirements: Students must be in good standing with the school.

Academics:

- Students must earn a minimum of five Carnegie units applicable towards a high school diploma the previous year. Second-semester students must have a passing grade in a minimum of five Carnegie unit classes for the first semester. Middle school students must pass the previous year and not be socially promoted. Second semester, students must be passing at least five classes after the first semester
- 3.0 for Beta Club, and 3.5 for Honor Society

Discipline

- ISS/After-school detention: 4th time will result in dismissal from program or representation.
- OSS: 2nd time will result in dismissal from program or representation. • Students in an alternative setting for disciplinary issues are not eligible.

Attendance

No more than 10 unexcused absences

Students with Disabilities

- Students diagnosed with disabilities and being served in a non-diploma track shall be considered eligible for participation in activities representing McCormick High School if he/she is successfully meeting the requirements of his/her Individual Education Plan.
- Students diagnosed with disabilities and being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in activities representing McCormick High School.

Failure to meet Guidelines

Once students are members of the above mentioned, failure to comply with the requirements will result in immediate dismissal from the program.

Appeals

Appeals will be heard by the McCormick High School principal who will make the final school level decision.

Exceptions

All athletics will continue to fall under the McCormick County Schools Athletics Handbook.

Tardy Policy

Students will have three minutes between classes.

- Any student who is not in their seat when the bell rings will be considered tardy.
- (This includes students late to first period.)
- **No teacher or school staff, except administration and guidance, can write a pass for a student that is late.**
- Classroom and exterior doors will be closed after the tardy bell.
- Teachers will issue each tardy student a late notice, which will explain the policy.
- Tardies will be entered in PowerSchool daily and administration will communicate with parents of students that are habitually tardy.
- Students who continue to be tardy **after** communicating with parents will be issued a referral to administration.

Restroom Policy

- Students are allowed to use the restrooms in the morning, during lunch, and after school.
- Students late to class, because they went to the restroom, are tardy and teachers must follow the tardy policy.
- **10/10 Rule: No restroom passes are valid during the first and/or last ten minutes of class.**
- No students are allowed to leave class for any reason for the first 10 minutes after the tardy bell has rung or 10 minutes before the next class begins unless they are called by the front office, administrator, or guidance counselor.
- In case of emergencies, teachers will use professional judgment.
- If a student shows a pattern of leaving class to use the restroom, the teacher is to call the parent.
- If a student has a medical condition that requires them to be able to use the restroom more frequently, a medical diagnosis and doctor's excuse must be provided to the school secretary.

Vehicles on Campus

All student vehicles parked on campus must display a parking permit obtained from the school resource officer upon completion of the "parking permit form" and payment of \$25.00. The SRO is required to ensure that permits are only issued to licensed student drivers.

Parking on district property is a privilege, not a right. As a condition of parking on district property, district officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule, and/or procedure violation.

The district assumes no responsibility or liability for loss or damage to vehicles or bicycles.

Student Parking Regulations

Students who drive to school must abide by all school rules and traffic laws. Failure to comply with these rules and laws will result in revocation of driving privileges at McCormick High School.

Students must obtain a parking permit from the school resource officer.

- These permits are \$25.00 each.
- They must be visibly displayed on the student's vehicle.
- Students must sign and have parent(s) sign one copy of this form and return it to the school resource officer.
- Students must act responsibly and be respectful of other drivers and pedestrians when driving or parking on school grounds.
- **Any behavior which violates the law (speeding, reckless driving, spinning tires, loud music, etc.) will result in the student receiving a ticket, in addition to losing his/her driving privileges at the high school.**
- Students must park in the designated student parking area.
- **Once in the parking lot, students must exit their vehicles immediately.**
- **Students may NOT return to vehicles during the school day without written permission from an administrator or the school resource officer.**
- **Students must pay all school debts before they are permitted to drive to school.**

Consequences for Violating Student Parking Rules

1st Offense --Written Warning

2nd Offense – Driving Privileges Suspended

3rd Offense – Driving Privileges Revoked For Remainder Of School Year

Non-instructional Items

McCormick High School seeks to provide an environment that promotes instruction and learning. Non-essential, non-educational items are not allowed at school during regular school hours.

- Students may bring foods/beverages of minimal nutritional value from home for his/her own use. The student, however, may not sell these items to other students or give these items to other students.
- No outside food is allowed to be delivered to students.
- No outside food is allowed to be brought in for class celebrations/parties.
- Students are not allowed to bring balloons, flowers, stuffed animals, blankets, or other items that are non-essential and non-educational.

- The front office will not receive deliveries for birthdays or any other non-essential, non-educational event. (Excluding Valentine's Day. Gifts will be picked up at the end of the day).
- Students are not allowed to bring gifts that are disruptive to the learning environment.

Early Dismissal

Students excused to leave school for any part of a day must be signed out before departing. Parents are expected to come to the office to personally sign students out of school. A signed note with parent/guardian name and contact number must be sent to the school in order that we may be able to verify your permission. Contact must be made with a parent in order for a student to sign out. It is best to make the necessary arrangements before school so that the student's departure will not be delayed.

Early dismissal usually occurs at class changes or lunch in order to limit interruptions to instructional time. Except in the case of a family or medical emergency, dismissal during the last instructional period of the day must be pre-approved by a school administrator.

Telephone calls for student dismissal will be carefully screened. No student will be allowed to leave with anyone unless the person's name is on file.

Lockers

- Students are allowed to go to their locker before school, during lunch, and after school.
- Students are not allowed to use glue, paint, stickers, or anything that will damage the locker.
- Lockers are to be locked at all times.
- Students must use school assigned locks.
- If the lock is lost the student will pay \$5.00 for a replacement lock.
- Locker sharing is prohibited.
- Lockers may be searched by an administrator or designee any time he/she has reasonable suspicion that there may be contraband.
- Items found in lockers are in the possession of the student to whom the locker was issued.

Electronic Devices on School Property

PLEASE NOTE: McCormick County School District and school personnel are not responsible for lost, stolen, or damaged phones. Students who bring these items on school premises assume all risks.

Students are permitted to bring the following electronic items to school: Cell Phones

A. The use of cell phones and other electronic devices at school is subject to the restrictions below.

- Cell phones **may not** be turned on or used during the school day except at breakfast and lunch in the school cafeteria. This ban includes the use of cell phones for photography or recording purposes.
- Cell phones **must remain turned off** and stored in student backpacks during the school day.
- Cell phones **may not** be turned on or used during the administration of any school quiz, test, or examination.
- Cell phones **may not** be turned on or used during school fire drills or other emergency preparedness exercises.
- Cell phones **may not** be used in bathrooms.

B. Cell phones may be used as set forth below:

- Cell phones may be used outside of the school building before the start of the day at 8:00 a.m. A student may also use a cell phone after he/she has been dismissed and has exited the school building.

C. Other electronic devices may be used as set forth below:

- Other electronic devices such as IPADs, Tablets, iPods, MP3 players, PSP, and Nintendo DS, **should not** be brought to school or on to school premises. If a student brings such a device to school, McCormick High School is not responsible for the theft, loss, or damage to that device.
- Students who bring such devices to school are subject to the confiscation policy set forth below.

D. Confiscation and return of cell phones

Students who use their cell phones during the school day, while waiting for the bus or a guardian, inside the school building or during after-school programs, will meet with the following disciplinary consequences:

First Infraction – Confiscation of cell phone by teacher or school personnel. Cell phone will be sent to a school administrator’s office. Parents will be notified by school personnel. The cell phone will be returned to the student at end of school day.

Second Infraction – Confiscation of cell phone by teacher or school personnel. Cell phone will be sent to a school administrator’s office. Parents will be notified by the school personnel. The cell phone will be returned to a parent at end of school day.

Third Infraction – Confiscation of cell phone by teacher or school personnel. Cell phone will be sent to a school administrator’s office. Parents will be notified by the school personnel. The cell phone will be returned to a parent at end of school day. The

student will receive disciplinary consequences according to the McCormick County School District Discipline Code. Consequences may include an After-School Detention.

Fourth Infraction - Confiscation of cell phone by school administrator. Parents will be notified by administrator. The cell phone will be held by the administrator and will be returned to the parent on the last day of the semester.

E. Confiscation and return of electronic items (other than cell phones):

Students who bring electronic devices to school or to after school programs will meet with the following disciplinary consequences:

First Infraction – Confiscation of electronic device by teacher or school personnel. Electronic device will be sent to a school administrator’s office. Parents will be notified by the school personnel. The electronic device will be returned to the student at end of school day.

Second Infraction – Confiscation of electronic device by teacher or school personnel. Electronic device will be sent to a school administrator’s office. Parents will be notified by the school personnel. The electronic device will be returned to a parent at end of school day.

Third Infraction – Confiscation of electronic device by teacher or school personnel. Electronic device will be sent to a school administrator’s office. Parents will be notified by school personnel. The electronic device will be returned to a parent at end of school day. Student will receive in-school disciplinary consequences according to the McCormick County School District Discipline Code. Consequences may include a removal from class by the teacher or a Principal’s Suspension.

Fourth Infraction - Confiscation of electronic device by school administrator. Parents will be notified by administrator. The device will be held by the administrator and will be returned to the parent on the last day of the semester.

F. Failure to Surrender Device

If a student is found in violation of the electronic device policy and refuses to relinquish his/her device to a teacher or administrator, the following disciplinary actions will apply:

First Infraction - The student will be recommended for 2-3 days OSS

Second Infraction - The student will be recommended for 5 days OSS

Registration Process for Grades 9 - 12

Registration is held on a designated day prior to the 1st day of school for each grade level. If a student is transferring to MHS at the beginning of the school year from a previous school, a copy of the student's birth certificate, social security card, and state-issued immunization record is

needed. A copy of the student's transcript is also needed. If a student is transferring after the beginning of the school year, a withdrawal form from the student's previous school is needed.

Attendance Policy

South Carolina requires all children between the ages of 5 and 17 to attend a public or private school or kindergarten. The McCormick County School Board expects children to attend school regularly. Regular attendance is necessary if students are to make the desired and expected academic and social progress.

Absences and Tardies

For students in grades 9 - 12 and middle school students enrolled in high school courses, attendance is kept by class periods. Students must meet the required number of hours for each period to earn academic credit for that course.

Below is the number of days that can be missed before losing credit:

| Type Class | Absences Allowed |
|------------------------|--------------------------|
| Block Class - Year | No more than 10 absences |
| Block Class — Semester | Nor more than 5 absences |

Attendance and Excuses

The district will consider students legally absent under the following circumstances:

- Absence due to doctor's appointment, illness, or hospitalization
- Absence due to death or serious illness in student's immediate family
- Absence due to a recognized religious holiday of the student's faith
- Absence due to mandatory court appearance

A statement/documentation must be received by the school office within two school days after the medical appointment, funeral, religious holiday, or court appearance. Legal absences do not count toward the 5 or 10-day limit. Absences for any reason other than those listed above will be considered unlawful absences.

The Program of Studies

McCormick High School is the home of the Chiefs! We are a comprehensive high school that provides a rigorous curriculum that aligns with the requirements for a South Carolina high school diploma. We operate on a 4x4 Block Schedule which consists of four 90-minute classes first semester and four 90-minute classes second semester. Our students may participate in the Piedmont Technical College Middle College Program where they may earn an Associate of Arts degree while earning a high school diploma from high school. In addition to the academics offered, there are several extra-curricular activities including athletics, Army JROTC, and marching band. McCormick High School students will work with a certified School Guidance Counselor and a Career Development Facilitator (CDF) to gain insight into various careers of interest and develop an individual graduation plan (IGP). This plan will help to prepare the student for graduation, higher education, career training, and the world-of-work.

Using the Program of Studies

The Program of Studies is designed to provide each student with essential information to select appropriate courses. Parents and students must review its contents carefully to ensure understanding of courses, their prerequisites, and their focus. Students should plan each year's schedule with four years in mind. If a course cannot be scheduled one year, it generally will be available the next year. Requested electives may not always be available, however, classes required for graduation will be offered each year. *In addition, though the Program of Studies is a listing of all Board-approved courses, some courses listed may not be offered.* Parents are encouraged to meet with their student and his or her School Guidance Counselor to assist with this planning.

Curriculum Standards

Overview

South Carolina high school students face many challenges—higher graduation standards, increasing college entrance requirements, and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate lifelong learners. A framework for curriculum planning aids students and their parents in this process. The curriculum framework used by McCormick County School District includes rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan. Working with their parents, counselors, and teachers, students develop plans that include academic as well as profession-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace. McCormick County School District strives to provide a comprehensive curriculum to address the individual needs of all of our students. The framework provides a structure for planning and communicating high expectations.

Framework Design

A comprehensive curriculum framework includes the following elements: schools of study, clusters of study, majors for each cluster of study, and an Individual Graduation Plan (IGP). The IGP consists of the recommended curriculum and the template for each major. A school of study is a way to organize the curriculum into broad program areas that are interrelated in nature and that relate to various professions and academic areas of study. There are five schools of study in our framework. A cluster of study is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry-level through professional levels. Clusters of study provide a way to organize and tailor coursework and learning experiences around areas of interest. Clusters of study are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce. There are 16 clusters of study from which to choose. A cluster of study has several majors. A major is designed to enable students to focus on an area of interest that motivates them to stay in school to be better prepared for post-secondary choices and/or for the workplace. Each student who completes the requirements for a major will receive special recognition at graduation. A major consists of the completion of at least four required units of study in that area. It is recommended that students take at least one course at the highest level offered.

Individual Graduation Plan

The purpose of the Individual Graduation Plan (IGP) is to assist students and their parents in exploring educational and professional possibilities and in making appropriate secondary and post-secondary decisions. It builds on the coursework, assessments, and counseling in middle and high school. The IGP is not intended to reflect all aspects of the high school experience. The School Guidance Counselor and the Career Development Facilitator (CDF) begin working with students regarding interests, clusters of study, majors, postsecondary choices, and high school options through individual and group counseling. This includes information on academic and professional goals, career activities, and access to career resources. Teacher and parental involvement throughout this process is vital. Students are never locked into a specific cluster or major. Students can change majors if their professional interests change. They can use the curriculum framework with its schools of study, clusters of study and majors, and career assessment information in making these decisions.

Framework design

A comprehensive curriculum framework includes the following elements:

- Schools of study
- Clusters of study
- Majors for each cluster of study
- An Individual Graduation Plan (IGP)
- Recommended curriculum for an IGP
- Template for the IGP for each major

A school of study is a way to organize the curriculum into broad program areas that are interrelated in nature and that relate to various professions and academic areas of study.

These are our schools of study:

- School of Business Management & Information Systems
- School of Health Science & Human Service
- School of Education and Training
- School of Building Construction
- School of Finance

A cluster of study is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry-level through professional levels. Clusters of study are designed to provide a seamless transition from high school study to post-secondary study and\ or the workforce.

A cluster of study has several majors. A major consists of the completion of at least four required units of study in that area. It is recommended that students take at least one course at the highest level offered. An IGP consists of the state high school graduation requirements and\ or college entrance requirements. In addition, course recommendations for successful completion of a major that aligns to post-secondary education and the workplace are included. The United States Department of Education (USDE) has developed 16 national clusters of study as a means of organizing the curriculum.

The Secondary Curriculum Framework for McCormick County Schools is designed around these 16 national clusters with a slight revision to one cluster. In addition, McCormick County Schools organized these 16 clusters into groups referred to as “schools of study.” The district’s curriculum currently provides the opportunity for students to complete a major in more than 30 career areas. Choosing a school of study, a cluster of study, and a major requires students to assess interests and skills and select coursework to achieve their academic goals while exploring a professional goal.

In the spring of eighth grade, students choose one of the schools of study to explore. This takes place during an individual planning conference with a school counselor, the student, and his or her parent(s). In ninth grade, students select at least one of the 16 clusters to explore, the goal being to select a major by the end of the 10th grade.

Individual Graduation Plan

The IGP is not intended to reflect all aspects of the high school experience. Developing the IGP, school counselors begin working with students regarding interests, clusters of study, majors, postsecondary choices, and high school options through individual and group counseling in the sixth grade. This includes information on academic and professional goals, career activities, and access to career resources. Teacher and parental involvement throughout this process is vital.

In grades 6-8, students generally participate in the following:

- Students complete a career interest inventory.
- Students participate in career exploration activities.
- Students continue career exploration activities.
- Students have the opportunity to participate in career shadowing.
- Students choose a school of study that they would like to explore.

Working with their parents, counselors, and teachers, students begin developing an IGP to include academic as well as professional-related courses.

9th Grade

- Students choose a cluster of study to explore.
- Students may declare a major, focusing their elective choices in a particular area.*
- Students have the opportunity to participate in career shadowing.
- Students review and update their IGP developed in the eighth grade.

10th Grade

- Students declare a major if they have not done so in the ninth grade.*
- Students have the opportunity to participate in extended learning opportunities.
- Students review and update their IGP.
- Students begin to develop post-secondary goals

11th Grade

- Students review and update their IGP with particular attention being given to post-secondary goals.
- Students have the opportunity to participate in extended learning opportunities.

12th Grade

- Students complete requirements for a major.
- Students have the opportunity to participate in extended learning opportunities.
- Students receive recognition for completion of a major at graduation.

*Students are never locked into a specific cluster or major. Students can change majors if their professional interests change. They can use the curriculum framework with its schools of study, clusters of study and majors, and career assessment information in making these decisions.

In order to graduate with a major, students must complete four units of study from the offerings identified on district templates. Complementary courses are drawn from both academic and profession-related courses that support the major. Complementary courses are chosen based on their reinforcement of the skills students must master relative to the major. Students are encouraged but not required to enroll in complementary courses. The IGP identifies learning

experiences outside the classroom designed to make learning relevant and to give students an awareness of work associated with the major. **Examples of extended learning opportunities include shadowing, career mentoring, service learning, internships, cooperative education, apprenticeships, senior projects, career information delivery system exposure, and career-related student organizations.** The IGP lists sample careers for that profession. The professional opportunities shown are a short list of the many occupations available in each specific area. The occupations are grouped by educational categories: high school diploma, two-year associate degree, and four-year degree or higher.

Frequently Asked Questions

What is a major?

A major is a concentration of coursework in a specialized area. A major consists of the completion of at least four required units of study as well as complementary electives that relate to that area. Majors help students focus their course selection around a concentration in a specific area. There are 34 majors in our framework. These are shown under each cluster of study on the framework chart.

When do you declare a major?

In the eighth grade, students, along with their parents, meet individually with counselors and choose a school of study that interests them. Beginning in the ninth grade, students select a cluster of study to begin exploring. These selections can change. By the end of the tenth grade, students declare a major, focusing their academic and elective choices in a specific direction.

Can you change a cluster (or major)?

Students can change a major if they find that the one they selected is no longer their area of interest. Students are never locked into a specific cluster or major. Successful completion of four required courses as outlined on district IGP templates constitutes a major.

Do all students have to declare a major?

Students need to declare a major by the end of the 10th grade; however, completion of a major is not a requirement for a South Carolina High School Diploma.

Can I have more than one major?

Yes, with careful planning beginning in the ninth grade, it is possible to complete more than one major.

Is it possible to complete a major while continuing to participate in other electives (i.e., fine arts, physical education, JROTC, etc.)?

Yes, the district highly recommends students explore a broad range of experiences and interests during their high school years. There is ample opportunity with their course selections to complete a major and participate in other areas of interest.

The following illustrates the district curriculum framework/ templates and identifies the courses required for each major.

Building Construction Technology Program

Introduction to Building Construction
Building Construction I

Building Construction II
Work-based credit

General Business Management Program

Accounting 1
Accounting 2
Entrepreneurship
IBA 1

Business Finance
Fundamentals of Business Marketing and
Finance
Work-based credit

Health Science Technology Program

Health Science Technology 1
Health Science Technology 2
Health Science Technology 3

Health Science Clinical Study
Sports Medicine 1

Education and Training Program

Teacher Cadet

Description of Courses

English Courses

Important note: only one required English course is recommended per semester block. English courses not passed may be repeated the following semester block or in summer school, if available.

308600CW Secondary Literacy

1 Unit

Prerequisite: Successful Completion of Grade 8 English

Secondary Literacy is a semester course that assists students in performing on or above grade level. Emphasis should be on helping students approach literature and writing at a pace appropriate to their abilities. Curriculum for this course is designed for students who are reading one or more years below grade level. Students will read a variety of literature and write in response to the literature. Students will learn about the writing process in order to foster confidence in developing a written voice, use of mechanics, and enhanced vocabulary. This course will cover traditional grammar usage and study skills. This class is designed to enable the

student to perform proficiently in all of the Grade 9 South Carolina College and Career State Standards.

Standardized Testing:

This class is designed to be taken previous to English 1, which requires the student to complete a state-given end of course exam. Secondary Literacy is intended to help the student perform at or above proficient on this EOC exam

302400CW SCCC English 1

1 Unit

Prerequisite: Successful Completion of 9th grade Secondary Literacy

English 1 stresses the principles of grammar, instruction in composition, and the study of literature. Vocabulary study and parallel reading are integral parts of the course. Elements of research are introduced. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts. A state-required end-of-course test will count as 20% of the final grade.

302400HW SCCC English 1 Honors

1 Unit

Prerequisite: Teacher recommendation of students who are highly motivated and capable of independent study. A grade of "A" or "B" on all language arts courses prior to grade 8 or 9. Grade 8 students must score "Exemplary" on the P.A.S. S. test.

English 1/Honors is intended for students performing above grade level in reading comprehension and knowledge of grammar. Instruction continues in grammatical structure and usage. Vocabulary study is designed to enhance the student's reading ability, power of expression, and PSAT/SAT/ACT readiness. Students are introduced to research and are provided extensive practice in developing paragraphs and themes about literary and contemporary topics. The study of literature emphasizes analysis of types and characteristics of literature. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts. A state-required end-of-course test will count as 20% of the final grade.

302500CW SCCC English 2

1 Unit

Prerequisite: Successful completion of English 1.

English 2 is a continuation of English 1. This course stresses the principles of grammar, instruction in composition, and a study of literature. Vocabulary study and parallel reading are integral parts of the course. Elements of research are reinforced. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302500HW SCCC English 2/Honors

1 Unit

Prerequisites: Teacher recommendation of students who are serious about their work, capable of independent study, and highly motivated toward excellence. A grade of "A" or "B" in English 1 Honors.

English 2/Honors is a comprehensive study of grammar/composition and literature. The grammar emphasis is related closely to areas of weakness observed in student compositions. A parallel reading program provides a broad base for literary analysis. Elements of research, leading to the literary-based research paper of Honors 3, are reinforced. Vocabulary study is an extension of the literature and equips the student to deal with PSAT/SAT examinations. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302600CW SCCC English 3

1 Unit

Prerequisite: Successful completion of English 2

English 3 contains a review of grammar and instruction in composition, as well as a study of American literature. Vocabulary study and parallel reading are integral parts of the course. Elements of research, leading to the literary research paper of English 4, are stressed. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302600CW SCCC English 3

1 Unit

Prerequisite: Successful completion of English 2

English 3 Honors is a comprehensive study of grammar/composition and literature. The grammar emphasis is related closely to areas of weakness observed in student compositions. A parallel reading program provides a broad base for literary analysis. Elements of research, leading to the literary-based research paper of Honors 3, are reinforced. Vocabulary study is an extension of the literature and equips the student to deal with PSAT/SAT examinations. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302700CW SCCC English 4

1 Unit

Prerequisite: Successful completion of English 3

English 4 centers on a study of British literature, writing, and research. A review of grammar and usage complements and enhances the development of advanced composition skills. A literary-based research paper, assigned parallel reading, and frequent compositions should further prepare the student for college. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302700HW SCCC English 4/Honors

1 Unit

Prerequisite: Successful completion of English 3

English 4 Honors centers on an advanced study of British literature, writing, and research. A review of grammar and usage complements and enhances the development of advanced composition skills. A literary-based research paper, assigned parallel reading, and frequent compositions should further prepare the student for college. A goal for all students is to attain a higher degree of literacy involving the ability to understand and to produce a wide variety of texts.

303000CW English Literature/Composition/AP**1 Unit**

Prerequisites: No less than a "B" in Honors English 1, 2, 3

English Literature/Composition/AP is an intensive literature and composition course designed for students who are highly motivated and have shown exceptional ability in verbal and composition skills. Students will demonstrate their ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels or plays. A summer reading list will be made available for all students. Students will be required to take the Advanced Placement Examination.

Mathematics Courses**411600CW Foundations and Structure in Algebra****1 Unit**

Prerequisite: Successful Completion of Grade 8 Math

This course is the first half of a two-semester program that gives students an opportunity to learn Algebra 1 and to begin examining concepts from Algebra 2 and Probability and Statistics. Students who complete the SCCR Foundations in Algebra/SCCCR Intermediate Algebra sequence will take the state-mandated Algebra 1 End-of-Course assessment at the end of the second course, SCCR Intermediate Algebra.

411700CW Intermediate Algebra: Functions and Mode**1 Unit**

Prerequisite: Successful Completion of Foundations and Structure in Algebra

This course is intended for students who, as ninth-graders, are not yet ready for the rigor of an Algebra 1 class. The sequence of courses, Foundations in Algebra and Intermediate Algebra, meets the state Algebra 1 standards and will be recognized by South Carolina colleges as Algebra 1 if followed by successful completion of Algebra 2. Emphasis is on active participation through appropriate project work, laboratory activities, group and individual assignments, discussion, practice, and exposition. Hand-held graphing calculators are recommended for instruction and assessment. The course will be taught through the use of best practices and research-proven instructional strategies that address the way each student learns best and offer multiple opportunities for students to master material.

411400CW SCCC Algebra 1**1 Unit**

Prerequisites: Teacher Recommendation and meet identified test criteria and/or successful completion of Foundations and Structure in Algebra and Intermediate Algebra: Functions and Mode

Algebra 1 includes the study of variables, field properties, operations on matrices, slope, the equation of a line, solving and graphing linear equations and inequalities, polynomials, factoring techniques, solving quadratic equations, solving systems of linear equations, and probability and statistics. Applications will be emphasized throughout the course. A state end-of-course test will count as 20% of the final grade.

411400HW SCCC Algebra 1 Honors 1 Unit

Prerequisites: Teacher Recommendation and meet identified test criteria.

Algebra 1 includes the study of variables, field properties, operations on matrices, slope, the equation of a line, solving and graphing linear equations and inequalities, polynomials, factoring techniques, solving quadratic equations, solving systems of linear equations, and probability and statistics. Applications will be emphasized throughout the course. A state end-of-course test will count as 20% of the final grade.

412200CW SCCC Geometry 1 Unit

Prerequisite: Successful completion of Algebra 1

Geometry includes the study of points, lines, planes, angles, polygons, and circles. The properties and relationships of shapes (including similarity and congruence) are studied as well as special properties of right triangles. In addition, students will study the trigonometric ratios, coordinate geometry, and transformations. This course stresses the use of deductive reasoning as well as the ability to think spatially. Emphasis is placed on applications including perimeter, area, and volume.

4412200HW SCCC Geometry Honors 1 Unit

Prerequisite: Successful completion of Algebra 1 Honors

Geometry includes the advanced study of points, lines, planes, angles, polygons, and circles. The properties and relationships of shapes (including similarity and congruence) are studied as well as special properties of right triangles. In addition, students will study the trigonometric ratios, coordinate geometry, and transformations. This course stresses the use of deductive reasoning as well as the ability to think spatially. Emphasis is placed on applications including perimeter, area, and volume.

411500CW SCCC Algebra 2 1 Unit

Prerequisites: Successful completion of Algebra 1 and Geometry

Algebra 2 includes a study of the properties of the real number system, equations, functions, relations, graphs, polynomial and rational expressions, radicals, quadratic equations, inequalities, exponents, complex numbers, conic sections, systems of equations and inequalities, matrices, and logarithms.

411500HW SCCC Algebra 2 Honors 1 Unit

Prerequisites: Successful completion of Algebra 1 and Geometry

Algebra 2 includes a study of the properties of the real number system, equations, functions, relations, graphs, polynomial and rational expressions, radicals, quadratic equations, inequalities, exponents, complex numbers, conic sections, systems of equations and inequalities, matrices, and logarithms.

414100CW Probability and Statistics 1 Unit

Prerequisite: Three math units including Algebra 2

Probability and Statistics include the study of methods of data collection, how to organize data, the measure of central tendency, variation, sampling theory, hypothesis testing, and making inferences from samples. Emphasis will be placed on developing skills that apply statistical methods in the decision-making process as well as on improving problem-solving skills.

Science Courses

Three units of science are required for a high school diploma. State required end-of-course tests in biology must be completed by the students' second year in high school and will count as 20% of the final course grade.

322100CW Biology 1

1 Unit

Prerequisite: Successful completion of Algebra 1 should be taken prior to or in conjunction with Biology 1

Biology 1 is designed to introduce first-year biology students to the most basic unit of life - the cell. During the first section, students will use laboratory experience and lecture to become more familiar with the cell and its functions such as cell respiration, protein synthesis, reproduction, and heredity. During the second section, students are introduced to basic anatomy and physiology of vertebrates, including humans. With this basic foundation, students will study multicultural organisms such as the earthworm, clam, crayfish, frog, and perch through dissections.

Students will study classification and learn how this is related to an organism's morphology. The students will also be introduced to the structure and function of plants and gain an understanding of their economic importance. Finally, students will gain an understanding of interrelationships of living organisms in their environment.

Biology 1 must be taken by the end of the second year of high school. A state end-of-course exam will count as 20% of the final grade.

322100HW Biology 1 Honors

1 Unit

Prerequisite: Successful completion of Algebra 1 should be taken prior to or in conjunction with Biology 1

Biology 1 is designed to introduce first-year biology students to the most basic unit of life - the cell. During the first section, students will use laboratory experience and lecture to become more familiar with the cell and its functions such as cell respiration, protein synthesis, reproduction, and heredity. During the second section, students are introduced to basic anatomy and physiology of vertebrates, including humans. With this basic foundation, students will study multicultural organisms such as the earthworm, clam, crayfish, frog, and perch through dissections.

Students will study classification and learn how this is related to an organism's morphology. The students will also be introduced to the structure and function of plants and gain an understanding

of their economic importance. Finally, students will gain an understanding of interrelationships of living organisms in their environment.

Biology 1 must be taken by the end of the second year of high school. A state end-of-course exam will count as 20% of the final grade.

322100HW Biology 2 Honors

1 Unit

Prerequisite: Successful completion of Biology 1H.

This course is designed to convey to students the role of biological sciences and assist students with developing inquiry skills based on biological methodology. While focusing on these areas, students gain an advanced awareness of the biological sciences through an in-depth study of the multicultural scientists who have shaped the world of biology, research of various diseases and their origins, an in-depth look at environmental issues, as well as an investigation of the impact of biological sciences on different cultures. Students are assessed using a variety of tests, quizzes, essays, student presentations, lab reports, and research.

326300CW Biology 2/Anatomy and Physiology

1 Unit

Prerequisites: Successful completion of Biology 1

Biology 2/Anatomy and Physiology includes the basic concepts of human anatomy and physiology. The major body systems - their components, functions, and diseases - are studied. Special emphasis is placed on the concept of homeostasis in the physiology of each system. Lab experiences include the dissection of the fetal pig and microscope studies.

322202CW Biology 2/Genetics

1 Unit

Prerequisites: Successful completion of Biology 1

Biology 2/Genetics/Honors is designed for the advanced student who has a desire to conduct an in-depth study in the ever-changing field of genetics. Students will cover principles of both Mendelian and molecular genetics. Students will compare chromosomes and gene mutations as well as investigate chromosome mapping techniques. Students will participate in various labs such as karyotyping and genetic crossing. Students will uncover the importance of genetics in today's society through the Human Genome Project and genetic crossing. Students will also look at the future of genetics in the fields of medicine and agriculture.

323100CW Chemistry 1

1 Unit

Prerequisites: Successful completion of Algebra 1 and Biology 1

The content covered in this course includes atomic theory, nomenclature, formula writing, writing and balancing equations, stoichiometry, gas laws, calorimetry, molecular structure and hybridization, intermolecular forces, colligative properties, equilibrium, reaction rates, and acids and bases.

323100HW Chemistry 1 Honors**1 Unit**

Prerequisites: Successful completion of Algebra 1 and Biology 1

The content covered in this course includes atomic theory, nomenclature, formula writing, writing and balancing equations, stoichiometry, gas laws, calorimetry, molecular structure and hybridization, intermolecular forces, colligative properties, equilibrium, reaction rates, and acids and bases.

324100CW Physics**1 Unit**

Prerequisite: Successful completion of Algebra 2 or Chemistry

Physics is a study of mechanics; heat and thermodynamics; waves, optics and sound; electricity and magnetism; and modern physics.

326500CW Earth Science**1 Unit**

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world.

Social Studies Courses**336000CW World History****1 Unit**

Prerequisite: Recommended for Grade 9 or 10

World History will consist of a systematic study of the development of man from prehistoric times to the present with an emphasis on the interrelationships between different cultures and different areas of the world. The first half of the course will cover the history of the world from prehistory to the Enlightenment. The second half will cover the period from the French Revolution to the present. Requirements may include parallel readings, a research paper, and/or critiques of books and articles.

339902CW Foundations of American History**1 Unit**

This course is an examination of the formative period of the nation's development to 1877. Coverage includes the alteration of an Anglo-European culture to an American one; the causes for the colonial break with Britain; the problems of independence; the appearance and impact of American nationalism; Westward expansion and industrialization; and the causes and effects of the sectional clash.

339902HW Foundations of American History Honors**1 Unit**

This course is an advanced examination of the formative period of the nation's development to 1877. Coverage includes the alteration of an Anglo-European culture to an American one; the causes for the colonial break with Britain; the problems of independence; the appearance and impact of American nationalism; Westward expansion and industrialization; and the causes and

effects of the sectional clash. In addition to classwork, quizzes, and tests, students will be expected to participate in projects and presentations, as well as write research papers.

332000CW United States History/Constitution 1 Unit

Prerequisite: Recommended for Grade 11

United States History/Constitution covers the history of the United States from the Age of Exploration through current topics. The course will concentrate on a study of the social, economic, political, geographical, and cultural aspects of American society. This course is designed to prepare students for college history courses. A state end-of-course exam will count as 20% of the final grade.

332000HW United States History/Constitution Honors 1 Unit

Prerequisite: Recommended for Grade 11

United States History/Constitution covers the history of the United States from the Age of Exploration through current topics. The course will concentrate on a study of the social, economic, political, geographical, and cultural aspects of American society. This course is designed to prepare students for college history courses. A state end-of-course exam will count as 20% of the final grade.

335000CH Economics 1 Unit

Prerequisite: Recommended for Grade 12

This course is designed to improve understanding of basic economic concepts so that students become more effective citizens. A general overview of economic issues, models, and theories is provided, along with an introduction to important personal finance topics.

333000CH Government 1 Unit

Prerequisite: Recommended for Grade 12

Government concentrates on American Government and is a study of the American Federal System of Government with emphasis on the principles that are an integral part of this system. Special emphasis is placed upon the role of the legislative, executive, and judicial branches of government within this complex system.

334000CW Psychology 1 Unit

Prerequisite: None

Psychology is designed to orient students to the nature and purposes of psychology by defining psychology and comparing it to other methods of explaining behavior. Other areas to be studied include parapsychology, the learning process, hereditary and cultural influences on behavior, and development - physical, motor, emotional, social, intellectual, and personality. It is recommended that a student has successfully completed one unit in biology before taking psychology.

334500CW Sociology**1 Unit**

Prerequisite: None

Sociology provides students with a comprehensive examination of the basic concepts, principles, and methods central to the scientific study of sociology. There are three major goals to be met. The first goal is to teach students to think like sociologists. The second goal is to help students develop a sociological imagination, which will enable them to view their own lives within a larger social and historical context. The third goal is to help students understand and appreciate the rich diversity that is possible in social life by exposing them to data from a wide variety of cross-cultural and historical sources.

Elective Courses**Health and Physical Education****340200CW Personal Health Wellness****1 Unit**

Emphasizes personal responsibility. This course offers students current information and skills development opportunities in planning and practicing a healthy lifestyle. Focusing on student understanding of the importance of physical, emotional, and social health to the quality of life during all stages of human development, this course provides a basis for lifelong learning in primary health topic areas.

344101CW Physical Education 1**1 Unit**

Prerequisite: None

Physical Education 1 includes the study of health and physical education that is required for a high school diploma. This course will involve a personal fitness and wellness component focused on cardiovascular and muscular endurance, exercise and weight control, and nutrition. Students will plan and implement an exercise program. A lifetime fitness component is provided as well with an emphasis on a variety of team and individual activities.

344200CW Physical Education 2**1 Unit**

Prerequisite: Successful completion of Physical Education 1

344500CW Adaptive Physical Education**1 Unit**

Prerequisite: Doctor's statement

Adaptive Physical Education is an individually designed course offered only to those with physical disabilities who cannot participate in regular physical education activities.

344201CW Physical Education/Weightlifting 1**1 Unit**

Prerequisite: Successful completion of Physical Education 1

Physical Education/Weightlifting 1 focuses on the systematic and intelligent application of modern weight training principles. The principle of overload and progressive resistance through a full range of motion will be used to provide a most effective means of acquiring dynamic strength and flexibility. Systematic weight training applies the principles of resistance, overload,

and specificity that will have positive effects on motor performance parameters and contribute to successful participation in sports.

344202CW Physical Education/Weightlifting 2 1 Unit

Prerequisites: Successful completion of Weightlifting 1

Physical Education/Weightlifting 2 is a continuation of Physical Education/Weightlifting 1.

344203CW Physical Education/Weightlifting 3 1 Unit

Prerequisites: Successful completion of Weightlifting 2

Physical Education/Weightlifting 3 is a continuation of Physical Education/Weightlifting 2.

Fine Arts

The Commission of Higher Education has added a fine arts requirement that becomes effective with students who will enter college as freshmen in the Fall of 2011. In addition to the courses listed in the Fine Arts Curriculum section, there are fine arts courses available through the SC Department of Education Virtual High School which includes music and art history and meet this CHE requirement.

350101CW Art 1 1 Unit

Prerequisite: None

Art Basics is a structured course that includes the study of the visual elements and principles of design through the use of two-dimensional and three-dimensional media. Careers in the field of art will be investigated. Students will gain an appreciation of art, art heritage, and art criticism as a part of their study. A weekly sketchbook is required.

350200CW Art 2 1 Unit

Prerequisite: Art 1

Art Basics is a structured course that includes the study of the visual elements and principles of design through the use of two-dimensional and three-dimensional media. Careers in the field of art will be investigated. Students will gain an appreciation of art, art heritage, and art criticism as a part of their study. A weekly sketchbook is required.

350101CW Graphic Arts 1 Unit

Prerequisite: Art 1

This course introduces the interaction of text and image and the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation.

452100CW Theatre 1**1 Unit**

Prerequisite: None

Theatre 1 introduces students to the total theater and covers a wide variety of topics including theatre history, pantomime, mime, improvisation, costuming, make-up, stagecraft, lighting, and acting. Although performance is important in this class, the emphasis is placed upon the learning process of drama. Theatre 1 is recommended for students who are disciplined and have a genuine interest in the theatre.

305400CW Yearbook Journalism**1 Unit**

Prerequisite: Teacher recommendation

This course of introduction to yearbook publication is designed to give students knowledge of journalistic skills that allows them to define their potential roles as yearbook staff members, as well as in the world of other forms of print media including, but not limited to, newspaper or broadcast journalism. This class, which includes projects, exercises, writing, and tests, is designed for the advanced or highly motivated student. Students will write copy, headlines, and captions using computer software as specified by the yearbook publisher to submit text for publication. Keyboarding skills and a strong background in grammatical usage are required. Students will also be given opportunities for developing all aspects of yearbook production including advertising sales, layout, copy, editing, and distribution. Students are expected to be able to conduct interviews with students, teachers, and administrators.

354100CW Chorus 1/Beginning Chorus**1 Unit**

Prerequisite: None

Chorus I/Beginning Chorus is designed for students in grades 9-12 interested in learning the requirements for good singing and musicianship. This includes singing, listening to great music, discussing music literature, and learning how to read music. The fundamentals of music - notation, symbols, harmony, and writing - are stressed daily.

353100CW Beginning Band**1 Unit**

Prerequisite: None

The primary goals of Beginning Band are to develop skills, knowledge, and techniques in music at a beginner level. The director will aid every student in finding the appropriate band instrument. Basic skills, theory, and instruction will be experienced in this class.

353200CW Symphonic Band 2**1 Unit**

Prerequisite: Successful completion of middle school band program, (2 or 3 years of band).

The Symphonic Band is open to any student in grades 9-12 who has successfully completed the requirements of his/her middle school band program. The primary goal of Intermediate Symphonic Band will be to further advance the technical skills, knowledge, and performance techniques learned at the middle school level so that the student will be proficient enough to later qualify to perform in the Wind Ensemble. Students will be involved in various stage

performances including a spring concert and other public events. Students who register for this course agree to attend rehearsal and performance activities deemed necessary by the director.

353311CW Marching Band 1

1 Unit

Prerequisites: Successful completion of middle school band program and auditions.

Marching Band 1 is open to any student in grades 9-12 who meets the performance proficiency requirements. The primary goal of Marching Band 1 will be to develop skills, knowledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement. Performance and entertainment will be emphasized. This band will represent the school at selected athletic events, band festivals, parades, and contests. Students are required to participate in these activities. Rehearsals begin in early August. Practices will be held after school hours. Students must be highly self-motivated and willing to dedicate time after school and on weekends to rehearse and participate in competitive activities. Performances and rehearsals will be used to determine grades.

459958CW Marching Band Color Guard 1

1 Unit

Prerequisites: Training session and audition required for course.

The Marching Band Color Guard is a performance unit of the marching band and is open to any student in grades 9-12 who meets the requirements for membership. The members of the Color Guard are required to participate in all rehearsals and performances of the Marching Band. The color guard as a part of the marching band will represent the school at selected athletic events, band festivals, parades, and contests. Students are required to participate in these activities. Class time will revolve around physical training through yoga, dance, and show routines. Practices will begin in the summer and continue during after school hours. Participation, performances, and rehearsals will be used to determine grades.

353100CW Concert Band 1

1 Unit

Prerequisites: Completion of Middle School Band Program or Beginner Band

Concert Band is open to any student in grades 9 – 12. The primary goals of Concert Band will be to develop skills, knowledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement. Rehearsals will occur during class and after school on designated days. Performances and rehearsals will be used to determine grades.

353100CW Band 1

1 Unit

Prerequisites: Completion of Middle School Band Program or Beginner Band

Concert Band is open to any student in grades 9 – 12. The primary goals of Concert Band will be to develop skills, knowledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement. Rehearsals will occur during class and after school on designated days. Performances and rehearsals will be used to determine grades.

353200CW Band 2**1 Unit**

Prerequisites: Completion of Band 1

Concert Band is open to any student in grades 9 – 12. The primary goals of Concert Band will be to develop skills, knowledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement.

Rehearsals will occur during class and after school on designated days. Performances and rehearsals will be used to determine grades.

353300CW Band 3**1 Unit**

Prerequisites: Completion of Band 2

Concert Band is open to any student in grades 9 – 12. The primary goals of Concert Band will be to develop skills, knowledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement.

Rehearsals will occur during class and after school on designated days. Performances and rehearsals will be used to determine grades.

353400CW Band 4**1 Unit**

Prerequisites: Completion of Band 3

Concert Band is open to any student in grades 9 – 12. The primary goals of Concert Band will be to develop skills, knowledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement.

Rehearsals will occur during class and after school on designated days. Performances and rehearsals will be used to determine grades.

Foreign Language**365100CW Spanish 1****1 Unit**

Prerequisite: Recommended - "C" or better in previous Language Arts or English.

Spanish 1 is designed to help students attain an acceptable degree of proficiency in listening, speaking, reading, and writing within the context of the contemporary Spanish-speaking world and its culture. Included will be brief studies of the geography and people of many of the Spanish-speaking countries.

365200CW Spanish 2**1 Unit**

Prerequisite: Recommended - "C" or better in Spanish 1.

Spanish 2 reviews and reinforces the four basic skills of listening, speaking, reading, and writing. Its aim is to give students an active, flexible command of Spanish through personal involvement and understanding rather than through set sequences and rote memorization. Another important goal is to have students realize that the Hispanic Culture in their own country is a reality that directly affects their lives in many ways.

365300CW Spanish 3**1 Unit**

Prerequisite: Recommended - "C" or better in Spanish 2.

Spanish 3 is an advanced course that cements the previous two years of Spanish study. It takes the basic elements of levels 1 and 2 and combines them to produce a more proficient language production. Oral language is stressed more than in previous classes through the inclusion of native language videos. Beyond advanced grammar concepts, students will have an additional reading assignment from supplemental texts. This course is designed to be an introduction to an AP language curriculum while preparing students for foreign language study in college and college admissions requirements.

Other Elective**JAG**

JAG (Jobs for America's Graduates) is a multi-year career exploration and preparation course aimed at ensuring the success of students in and beyond high school. The focus is on academic success, life survival, job attainment, work readiness, leadership, team, and self-development skills. The course involves individual assignments, team activities/projects, academic remediation support, service-learning opportunities, guest speakers, field trips, and career exploration. Students will also participate in a student-led career association state and national career development conference which provides a unique vehicle for students to develop, practice, and refine their skills through career workshops and competitive events. JAG also provides one year of follow-up beyond high school.

379910CW JAG 1

First-year students

379920CW JAG 2

Second-year students

379930CW JAG 3

Third-year students

379940CW JAG 4

Fourth-year students

Special Services**Special Education Referral and Placement Procedures**

Upon recommendation and/or request from parents, administrators, nursing staff, or students themselves, a team of school personnel will take a structured look at the student and the learning conditions in the student's environment. This team will review the problem, the student's academic history, and make recommendations for interventions to be tried both in and out of the classroom environment. If these interventions are not successful, the students may be referred for a psychological evaluation. Prior to evaluation, written parental consent will be obtained. Following the psychological evaluation, if placement is recommended, a staffing will be held. Parents, teachers, administrators, guidance counselors, and the student will meet to discuss the results and recommendations. If placement in a special program is recommended, an Individualized Education Plan (IEP) will be written. Once the parent gives written approval to this plan, implementation will begin.

Students who qualify and have an Individualized Education Plan (IEP) are assigned as prescribed by the intervention team to classes designed for students with special needs. Classes are organized for students pursuing a diploma and for students who are not diploma candidates.

Students Pursuing a High School Diploma

High school students taking Carnegie unit classes towards a diploma but who require supplemental support in a resource classroom should take a Resource class each year. A student may enroll in more than one Resource class per year if the intervention team deems it necessary. Students work in planned groups on an individualized basis to accomplish goals and objectives as set forth in their Individualized Education Plan (IEP). The curriculum is organized to provide practice on the standards found on the ACT as well as to provide assistance in classwork. Students are counseled to assist in working out social, emotional, and behavioral problems that interfere with academic success. Instructional activities and objectives are supplemented with topics such as developing a positive self-concept, accepting responsibility for actions, respecting those in authority, setting realistic goals, following directions, being on time, and being a willing worker. Students receive one elective unit of credit in Resource classes for each class in which passing grades are received. Special Education teachers will register qualified students for this class.

Students Pursuing a High School Certificate

Students who are pursuing a high school certificate, not a diploma, are assigned to classes based upon their Individualized Education Plans. The instruction in these classes covers English, Mathematics, Social Studies, and Science standards at academic levels and readability for the special needs student. Carnegie units of credit are not issued for these classes. Promotion to the next grade level is based upon successful completion of the annual goals and objectives in the student's IEP. Upon successful completion of the goals in the senior year, these students participate in the graduation ceremony and receive a Certificate of Attendance.

McCormick High School Middle College

Middle College/Dual Enrollment courses allow qualifying juniors and seniors in high school the opportunity to earn college credit while still enrolled in high school. This program is designed for highly motivated students who are interested in getting a head start on college. Students in these classes will earn **Dual Credit** in which the student receives both college credit and high school credit simultaneously. Students interested in the Middle College program must notify the guidance counselor, complete applications and other enrollment paperwork, take the Piedmont Technical College placement test, and meet other criteria for admission into the program as set forth by McCormick High School and Piedmont Technical College.

The SC Commission on Higher Education publishes a list of 86 courses that are transferable to all public institutions in South Carolina. Many private colleges also accept these courses for transfer credit. Please check with the college or university about the policies of that institution. More information can be found at <http://www.ptc.edu/dualenrollment>

| | |
|---------|-------------------------------------|
| ENG 101 | English Composition 1 |
| ENG 102 | English Composition 2 |
| ENG 209 | World Literature |
| MAT 110 | College Algebra |
| MAT 120 | Probability and Statistics |
| BIO 101 | Biological Science 1 |
| BIO 102 | Biological Science 2 |
| HIS 201 | American History: Discovery 1866 |
| HIS 202 | American History: Discovery 1877 |

| | |
|---------|---------------------------------|
| ECO 210 | Macroeconomics |
| PSC 201 | American Government |
| SOC 101 | Introduction to Sociology |
| PSY 101 | General Psychology |
| SPC 205 | Public Speaking |
| SPA 101 | Elementary Spanish 1 |
| COL 101 | College Skills |
| ART 101 | Art History and Appreciation |
| CPT 101 | Introduction to Computers |

Career and Technical Education (CATE)

Preparing Students for Life Beyond High School

The goal of the McCormick County School District Career and Technical Education (CATE) curriculum is to prepare students for productive and challenging careers. Students learn skills that qualify them for entry-level employment or allow them to continue their education at post-secondary 2-year and 4-year colleges and universities.

Cooperative Education

Cooperative Education is a structured program that connects school-based and work-based learning for accelerated second-year students who have shown potential in their occupational field. The work experience is planned and supervised by the school and the participating sponsor so that each contributes to the students' education and employability. Students who work during class time earn the same number of units they would receive by being in class. Students are not guaranteed a job or pay; however, they will receive valuable work experience at an actual worksite.

Completer Status

A student may attain completer status by earning four units of credit within a major.

Transportation, Distribution, and Logistics Career Cluster

Automotive Technology 1
Automotive Technology 2

Automotive Technology 3
Automotive Technology 4

Architecture and Construction Career Cluster

Carpentry 1
Carpentry 2

Carpentry 3
Carpentry 4

General Business Management Career Cluster

Accounting 1
Accounting 2
Entrepreneurship
IBA 1

Business Finance
Fundamentals of Business Marketing and
Finance
Work-based credit

Health Science Technology Cluster

Health Science Technology 1
Health Science Technology 2
Health Science Technology 3

Health Science Clinical Study
Sports Medicine 1

Human Services Career Cluster

Cosmetology 1
Cosmetology 2

Cosmetology 3
Cosmetology 4

Education and Training Program

Teacher Cadet

Hospitality and Tourism Career Cluster

Introduction to Culinary Arts Hospitality
Management
Culinary Arts Management 1

Culinary Arts Management 2
Baking and Pastry

Information Technology Career Cluster

Network Fundamentals
Advanced Networking

Computer Repair and Systems
Advanced Computer Operating Systems

Law, Public Safety, Corrections, and Security Career Cluster

Firefighting 1
Firefighting 2

Intro to Law, Public Safety, Corrections, and
Security

CATE Courses

540001CW Work-based credit

Allows students to receive a Carnegie unit while participating in on-the-job-work experiences. Students must be in grade 12 and have verifiable employment.

Automotive Technology

Transportation Career Cluster

603001CW, 603101CW, 603201CW, 603301CW Automotive Technology 1, 2, 3,

Prerequisite: No prerequisite for Level 1; Courses taken sequentially

The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution, and Logistics career cluster.

AUT 101 (Dual Enrollment) Engine Fundamentals

This course is a study of automotive engine fundamentals, principles of engine operations, including horsepower calculations, cubic inch displacement calculations, efficiency combustion theory, etc. Types of engines, cylinders, valve arrangements, lubrication, fuel, exhaust, and cooling systems are also included.

AUT 112 (Dual Enrollment) Braking Systems

This course covers hydro-boost power brakes and vacuum power brakes as well as master cylinders and caliper rebuilding.

AUT 122 (Dual Enrollment) Suspension & Alignment

This course is a study of suspension and steering systems, including non-adjustable and adjustable wheel alignment angles and application of balancing and alignment equipment.

AUT 132 (Dual Enrollment) Electricity

This course is a study of electricity as used in automotive applications. This course includes dc and ac principles and their various uses in the automobile. The relationship between Ohm's law and actual automotive circuits is demonstrated.

Building Construction

Architecture and Construction Career Cluster

600100CH Introduction to Building Construction

This course is designed to introduce the student to the various professions in the building industry. After training on various shop equipment and hand tools, the student will get hands-on experience in building individual and team projects. Students will be exposed to estimating,

blueprint reading, and basic framing techniques. Problem-solving and teamwork skills, which are priorities in this ever-growing career field, are emphasized. Good math skills will assist a student in being successful in this class.

606000CD Building Construction I

This course is designed to prepare the student with the basic skills to become successful in this ever-expanding field. After training on various shop equipment and hand tools, the first-year student will get hands-on experience in the building of individual and team projects. Floor, wall, and roof framing techniques are taught with these projects. The student will be involved in estimating, blueprint reading, building codes, and exploring new technology. Teamwork and problem-solving skills are emphasized because employers demand sharp team players. The student signing up for this course should have good math skills and should be able to read a ruler. After enrolling in this course, the student will have the opportunity to participate in leadership activities by joining the Skills USA Club and/or VICA (Vocational Industrial Clubs of America).

606000CD Building Construction II

This course is a continuation of Building Construction I with more advanced training in techniques and an emphasis on finish carpentry. Finish trim and stair construction are taught as well as cabinetmaking. The students participate in outside projects that play an integral part in the training of future craftspeople.

Business

502010CW IBA 1

This course is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts.

This course of study is designed to teach the student computer concepts as related to processing data into useful information needed in business situations by using database, spreadsheet, word processing, and presentation software. The design of this course is to prepare students for MOS certification.

502020CW IBA 2

Prerequisite: IBA 1

This course of study is designed to teach the student computer concepts as related to processing data into useful information needed in business situations by using database, spreadsheet, word processing, and presentation software. The design of this course is to prepare students for MOS certification

500100CW Accounting 1

Prerequisite: Algebra I with grade “C” or higher.

This course is designed to help the student develop the skills necessary for the highly technical interaction between accounting and business, to develop an understanding of the steps of the accounting cycle as applied to several different kinds of business operations, and to develop an understanding of accounting, concepts, principles, and practices. Use of the computer in simulated activities gives the student an opportunity to see the advantages of technology in accounting procedures

500200CW Accounting 2

Prerequisite: Accounting 1 with C or higher

This course expands the student’s understanding of accounting subsystems and develops an understanding of various methods of internal control procedures. The student develops competence in using subsidiary ledgers, in preparing financial statements and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities.

513100CW Business and Personal Finance

This course is designed to introduce students to the basic elements of finance. Student will gain knowledge in budgeting, obtaining credit and credit scores, computing of interest rates, maintaining personal and business accounts, computing payroll, and financial software. Course uses textbooks, online testing, electronic ancillaries, and hands-on projects

540000CW Entrepreneurship

Prerequisite: IBA 1 and Fundamentals of Business, Marketing, and Finance

This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of marketing, staffing, and financial considerations.

509000CW Fundamentals of Business, Marketing, and Finance

Fundamentals of Business, Marketing, and Finance are designed to encourage students to pursue successful careers in business, marketing, and finance. Students will gain a basic understanding of business operations and management concepts. This course will increase students’ knowledge about corporate enterprise and its role in a global society.

Carpentry

Architecture and Construction Career Cluster

609101CW, 609201CW, 609301CW, 609401CW **Carpentry 1, 2, 3, 4**

While constructing a 1300 sq. ft. house, students will learn the aspects of residential and commercial construction including safety procedures, hand, and electrical tools, equipment maintenance, shop management, blueprint reading, and related mathematical processes. Instruction will include lab, on-site, and classroom activities. In the second year, students will be

involved in design, layout, and selection of materials for individual construction projects. Students will gain advanced knowledge in construction, carpentry, building supply, roofing, electrical, and related fields and be prepared to further their education in any construction-related field.

Computer Support Services

532010CW Computer Service Technology

Prerequisite: Completion of or currently enrolled in Geometry.

This course is recommended for students who have a strong math and science background and an interest in computers. Computer Service Technology 1 is an in-depth study of personal computer hardware and operating systems. Focus is on identification, installation, configuration, and troubleshooting field replaceable components. Topics include microprocessors, memory, BIOS and CMOS, expansion bus, motherboards, power supplies, floppy drives, hard drives, SCSI devices, CD and DVD media, video, sound, portable PCs, printers, networks, the Internet, and Windows 9x/Me/NT/2000/XP operating systems. The Computer Service Technology program will prepare students to perform set-up and repair tasks on computers and will help prepare him/her for college and/or other post-secondary opportunities. The course standards are aligned with current Comptia A+ certification standards. NOTE: Priority is given to rising juniors.

532010CW Computer Service Technology 2

Prerequisite: Computer Service Technology 1

This course is a continuation of Computer Service Technology 1. This course focuses on troubleshooting and repair of hardware; researching, modifying, and building custom systems; software installation and troubleshooting; and preparation for the A+ Certification exam.

Criminal Justice

(Students will take courses through Piedmont Technical College and receive both college and high school credit)

CRJ 101 Introduction to Criminal Justice

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems, and juvenile justice agencies.

CRJ 115 Criminal Law I

This course covers the development of criminal law in America. The basic elements of specific criminal offenses, criminal defenses, and various legal principles upon which criminal law is established are reviewed.

CRJ 120 Constitutional Law

This course covers analysis of the historical development of the U.S. Constitution and the relationship of rights contained therein to the State and the individual. The application of the Bill of Rights to federal and state systems is examined.

CRJ 125 Criminology

This course is a study of the various theories of criminal causation and control, the identification of criminal typologies, and the reaction of society to crime and criminals.

CRJ 140 Criminal Justice Report Writing

This course is a study of the proper preparation and retention of criminal justice records and reports, including observational skills, formatting, and the value of accurate, complete, and selective written articulation of information and observations.

CRJ 145 Juvenile Delinquency

This course includes a survey of the sociological, biological, and psychological theories involved in juvenile delinquency, modern trends in prevention and treatment.

CRJ 220 The Judicial Process

This course includes an overview of the law-making function of the courts, the growth of common law, the structure and organization of the courts, court processes and procedures involved in criminal and civil cases, and the question of reform for the administration of justice.

CRJ 222 Ethics in Criminal Justice

This course is a study of the application of ethical theories to the criminal justice profession.

CRJ 224 Police Community Relations

This course is a study of the importance of two-way communication between the criminal justice system and the community to foster a working relationship to control crime. A variety of topics are studied, including citizen involvement in crime prevention and police officer interpersonal relations.

CRJ 236 Criminal Evidence

This course is a study of the established rules of evidence from arrest to release in the administration of criminal justice.

CRJ 242 Correctional Systems

This course is an introduction to aspects of the correctional function in criminal justice, including organization, process, procedure, and clients incarcerated and on conditional release.

Cosmetology**Human Services Career Cluster**

615001CD, 615101CD, 615201CD, 615301CD **Cosmetology 1, 2, 3, 4**

Prerequisite: None. Courses should be taken sequentially.

The Cosmetology Program is designed to prepare students to qualify and successfully complete all requirements for a South Carolina Cosmetology license. The student receives training following the guidelines and regulations established by the South Carolina Labor, Licensing, and Regulation (SCLLR) Cosmetology Board. The course of study includes Sanitation and Safety,

Professionalism and Salon Management, Sciences of Cosmetology, Professional Hair Care Skills, Professional Nail Care Skills, Professional Skin Care Skills, and Unassigned Specific Needs. Instruction in chemistry, bacteriology, and anatomy and physiology of the face, head, arms, and hands is incorporated by means of theory and of practical application on both mannequins and live models.

Culinary Arts

Hospitality and Tourism Career Cluster

572200CW Intro to Culinary Arts Hospitality Management

This course provides students with an overview of interest, aptitude, and technical skills to provide foundational skills and knowledge for Culinary Arts 1 and/or the food service industry. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences.

572000CW Culinary Arts Management 1

Prerequisite: None

This course prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences.

572300CW Baking and Pastry

Prerequisite: Culinary Arts Management 1

This course provides students an opportunity to develop foundational skills needed for a seamless transition to a postsecondary program, workforce, or military. Students will develop advanced skills in safety and sanitation in addition to management and professionalism. Specialized content includes units on formulas and techniques, basic baking principles, specialized dietary baking, breads, desserts and pastries, and advanced techniques for specialty cakes, confections, piping, plate presentation, and flavor pairing.

572100CW Culinary Arts Management 2

Prerequisite: Culinary Arts Management 1

Culinary Arts Management 2 is an advanced level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences.

Fire Fighting

Law, Public Safety, Corrections & Security Career Cluster

651401CW/651401CD Firefighting 1 & 2

These courses prepare individuals to do the work of firefighters. Firefighter I and II courses are intended to achieve National Fire Protection Agency (NFPA) certifications and must be conducted using curriculum that addresses the NFPA standards.

650501CW Intro to Law, Public Safety, Corrections and Security

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area of Law Enforcement Services and Fire Fighter and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing.

AHS 114 (Dual Enrollment) Basic First Aid

Co-requisites: EMS 105 and EMS 106

This course provides instruction in basic procedures used in medical emergencies.

EMS 105 (Dual Enrollment) Emergency Medical Care I

Prerequisites: RDG 100 or RWR 100 or appropriate placement test scores.

Co-requisites: AHS 114 and EMS 106

This course is a study of preparatory and pharmacology, airway management, patient assessment, and trauma and shock as it relates to the provision of pre-hospital emergency medical care to critically ill and injured patients.

EMS 106 (Dual Enrollment) Emergency Medical Care 2

Prerequisite: RDG 100 or RWR 100 or appropriate placement test scores.

Co-requisites: AHS 114 and EMS 105

This course is a study of medical emergencies, operations, pediatrics, and other special populations as it relates to the provision of pre-hospital emergency medical care to critically ill and injured patients.

Health Science Technology

Health Science Career Cluster

555000CW Health Science Technology I

Health Science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. During these courses, students are introduced to healthcare history, careers,

law and ethics, cultural diversity, health care language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students will learn first-aid procedures and learn fire safety. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance in the Health Science courses. This course is a pre-requisite for Health Science 2. This course is required for students to be a CATE completer.

555100CD Health Science Technology II

Prerequisites: Health Science Technology 1

Laboratory experience will offer students the opportunity to develop skills in infection control, vital signs, medical assisting, laboratory assisting, sterile techniques, and medical abbreviations. This course will focus on skills for careers in various health care fields. Students will learn basic CPR and First Aid. At the completion of this course, the student will be eligible for First Aid and CPR certification. Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. This course will introduce students to basic patient care skills. Medical terminology, medical math, and pharmacology are incorporated throughout the lessons being taught. Students will be certified in First Aid and CPR in this course. Job shadowing opportunities may be available in this course. This course is required for students to be a CATE completer.

555200CD Health Science Technology III

Prerequisites: Health Science Technology 2

Focuses on Human Structure and acquaints students with basic anatomy and physiology of the body. Students learn how the human body is structured and the function of 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This class is recommended for Juniors or Seniors.

556000CW Health Science Clinical Study

Prerequisites: Health Science Technology 2 and 3

Health Science Clinical Study - This course develops students' technical skills to provide health care in a variety of settings. Student may earn Feeding Assistant Certification and prepare to take the South Carolina Nurse Aide certification exam. Skills include vital signs, activities of daily living, transfers, personal hygiene, nutrition, and safety. Infection Control and HIPAA principles will also be an integral part of the course. A clinical internship with a minimum of 40 hours in a long-term care facility is included in this 2 block course. Students will be required to meet academic, behavior, and attendance standards and submit a parent/guardian permission form to participate in the internship. Clinical times will vary according to the facility need. CPR and First Aid certification will be offered. Fees will be associated with this course for uniforms, tuberculin skin tests, and SLED report. Students must also furnish their own transportation to and from the clinical and internship sites. This class is recommended for Seniors.

AHS 102 (Dual Enrollment) Medical Terminology

This course covers medical terms, including roots, prefixes, and suffixes, with emphasis on spelling, definition, and pronunciation. Prerequisites: RDG 100, RWR 100, or appropriate placement test scores.

AHS 114 (Dual Enrollment) Basic First Aid

Co-requisites: EMS 105 and EMS 106.

This course provides instruction in basic procedures used in medical emergencies.

AHS 163 (Dual Enrollment) Long Term Care

This course emphasizes the basic skills needed to care for residents in the long-term care setting. Students will apply practical use of these skills through clinical experiences in a long-term care facility.

AHS 171 (Dual Enrollment) Introduction Medical Billing

Co-requisite: AHS 102.

This course is an introduction to the concepts of health care billing and reimbursement using guidelines of Current Procedural Terminology (CPT) nomenclature and ICD9 (International Classification of Disease).

PHM 101 (Dual Enrollment) Intro to Pharmacy

Co-requisites: PHM 110 and PHM 113

This course provides a study of and introduction to pharmacy and the role in providing patient care services

Education and Training Program**570500CW Teacher Cadet**

This course introduces students to the profession of teaching. Along with various instructional practices and activities, the students are involved in a classroom experience at the elementary or middle school level.

Pre-Engineering (Project Lead the Way)**Science, Technology, Engineering, Mathematics Career Cluster****605100CW PLTW Intro to Engineering Design (IED)****Prerequisite: None**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and document their work in an engineering notebook.

605000CW PLTW Principles of Engineering (POE)

Prerequisite: Intro to Engineering Design

Through problems that engage and challenge students, they explore a broad range of engineering topics including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

605300CW PLTW Computer Integrated Manufacturing (CIM)

Prerequisite: Introduction to Engineering and Principles of Engineering

This course illuminates the opportunities related to understanding manufacturing while teaching students about manufacturing processes, product design, robotics, and automation.

605800CW PLTW Civil Engineering and Architecture (CEA)

Prerequisite: Introduction to Engineering (IED) and Principles of Engineering (POE)

Students learn important aspects of building and site design and development, applying math, science, and standard engineering practices to design both residential and commercial projects. They document designs using 3D architecture design software.

EGT 152 (Dual Enrollment) Fundamental of CAD

This course includes a related series of problems and exercises utilizing the computer graphics station as a drafting tool. Students study the design concepts of form and function, then use state-of-the-art technology to translate conceptual designs into reproducible products.

EGR 130 (Dual Enrollment) Engineering Technology Application & Programming

Co-requisite: MAT102 or appropriate placement test scores.

This course covers the development and use of computer programs to solve engineering technology problems. This problem-based course also introduces students to fundamental concepts of engineering design processes and systems.

AET 101 (Dual Enrollment) Building Systems

Prerequisite: EGR 130

This course is a study of the fundamental concepts of design and construction techniques in residential, commercial, and industrial buildings. This course will also cover civil engineering fundamentals such as site planning and project planning.

CIM 131 (Dual Enrollment) Computer Integrated Manufacturing

Prerequisites: EGR 130 and EGT 152 or EGR 130 and EGT 251.

This course is a comprehensive overview of the total manufacturing operation. Students will use CAD, computer-controlled machinery, and robotic work cells.

Machine Tool Technology (A.A.S)

(Students will take courses through Piedmont Technical College and receive both college and high school credit)

MTT 120 Machine Tool Print Reading

This course is designed to develop the basic skills and terminology required for visualization and interpretation of common blueprints used in the machine tool trades.

MTT 121 Machine Tool Theory I

This course covers the principles involved in the production of precision metal parts.

CPT 169 Industrial Computer Applications

This course is an introduction to the use of computerized coordinate systems of measurement as the basis for graphing, drawing, word processing, and other basic microcomputer functions as used in industrial settings.

MTT 122 Machine Tool Practice I

This course covers practical experiences using the principles in Machine Tool Theory I.

MTT 123 Machine Tool Theory II

This course covers the principles involved in machining parts using machine tools including lathes, mills, drill presses, jig bores, and the attachments for each.

MTT 124 Machine Tool Practice II

Prerequisite: MTT 122 - Machine Tool Practice I

This course covers the practical application of the principles taught in Machine Tool Theory II.

MTT 126 Machine Tool Practice III

Prerequisite: MTT 124 – Machine Tool Practice II

This course covers the practical application of the Principles in Machine Tool Theory III.

MTT 130 Fundamentals of Geometric Dimensions and Tolerancing

This course will cover the basic uses and interpretation of geometric dimensions and tolerances as specified for machine trade blueprints.

MTT 141 Metals and Heat Treatment

This course is a study of the properties, characteristics, and heat treatment procedures of metals.

MTT 143 Precision Measurement

This course is a study of precision measuring instruments.

MTT 161 Machine Tool Maintenance Theory

This course covers maintenance requirements necessary for the upkeep and operation of a machine shop.

MTT 222 Tool and Die Making Practice I

Prerequisite: MTT 126 – Machine Tool Practice III

This course covers the manufacture of a simple cutting die or tools.

MTT 224 Tool and Die Making Practice II

This course covers the construction of a compound and/or progressive die or tools.

MTT 250 Principles of CNC

This course is an introduction to the coding used in CNC programming.

MTT 251 CNC Operations

This course is a study of CNC machine controls, setting tools, and machine limits and capabilities.

MTT 253 CNC Programming and Operations

This course is a study of the planning, programming, and selecting tooling, determining speeds and feeds, setting up, operating and testing of CNC programs on CNC machines.

Networking Systems

Information Technology Career Cluster

531000CW Network Fundamentals

Prerequisite: Keyboarding Proficiency

Networking Fundamentals provides students with classroom, laboratory, and hands-on experience in current and emerging networking technologies. Upon successful completion of the course sequence in the networking major, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem-solving skills.

531100CW Advanced Networking

Advanced Networking is designed to provide students with classroom, laboratory, and hands-on experience in current and emerging networking technologies. Upon successful completion of the course sequence within the networking major, students will be able to seek employment or further their education and training in the information technology field.

532000CW Computer Repair and Service

Prerequisite: Keyboarding Proficiency

The Computer Repair and Service course prepares students to perform tasks related to computer repair. Students receive instruction in the installation, operation, maintenance, and repair of computer-based technology. Instruction may also include mobile devices, peripheral devices, networking, and laptops. Laboratory activities provide instruction in installation, configuration,

troubleshooting, component replacement, operating systems, and upgrades in accordance with industry certification standards.

532300CW Advanced Computer Operating Systems

Advanced Computer Operating Systems provides opportunities for students to gain the knowledge and skills required to install and configure Windows 10 desktops and devices in a Windows Server domain corporate environment. Students will learn how to configure local and remote network connectivity and storage, explore how to configure data security, device security, and network security. In addition, you will discover how to maintain, update, and recover Windows 10.

IST 220 (Dual Enrollment) Data Communication

This course is a study of the fundamentals of data communications. Basic signaling, networking, and various transmission media are covered.

CPT 209 (Dual Enrollment) Computer Systems Management

This course examines the methods and procedures used in maintaining microcomputer systems. Topics include hardware and software installation, configuration, operations, and troubleshooting.

CPT 257 (Dual Enrollment) Operating Systems

This course examines the theory of operating systems and how the operating system theory is implemented in current operating systems.

CPT 282 (Dual Enrollment) Information Systems Security

Prerequisite: IST 220.

This course is a study of the protection of information and equipment in computer systems. Topics include all aspects of systems protection, including physical security, hardware, software, and communications security. Addresses technical, legal, and ethical issues.

Welding Technology

Manufacturing Cluster

(Students will take courses through the Abbeville Career Center for college credit from Piedmont Technical College and receive high school credit)

WLD 102 (Dual Enrollment) Introduction to Welding

This course covers the principles of welding, cutting, and basic procedures for safety in using welding equipment.

WLD 103 (Dual Enrollment) Print Reading I

This is a basic course which includes the fundamentals of print reading, the meaning of lines, views, dimensions, notes, specifications, and structural shapes. Welding symbols and assembly drawings as used in fabrication work are also covered.

WLD 105 (Dual Enrollment) Print Reading II

This course includes print reading, including welding symbols and their applications to pipe fabrication. Basic sketching of piping symbols, single line and double line pipe drawings, material estimating, template layout, and how templates are used in pipe layouts are included. Prerequisite: WLD 103.

WLD 106 (Dual Enrollment) Gas and Arc Welding

This course covers the basic principles and practices of oxyacetylene welding, cutting, and electric arc welding. Emphasis is placed on practice in fundamental position welding and safety procedures.

WLD 113 (Dual Enrollment) Arc Welding II

This course is a study of arc welding of ferrous and/or nonferrous metals. Emphasis is placed on the out-of-position welding of fillet welds.

WLD 115 (Dual Enrollment) Arc Welding III

This course covers the techniques used in preparation for structural plate testing according to appropriate standards. Emphasis is placed on the shielded metal arc welding of beveled plate in the horizontal and vertical positions.

WLD 142 (Dual Enrollment) Maintenance Welding

This course covers gas and arc welding processes used in maintenance shops.

High School Graduation Requirements

Laws enacted by the South Carolina General Assembly in 1997 affect all students in high schools across the state. To qualify for a state high school diploma, a student must earn a total of twenty-four units of credit in state-approved courses distributed as follows:

| Subjects | Units Required |
|--|-----------------------|
| English/Language Arts | 4 units |
| Mathematics | 4 units |
| Science | 3 units |
| U.S. History and Constitution | 1 unit |
| Economics | ½ unit |
| American Government | ½ unit |
| Other Social Studies | 1 unit |
| Physical Education or JROTC | 1 unit |
| Computer Science | 1 unit |
| Foreign Language or Occupational Education | 1 unit |
| Electives | 7 units |
| Total | 24 units |

- Students must take and pass Personal Health and Wellness, along with Physical Education or JROTC to meet graduation requirements.
- Students must demonstrate proficiency in computer literacy before graduation.
- Biology must be taken by the end of the second year of high school.
- For students in a college preparatory program, one unit must be earned in a foreign language; most four-year colleges and universities require at least two to three years in the same language. Students planning to attend a two-year institution pursue additional training or who plan to enter the workforce upon graduation must earn at least one unit in an occupational area. Generally, this unit will be a fourth unit in the same occupational area in which the student has earned at least three units in a program area or career cluster.

Grade Placement

Promotion to the ninth grade will be determined by McCormick County School Board Policy. Students in grades 9 through 12 are promoted or retained in grade classifications based upon the minimum number of credits earned and the courses in which the credits are earned as outlined below:

| | |
|---|--|
| To be classified as a 9 th grader | Promotion from 8 th grade |
| To be promoted to 10 th grade | 6 units...one in English and one in Math and completion of one year of high school. |
| To be promoted to 11 th grade | 11 units... 2 English, 2 Math and 1 Science... and completion of two (2) years of high school. |
| To be classified as a 12 th grader | 17 units...2 English, 2 Math, 2 Science...and completion of three (3) years of high school. |

Credit Recovery

Students may be offered the opportunity to recover credits lost due to attendance issues or specific academic concerns. The high school principal must approve this and determine the course standards which must be repeated and the contact hours necessary to recover lost credit.

No EOC (End-of-Course) test classes, English 1, English 2, Algebra 1 (to include Foundations of Algebra and Intermediate Algebra), Biology I, U.S. History, will be offered in a summer school, credit recovery setting.

MHS Registration Process

1. **BLOCK SCHEDULING:** All students must take four classes each semester. This is referred to as a 4x4 Block. Qualifying juniors and seniors may take equivalent pre-approved courses at Piedmont Technical College for dual enrollment credit as a participant in the MHS Middle College Program.
2. All students must earn one unit of Physical Education or JROTC.
3. Biology is required for all students and must be taken prior to the end of the second year of high school. A state-mandated End-of-Course Exam must be taken at the end of the course.
4. Since all English courses are sequential, students may not take two required English courses in the same academic year. If a student fails an English course, the student will be expected to attend a Credit Recovery program or retake the course the following year or semester.
5. Most courses require a prerequisite or previous course that should be taken and passed before students can enroll in a new course. Students who have not completed the prerequisite **will not be allowed in the new course unless proof of mastery of equivalent standards can be established and approved by the principal.** The prerequisites are described throughout the Program of Studies to assist students, parents, teachers, and guidance counselors in the selection of students' courses for the next academic year.
6. Students who transfer from other schools are given credit for previously acquired course work whenever comparable.

7. Students who register for courses and become ineligible for them due to failures are responsible for checking their schedules when school starts to make sure that the appropriate changes have been made. Students should see their *school guidance counselor* if there are any problems.
8. Students are encouraged to register for the level of instruction recommended by the teachers in core academic classes such as English, Math, Science, and Social Studies. If a student chooses to make selections that are different from teachers' recommendations in core courses, a parent may be required to sign a waiver and indicate the preferred level and course.
9. **Students are reminded that once school begins, a change in level may be impossible due to a lack of space in the course to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen.**
10. Students who fail to complete the registration procedure are assigned to classes chosen by the administration.
11. It is impossible to allow students and parents to pick teachers and time schedules; requests of this nature cannot be honored.
12. The courses students select will be the basis for the employment of teachers and the development of the master schedule for the upcoming school year. Accordingly, when students and parents sign the course selection sheet they are considered to have contracted to participate in all requested courses or chosen alternatives.
13. If electives chosen are not available, courses will be scheduled at the discretion of the counselor or principal.

Senior Flex Day Program

A senior needing less than 4 courses in meeting graduation requirements may opt to apply for flex day. This would apply to students meeting the MHS Graduation Requirement (maximum potential minus 4).

If a student enters his/her Senior Year with a minimum of 24 credits, the principal is granted the flexibility to offer the remaining credits during both the fall and spring semesters. Principals are advised to offer courses required for graduation during the fall semester.

1. Application for and approval of flex day must be made within the first 10 days of the semester.
2. Necessary courses must be completed in sequential order during the day (Periods 1, 2, 3, or 2, 3, 4). For example, students may not leave midday and return for 4th block class.
3. Student must provide his/her own transportation.
4. If a student wishes to return to school grounds after the end of the school day for after-school activities, principal approval is necessary. This does not apply to night events.

5. Flex day is available for school-sponsored athletic participants during the second semester. It will be the principals' discretion as to whether an athlete may be offered flex scheduling during the first semester.

Guidance Services

The mission of the McCormick County School District Comprehensive School Guidance and Counseling Program is to address the needs of all students. The program helps students develop competencies in knowledge of self and others, educational and vocational development, and career planning and exploration.

Course Selection - Counselor will meet with students and parents in order to make appropriate high school and occupational course selections for each succeeding year.

Academic Deficiencies - Counselor will guide students who may have course work problems and who may need schedule adjustments or tutorial assistance.

Standardized Tests - Counselor will interpret standardized test data for students and parents in order to provide a more complete picture of students' aptitudes, interests, and post-high school potential.

Post-High School - Counselor will assist students and parents in completing appropriate 4-year college or technical college applications.

Career Planning – Counselor will explore career options with students and parents.

Individual/Group Meetings- Counselor will meet with students on an individual basis per the request of the student or on an as-needed basis to discuss various issues related to the students' academic and/or social growth.

Individual Graduation Plan- Counselor will meet with the student and the parent for the Individual Graduation Plan (IGP). The IGP is based on the state high school graduation requirements and other courses that assist students to meet their career goals. The purpose of the IGP is to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is a part of career planning and builds on the course work, assessment, and counseling students receive in middle school and high school.

School Guidance Counselors recognize their primary obligation for confidentiality is to the student but balance that obligation with an understanding of the family or guardians' legal and inherent rights to be the guiding voice in their children's lives (ASCA Code of Ethics). The role of the school counselor in regard to confidentiality is:

1. to support the student's right to privacy and protect confidential information received from students, the family, guardian, and staff members.
2. to explain the meaning and limits of confidentiality to students in developmentally appropriate terms.
3. to provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality.

4. to inform students and the family of the limits to confidentiality when: student poses a danger to self or others, court-ordered disclosure, consultation with other professionals in support of the student, i.e. colleagues, supervisors, treatment teams, and other support personnel.
5. to keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist.
6. to seek guidance from supervisors and appropriate legal advice when their records are subpoenaed.
7. to assert their belief that information shared a student is “confidential” and should not be revealed without the student’s consent.
8. to adhere to all laws protecting student records, health information, and special services (i.e., HIPAA, FERPA, IDEA).

The guidance program is a service in which all school personnel participate to varying degrees to assist students in developing effective educational, vocational, and social/personal goals as mature and responsible citizens. Guidance has been defined as “the effort of the faculty, counselors, and school administration to help students help themselves.”

Guidance provides students and others with opportunities to openly and honestly communicate needs, evaluate self, receive feedback, explore alternatives, establish values, and make decisions.

School counselors are individuals who should not be expected to act as judges or evaluators. They differ from teachers and administrators as well as parents in this respect. They are not responsible, as are teachers, for seeing that students meet standards of achievement in given areas, but they assist in providing growth-producing climates that help all students reach their potential. Counselors are asked to maintain a confidential relationship with each student and with parents, teachers, or community resource personnel as they work to enhance the guidance program as an integral part of the total education program. The counselors will be more useful to students for such help if the students get to know their counselor early in their school career.

The counselor may be contacted in:

1. seeking information regarding educational or career development, offerings, and requirements that lead to economic independence.
2. exploring individual interests, skills, and needs that contribute to career satisfaction.
3. developing personal values, decision-making skills, and an appreciation of individual differences.

Assessments

End of Course Test (EOCT)

End of Course tests measure student achievement at the end of a course term. These tests are administered in English 1, English 2, Algebra 1, Intermediate Algebra, Biology 1, and US History. End of Course test grades count 20% of a student’s final grade.

Benchmark Test

Benchmark Assessments are given at the end of each course term to assess the level of student learning in the areas of English/Language Arts, Math, Science, and Social Studies. These assessments are used to identify strengths and weaknesses of students so the teacher can self-reflect on teaching strategies used. Re-teaching standards is based upon these results.

Beginning in 2015, the S.C. Department of Education requires that all 11th graders take two assessments:

ACT- The American College Testing Assessment (ACT) -- A test of college readiness. The ACT provides a measure of how well students can perform the skills necessary for college coursework. The ACT Assessment measures these skills in English, mathematics, reading, and science reasoning. An optional writing test is also available.

ACT Work Keys – a test of career readiness

Both the ACT/ACT Work Keys will be administered on designated school days in the spring.

Grading

Weighting of Grades and Class Rank

The state of South Carolina has implemented a ten-point grading scale for all students, as shown on the table below, beginning with the 2016-2017 academic school year.

Grading Scale for All Grades Earned after July 1, 2016

Grade Numerical Value

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

McCormick County School District utilizes a system of weighting courses when determining class rank. This system indicates the degree of difficulty of the courses. All grades earned after July 1, 2016, will be weighted as outlined on the 4.0 weighted scale below. Class rank will be calculated with the PowerSchool computer system using grade point averages based on the scale below for all students who entered high school for the first time in August 2016 and beyond. Class rank for students entering high school for the first time prior to that date will be computed as outlined in the Program of Study that corresponds to their ninth-grade academic year.

South Carolina Uniform Grading Scale GPA Conversion Chart

10 Point Grading Scale

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

| | | | | |
|----|---|-------|-------|-------|
| 62 | D | 1.200 | 1.700 | 2.200 |
| 61 | D | 1.100 | 1.600 | 2.100 |
| 60 | D | 1.000 | 1.500 | 2.000 |
| 59 | F | 0.900 | 1.400 | 1.900 |
| 58 | F | 0.800 | 1.300 | 1.800 |
| 57 | F | 0.700 | 1.200 | 1.700 |
| 56 | F | 0.600 | 1.100 | 1.600 |
| 55 | F | 0.500 | 1.000 | 1.500 |
| 54 | F | 0.400 | 0.900 | 1.400 |
| 53 | F | 0.300 | 0.800 | 1.300 |
| 52 | F | 0.200 | 0.700 | 1.200 |
| 51 | F | 0.100 | 0.600 | 1.100 |

Grade Point Average

South Carolina uses a Uniform Grading Scale to calculate Grade Point Ratio (GPA) and class rank for high school students. The South Carolina Uniform Grading Scale assigns grade points for each numerical grade. By state mandate, all courses carry the same grade points with the exception of Honors, Dual Credit, IB, and AP courses. Honors courses receive an additional 0.5 weighting and AP, IB and Dual Credit courses receive an additional 1.0 weighting.

Class Rank Guidelines

All courses taken for high school graduation credit are included in the calculation of class rank. The instructional level of each course, the student's grade in each course, and the total number of courses attempted are included in the computation of class rank. Under the Uniform Grading Policy passed by the SC State Board of Education in December 1999 and revised effective for the 2007-2008 school year, all course grades are based on a state-defined grading scale with corresponding grade point values for each numerical grade. In addition, the policy specifies that only courses taught at the Honors, Advanced Placement, and International Baccalaureate levels, and/or dual enrollment in college courses may be awarded additional weighting values to be used in computing grade point averages and class rank. Class rank is one consideration in the college admissions process. It is also used as a criterion for some scholarships.

Grade Point Average (GPA) is calculated using the following formula: $GPA = \frac{\text{sum (quality points} \times \text{units)}}{\text{sum of units attempted}}$.

Any questions or concerns about class rank should be discussed with a guidance counselor. Students are reminded that one's position in the class rank system is relative to the weighted rank of all other students in a particular grade. Therefore, as the numbers and performance of other students in that grade change, a student's rank may vary as well.

Participation in Graduation

Participation in the graduation ceremony is a privilege that must be earned and may be denied at the discretion of the administration of McCormick High School. Only those students who pass all the units required for a diploma are eligible to participate in the graduation ceremony. In order for students to participate in graduation, all coursework must be completed prior to the date of graduation. Special education students who meet all the requirements of their IEP but have

not met the requirement for the South Carolina high school diploma are allowed to participate in the graduation ceremony and receive a certificate of achievement.

Honor Graduates

Students with outstanding academic performance will be recognized as honor graduates with one of the following accolades:

1. Valedictorian - The student(s) with the highest adjusted grade point average calculated by dividing the number of quality points earned in grades 9-12 by the total number of credits earned in grades 9-12.
2. Salutatorian - The student(s) of the graduating class with the second-highest adjusted grade point average using the method stated above.

Grade point averages will be carried to four decimal places and rounded to three by the computer. This will be calculated at the end of the 3rd nine weeks. Correspondence, independent study, and/or off-campus courses not approved by the district prior to the student taking the courses will not be figured into the student's final GPA for valedictorian or salutatorian. In case of more than one student having the highest or second-highest adjusted grade point average, multiple valedictorians or salutatorians will be declared and no attempt will be made to break ties. If there are multiple valedictorians, then all commencement speeches will be given by the valedictorians.

1. With highest honors - Those students with a regular GPA of 4.5 or above will receive both written and verbal recognition during the commencement exercise. They will also wear the honor cord as part of their graduation attire.
2. With honors - Those students with a regular GPA of at least 4.2 but less than 4.5 will receive written and oral recognition in the commencement program.

In addition, any student who has all A's (grades of 90 or above) since entering high school (ninth grade) will be eligible for honor graduate status.

Athletic Academic Eligibility

To participate in interscholastic activities, students must meet the following criteria:

1. A student, who becomes 19 years of age prior to July 1 of the upcoming school year, will not be eligible to compete in any athletic activities during that school year.
2. A student has 8 semesters of athletic eligibility once he or she starts the 9th grade.
3. To be eligible in the first semester a student must pass a minimum of five credits applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school. The student must also have an overall passing average.
4. For second semester eligibility: If eligible first semester, students must pass at least 2 or more units in the fall semester and have an overall passing average of 70. If ineligible the first semester, students must pass at least 2 ½ units in the fall semester.

5. Students may only apply two credit recoveries toward eligibility and/or two summer school courses.
6. Fall and winter sports eligibility is based off the previous year's grades. Spring sports eligibility is based on fall grades.

Beyond High School

Educational and career planning

Students are encouraged to plan their course of study based on their career interests and educational goals. The school district assists students in this process in a variety of ways. IGP conferences are conducted in the spring. Students are encouraged to take advantage of these opportunities.

Educational and career assessments

The school district provides a variety of assessments to assist students in their educational and career decisions. This information is helpful to students as they develop and revise their Individual Graduation Plans (IGP).

Career Information Delivery Systems

Each high school provides at least one computerized Career Information Delivery System (CIDS) for student access. The system is available for student use through any computer in the school. Students have the opportunity to access a tremendous amount of career and post-secondary information to assist them in their planning for high school and beyond.

World Wide Web

The Internet is an excellent resource for students as they prepare for their future. Information about helpful Web sites is available through the school guidance office.

SCOIS

The South Carolina Occupational Information System (SCOIS) is a computer-based system of up-to-date career, educational, and occupational information. Students may complete interest inventories and explore more than 1700 occupations. The college search feature includes all two- and four-year colleges and universities in the United States. Other features include a course planner and a scholarship search.

PSAT

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT, NMSQT) introduces students in the tenth and eleventh grades to the organization and question types found on the Scholastic Aptitude Test (SAT). Students gain test-taking skills and can use their PSAT results to predict their scores on the SAT. The junior year scores are also used in selecting semifinalists for the National Merit Scholarship awards. PSAT also provides individualized study guides, college planning, career information, and interactive assessments for students who take the test.

ASVAB

The Armed Services Vocational Assessment Battery (ASVAB) is a multi-aptitude test battery known as the Career Exploration Program administered by the Department of Defense to eleventh graders. The ASVAB comprises ten individual tests and gives composite scores in verbal, math, and academic ability. The test is given by the military and is free to high school students. The ASVAB Career Exploration Program is a tool to help students make better school and career decisions. There is a workbook that contains a career interest inventory and an exercise to help students learn more about occupations and how to match their interests and abilities to certain occupations. The ASVAB is available through high schools and local military recruiter. Although students who plan to enter the military are required to take the ASVAB, information gained from this career assessment is beneficial to any student.

College Bound

College Admissions Factors

Students planning to attend a four-year college should begin considering these factors as early as eighth grade and plan their high school program accordingly.

Select coursework that meets college entrance requirements.

Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college/career goals. Colleges pay close attention to the strength of your high school schedule. You should take the most difficult courses in which you can be successful.

Determine the required courses for your intended college major.

Remember that grade point average, class rank, and SAT or ACT scores are all used to determine college acceptance. Entrance requirements vary among colleges. Therefore, you should read college catalogs and talk with college admissions counselors concerning specifics for the college(s) in which you are interested.

Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.

Choosing the Right College

Evaluate your strengths and abilities. Examine your choice of lifestyle. Utilize information about colleges/careers in the guidance office and library.

Take the PSAT your sophomore year and take the PSAT again in your junior year. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.

Take the SAT or ACT in the spring of your junior year.

Draw up a list of schools to investigate, based on your personal goals. SCOIS is good resource for exploration. This computer-based career information delivery system is available on any district-networked computer in your high school.

Determine requirements for admission and costs for each school on your list.

Arrange for college visits. When visiting, talk with admissions counselors and financial aid officers.

Fine-tune your list. Ask for teacher/counselor recommendations.

Submit applications through the guidance office or online.

Apply for financial aid or scholarships. Do not rule out smaller private colleges due to costs.

College Preparatory Course Prerequisite Requirements for Entering College

Freshmen: Beginning in Academic Year 2019-20 The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a 4-year public college in South Carolina. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements). Note: The Commission on Higher Education requirements may be adjusted at a later date to reflect changes in diploma requirements.

Four Units of English: All four units must have strong reading (including works of fiction and nonfiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature-based, including American, British, and World Literature.

Four Units of Mathematics: These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

Laboratory Science: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics, and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering, or technology take one course in all four fields: biology, chemistry, physics, and earth science.

Two Units of the Same World Language: Two units with a heavy emphasis on language acquisition.

Three Units of Social Science: One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.

One Unit of Fine Arts: One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.

One Unit of Physical Education Or JROTC: One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. **Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.*

Two Units of Electives: Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives

include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite). Total Units: 20

Notes

Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry).

Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.

The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.

Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses.

It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school and to provide the web address for their viewing:

<https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/CollegeAwareness,PreparationAccess.aspx>.

This revision of the College Preparatory Course Prerequisite Requirements shall be fully implemented for students entering high schools beginning Fall 2015 and colleges and universities as freshmen beginning in Fall 2019.

The next revision cycle should begin in Fall 2020. Policy originally approved by the SC Commission on Higher Education on April 7, 1983, revised May 7, 2015.

Testing for College

The American College Testing Assessment (ACT) and the Scholastic Aptitude Test (SAT) are tests used by college admission offices and scholarship selection committees as one of several indicators of students' potential to complete college-level work successfully.

ACT

The ACT (American College Testing) provides a measure of how well students can perform the skills necessary for college coursework. The ACT Assessment measures these skills in English, mathematics, reading, and science reasoning. An optional writing test is also available. These areas are tested because they include the major areas of instruction in most high school and college programs. On the ACT each of the subtests is scored on a scale of 1 to 36. The optional writing test is also scored on a scale of 1 to 36. The composite score is derived from the four required subtests of English, mathematics, reading, and science reasoning. A composite of 24 on the ACT is comparable to a total score of 1100 on the Verbal and Math portions of the SAT.

SAT

The SAT (Scholastic Aptitude Test) is a college readiness test that students who plan to go to college should take in the spring of their junior year and/or the fall of their senior year. The new SAT, offered first in Spring 2016, includes a Reading Test, Writing and Language Test, and a Math Test, with an optional essay component. The first three required sections take 3 hours, and the optional essay is an additional 50 minutes. Students should attempt to answer all questions since the scoring is based only on correct answers. The reading and writing sections of the test focus on determining the meaning of words in context of reading passages; interpreting reading passages, tables, charts, and graphs; using evidence to analyze sentences and paragraphs. Math sections focus on problem-solving, algebra, and advanced equations. Students attending a two-year college such as Piedmont Technical College generally do not need to take ACT or SAT. For more information on the new SAT, go to <https://collegereadiness.collegeboard.org/sat/inside-the-test/key-changes>

COMPASS (Computer-adapted Placement Assessment and Support Services)

Two-year technical colleges require different placement tests, not ACT or SAT. The main purpose of the placement test is to help students identify strengths and needs and to build a solid plan for success. The primary test used by Piedmont Technical College is COMPASS. The COMPASS test (Computer-adapted Placement Assessment and Support Services) measures skills in reading, English, and mathematics. COMPASS is available on the Piedmont Technical College campus and is also administered by Piedmont Tech personnel at high schools to prepare students for dual enrollment.

Students applying to Piedmont Technical College take the COMPASS placement test. (Some programs of study in the health field also require the ACT or SAT.) For more information on the new SAT, go to <https://collegereadiness.collegeboard.org/sat/inside-the-test/key-changes>

*Please see your counselor to ensure that you meet the requirements to take the ACT or SAT.

College Information

Admission Requirements for Postsecondary Institutions

Minimum diploma requirements do not prepare a student for admission to college. The responsibility for meeting course and graduation requirements rests with each individual student. All public and private colleges, universities, and technical colleges adhere to admission standards. Students should refer to college catalogs for specific admission procedures and course requirements or seek the assistance of a guidance counselor in determining these requirements. Out-of-state requirements may differ from South Carolina's requirements. Students who desire to compete in collegiate athletics should make sure that the core courses they select are acceptable by the NCAA Eligibility Clearinghouse. Students should always take the highest level courses they are capable of completing successfully.

Financial Aid & Scholarships

The South Carolina legislature provides several opportunities for students to receive scholarships. More information can be obtained from the SC Commission on Higher Education website at www.che.sc.gov.

LIFE Scholarship:

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship program administered by the financial aid office of each eligible public and independent institution in South Carolina. Students receive \$5,000 divided between the fall and spring semesters.

Students must meet the following criteria:

1. must enroll in a South Carolina four-year college/university or two-year public or private institution within 2 years and 3 months of graduation
2. must be a South Carolina resident for in-state tuition purposes
3. must not have been convicted of any felony or alcohol/drug-related offense

Must meet two of the following requirements:

1. score 1100 or better on the SAT or 24 or better on the ACT
2. be in the top 30% of the graduating class
3. or have a 3.0 or higher grade point average as calculated after the eighth semester.

Palmetto Fellows Scholarship Requirements:

The Palmetto Fellows Scholarship Program is a merit-based scholarship program administered by the SC Commission of Higher Education. Students receive \$6700 divided over the fall and spring semesters.

Students must meet all of the following criteria:

1. Have a score of 1200 or greater on the SAT or 27 or greater on the ACT
2. Have a 3.5 GPA by the end of the junior year, and rank in the top 6% of the class at the end of either the sophomore or junior year for early awards.
1. The alternative criteria state that a student must score 1400 on the SAT or 32 on the ACT and earn a 4.0 GPA by the end of the junior year.
3. All students must be enrolled in a public or private high school or approved home school program of study
4. Must be a legal resident of South Carolina, must be a US citizen or permanent resident,
5. Must attend a public or private four-year college/university in South Carolina
6. Must not have been convicted of any felony or alcohol/drug-related offense.

NCAA Eligibility Requirements

The National Collegiate Athletic Association has in force policies regarding athletic eligibility for Division I and Division II schools. Specific information regarding core courses, minimum test scores, and minimum GPA is listed below.

Students planning to participate in athletics at Division I or Division II schools must be certificated by the NCAA Initial-Eligibility Clearinghouse. Students should apply for certification early in their senior year. Student Release Forms needed for this process are available in the athletic office, the school guidance office, or the clearinghouse. Web site: www.eligibilitycenter.org.

Test Scores

Division I has a sliding scale for test scores and grade-point average. Division II has no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading, and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency.

Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

Only core courses are used in the calculation of the grade point average. Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site (www.eligibilitycenter.org) to make certain that courses being taken have been approved as core courses.

Core Courses Division I NCAA

Division I requires 16 core courses:

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- One year of additional English, mathematics or natural/ physical science
- Two years of social science • Four years of additional courses (from any area above, foreign language or comparative religion/philosophy)

Core Courses Division II NCAA

Division II requires 16 core courses:

- Three years of English
- Two years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- Three years of additional English, mathematics or natural/ physical science
- Two years of social science
- Four years of additional courses (from any area above, foreign language or comparative religion/philosophy)

Note: The NCAA does not compute courses prior to ninth grade for eligibility purposes.

Other Important Information

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, go to www.ncaa.org. Click on “Academics and Athletes” then “Eligibility and Recruiting.”

NCAA considers proficiency-based courses such as courses taught through the Internet, distance learning, and credit recovery to be non-traditional and may not accept all credit acquired in this manner. To determine what types of non-traditional courses can be used to satisfy NCAA core-course requirements, refer to their website and click on “High School Administrator,” “Resources,” and “Common Core Course Questions.”

If you have questions, call the NCAA Eligibility Center at 877-262-1492.

Student-Athlete Handbook



McCormick County Schools Interscholastic Athletics Handbook 2020-2021

Rico Salliewhite, Athletic Director

Philosophy of Interscholastic Athletics

The mission of South Carolina interscholastic programs is to foster the quest for excellence by creating an educational and competitive experience within an atmosphere of sportsmanship.

The goals and objectives within the interscholastic program of McCormick County Schools reflect the mission of the total educational program. We wish to maximize each student's intellectual, social, and personal development through competitive athletic experience. Through McCormick athletics, our student-athletes have the opportunity to develop individually and as a team by promoting high standards of competence, character, civility, and citizenship.

We expect excellence both on and off the field; academics, sportsmanship, safety, and chemical-free participation are emphasized. We strive for individual and team excellence, but not at a win at all costs approach. We advocate a balance of participation and being competitive at all levels. At the middle school level, the emphasis is based on development of fundamentals, technique, and participation. At the Junior Varsity (JV) level, the emphasis shifts to a more competitive focus with further development of technique and tactics. At the varsity level, the emphasis is on strategy and competitiveness.

McCormick Middle/High School Code of Conduct

In our schools, the academic program is the primary focus. When behavior interferes with the academic program and students are disciplined according to the code of conduct, the coaches may take the following steps to ensure that the student-athletes understand the importance of academics. These expectations apply to all student-athletes and cheerleaders.

- In-school suspensions (ISS) that are less than a full day - the coach has the discretion to determine the severity of the consequence.
- Detentions and tardies - the coach has the discretion to determine the severity of the consequence unless the behavior results in an out-of-school suspension (OSS).
- ISS – first (1st) time (Full Day or More) – the coach has the discretion to determine the severity of the consequence.
- ISS – Second (2nd) Time (Full Day or More) – One (1) game or track/field meet suspension for the next contest (home or away).
- ISS – Third (3rd) Time – (Full Day or More) – Two (2) games or track/field meet suspensions for the next two contests (home or away).
- ISS – Fourth (4th) Time – Dismissal from team for that sport.
- OSS –1st Time – 1 game or track/field meet suspension after his or her return to school for the next contest (home or away). Athlete will miss any contests that are played during the suspension.
- OSS –2nd Time – Dismissal from team for that sport.
- Alternative School Placement – Dismissal from the athletic program for a minimum of 45 days.

***Based on the severity of the action, the Athletic Director, Athletic Council, and/or principal(s) have the authority to discipline or remove an athlete from any team at any**

time. The administration also may consider extenuating and mitigating factors when determining the appropriate sanction.

- Any athlete that does not finish a sports season, except for good cause, will not be allowed to participate in another sport until that season is complete. This includes playoffs.
- Athletes who consume or possess alcohol or other drugs, not prescribed by a physician, while on school property or during a school-sponsored event, will be suspended until enrolled in an approved drug or alcohol treatment program. If the student does not remain in the treatment program or engages in further misconduct, he/she will be **dismissed** from the team and from the athletic program for the remainder of that school year.
- The coach, Athletic Director, Athletic Council, and/or principal(s) will take appropriate action, which may include dismissal from the team and/or athletic program when a student-athlete is arrested.
- Athletes must be present for at least ½ the academic day to be eligible to practice or play in a game. Exceptions can be made for emergency and medical reasons, school business, or deaths in the immediate family, etc.
- Athletes must abide by the dress code regulations established by the head coach for both home and away games.
- Athletes ejected from a game will serve any suspensions handed down by the SCHSL and the head coach.
- Athletes will wear their uniforms in a manner in which it has been intended. There will be no sagging uniforms. Athletes will wear uniforms correctly or not at all. Any athlete not dressing for a game but accompanying any team should dress appropriately.
- Athletes must follow individual team rules established by the head coach.

Sportsmanship

Sportsmanship is defined as:

- playing fair
- following the rules of the game
- respecting the judgment of referees
- treating opponents with respect

Good sportsmanship is an essential part of the game and we expect all of our student-athletes at McCormick Middle/High School to exhibit this type of behavior during practice and games.

A student-athlete who demonstrates unsportsmanlike conduct may be subject to disciplinary actions as noted in the Student-Athlete Handbook, MHS Student Handbook, and/or MCSD Code of Conduct Policy.

NCAA Eligibility (www.ncaa.org)

Your first step towards an Athletic Scholarship is registering with the NCAA Eligibility Center.

If you want to participate in Division I or II athletics as a freshman, you must first register and be certified by the NCAA Eligibility Center. If you don't register you will not be eligible to play or practice during your freshman year.

Athletes who want to compete at college level must file a form with the NCAA Eligibility Center. This form is available from your high school counseling office.

Students must graduate from high school and have a grade point average (GPA) of 2.325 in a core curriculum of 16 academic subjects for Division I and Division II.

It is recommended that student-athletes register with the NCAA Eligibility Center at the start of their junior year in high school. There is no actual registration deadline, but you must be cleared by the eligibility center before you can receive a scholarship or compete in your sport.

Division III schools set their own admission standards. The NCAA does not set initial requirements for Division III schools.

IMPORTANT: All student-athletes and parents who are interested in their son or daughter participating in college sports should visit www.athleticscholarships.net for more information!

Policies, Procedures, and Miscellaneous Information

Requirements for Participation

1. **Age Limitations** – A student who becomes 19 years of age prior to July 1 of the upcoming school year, will not be eligible to compete in any athletic activities during that school year. Should a student become 15 years of age prior to July 1 of the upcoming school year, he/she shall be too old for a 7th and 8th-grade team; he/she will be considered as enrolled in the 9th grade for eligibility purposes.
2. **Physical Examination** – A yearly physical and parent permission form is required. The physical must be completed and submitted to the coach or Athletic Director prior to participation in any practices. The physical covers all sports for the entire school year. The form will be kept on file in the office of the Athletic Director.
3. **Birth Certification**
 - A. A copy of student's birth certificate must be on file in the Athletic Office.
4. **Academic Requirements** – Each Coach will be responsible for monitoring the academic progress of each student-athlete in their sport.
 - a. A student, who desires to participate in athletics, must be a full-time student as determined by the guidelines set forth by the State Department of Education. A student who is repeating a course for which he/she has previously received credit cannot consider the same course as one for eligibility. This is considered as monitoring a course.

- b. Students in grades 9-12 must achieve an overall passing average in his/her coursework to participate in interscholastic athletic activities. In addition, the following must be adhered to:
 1. To be eligible in the first semester a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school.
 2. To be eligible during the second semester the student must meet one of the following conditions:
 - a. If the student met first-semester eligibility requirements then he or she must pass the equivalent of four, $\frac{1}{2}$ units during the first semester.
 - b. If the student did not meet first-semester eligibility requirements then he or she must pass the equivalent of five, $\frac{1}{2}$ units during the first semester.
 3. Students must satisfy eligibility requirements in the semester preceding participation.
 - a. Credits earned in a summer school approved by the State Department of Education may apply for first-semester eligibility. A maximum of two units per year may be used.
 - b. Students eligible for a first-semester sport will be permitted to complete that sport even if it extends into the second semester. Under the current League program, this will apply to participants in basketball in the high school and middle school programs.
 4. Students with Disabilities:
 - a. Students diagnosed with disabilities and being served in a non-diploma program shall be considered eligible for participation in interscholastic activities if he/she is successfully meeting the requirements of his/her Individual Education Plan.
 - b. Students diagnosed with disabilities and being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in interscholastic activities.
 5. A course that is dropped after the 20th day of a semester with a failing average will be considered as a failed course when determining academic eligibility for the following semester.
 6. Credit courses used for eligibility purposes must be courses that are applicable as credit toward a state high school diploma. A student may also use college credit courses provided the student has met or is meeting all requirements for graduation.
 7. Academic deficiencies may not be made up through enrollment in adult education programs.
 8. A maximum of two credit recovery units may be used toward eligibility, to include the two units presently allowed in summer school. The course would have to be accepted by the State Department of Education for graduation and accredited by a certified teacher in that field.
 9. A student must not have received a high school diploma or its equivalent.

Academic requirements for students enrolled in the seventh and eighth grades, including first-semester 9th graders are:

1. Students passing the sixth, seventh, and eighth grades by academic promotion (not by social promotion or placement) are considered as having met the requirements for academic eligibility for first semester.
2. Students in grades seven and eight must be meeting the school district promotion policy at the end of the first semester in order to be eligible second semester. (Second-semester ninth grade students must meet League academic regulations.)
3. A seventh or eighth-grade repeater shall not be eligible during a school year if academic requirements for promotion were not met during the previous year.

NOTE: A student failing the seventh or eighth grade is eligible during second semester if he has satisfactorily passed first-semester work.

Schools will follow the procedures outlined in the School Administrators Guide, published by the State Department of Education, in accepting or rejecting credits received by a student while the student is enrolled in private schools, including home schools and/or out of state schools.

In most cases on a traditional or AB block schedule, the following example would apply:

- If eligible first semester must pass four subjects
- If not eligible first semester must pass five subjects
- In a 4 X 4 block schedule where units or ½ units are granted at the end of the first semester the following will apply:
 - If eligible first semester must earn 2 units
 - If not eligible first semester must earn 2 ½ units

For more information, you may visit the High School website: www.schsl.org

Parental Acknowledgement of Athletic Policies

Upon participating in a sport, he/she will be presented with this handbook containing all the necessary information for participating in athletics. Each parent and athlete shall read all of the enclosed information and certify that they understand the rules. This signed document will be filed in the office of the Athletic Director.

Athletic Insurance

The Athletic Department provides coverage on a secondary/excess basis for those athletes that get injured in practice or games. If the parents of the athlete have any other primary coverage, they need to send the bills to their primary insurance first. If a player gets injured, they should notify the coach and he/she should obtain an injury form from the Athletic Director's office, fill it out and return it to the Athletic Director. The parents will then be responsible for picking up and initialing the form from the Athletic Director's office and submitting it to the appropriate place.

Sports Physicals

Sports physicals will be given at school in the spring of each year. Physicals are good for one school year.

If a student-athlete needs a physical during the school year, it is his or her responsibility to schedule an appointment. **See Appendix for copy of Physical form.**

Transportation

Away Games

Players must travel to and from games on the team bus. If a parent wishes to take their child home from an away game – they need to have an Athletic Travel Consent Form signed and on file. The parent must inform the coach if the student-athlete is leaving with the parent. The student-athlete will only be allowed to ride home with a parent or legal guardian unless permission is given by the Athletic Director. The student-athlete is responsible for his or her equipment and uniform.

Risk Factor in Sports

Participation in sports involves a certain degree of risk of injury. Such physical injury can occur in any type of sports activity and vary in nature. Athletic injuries can run from minor bruises and scrapes to the more serious injuries such as fractures, dislocations, concussions, paralysis, and even death.

Information on Awards

Athletic Award System

Athletes will receive awards during the Athletic Banquet in the spring. All athletes will receive a participation certificate. Other awards will be determined by the Head Coach of that sport and will be given out during the Athletic Banquet.

Award Regulations

Any student-athlete that is removed from the team or quits the team will lose credit for participation.

Awards

- MVP – Most Valuable Player – Will be determined by the coaches in each sport.
- Coaches award – Given to those student-athletes who are coachable, give great effort, and have a great attitude for the sport.
- Senior Athlete award – Given annually to all seniors who have participated in a sport
- Scholar-athlete award – Given annually to the senior boy and girl for having demonstrated excellence in the classroom as well as on the playing field.
- Miscellaneous award - Coaches may give other awards at their end of season banquet, i.e. hustle award, most improved, captain's award.

School Records

New records may be achieved only in a sanctioned event or contest.

In events where time is involved, there must be two or more coaches or adults with timers clocking the individual or a timing system being used.

All records should be submitted to the Athletic Director.

Athletic Lettering Policy

It is the athlete's responsibility to ask his/her coach if they have met the requirements for earning a letter or service bar in their respective sport.

Requirements for earning a letter:

1. If in the judgment of the coach, an injured player would have lettered had he/she been injured, he/she is eligible to receive a letter.
2. A senior who has participated in a varsity sport for two or more years is eligible to receive a letter.
3. Baseball/Softball – Must play in 50% of the innings played during the season.
4. Basketball – Must play in 50% of the quarters played during the season.
5. Cheerleading – Must have served for the entire varsity football or basketball season.
6. Football – Must play in 50% of the quarters during the season.
7. Track – Must qualify for the Upper State meet.
8. Volleyball – Must participate in 50% of the matches during the season.
9. Any student-athlete who is dismissed from or quits a team will not letter, receive a certificate or an award.

Appendix

Harassment, Intimidation or Bullying Complaint Form

Name of Student/Complainant _____

Address _____

Home Phone Number _____

Parent's Name _____

School _____

Name(s) of Alleged Perpetrator(s) _____

Approximate date(s) when harassment, intimidation, or bullying occurred, or is occurring

Location or situation where alleged harassment, intimidation or bullying occurred

Nature of harassment, intimidation, or bullying _____

Other individuals who may have information or knowledge about the incident(s) or in which whom you confided about the alleged harassment, intimidation, or bullying:

Individuals who you believe may have witnessed, or also been subjected to the alleged harassment, intimidation or bullying.

Remedy Sought _____

Signature of complainant _____

Date _____

Signature of individual receiving complaint _____

McCormick County School District - Student Services

821 North Mine Street McCormick SC 29835 864-852-2435

Nutrition Policy

Policy Statement

Good nutrition is vital to children's overall development and well-being. To provide the best possible nutrition environment for the children in our facility, McCormick County School of Early Education (MCSEE) has developed the following childcare nutrition policies to encourage the development of good eating habits that will last a lifetime.

Childcare Nutrition

MCSEE follows the childcare nutrition guidelines recommended by the USDA CACFP (Child and Adult Care Food Program) for all the foods we serve. We provide a healthy and balanced diet that includes fruits, vegetables, and whole grains and limit foods and beverages that are high in sugar and/or fat.

Meal and snack times are planned so that no child will go more than four hours without being offered food. We provide a variety of nutritionally balanced, high-quality meals each day prepared by McCormick County School District. A monthly meal calendar is sent home with the child informing the parents what their child will be eating. Parents can send nutritional snacks and/or lunches for their child with their name on it. For more information, please check with the child's teacher. However, parents are responsible for providing formula and/or baby food for those children of age. No sugar-sweetened beverages will be served and sweet food items will not be served more than once a week.

Weekly Menus

Our weekly menus are carefully planned to follow childcare nutrition guidelines at every meal. Each menu is designed to provide a wide variety of nutritious foods that are different in color, shape, size, and texture. Menus include foods that are culturally diverse and seasonally appropriate. Menus are rotated to provide children with a balance of variety and familiarity. Menus are adapted to incorporate local and fresh in-season produce when available.

Nutrition and Punishment

Staff will never use food as a reward or as a punishment.

Professional Development

Annual nutrition training is required to ensure that all staff understands the important role nutrition plays in the overall well-being of children.

My signature below indicates that I have received a copy of the nutrition policy, it has been reviewed with me and I have read and understand this policy.

Signature _____ Date _____

Please circle as appropriate: Staff Parent

MEDICAL EMERGENCY AUTHORIZATION FORM

EMERGENCY MEDICAL TREATMENT FOR STUDENTS

In case of an emergency, upon notifying me or the designated person, and I am not able to get to the center right away, I authorize the staff at McCormick County School of Early Education to administer the proper first aid necessary to treat my child.

In the event that my child needs to be transported to a medical facility or hospital, I authorize the staff to act in the best interest of my child. The following medical facility has been selected as my preference

Signature of Parent/Guardian

Child's Name

Date

Note: All staff members of McCormick County School of Early Education are certified in CPR and First Aid.

DISCIPLINE POLICY

The staff of McCormick County School of Early Education provides guidance to help your child develop a positive self- concept. The center’s discipline and behavior guidance is constructive, positive, and age-appropriate with the goal to have your child develop internal control of his/her behavior. Staff is prohibited from using any corporal, unproductive, frightening, or shaming methods of punishment. Food or beverage is never withheld as a method of discipline.

Our methods of guidance (discipline) include:

- Redirection: We will give your child the option of a different activity if he/she is engaged in unacceptable behavior.
- Rule setting: We will use understandable rules for behavior in your child’s classroom.
- Positive words: We will tell your child what he/she can do to be successful.
- Modeling: We will model appropriate interactions for you child.
- Natural consequences: We will help your child to understand the consequences of behavior.
- Active listening: We will listen to your child to attempt to understand the reason for unacceptable behavior.
- Positive environment: We provide a positive physical and emotional environment that is designed to minimize difficult behaviors.
- Think-About-It/ Time-out: We may need to ask your child to sit out of an activity if all other discipline methods fail. This time-out is brief (one minute/year) and is always within a teacher’s sight. The teacher will discuss the behavior with your child, and your child will be allowed to join the group. When the incident is over your child will be treated with the same affection and respect as shown to the other children in the group.

In the extreme case that our efforts do not prove to be effective in ensuring safe and appropriate behaviors for positive interactions at our center, we may, in your child’s and the center’s best interest, contact the parent for further discussion.

I have read the above discipline policy for the McCormick County School of Early Education and have received a copy to help me manage the behavior of my child(ren).

Signature _____ Date _____

Please circle as appropriate: Staff Parent

If parent, name of child _____

PHYSICAL ACTIVITY POLICY

Policy Statement

McCormick County School of Early Education recognizes the importance of physical activity for young children. Implementation of appropriate physical activity practices supports the health and development of children in care, as well as assisting in establishing positive lifestyle habits for the future.

Physical Activity in Childcare

The purpose of this policy is to ensure that children in care are supported and encouraged to engage in active play, development fundamental movement skills, and to have limited screen time. Our center encourages all children to participate in a variety of daily physical activity opportunities that are appropriate for their age, that are fun and offers variety. In order to promote physical activity and provide all children with numerous opportunities for physical activity throughout the day, MES ELC will:

- Encourage a least restrictive, safe environment for infants and toddlers at all times.
- Provide a designated safe outdoor area for infants (ages 0-12 months) for daily outdoor play.
- Provide toddlers (ages 1 through 2 year olds) with at least 60-90 minutes of daily outdoor active play opportunities across 2 or 3 separate occasions.
- Provide preschoolers and school age children (ages 3 through 12 year olds) with at least 90-120 minutes of daily outdoor active play opportunities across 2 or 3 separate occasions.
- Increase indoor active play so the total amount of active play time remains the same, if weather limits outdoor time.
- Provide a variety of play materials (both indoors and outdoors) that promote physical activity.

Role of Staff in Physical Activity

- Will encourage children to be physically active indoors and outdoors at appropriate times.
- Will provide 5-10 minutes of planned physical activities at least 2 times daily for children age 3 and older.

Screen Time Limitations

- Not permit screen time (e.g./television, movies, video games and computers) for infants and children two years and younger.

Physical Activity and Punishment

Staff members do not withhold opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from play time), except when a child's behavior is dangerous to himself or others. Staff members never use physical activity or exercise as a punishment, e.g., doing push-ups or running laps. Play time or other opportunities for physical activity are never withheld to enforce the completion of learning activities or academic work. Our center uses appropriate alternate strategies to redirect negative or undesirable behaviors.

Appropriate Dress for Physical Activity

We at Even Start Childcare Center have a **READY TO PLAY POLICY!** Please bring your child ready to play and have fun each day. Your child will participate in both indoor play and outdoor play. Therefore, play clothes and shoes which can get dirty and allow for free and safe movement are most appropriate. We expect parents to provide children with appropriate clothing for safe and active outdoor play during all seasons.

It is our expectation that children will go outside **EVERYDAY**, weather permitting. If you feel your child is too sick to go outside then your child may be too sick to be at the childcare center. It may be at their best interest to stay at home until he/she is well enough to go outside. If you have any concerns, notify your child's teacher.

Professional Development

Annual training on promotion of children's movement and physical activity is required for all staff.

My signature below indicates that I have received a copy of the physical activity policy, it has been reviewed with me and I have read and understand this policy.

Signature _____ Date _____

Please circle as appropriate: STAFF PARENT

If parent, name of child _____

Expulsion and Suspension Policy Parent Acknowledgement

I, the parent / guardian of _____ (Child's Name)
acknowledge that the Expulsion and Suspension Policy was explained to me and I have read
and received a copy of the Expulsion and Suspension Policy.

Signature _____ Date _____

.

SCHOOL OF EARLY EDUCATION PAY RATES

1. Full weekly or bi-weekly payment is required regardless of your child's attendance days. You will no longer pay by the number of days your child attends, but rather for the slot/space for your child. Note: If the Center is closed for any reason, the weekly rate will be adjusted at that time.
2. Fees are due each Friday. Failure to pay fees on Friday will result in your child's inattendance until full payment has been made.
3. A two (2) week-written withdrawal notice is required. You will be charged regular rates for this period, if proper notice is not given.
4. Daily sign-in of children shall be by 9 a.m. Doctor and other appointments may be excused when made known to staff.

I understand/agree with the terms above and agree to pay:

\$ 75.00 Weekly

_____ My child is on the ABC Voucher and agree to pay co-pays if applicable. I am responsible for paying full price until the connection has been made.

_____ My child receives a First Step Scholarship and I agree to pay full price until all information has been completed and received by First Steps.

Parent's Signature

Date

McCormick County School of Early Education

Child Emergency Information Sheet

Child's Name _____

Address _____

Phone _____ Child's SS# _____

Mother's Name _____

Name of Work Place _____ Work Place Phone _____

Father's Name _____

Name of Work Place _____ Work Place Phone _____

PERSONS, OTHER THAN PARENTS, TO NOTIFY IN CASE OF EMERGENCY:

Name Address Relationship Phone

I AUTHORIZE MY CHILD TO BE RELEASE TO THE FOLLOWING PERSON(S): MUST BE 16 YEARS OR OLDER!

Child's Doctor:

Address:

Phone: _____

Child's Dentist:

Address:

Phone: _____

Child's Allergies/Special Needs:

Child's Medicaid No. or Private Insurance Number _____

Name of Childcare Center: _____

Name of Teachers: _____

PARENT AUTHORIZATIONS

Check below the following items for which you give permission. Write "NO" for any items for which permission is NOT given. Assure that each item is clearly explained and understood before giving permission.

_____ Authorization for Emergency Medical Treatment: If required, I hereby authorize *McCormick County School of Early Education (MCSEE)* to get medical aid for my child from my child's physician, hospital emergency room staff, emergency or medical technicians; if they are unable to contact me or other legal guardian. My hospital of choice is

I understand that, if required, the nearest hospital able to provide the needed emergency service will be used. I authorize the emergency doctor (and whomever he/she may designate as his/her assistance) to perform the necessary emergency treatment and/or procedures, as they deem therapeutically necessary. I understand that MCSEE will make every effort to contact me in case of emergency, and that when reached, my presence with my child is required.

_____ I authorize MCSEE to administer basic First Aid to my child in the classroom should injury occur.

_____ I give my child permission to take part in all MCSEE Field trips, etc.

_____ I give permission for photo releases of my child relating to MCSEE and McCormick County First Steps

Parent's Signature

Date

Staff Signature

Date

McCormick County School of Early Education

2020-2021

This is to verify that I have received, read and understand all policies relating to the operation of the McCormick County School of Early Education.

Parent's Signature

Date

Director/Teacher

Date

**INFORMED CONSENT, RELEASE OF LIABILITY, ASSUMPTION OF RISK FOR
COVID-19**

_____ (**Student Participant**) desires to participate in the McCormick County School District (“District”) athletic program.

I, _____ (**Parent/Guardian/Student 18 or older**), for myself and my child, understand and agree as follows regarding risks associated with COVID 19 pandemic:

1. **Voluntary Participation:** I voluntarily elect for my child/Student Participant to access and use the District’s premises, facilities, and equipment, and on other school districts’ properties in the course of participating in the athletic activity, so that my child may participate in the District’s athletic program. I voluntarily elect for my child/Student Participant to receive athletic instruction and training from District employees and volunteers. I understand that if I do not feel it is safe or appropriate to begin in-person workouts at this time, the student participant will be allowed to return to team activities without repercussions when I feel it is appropriate to do so, and the student participant may participate without mandatory attendance requirements during the summer period.

I understand that student participants who either have pre-existing medical conditions that place the Student Participant at higher risk of infection, or those who do not want to risk contracting COVID-19, should refrain from participating in high school sports at this time.

2. **Acknowledgment of Risk:** I warrant that I am fully aware of the inherent risks of infection from the COVID 19 virus and pandemic, among other communicable diseases, in all public spaces, and particularly in recreational facilities such as those used by the District for its athletic programs. I understand that use of the District’s premises, or other premises and locations, and participation in athletic activities may result in an increased risk of exposure to COVID 19 because of, among other things, the sharing of equipment, close contact with other individuals during many athletic activities, and the prevalence of high touch surfaces inherently associated with the activities, the increased respiration and emission of respiratory droplets associated with physical exertion, the use of water bottles and other personal use objects, and the inherent and natural interaction and sharing behaviors of students.

I understand that COVID 19 is considered a highly contagious virus that may have serious health consequences that could result in prolonged hospitalization, permanent injury, and even death, and the potential spread to other individuals, including other household members, and I acknowledge that such risk cannot be fully mitigated or controlled.

3. **No Warranty:** I understand that the District will make reasonable efforts to comply with guidelines of South Carolina Department of Education, South Carolina High School League, Centers for Disease Control, South Carolina Department of Health and Environmental Control. However, the District cannot eliminate the risk of exposure to COVID 19, or guarantee that the facilities and athletic activities will be free of COVID 19; that faculty, staff, and volunteers will be or will remain free of infection; or that infected and contagious students or their families will not be present on the premises or participating in the activity. Accordingly, the District cannot and does not warrant, guarantee, or offer assurances that

individuals will not be exposed to COVID 19 while on the premises or engaged in athletic activities, or that individuals will not then expose others to COVID 19.

4. **Assumption of Risk:** I understand and acknowledge that my or my child's access and use of the premises, facilities, equipment, and participation in the activities involve inherent risks to me or my child, and I understand the District has no control over these risks, nor the ability or duty to eliminate such risks, and even strict adherence to guidelines cannot eliminate risk. Consequently, for myself, and for my child, I assume such dangers, risks, and hazards by participating in athletic activities at this time.

5. **Indemnification, Waiver, Release:** I hereby waive, release, discharge, and hold harmless the District, including its employees, Board, directors/officials, officers, agents, and volunteers from any and all liability associated with any injury to the Student Participant, including personal injury or illness or even death, loss of income or educational opportunity, property damage, and all losses, damages, expenses, liabilities, or claims of any nature arising out of, related to, or in any way connected to the Student Participant use of the premises, facilities, and participation in the activities.

Other Acknowledgements:

- a. I represent that I have the authority to give this Informed Consent, Release of Liability, Assumption of Risk for the Student Participant's participation in the District's athletic program and use of District premises and facilities. I am the parent/legal guardian of the Student Participant, or I am 18 years of age or older, and have the unrestricted right to enter into this Informed Consent, Release of Liability, Assumption of Risk.

- b. I have received a copy of information on COVID 19, including FAQ Regarding Return to Team Sports and Guidelines for Return of High School Sponsored Team Sports and shall abide by them and make all reasonable efforts to equip and instruct my child to abide by them at all times while on the District's premises, or while otherwise engaged in the athletic activity, even on other districts' premises, for purposes of participating in the District's athletic program.

- c. I agree that in the event that the Student Participant or any member of our household tests positive for COVID 19, is informed by a health care provider that that the Student Participant or member of my household is likely symptomatic for COVID 19 infection, or otherwise becomes aware of information that a reasonable person should in good faith recognize as indicating exposure to COVID 19, I will immediately notify the District.

- d. I hereby give consent for emergency transportation and treatment in the event of illness or injury, and I accept responsibility for the payment of any emergency transportation or treatment on behalf of my child.

- e. To the best of my knowledge I further certify that my child is in good physical condition and has no medical or physical conditions that would restrict his/her participation in this event.

MY SIGNATURE BELOW INDICATES THAT I HAVE READ THIS INFORMED CONSENT, RELEASE OF LIABILITY, ASSUMPTION OF RISK; I FULLY

UNDERSTAND ITS TERMS; I UNDERSTAND THAT I AM WAIVING RIGHTS BY SIGNING IT; AND I HAVE SIGNED IT FREELY AND VOLUNTARILY. I INTEND MY SIGNATURE TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF LIABILITY TO THE EXTENT ALLOWED BY LAW.

Signature of Parent/Guardian for Minor Student

Date

Signature of Student Participant

Date

Print Name of Parent/Guardian

Print Name of Student Participant

Employee/Coach

Date

Parent's Permission & Acknowledgement of Risk for Son or Daughter to Participate in Athletics

Name (please print) _____

As a parent or legal guardian of the above named student-athlete. I give permission for his/her participation in athletic events and the physical evaluation for that participation. I understand that this is simply a screening evaluation and not a substitute for regular health care. I also grant permission for treatment deemed necessary for a condition arising during participation of these events, including medical or surgical treatment that is recommended by a medical doctor. I grant permission to nurses, trainers and coaches as well as physicians or those under their direction who are part of athletic injury prevention and treatment, to have access to necessary medical information. I know that the risk of injury to my child/ward comes with participation in sports and during travel to and from play and practice. I have had the opportunity to understand the risk of injury during participation in sports through meetings, written information or by some other means. My signature indicates that to the best of my knowledge, my answers to the above questions are complete and correct. I understand that the data acquired during these evaluations may be used for research purposes.

Signature of Athlete _____ Date: _____

Signature of Parent/Guardian _____ Date: _____



Parent Handbook Acknowledgement Form

Dear Parents:

It is important that you and your child/children are aware of the school's policies as found in the Parent/Student Handbook. Please read, become familiar with and discuss with your child the appropriate items from the district and specific school portions of the handbook.

Your signatures below acknowledge that you and your child/children agree to abide by school procedures, regulations and policies discussed in this handbook. Ignorance of the policies is not an excuse for not following them.

Thank you for your cooperation.

Acknowledgment

I acknowledge that I have read and am familiar with McCormick School District policies and procedures set forth in the Parent Handbook.

Print Child's/Children's Name(s) _____

Print Parent's Name _____

Parent's Signature _____

Student's Signature (MMS or MHS) _____

Date _____

