

INSTRUCTION

Mission Statement

The mission of Horry County Schools, diverse communities united in their focus on learning, is to guarantee that all students are fully prepared, successful contributors in a rapidly changing global society through the aggressive pursuit of personalized, achievement-based, student-centered teaching and learning.

Instructional Program

The education of our students is the reason for the existence of the District. School personnel are responsible for implementing a sound instructional program based on the Board's policies on "End Results."

Instructional Leadership Teams

The Instructional Leadership Team at each school serves as a school-level accountability committee appointed to:

1. Adopt high, but achievable ends, for the improvement of education in its building consistent with State goals, objectives in the Board's *Ends* policies, and District performance goals;
2. Adopt and report on a plan to improve educational achievement in the school and to increasing ratings for each performance goal;
3. Make recommendations to the principal relative to prioritization of expenditures of District moneys allocated to school;
4. Ensure that the school makes every effort to fulfill the responsibilities inherent in the Educational Accountability Act and the District's and school's Strategic Plan.

Character Education

The District is committed to the ideals of good character and citizenship through character education. Opportunities will be provided for the integration of character education throughout the curriculum in grades K-12.

The character education program must, to the maximum extent possible, incorporate character traits including but not limited to, the following:

- respect for authority and respect for others,
- honesty,
- self-control,
- cleanliness,
- courtesy,
- good manners,
- cooperation,
- citizenship,
- patriotism,
- courage,
- fairness,
- kindness,
- self-respect,
- compassion,
- diligence,
- good work ethics,
- sound educational habits,
- generosity,
- punctuality,
- cheerfulness,
- patience,
- sportsmanship,
- loyalty,
- virtue.

The development of the character education shall include the involvement of all sectors of the community, for example, elected officials, community/civic/business leaders, religious institutions, youth organizations, government, media and citizens-at-large.

District employees will encourage and require students to exhibit appropriate conduct when speaking with a public school employee while on school property or at a school-sponsored event by addressing or responding to the employee with courtesy and respect by using such terms as “sir,” “ma’am,” “thank you” and “please.” However, suspension or expulsion from school is not an appropriate punishment for a student’s failure to comply.

The District will evaluate the progress of the character education program, the functioning of school staff as character educators, and the extent to which students exhibit good character.

Legal reference.

State.

S.C. Code § 59-17-135 – Character education policy; respectful behavior encouraged.

Revised: 7-26-05; 7-1-06.

Innovative Approaches

A principal wishing to initiate an innovative approach (alternative course) must contact the appropriate executive director, who will indicate the documents which will be required and explain the process for securing approval of the program. The executive director will provide an application form, if needed.

The required information must be submitted for the consideration of the executive director, the Chief Academic Officer, and the Superintendent, who will submit the request to the Board, and if appropriate the S.C. Department of Education, for consideration.

An innovative approach must be incorporated in the school and District plans. Approval will be for one year only.

Legal references.

State.

S.C. Board of Education Regulation R 43-231 – Defined program grades K-5.

S.C. Board of Education Regulation R 43-232 – Defined program grades 6-8.

S.C. Board of Education Regulation R 43-234 – Defined program, grades 9-12.

Child Development Program

In order to comply with the S.C. Educational Improvement Act of 1984, the District provides for the education of four-year-old children who have readiness deficiencies. A developmental educational program in a classroom setting is the major component of the program.

Parents of those children who will reach age four on or before September 1 may register their children for screening. The District will publicize screening dates and communicate each child’s screening results to the parents. Program availability and services will also be shared.

Criteria used for enrollment in the program will include:

1. A screening instrument approved by the S.C. Department of Education for use in determining each child's developmental level.
2. An entrance age requirement which specifies a child must be four years of age on or before September 1 of the applicable school year.
3. Legal birth certificate (or other documentation to verify a birth record in special situations as authorized by the Superintendent or his/her designee).

4. S.C. Certificate of Immunization.
5. A Comprehensive Health Appraisal (prior to or within 120 days of enrollment) as developed by the Department of Health and Environment Control and approved by the S.C. Board of Education.

The District will review available early childhood development and education resources to avoid duplication of public services.

Program length. The classroom program will operate five days a week for at least five hours of instructional time, exclusive of breakfast, lunch and transportation. Classroom staff will additionally conduct a minimum of one home visit per year, preferably in the home or in a setting other than the school. These visits must be in addition to two parent-teacher conferences per year.

Staff ratio and group size. Each classroom will be staffed with one certified teacher and one aide for a maximum of 20 four-year-old children.

Cumulative records. The District will initiate for each child a permanent record upon entry into the program. This record will include information on the child's growth and development and will be maintained and forwarded to the child's next teacher each subsequent year.

Educational program. The educational program specified by the S.C. Department of Education or an alternate program approved by the S.C. Board of Education will be implemented.

Staff development. Appropriate ongoing staff development activities will be described and incorporated in the District's staff development plan. Principals, directors, teachers, and aides will participate in training sponsored by the District and/or the S.C. Department of Education, which will be specifically designed to assist in implementing the approved curriculum.

Evaluation. Program success must be evaluated:

1. The District must examine the program's compliance with S.C. Board of Education regulations.
2. The District must participate in evaluation coordinated by the S.C. Department of Education. This will include tracking of eligible children through at least the third grade to determine the program's impact on school success.

Legal references.

State.

S.C. Code § 59-19-340 – "The board of trustees of each school district may establish and provide for the education of children who will attain the age of four on or before September first of the applicable school year in child development programs. The board of trustees of school districts having programs serving three and four-year-olds on the date of enactment of this section may continue to serve three-year-old children."

S.C. Code § 59-67-425 – "Three, four, or five-year-old children attending public school-sponsored kindergarten or child development programs must be permitted to ride state-owned buses so long as routes do not have to be altered, additional equipment is not required and no additional costs are incurred by the State."

S.C. Code § 59-5-65 – School district may contract with appropriate groups and agencies to provide part or all of the programs.

State Board of Education Regulations for Immediate Implementation of State-Funded Half-Day Child Development Programs for Four-Year-Olds, July 13, 1984.

Revised: 7-1-08; 7-1-09.

Kindergarten

Section 59-65-10 of the S.C. Code requires the following:

All parents or guardians shall cause their children or wards to attend regularly a public or private school or kindergarten of this State which has been approved by the State Board of Education or a member school of the South Carolina Independent Schools' Association or some similar

organization, or a parochial, denominational, or church-related school, or other programs which have been approved by the State Board of Education from the school year in which the child or ward is five years of age before September first until the child or ward attains his seventeenth birthday or graduates from high school. A parent or guardian whose child or ward is not six years of age on or before the first day of September of a particular school year may elect for their child or ward not to attend kindergarten. For this purpose, the parent or guardian shall sign a written document making the election with the governing body of the school district in which the parent or guardian resides. The form of this written document must be prescribed by regulation of the Department of Education. Upon the written election being executed, that child or ward may not be required to attend kindergarten.

Accordingly, parents of children who elect not to enroll their children of the above-described age in a kindergarten must sign the prescribed "Form to Elect Non-Attendance in Compulsory Kindergarten." The signature of the parent must be witnessed by a school person who must so indicate by his/her signature on the form. The form must be placed in the child's cumulative record at the time of school entry. The form is to be retained permanently as a part of the child's cumulative record. See, also: "Kindergarten" in the "Students" section.

Legal reference.

State.

S.C. Code § 59-65-10 – Responsibility of parent or guardian; notification by school district of availability of kindergarten; transportation for kindergarten pupils.

Class Size Reduction in Grades 1 through 3

The District gives priority to reducing the student-to-teacher ratio in schools with the highest number of students eligible for the federal free and reduced lunch program. Such students must be given priority in implementing the 15 to 1 ratio in grades one through three.

Primary and elementary schools must track the students served in classes with a 15 to 1 ratio for three years according to the plan of evaluation developed by the S.C. Department of Education.

Legal reference.

State.

S.C. Code § 59-63-65 – Class size reduction; funding; facilities.

Honors and Advanced Placement Program (Secondary Schools)

The Honors and Advanced Placement Program will be offered in all secondary schools in the District. The purpose of the Honors and Advanced Placement Program is to provide appropriate learning experiences for academically talented students.

The Honors program will begin in the ninth grade and culminate in participation in the Advanced Placement Program of the College Entrance Examination Board in the eleventh and twelfth grades. It is expected that an appropriate curriculum will be offered in the middle schools to provide the prerequisite academic background necessary for selected students to participate satisfactorily in the Honors and Advanced Placement Program.

Specific guidelines for the Honors and Advanced Placement Program are as follows:

1. Teachers of Honors and Advanced Placement courses will be selected by the principal on the basis of interest, training, and background.
2. Teachers must follow the regulations for endorsement to teach honors and AP courses as prescribed by the S.C. Department of Education.

3. Honors and Advanced Placement courses will follow the prescribed curriculum as suggested by the College Entrance Examination Board and as developed by the District.

Revised: 7-1-08; 7-1-09.

Driver Education

The District will provide the facilities and the personnel necessary for a driver education program. The program must be open to all students in the District who have, or who are eligible for a driver's permit. Students will be accepted in the driver education program on a space-available basis.

Adult Education

The District will operate adult education programs in accordance with the provisions and regulations of the S.C. Board of Education.

The exit credentials which may be awarded to Adult Education students are the S.C. High School Diploma, the S.C. High School Certificate, the G.E.D. Diploma, and the "Work Keys" certification.

In general, the courses offered will be based on popular demand. The Director of Adult Education will oversee the programs and centers and select staff, based on the recommendations of the Chief Academic Officer. Adult education offerings are subject to the approval of the Chief Academic Officer.

Adult education teachers. When possible and practical, teachers employed by the District on a regular basis will be given the opportunity to teach adult education courses. However, no teacher employed by the District on a full-time basis may teach adult classes for more than six hours per week.

16 and 17 year-old students. Students through 16 years of age are to attend the regular school program except as noted below.

For a 17 year-old to enter the District's adult education diploma or G.E.D. program, he/she:

1. Must be a legal resident of the State, or be a former resident whose most recent school attendance was in South Carolina.
2. Must be at least 17 years of age and not enrolled in high school. Persons 17 or 18 years of age must submit a letter from the principal of the last school attended or the district superintendent having jurisdiction over said school. The letter must verify the candidate's date of birth and last date of school attendance at the school.

S.C. diploma for adult education

A student must be at least 17 years of age and not enrolled in high school. Seventeen year-old students who are admitted into the adult education high school diploma program must meet all state requirements for a S.C. High School Diploma. These include earning 24 units in the required subject area(s) and successfully passing all areas of the S.C. exit examination.

In the event that a 16 year-old is to be placed in the Adult Education Program, the placement must be made by the Superintendent or his/her designee. Letters of request for admission of 16 year-olds to this program are to be initiated by the high school principal or parent, sent to the Director of Adult Education and then presented through the office of the Chief Instructional Support Services Officer with a recommendation to the Superintendent for action. These hardship cases (pregnancy, teenage mother, etc.) will be submitted on an individual basis. Carnegie unit credit will be available to 16 year-olds admitted to the adult program.

In order for a 16 year-old applicant to be admitted, the following must be completed:

1. The applicant must fill out an adult education application.
2. The top portion should be completed by the student and his/her parent/guardian.
3. The bottom portion should be completed and signed by the principal or his/her designee.
4. The completed form is to be returned to the Director of Adult Education who will schedule an interview with the student and a parent.
5. If the application is approved, the applicant will receive a letter advising when and where to attend class and what to bring to class.

When entering the program, students will be given a screening test. An individualized program of study will be designed according to each student's test scores, regardless of the grade the student completed in high school.

Each student will pay a registration fee, plus a course fee.

Legal references.

State.

Code of Laws of S.C. § 59-65-20 – Penalty for failure to enroll or cause child to attend school.

Code of Laws of S.C. § 59-65-30 – Exceptions.

Revised: 7-1-09.

Grouping for Instruction

It is the District's belief that children should be grouped for instruction in ways that facilitate learning. At times this may require grouping students in grade or course sections according to achievement levels, ability, and rate of progress, subject to the restrictions in the last paragraph.

A student's assignment to a group shall not necessarily be permanent. If, in the judgment of the teacher involved, a change is deemed advisable, the teacher shall discuss the matter with the principal. Every effort shall be made to assign the student to a group in the best educational interests of the student.

Where the administration finds that a particular class contains a substantially disproportionate number of individuals of one sex or race, it shall take such action as is necessary to assure that such disproportion is not the result of discrimination on the basis of sex or race.

Grouping for instruction within classes is primarily the responsibility of the teacher and the principal. Curriculum specialists, guidance counselors and district instructional staff are also responsible for promoting effective grouping practices.

Grouping practices within a school are the responsibility of the principal. However, at any time a principal chooses to change grouping methods currently practiced in his/her school, he/she shall consult with the appropriate executive director and the Chief Academic Officer.

Students in middle school and secondary school classes will, where possible, be assigned to classes in such a way that the racial composition of each class will reflect the racial composition of each grade. Specifically, each middle or secondary school principal or his/her designee will compute the minority and nonminority student enrollment for the school and assign students to classes to ensure that each class each period will be racially balanced. Racial balance is achieved when the proportion of minority and nonminority students in a given class falls within 15 percent of the minority and nonminority population in the pool of students available for assignment to classes within each period. The pool of students available for assignment during a period is defined as those students in each grade who are not in gifted/honors, special education, or Title I classes each period. With respect to electives/exploratories, the principal or his/her designee will attempt to racially balance each class from the pool of students selecting electives/exploratories.

Legal reference.

Federal.

U.S. Department of Education, Office for Civil Rights: November 20, 1997, letter to the Superintendent.

Revised: 7-1-08.

Supplementary Instructional Materials and Supplies

Use of video in schools

The District believes that movies, videos, and other audiovisual materials (“videos”) are important to the educational process. At the same time, the District believes that the use of videos should be limited so that they are used legally and appropriately while fostering community values. Therefore, a full-length video, or clip thereof, may only be shown if:

1. the video meets the requirements of this policy;
2. The video has been previewed by the teacher or other person accepting responsibility for showing the video and has been:
 - a. Found to be appropriate to the age and maturity of the students,
 - b. Found relevant to the curriculum and specific educational objectives,
 - c. Included in the teacher’s lesson plan, if applicable,
 - d. Found to be a productive use of class time, and
 - e. Judged that it will not cause classroom disruption;
3. The video contains no nudity or sexual content.

Teachers who show videos only for entertainment purposes during instructional time violate this policy (as well as the federal copyright law if the recording is of a television program).

Videos from the following sources may be used subject to the conditions set forth above:

1. South Carolina ETV productions and approved series listed in the ETV catalog;
2. Videos owned by schools or by the District (as noted in the video catalog, some videos are to be used with secondary school students only);
3. Videos available through StreamlineSC; and
4. Videos available through DISCUS.

Viewing requirements

A video containing profanity, prejudicial stereotypes, or violence must be approved by the District’s Media Services Coordinator (see “Approval to show videos”).

PG-13 and TV-14 videos must be approved by the District’s Media Services Coordinator and may only be shown to secondary school students (see “Approval to show videos”). R, NC-17, and TV-M videos are prohibited.

Videos owned by the District and labeled as secondary school only (the list is available online on the District’s website) shall not be shown in elementary or middle school classrooms.

Copyright

Teachers must comply with federal copyright laws as well as publisher licensing agreements. A rented or privately owned movie or video may only be shown in the classroom provided the video meets the requirements stated herein and is shown in the course of face-to-face teaching activities in a classroom or similar place devoted to instruction.

Off-air recordings

Teachers may only show programs recorded off-air from network and cable television channels that are part of Cable in the Classroom, according to the requirements stated below.

1. A teacher desiring to show a television program for instructional purposes must request the school media specialist to record the program at school with school recording equipment.
2. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. The date of the recording should be clearly marked. At the conclusion of the 45-day retention period, the recording must be destroyed or erased.
3. During the first ten consecutive school days of the 45-day period, the recording may be used once by the teacher in the course of relevant teaching activities. The teacher may show the program again only once within this ten school-day period when instructional reinforcement is necessary in the classroom and as needed in the homes of students with handicapping conditions that prevent them access to regular classes during the ten-day period.
4. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar-day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum, and the video may not be shown in the schools to students or for other non-evaluation purposes.
5. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded.
6. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Instructional television programs

1. Unlimited use designates a series that is leased or owned by the S.C. Department of Education; programs in the series may be taped off-air and retained on tape for as long as the series is contained in the Resources Book.
2. Designated time period use designates a series that may be taped off-air and retained on tape for as long as that series airs on the school television schedule. Broadcast and record rights are negotiated periodically; school personnel are notified when the tapes are to be erased. The Office of Instructional Technology prints in its resources catalog the specific rights for each series.

The Office of Instructional Technology, S.C. Department of Education, has no copyright jurisdiction over programs not airing on the ITV schedule. It does have jurisdiction over the use of state-owned equipment for airing these programs and has adopted the following policy concerning ITFS and District Taping Centers:

State owned and supplied equipment in these operations may only be used to record, transmit or broadcast State Board of Education approved resources (those contained each year in the ITV/R Resources Book or otherwise added during a year to the ITV schedule by the Office of Instructional Technology).

3. Guidelines for taping PBS programs, including the seven-calendar-day school record rights for PBS programs. Several years prior to the establishment of the 10-Day Fair-Use Guidelines, the Public Broadcasting Service (PBS), negotiated with various entertainment unions and producers the rights to offer 7-Day School Rerecord Rights for some PBS programming. Many programs and series presently distributed by PBS through its member stations include Seven-Day.

School Rerecord Rights whose criterion are slightly different than those for the 10-Day Fair-Use. The 7-Day School Rerecord rights allow the following:

- a. Programs may be recorded without a prior request from a teacher and may be recorded and exhibited each time a program is broadcast.

- b. Only a single copy of the program can be recorded by an educational institution and that copy cannot be duplicated.
- c. The program can be retained for a total of seven consecutive days following its broadcast, each time it is broadcast, but must be erased at the end of the seven-day period.
- d. Teachers may show the programs as often as needed during the seven-day period.

Approval to show videos

With the exception of videos from the approved video list, requests to show videos shall be approved at the school level under the direction of the principal; however, PG-13 videos, TV-14 videos, or videos containing profanity, prejudicial stereotypes, or violence must be approved at the District level. The Media Services Coordinator will chair a review committee composed of a minimum of two additional District staff members who will review the video to determine if it is consistent with this policy.

A movie or video that is approved by the principal or District officials may be shown subsequently in the same school to students similarly situated without repeating the review process.

Video players

Videotape recorders, players, and computers used to show videos must be owned by the District or school. Teachers, parents, and students may not bring equipment from home to use to show videos. The teacher must also complete the "Permission To Use Rental/Teacher-Owned Commercial Video" form when the video is not owned by the District or school. The form is available in the media center of each school. Schools using programs utilizing Channel 1 should closely follow the copyright privileges given by Channel 1. The school media specialist should be consulted for this information.

Copyrighted materials

The 1976 Federal Copyright Law, P.L. 94-553, (effective January 1, 1978) makes it illegal to duplicate copyrighted materials without permission except for certain exempt purposes. The District further realizes that severe penalties are provided for unauthorized copying of audio, visual, or printed materials unless the copying falls within the bounds of the "fair use" doctrine. Unauthorized reproduction and/or use of copyrighted materials is illegal, unethical, and not permitted by the District. Violations of the copyright law may result in criminal or civil suits and/or suspension and/or dismissal from employment in the District.

To protect staff members and the District against legal redress for alleged violation of the copyright laws, the person making the reproduction is responsible for determining that the action is within the law. When an individual is not certain, he/she should contact the principal of the individual school involved in order to ascertain whether copying falls under "permitted use." If it does not, permission to reproduce materials must be obtained from copyright holders. Requests to reproduce copyrighted materials on District equipment will not be honored unless the reproduction is legally permissible.

The detailed regulations governing the use of copyrighted materials will be maintained in the library media center. It is the responsibility of the principal to schedule an annual review of the copyright law at school staff orientation. It is the responsibility of the library media specialist to keep the school staff informed on the use of copyrighted materials.

Fair use

In determining whether use of copyrighted materials without permission in any particular case is a "fair use," the following factors are to be considered:

1. The purpose and character of the use, including whether it is for nonprofit/public educational purpose(s);
2. The nature of the copyrighted materials;

3. The amount and substantiality of the portion used as compared to the copyrighted materials as a whole; and
4. The effect of the use on the potential market for, or value of, the copyrighted materials.

Permission for reproduction

1. Written permission from the copyright holder should always be obtained prior to the use of the material. Permission to copy must include:
 - a. Title, author and/or editor, and edition of material to be duplicated;
 - b. Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material;
 - c. Number of copies to be made;
 - d. Use to be made of duplicated materials;
 - e. Form of distribution (classroom, newsletter, etc.);
 - f. Whether or not the material is to be sold; and
 - g. Type of reprint (ditto, photocopy, offset, typeset, etc.).
2. If written permission for reproduction is not received, the copyrighted material may not be used.
3. Credit the source of all copyrighted material by indicating the copyrighted symbol and year, for example, © 20____, and the copyright owner's name on the materials; state "with permission" if permission for reproduction has been granted.

Reproduction and use of copyrighted material in print

1. Teachers may make or have made a single copy of the following for instructional uses:
 - a. A chapter from a book;
 - b. An article from a newspaper or periodical;
 - c. A short story, essay, or short poem, whether or not from a collective work;
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. Teachers may make multiple copies (not to exceed one per student) of the following for classroom use or discussion, provided that: (1) the copying meets the tests of brevity and spontaneity as defined below; (2) the copying meets the cumulative effect test as defined below; and (3) each copy includes a notice of copyright.

Brevity.

- a. A complete poem of less than 250 words.
- b. An excerpt of no more than 250 words from a longer poem.
- c. A complete prose work if it is less than 2,500 words.
- d. An excerpt prose work if it is less than 500 words from a prose work of between 2,500 and 5,000 words.

- e. An excerpt of not more than 10 percent of a prose work of between 5,000 and 10,000 words.
- f. An excerpt of not more than 1,000 words from a prose work which is greater than 10,000 words.
- g. One illustration per book or periodical use.
- h. Not more than two pages and 10 percent of the words of "special works" which are poetic or prose works which combine illustrations and less than 2,500 words (such as may children's books).

Note: Numerical limits may be exceeded in order to complete a line of poetry or a paragraph of prose.

Spontaneity.

- a. The copying must be at the instance and inspiration of the individual teacher, and
- b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are too close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect.

- a. The copying of the material must be for only one course in the school in which copies are made.
- b. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
- c. Not more than nine instances of such multiple copying for one course may occur during one class term.

NOTE: The limitations stated in "b" and "c" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

3. Performance by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
4. Teachers may use copyrighted material in opaque projectors for instructional purposes.

Reproduction and use of copyrighted music

1. Teachers may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.
2. Teachers may make multiple copies for classroom use of an excerpt of not more than 10 percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement or song.
3. In an emergency, teachers may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available, provided purchased replacement copies are substituted in due course.
4. Teachers may make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.

5. Teachers may make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions.
6. Teachers may edit or simplify purchased copies of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added if none exist.
7. Performance by teachers or students of copyrighted musical works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.
8. Performances of non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:
 - a. The performance is not for a commercial purpose;
 - b. The performers, promoters, or organizers are not compensated.
 - c. Admission fees are used for educational or charitable purposes only.

All other musical performances require permission from the copyright owner.

Reproduction and use of copyrighted audio-visual material

Audiovisual work may not be copied in any form without permission from the copyright holder. However, a teacher may make a single copy of an entire recording or a portion thereof, but only for the purpose of constructing aural exercises or examinations. Such copies must be retained by the school and/or by the teacher, and may not be used in a performance.

Reproduction and use of copyrighted materials in the library

1. A library may make a single copy of:
 - a. An unpublished work which is in its collection;
 - b. A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at a fair price.
2. A library may provide a single copy of copyrighted material at not cost to a student or staff members. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff members shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringements.
3. At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in the sections on material in print.

Reproduction and use of microcomputer software

The owner of a copy of a computer program may make or authorize the making of another copy or adaptation of that computer program provided:

1. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner;

2. That such new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

Copying limitations

Circumstances will arise when personnel are uncertain whether or not copying is prohibited. In those circumstances the Superintendent (or designated copyright compliance officer) should be contacted. Nonetheless, the following prohibitions have been expressly stated in federal guidelines:

1. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
2. Unless expressly permitted by agreement with the publisher and authorized by district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets, and the like.
3. Personnel shall not:
 - a. Use copies to substitute for the purchase of books, periodicals, music recordings, or other copyright material except as permitted by district procedure;
 - b. Copy or use the same item from term to term without the copyright owner's permission;
 - c. Copy or use more than nine instances of multiple copying of protected material in any one term;
 - d. Copy or use more than one short work or two excerpts from works of the same author in any one term;
 - e. Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: **THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.**
4. Personnel shall not reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.

Sanctions. Teachers and other staff members who violate this policy may face disciplinary action up to and including dismissal from employment. Volunteers who violate this policy may be barred from serving as a volunteer or from employment with the District either for a specified period or permanently.

Legal reference.

Federal.

1976 Federal Copyright Law, P.L. 94-553, effective 1/1/78.

Revised: 7-1-06; 7-1-07; 7-1-08.

Textbook Selection, Adoption, and Disposition

The textbooks used in all schools of the district shall be those approved by the Superintendent based on recommendations by appropriate textbook committees.

The textbook committees shall include members of the district office instructional staff, teachers, principals and parents. Textbook representatives will work through the district office and shall not contact individual members of textbook committees. Representatives shall be given a list of committee members and their school addresses so that they can arrange for delivery of the textbooks to be considered for adoption.

In instances where a new course is being offered and there is no appropriate textbook on the approved list, the principal, prior to the initiation of the course, shall obtain approval of the instructional materials to be used from the appropriate executive director and the Chief Academic Officer.

Selection

Textbooks used in the District will be chosen by textbook adoption committees appointed by principals and district office instructional staff. The committees will include representative parents, classroom teachers, principals, and district office supervisors who are knowledgeable and experienced in the subject areas and at the organizational levels wherein textbook adoptions are to be considered.

All textbooks adopted by the S.C. Department of Education will be reviewed by a committee. Copies of textbooks are to be provided for committee members by the publishers. Individual committee members shall not be contacted by book company representatives.

Objective standards in evaluating textbooks and comparing their merits are to be used. The criteria for evaluating and rating textbooks and the appraisal sheet for evaluating textbooks used by S.C. Department of Education adoption committees may be used in the local adoption procedure. Committees should review State and District curriculum standards and strategies for subject areas and courses before final selections of textbook materials are made. Textbooks recommended for adoption should support teaching to standards. Multi-level textbooks may be selected in subject areas and for grade levels or courses where multi-level textbooks materials can be used effectively. Materials selected for the district should be those depicting the openness of opportunity in American society to all social groups regardless of race, sex, color, religion, national origin, age, disability, immigrant status, English-speaking status, or any other characteristic protected by applicable federal or S.C. law.

Materials selected by the textbook reviewing committees and approved by the Superintendent for use in the District will be presented to the Board as information.

If objections to the adopted textbooks are raised by parents or other citizens in the district, the objections are to be submitted to the school or district office in writing. Written objections will be reviewed by a committee appointed by the Superintendent or his/her designee for that purpose.

Teachers' editions

As needed, principals shall contact textbook companies requesting free copies of teachers' editions of textbooks. The school shall pay for additional copies beyond the free teacher's edition allotment.

The teacher's edition of textbooks is the property of each school and shall be turned in to the principal or his/her designee at termination of the teacher's employment.

Disposal

After the required percentages of out-of-adoption textbooks have been returned to the S.C. Department of Education and each school's S.C. Department of Education inventory of out-of-adoption state-owned textbooks has been cleared of the textbook title(s) involved, schools are to follow the procedures listed below in disposing of out-of-adoption state-owned textbooks:

1. Teachers should be permitted to keep classroom copies or supplementary sets of textbooks before any disposition of out-of-adoption textbooks occurs.
2. Out-of-adoption textbooks should be made available to the adult education program or the adult literacy campaign efforts in the District. The director of the adult and community education programs should be informed of the availability of these textbooks.
3. Students, parents, and other members of the general public should be informed of the availability of the copies of the out-of-adoption textbooks and should be allowed a certain amount of time to come to the school and pick up copies of the textbooks.

4. The process for discarding or throwing away textbooks not disposed of in any of the above ways requires the principal or his/her designee to call the District Textbook Coordinator to arrange for the contracted company to pick up the out-of-adoption textbooks for recycling.

Availability of textbooks

It is the responsibility of the principal to notify the Chief Academic Officer or his/her designee immediately of any course(s) offered for which there are no State-approved textbooks or other course materials available on the first day of class.

Legal reference.

State.

Code of Laws of S.C. § 59-31-75 – Textbooks required.

Revised: 2-17-06; 7-1-08; 7-1-09.

Field Trips

A teacher may submit a request for a field trip to his/her principal, who may approve the request only when the experience has objectives that are defined clearly and that relate specifically to instructional standards, course objectives, extra-curricular activities, and/or appropriate student competitions. Final approval for a field trip must be secured before commitments, including financial commitments, are made concerning the trip.

Learning Services provides principals with the procedures and District-approved forms which are used to request permission for a field trip. First semester field trip requests must be submitted by teachers to the principal for approval by September 15. Second semester field trip requests must be submitted by teachers by January 31. The principal must forward a summary of the field trip requests and out-of-District travel forms to the appropriate executive director to be received at least biannually by October 1 and February 15.

Field trips may be approved by principals for trips within the District and for out-of-district trips in S.C. The principal and the appropriate executive director must give their approval for an out-of-state trip. Overnight trips should rarely occur. Every possible effort should be made to plan field trips for weekends, holidays, and other nonschool days in order to avoid absences from school.

No student may be denied the opportunity to participate in a field trip because of the expense, a special medical condition, or a disability. Plans for field trips must include consideration for special requirements for students, including accommodations, if necessary, for any student with a special medical condition or any student with a disability.

Information to parents and students concerning a field trip must include written expectations for the behavior of students, including rules to be followed, consequences for inappropriate behavior, and if applicable, unique dangers associated with the field trip. The school must have on file a properly executed permission form signed by the parent of each student participating in a field trip. A District-approved permission form must be used. Except for emergencies, school personnel should not deviate from the field trip plans for which parents have granted permission.

Note that a student, whose participation in an event is regulated by the S.C. High School League, is not considered to be on a field trip when traveling to and from the event if it is sanctioned by the league and if the student's parent has signed an appropriate permission form for the student's participation. Therefore, a request for approval of a field trip is not submitted for such events.

Revised: 7-1-04; 10-8-08.

Student Trips Not Sponsored by a School

In the course of their employment, District staff are not to be involved in any capacity with non-school trips for students. However, there is no bar to a person employed by the District being involved with non-school trips for students as long as:

1. The person does not represent himself/herself as a District employee;
2. The person does not use the name of a District school or "Horry County Schools" in any way associated with the trip;
3. The person does not use any part of his/her workday for activities associated with the trip;
4. The person does not use District supplies, equipment, or services in any activities associated with the trip;
5. The person does not solicit students in the course of his/her employment with the District; and
6. The District employee does not knowingly use his/her employment with the District to obtain an economic interest for himself/herself, a member of his/her immediate family, an individual with whom he/she is associated, or a business with which he/she is associated. [Violation of item "6" is considered a misdemeanor in S.C., and upon conviction, a person "must be fined not more than five thousand dollars or be imprisoned for not more than one year, or both."]

Legal reference.

State.

S.C. Code § 8-13-100 et seq – Ethics, Governmental Accountability, and Campaign Reform.

School Volunteers

"Volunteers" as referred to herein has reference to parents or other adults who are willing to donate their services to the schools in the form of assistance with many phases of their operation. The District recognizes that volunteers can make many valuable contributions to the school. Therefore, the District endorses a Volunteer Program in the District, subject to suitable regulations and safeguards, to be promulgated by the administration in cooperation with the schools. Appropriate recognition of volunteer services shall be made annually.

Volunteers make it possible for the school to provide students with enriched or additional learning experiences through the special skills and interests of parents or other adults in the community. In many instances, they relieve teachers of routine duties and thus free teachers to devote more time to their instructional activities. Also, volunteers serve as chaperones to make it possible for the schools to provide enrichment activities through extra-curricular activities.

Use of volunteers often results in making the educational program more flexible and also more student-oriented in that increased personal attention and assistance to the individual student generally results.

Behavior, grooming, and dress. The behavior, grooming, and dress of volunteers impacts significantly on the educational process; therefore, it is the expectation of the District that all volunteers exemplify appropriate behavior and standards of grooming and dress in order to set a good example for the children we serve.

Cautions. Volunteers can be an asset to a school; therefore, they are to be carefully selected and monitored by the principal or his/her designee(s). The following cautions are to be followed:

1. Volunteers are to be thoroughly oriented by the principal or his/her designee(s) to their duties and responsibilities. District coordinators and supervisors can and should be allowed to help with this whenever applicable.
2. All volunteers are to be given some acquaintance with the overall operation of the school, including the important aspects of what the school expects of all persons who work with it. The latter category would undoubtedly include some diplomatic words of caution to the volunteers concerning the importance of discussing school matters outside the school in a responsible manner and maintaining confidentiality requirements.

3. All volunteers are to be under the direct supervision of and accountable to the principal or his/her designee.
4. Volunteers must not be given authority to have access to student records. Volunteers may only see those records which pertain to their own children in compliance with District procedures.
5. Periodic assessments are to be made to make sure that the volunteers are working productively with students.
6. Volunteers are helpers. The direction of students, particularly in strictly teaching areas, is the responsibility of the teacher and cannot be turned over to a volunteer.
7. Health room volunteers are to work under the supervision of the school principal. District policy concerning first aid and emergency care are to be followed.
8. Principals should commend, thank, and publicly recognize volunteers whenever justified and possible.
9. All volunteers are to have a reference check and a S.L.E.D. check prior to being allowed to serve as a volunteer.

Note: Volunteers who assist in the coaching of interscholastic sports must meet and follow the requirements of the S.C. High School League.

Guidance Services

Guidance services shall be available for students in the District's schools. These services shall include, at appropriate levels, assistance with Individual Graduation Plan (IGP) development, interpretation of test scores, occupational information, career information, study helps, help with home, school, and/or social concerns, or any question the student or his/her parents may feel they would like to discuss with the counselor.

Materials or tests used for appraising or counseling students shall not be different for students on the basis of their sex. The use of materials shall not require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias.

Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the administration and guidance counselors shall take such action as is necessary to assure that such disproportion is not the result of discrimination in the instrument or its application.

Legal reference.

Federal.

Section 86.36 (a, b), Title IX Regulations.

Revised: 7-1-09.

Academic Achievement

Procedures used in the assessment of student achievement growth shall:

1. Provide valid and reliable information to students and parents/guardians about student achievement growth;
2. Provide the public with school and district achievement growth information;

3. Provide realistic and challenging expectations for every student;
4. Promote student and parental involvement in goal setting, planning, and self-evaluation;
5. Determine the effectiveness of instruction; and
6. Provide the student with information which may be required by other educational institutions or an employer.

Grading and Academic Performance

Grades are representations of students' academic performance. Students respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The District emphasizes achievement in its process of evaluating student performance.

Regularly issued report cards and parent-teacher conferences as needed, serve to promote a process of continuous evaluation of student performance. This process informs students and their parents and provides a basis for bringing about change in student performance if such change seems necessary. Interim and progress reports shall be uniform throughout the District in comparable schools with such exceptions as may be approved by the Chief Academic Officer.

The District will implement regulations concerning grading systems as promulgated by the S.C. Department of Education. The District reserves the right to make changes in the grading systems only as permitted by the S.C. Department of Education or the Code of Laws of S.C.

Conversion of secondary school grades of student transfers. The following conversion system applies for students who transfer from a secondary school with a different grading system:

- Letter grades when a numerical designation is not available will be converted as follows:
A=96; B=88; C=80; D=73; F=61;
- Grades lower than 70 but which are indicated as a passing grade from the sending institution, will be converted to a 73 numerical grade;
- A grade of "P" (passing) will be converted to a numerical designation based on information secured from the sending institution as to the approximate numerical value of the "P";
- If the numerical value of "P" cannot be obtained, the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the "P."

Revised: 7-1-07; 7-1-08.

Withdrawal from a course (other than a distance learning course). Students who withdraw from a course after three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course without the approval of a school administrator shall be assigned a "WF," and the "F" will be calculated in the student's overall grade point average/ratio with a numerical value of 61. The time limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school.

Withdrawal from a distance learning course. With the documented first day that the District gives a student information that will enable him/her to access a distance learning course through the District as the baseline, a student who withdraws from the course within three school days in a quarter-unit course, five school days in a half-unit course, or ten school days in a one-unit course will do so without penalty. Students who withdraw from a distance learning course after the specified time shall be assigned a "WF," and the "F" (as a 61) will be calculated in the student's overall grade-point average. The time limitations

for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school.

Drop-outs or expelled students. 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 61.

Excessive absences. If a student fails a course due to excessive absences, an “FA” will be recorded on his/her transcript. The grade of “FA” will carry no Carnegie units but will be factored into the student’s GPA as a 61.

Grade changes. After due process (at least some opportunity to be heard) has been afforded to the parties affected by a grade change, the administration has the authority to change a grade for a sufficient reason with the documented consent of the appropriate executive director and the Superintendent. The principal or Superintendent’s designee should first discuss the matter with the teacher, who has the authority to review, and if appropriate, change a grade he/she has assigned. If the matter is not resolved, the principal or Superintendent’s designee should provide the teacher with the opportunity to present reasons why the grade should not be changed before recommending a grade change to the appropriate executive director and the Superintendent.

Disciplinary grade reductions. Grades shall not be reduced or academic credit denied for disciplinary reasons because such actions would be an unwarranted double punishment which misrepresents a student’s academic achievement. However, a teacher may reduce a student’s grade on a specific assignment, test, or examination if there is sufficient documentation that the student cheated on the task and if the student is afforded minimal due process rights.

Disputes concerning grades are not grievable after one month of the posting of a final grade (see “Grievances Filed by Students” and “Grievances Filed by Parents and Other Community Members”).

Grades 3-12

The following grading scale will be used in grades three through secondary school:

- A 93 - 100
- B 85 - 92
- C 77 - 84
- D 70 - 76
- F 69 and below.

Revised: 7-1-03; 7-1-04; 7-26-05; 6-19-06; 7-1-07; 7-1-08.

Primary and elementary grades

Interim Reports.

Interim reports are to be used in kindergarten through fifth grades for students who have dropped more than one letter grade or who are not meeting grade-level expectations during the current grading period.

Teachers utilize the comments space on the interim report for explaining the criteria used in evaluating the student’s progress, to make appropriate recommendations to parents, or to provide parents with additional information concerning the student’s progress. If applicable, the need for a conference with the parents should be noted in the teacher’s comments.

Report Cards.

Academic achievement and each student's progress in relation to grade-level expectations will be reported. This progress report is to be marked each nine-week reporting period and reviewed by the principal.

Teachers are to utilize the comments space on the progress report for explaining the criteria used in evaluating the student's progress, to make appropriate recommendations to the parents, or to provide the parents with additional information concerning the student's progress. If applicable, the need for a conference with the parents should be noted in the teacher's comments.

Revised: 7-1-04.

Middle schools (grades 6-8) and secondary schools (grades 9-12)

Report Cards and Interim Reports.

A written progress report shall be provided to parents every nine weeks or less. A written interim report shall be provided to parents midway between progress reporting periods of nine weeks in grades 6 through 12. In addition, the District encourages teachers to inform students and parents at any time student progress is unsatisfactory.

The methods of evaluating and reporting student progress will be studied and modified as necessary by the District.

Middle Schools.

Numerical grades are to be used to report student progress in core academic subjects and in courses for which secondary school unit credit may be earned. In other courses, the letters S, NI, and U are to be used to denote, respectively, satisfactory, needs improvement, and unsatisfactory. More specifically, these letters are to indicate the following:

1. Satisfactory (S) indicates progress is consistently being attained at a level of 80 percent or higher;
2. Needs improvement (NI) indicates progress is being made but is inconsistent and sometimes falls below requirements for satisfactory achievement;
3. Unsatisfactory (U) indicates consistently poor achievement with work falling below 70 percent in accuracy.

Secondary Schools.

Numerical grades are to be used in secondary schools to report student progress.

Revised: 7-1-04; 6-15-05; 7-1-08.

Final Examinations

Final examinations are given for all courses for which secondary school credit is received. Exemptions from final examinations are not permitted. Final examinations may count for up to 20% of the final course grade.

Revised: 7-1-02; 7-1-08; 7-1-09.

Homework

The District recognizes the value of homework for students. Homework, when given, should provide effective learning opportunities for students, and may involve creative projects, investigations in the community, etc. Allowances should be made for individual differences in interests and abilities.

Communication among teachers of the same students is an important aspect of homework assignments. A "building policy" on homework should be developed in each school so that the completion of homework assignments will be a productive learning experience which can be completed within a reasonable amount of time without placing an undue burden on students and their families.

Programs for Students with Disabilities

"Programs for students with disabilities" refers to all classes or instructional programs in the District for students who are in one or more of the categories of students with disabilities as described by Federal and State regulations.

Programs for students with disabilities shall be operated according to the Code of Laws of S.C., the regulation specified by the S.C. Department of Education, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and other applicable Federal and State regulations.

Tutoring Programs

The decision to seek tutoring services for students shall rest with the parents. Administrators and teachers will advise parents on engaging tutors when asked to do so, but are not to recommend specific individuals as a tutor.

No academic credit will be allowed for studies completed through tutoring. The use of school materials for tutoring purposes is subject to the approval of the principal.

A teacher may not receive pay from a parent or student for tutoring a student who is enrolled in one of his/her classes, and a staff member from the district office may not receive pay from a parent or student for tutoring a student who is receiving services from the program to which the staff member is assigned.

Exceptions to this policy may be made with the approval of the appropriate executive director.

Revised: 7-1-04.

Homebound Instruction

The Horry County Schools shall administer a program of instruction for homebound and hospitalized students according to the requirements and regulations of the S.C. Board of Education.

Legal references.

State.

S.C. Board of Education Regulation R 43-241 - Homebound Instruction.

S.C. Pupil Accounting System Instruction Manual.

Procedures for Survey, Screening, Evaluation, Placement, and Dismissal of Children Into/Out of Programs for the Handicapped.

P.L. 94-142: Education for All Handicapped Children Act of 1975.

S.C. Board of Education Regulation R 43-243(j).

Horry County School District, Programs for the Handicapped, Regulations, Issued 1986, for procedures and guidelines.

Charter Schools Sponsored by the District

This policy applies to a charter school sponsored by the District. Such a charter school is a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation forming a school operating within the District and accountable to the Board.

A charter school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, need for special education services, or any other characteristic protected by applicable federal or S.C. law. Charter school enrollment must not differ from the racial composition of the school district or that of the targeted student population of the charter school by more than 20 percent.

Charter school enrollment must be open to any child who resides in the District. The charter school will not charge tuition or charges of any other kind unless allowed by the Board.

The applicant must submit a written charter school application to the Board through the Superintendent or his/her designee. The Board will establish a schedule for receiving applications from charter schools and will make the schedule available to interested parties upon request. The Board will hold community meetings to obtain information to assist in its decision to grant a charter school application.

A charter school is responsible for its own operation including preparation of a budget, contracting for services, and personnel matters. A charter school may negotiate and contract with the District or other parties for the use and operation of a school building and grounds or for educational program services.

An approved charter school application will become part of a contract between the charter committee and the Board that then becomes the charter school sponsor. The contract will reflect all agreements including the release of the charter school from Board policies. The Board and the charter school must approve a material revision of the terms of the contract.

A charter school will have an education program, curriculum, and student achievement standards that meet or exceed any content standards adopted by the District.

The performance of students attending a charter school sponsored by the District will be reflected on a separate line on the District's report card and will not be included in the overall performance ratings of the school district.

The Board may deny, revoke, or not renew a charter under certain conditions outlined in the Code of Laws of S.C., 1976, as amended. A denial may be appealed to the Administrative Law Court pursuant to Section 59-40-90 of the S.C. Code.

The deadline for submission of a charter school application is eight months (November 1) prior to the fiscal year (July 1 through June 30) in which the charter school is to operate.

Legal reference.

State.

S.C. Code § 59-40-10 et seq – Charter Schools.

Revised: 7-1-04; 2-17-06; 5-30-06 (S.C. Act 274); 7-1-08; 7-1-09.

Rank in Class, Honor Graduates, Graduation Ceremonies

High schools uniformly determine the class rankings of students based on the grade point ratios ("GPRs") of students in grade twelve, i.e., seniors, including students considered to be in grade twelve (see "Acceleration of students in grades nine through twelve"). GPRs are calculated after seniors' grades are finalized at the end of the school year, i.e., at the conclusion of the fourth nine-weeks grading period. These final class rankings for seniors are computed in order to achieve the following three purposes:

1. To determine honor graduates, using the Latin honors system as follows:
 - a. Students with a weighted GPR* of 4.750 or higher on the S.C. uniform grading scale will be recognized as Summa Cum Laude graduates.
 - b. Students with a weighted GPR* of 4.250 or higher, but less than 4.750, will be recognized as Magna Cum Laude graduates.

- c. Students with a weighted GPR* of 3.750 or higher, but less than 4.250, will be recognized as Cum Laude graduates.

**Weighted GPA calculations are based upon the S.C. Uniform Grading Policy's three decimal-point scale, and computations will not be rounded to a higher number.*

Honors graduates will be recognized at each district high school graduation ceremony in the following manner:

1. A notation indicating honor status (i.e., Summa Cum Laude, Magna Cum Laude, Cum Laude) will be inserted by the graduate's name in the high school's graduation program.
2. The high school will announce the honor graduate's level of recognition (i.e., Summa Cum Laude, Magna Cum Laude, Cum Laude) when the graduate walks across the stage.
3. District-wide, a uniform color-coding system will be used for the honor cords awarded to honor graduates. The color coding is as follows:
 - Summa Cum Laude school color + gold
 - Magna Cum Laude school color + silver
 - Cum Laude school color + bronze

Academic regalia such as honors cords will be worn by a graduate during the ceremony provided that the student is:

4. Eligible for Latin honors recognition, or
5. A member of a chartered honor society.

Honor cords or other academic regalia may not be worn by students in graduation ceremonies to signify a student's membership or enrollment in an academy/club/organization/program, a student's completer status, and/or a student's winning a competitive event.

2. To determine students who will speak at district high school graduation ceremonies:
 - a. The Valedictorian (the senior with the highest weighted GPR) will speak at his/her school's graduation ceremony.
 - b. The Salutatorian (the senior with second highest weighted GPR) will speak at his/her school's graduation ceremony.
 - c. A third senior, who has earned magna or summa cum laude recognition, will be selected through election by his/her peers in the magna/summa cum laude student group to speak at his/her school's graduation ceremony.
3. To provide final class rank information that seniors may need to report to the post-secondary institution(s) of their choice.

Preliminary class ranking of seniors for college admissions and/or scholarships

Preliminary class rank will be uniformly determined on the 135th day of school for twelfth graders based on the students' weighted GPRs for the following two purposes:

1. To provide preliminary class rank information that seniors need for scholarships and other awards;
2. To provide preliminary class rank information that seniors need for admission to postsecondary programs.

Preliminary class ranking of juniors for selection of Junior Marshals

For the sole purpose of district high school graduation ceremonies, high schools will calculate the class rankings of eleventh graders, based upon their GPRs, on the 135th day of school, in order to identify

junior class marshals. This 135-day ranking of eleventh graders is used only for the purpose of identifying junior class marshals.

Ranking of tenth and eleventh graders for South Carolina Palmetto Fellows Scholarship eligibility

In order for students in grades ten and eleven to be considered for initial eligibility for South Carolina's Palmetto Fellows Scholarship, calculation of GPAs and determination of class ranking for tenth and eleventh graders will occur after the 180th day of school when all grades have been finalized.

The rank in class for high school students will be computed according to the guidelines included in the S.C. Uniform Grading Policy. The District reserves the right to make changes in its policy concerning the structure for determining class rankings and grade point ratios.

The S.C. Uniform Grading Policy will apply to students enrolled in grades three through twelve.

See, also: "Promotion, Retention, and Acceleration of Students."

Legal reference:

State.

S.C. Department of Education – Uniform Grading Policy.

Revised: 7-1-04; 6-15-05; 1-16-07; 7-1-07; 2-3-10.

Child-Care Programs

The District recognizes the difficulties parents experience in providing supervision of younger students before and after regular school hours. Based upon resources available and the demand for child-care services, the District will provide extended day experiences for children in the school district.

The District will operate extended day programs in accordance with District, state, and federal regulations. The administration will develop rules and regulations, as needed, to ensure the safety, order, proper administration, and monitoring of the programs. See "Community Use of School Facilities" in the "Facilities" section.

As long as the District complies with applicable sections of the Code of Laws of S.C., 1976, as amended, each school community, under the leadership of the principal, has the authority to make the decision regarding the offering of an extended-day child-care program. The principal may choose one of the following:

1. A program offered by the school. The program must be a totally self-supporting program. Fees charged to parents will be adjusted as necessary to ensure self-sufficiency.
2. The YMCA program.
3. A program provided by another outside agency – in which case, the principal must request the solicitation of bids through the Procurement Department.

Legal references.

State.

S.C. Code § 59-19-90(11) – General powers and duties of trustees.

S.C. Code § 59-19-125 – Leasing school property for particular purposes.

Testing Program

All mandatory tests administered to students by or through the District and provided by the District, the S.C. Department of Education ("SCDE"), or any other source, shall be administered in accordance with S.C. law, S.C. regulations, and the policies, guidelines, and requirements of the District or other source.

Violation of any law, policy, regulation, guidelines, or requirements will subject the individual to discipline and may lead to criminal proceedings resulting in fines and/or imprisonment, termination of employment with the District, and/or suspension or revocation of an educator's professional certificate.

1. Each school year, the Superintendent shall designate one individual in the District who shall be solely responsible for procuring commercial tests used in testing programs administered by or through the SCDE. The name of the individual so designated shall be provided to the SCDE in writing on an annual basis.
2. Staff members must provide for the security of the materials during testing and the storage of secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location or locations in the District under lock and key. Throughout the time that testing materials are under the control of the District, tests must be secured under lock and key when not in use for approved test administration activities.
3. Individuals must adhere to the procedures specified in operating manuals governing the testing programs.
4. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such, is viewed as a security violation which could result in criminal prosecution, disciplinary action by the SCDE which may affect an educator's professional certificate (including suspension or revocation of his/her certificate), and/or disciplinary action by the District, up to and including termination of employment:
 - a. Failing to administer tests on the test dates specified by the District and/or the SCDE;
 - b. Failing to maintain an appropriate testing environment free from undue distractions;
 - c. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities;
 - d. Providing examinees with access to test questions or specific test content prior to testing;
 - e. Making answers or answer keys available to examinees;
 - f. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the District and/or the SCDE any test, test question, or specific test content;
 - g. Keeping, copying, reproducing, or using in any manner inconsistent with test security regulations or the instructions provided by or through the District, the SCDE, any other source, all or any portion of any secure test booklet or examinee responses to any item, items, or any section of a secure test;
 - h. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing (this includes hinting to examinees about the correctness or incorrectness of their responses);
 - i. Failing to follow security regulations or instructions specified in the test manuals for the distribution, storage, or return of secure test materials as directed or failing to account for all secure test materials before, during, or after testing;
 - j. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual;
 - k. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing;
 - l. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing;
 - m. Leaving in view of examinees during test administration any materials that are content or conceptually related to the subject area(s) being assessed;
 - n. Providing references or tools other than those specifically allowed in test manuals and/or providing references or tools during test administration at times other than those specifically allowed in test manuals;
 - o. Not providing appropriately agreed-upon accommodations (to include customized test forms and modifications) as appropriate for students with Individualized Education Programs ("IEPs") or Section 504 plans (this includes providing more accommodations, e.g., customization and/or modifications, than appropriately agreed upon);
 - p. Excluding examinees or exempting from assessment students who should be assessed;

- q. Failing to return test materials for all examinees;
 - r. Engaging in inappropriate test preparation practices that invalidate the test scores;
 - s. Revealing test scores or test performance to anyone not involved in the education of the examinee;
 - t. Altering test scores in electronic records or files;
 - u. Participating in, directing, aiding, counseling, assisting in, or encouraging a violation of any of the acts in this section, and/or
 - v. Failing to report a security breach, including but not limited to, any of the acts prohibited in this section.
 - w. Allowing a student to participate in the administration of a State or District-mandated test while in the possession of any electronic or other device that can be used for communications, timing, or imaging which is specifically prohibited by the administration directions for that test.
5. The District and the SCDE have the right and responsibility to observe and to record test administration and scoring activities with or without prior notice. In rare circumstances, the recording may be used by the SCDE to invalidate a student's score. Since test materials are secure, the SCDE has issued a directive that neither the schools nor the District may share a recording with anyone other than appropriate staff members of the SCDE. Examinees should be made aware that monitoring and/or recording might occur.
6. Any suspected violation of security must be reported to the Director of the District's Office of Accountability Services, who may in turn report the suspected violation to the SCDE and the S.C. Law Enforcement Division which is required by S.C. law to investigate allegations of violations of mandatory test security.

Legal references.

State.

S.C. Code § 59-1-445 – Violations of mandatory testing security; penalties; investigations.

S.C. Code § 59-1-447 – Regulations for mandatory test security procedures.

S.C. Board of Education Regulation R 43-100 – Test Security Regulations.

Revised: 7-1-04; 7-1-08; 7-1-09.

Scheduling Major School Events

Before scheduling major school events, including but not limited to, athletic events, staff members are to review the current testing calendar which is available from the Office of Assessment. A concerted effort must be made to avoid conflicts between the events and major testing programs.

Adopted: 7-1-06.

Student Schedules and Course Loads

Because of its commitment to academic excellence, the District has adopted the following provisions to assure maximum opportunities for secondary students.

Course Load.

Students in grades 9-12 will be enrolled in courses generally comprising four units of credit per semester except for students involved in school-sponsored work-study programs and those enrolled in off-site, dual-credit college courses. Students enrolled in off-site, dual-credit college courses will be enrolled for a minimum of two units of credit per semester in the secondary schools.

Early Dismissal.

There will be no ongoing early dismissals of students, except for those senior students approved by a committee appointed by the principal to review cases involving special circumstances. Guidelines for consideration in determining "special circumstances" will be developed by the District administration.

Exceptions will be provided to students involved in school-sponsored work-study programs and those enrolled in college courses.

Evaluation of Instructional Program

Appropriate means for evaluation of the instructional program shall be established and maintained. Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by the District and other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Utilization of out-of-system services; participation in regional research studies; contracted evaluation services. When evaluation services are at cost to the District, they shall be approved in advance by the Board.
5. Teacher and parent evaluation of pupil behaviors.
6. S.C. Department of Education specialists and services.
7. Evaluation by the regional accrediting association.

An evaluation of the curriculum and its effectiveness shall be made periodically and reported to the Board by the Superintendent.

Library Materials Selection and Adoption

Access to resources and services

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. They work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources, which support the curriculum and are consistent with the philosophy, goals, and objectives of the District. Resources in library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support

these efforts and to ensure equal access to resources and services, the library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. Library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Role of the school library media program

The school library media program is not only integral to and supportive of the school curriculum but also provides a mechanism for choice and exploration beyond the prescribed course of study. The library media program provides a wide range of resources and information that satisfies the educational needs and interests of students. Materials are selected to meet the wide range of students' individual learning styles. Media centers are places where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

Media centers provide settings where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in a school library media center's collection is inappropriate, others will feel the title is not only appropriate but also desirable.

Criteria for selection of materials

1. Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses, and be appropriate for the students for whom they are selected.
2. Materials should be selected to support and enrich both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
3. Care will be taken to select materials meeting standards of high quality including:
 - a. educational significance
 - b. physical format
 - c. presentation, including special features, such as indexes, table of contents, illustrations, photographs, maps, charts, graphs
 - d. readability
 - e. authenticity/accuracy in factual content
 - f. artistic quality or literary style
 - g. technical production/construction that is well-crafted, durable, manageable, and attractive.

4. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum.
5. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
6. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
7. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
8. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
9. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

Procedures for selection of materials

The library media specialist will be responsible for the selection of materials. In coordinating this process, the library media specialist will:

1. Use reputable, unbiased, professionally prepared selection aids. The following approved sources should be consulted:
 - American Film & Video Association Evaluations
 - The Best in Children's Books
 - Booklist
 - Bulletin of the Center for Children's Books
 - Children's Software Review
 - Horn Book
 - Kirkus Reviews
 - Library Journal
 - Library Talk
 - Multimedia Schools
 - Reference Books for School Libraries
 - School Library Journal
 - Technology Connection
 - VOYA
 - H.W. Wilson Guides (Senior High, Junior High, Children's Catalog)
 - CD-ROMs for Schools and Libraries
 - Other sources as approved by the District Coordinator of Media Services.
2. When possible, examine items to be purchased.
3. Consider recommendations from faculty, administrators, students, and parents.
4. Judge gift items by standard selection criteria, including an approved recommended review.
5. Materials will be purchased based upon approved district criteria and policies, or personal examination and review by professional staff to the extent necessary or practicable to apply criteria.

Procedures for requesting reconsideration of library media materials

The selection of the resource materials for use with students in the teaching/learning process is a professional responsibility of teachers, administrators, library media specialists, and other educators. However, parents and pupils have legitimate and appropriate interests in the selection process and the choices, which are made.

Sometimes these interests are expressed as challenges to the use of a specific title. This document has been prepared to assist school and District-level educators in addressing such challenges. This document and the process outlined is appropriate for addressing materials of any physical or intellectual format, whether basic or supplemental to instruction, and in any subject area.

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting materials.

If a complaint arises, the following procedures should be followed:

1. The complainant will secure the "Request for Reconsideration" form from the principal at the school that has the contested material. The principal will explain the process to the complainant who must complete the form and submit it to the principal.
2. Upon receipt of the form the principal will notify the District Coordinator of Media Services that a complaint has been received. The form will be signed and dated by the principal and then forwarded to the Coordinator of Media Services who will immediately notify the Superintendent that a complaint has been received.
3. The principal will form a School Reconsideration Committee that will consist of two teachers, two parents, two students (middle and high schools only), a library media specialist (chair), and the principal. The panel will review the material and make the decision within 15 school days as to the appropriateness of the material based upon principals of educational suitability, including considerations of:
 - a. Purpose: What is the material's purpose and direct relationship to instructional objectives and/or curriculum content?
 - b. Reliability: Is the material accurate and authentic in its presentation of information?
 - c. Quality: What is the material's literacy and/or artistic merit?
 - d. Possible uses: Is the material suitable for use by students individually or in groups, for instruction or in-depth study?
 - e. Applicable law: The principal, with approval of the Superintendent, may request that the District's General Counsel advise the Committee on the applicable law in the circumstances.
4. The building principal will notify the District Coordinator of Media Services and the complainant in writing of the decision reached. The principal will inform the complainant that he/she may appeal the school decision to the District through the Coordinator of Media Services, who will initiate the District Reconsideration Committee process to prepare a recommendation for the Superintendent's review. Any such appeal must be submitted in writing to the Coordinator of Media Services within 10 school days of receipt of the decision of the School Reconsideration Committee.
5. While it is preferable that the process for reconsideration of materials begins at the school level, an exception may be made when the material is challenged in more than one school. In this instance the "Request for Reconsideration" form will be secured from the Coordinator of Media Services who will explain the reconsideration process. This same process is used for appeals from the school-level decision. The Coordinator of Media Services will notify the District Reconsideration Committee, consisting of two principals, the Director of Curriculum, two classroom teachers, two library media specialists, at least four parents (selected from the District's Parent Cabinet), and the District's Coordinator of Media Services who will facilitate as a non-voting member of the committee. Representatives on this committee will represent the grade levels of the material being challenged. Within 15 school days, the committee will make a recommendation to the Superintendent regarding the appropriateness of the item using the before-mentioned guidelines.

6. Once the District Reconsideration Committee has made its recommendation, the Superintendent will review the material in question, the School Reconsideration Committee's decision, and the District Reconsideration Committee's recommendation. On the basis of this review, the Superintendent will render the District's decision on the matter and notify the complainant in writing of his/her decision within 15 school days of receiving the District Reconsideration Committee's recommendation.
7. The complainant may petition the Horry County Board of Education to review the Superintendent's decision. The petition must be delivered to the Superintendent's office in writing and be signed by the complainant. The petition must be received within 15 school days of receipt of the Superintendent's decision. The Board will, at its next regularly scheduled meeting, consider the petitioner's request for review and decide whether or not to grant a review. If a review is granted, the Board may decide the matter on the written record alone, or the Board may provide for such additional procedures at the Board level, as it deems appropriate. The Superintendent's office will notify the complainant of the Board's actions on the matter.

Legal reference.

State.

S.C. Code § 59-31-10 – Library committee.

Revised: 7-1-02.

Use of Technology Resources in Instruction

Use of computers

1. Passwords and other electronically recorded data are the property of the Horry County Schools.
2. The deliberate production or introduction of a virus onto computer stations and networks is prohibited and will result in disciplinary action.
3. Loading software and/or files onto a school computer by a student without the permission of the school network supervisor is prohibited.
4. Accessing and/or modifying information to which the computer user has not been given appropriate authorization is prohibited.
5. Modifying passwords without appropriate authorization is prohibited.
6. Any user identified as a security risk or having a history of problems with the use of computer systems will have his/her computer access severely limited.
7. Vandalism of computer hardware will result in disciplinary action. Vandalism includes, but is not limited to, removing mouse ball and/or mouse, deliberate erasing data and/or files, placing foreign objects such as paperclips in disk or CD-ROM drives, removing or altering placement of keyboard keys.
8. If a user logs onto the computer network using his/her individual password, the individual should log off the network when he/she leaves the workstation.
9. Messages sent via the computer network should be concise and to-the-point with all necessary information. Messages should be sent only to appropriate individuals.
10. All computer users in the Horry County Schools must adhere to the copyright law. The following are not intended as a comprehensive guide to the copyright law, but as general comments on the copyright law and computer technology.
 - a. Copying and installing computer programs.

- (1) The law states that it is illegal to make or distribute copies of copyrighted material, including software, without authorization. This includes loading software purchased as a stand-alone unit on multiple hard drives. If a backup copy was not included at the time of purchase, an individual may make one copy for backup purposes. Loading of a computer program from a disk to a hard drive is interpreted as the making of a backup copy.
 - (2) If a single copy of a computer program is purchased on a disk or CD-ROM, it can be used on only one computer at a time. Most DOS/Windows-based programs require installation on the computer hard drive. If a user loads a copy of a program on computer A and only has the rights to one copy, then the program can only be used on computer A. The only way for the program to be used legally on another computer is for the user to erase the program from computer A before loading it on computer B. If the program needs to be loaded on more than one computer, additional copies of the program must be purchased.
 - (3) If a single copy of a CD-ROM or a laser disc is purchased and it comes with installation software, the installation software may be loaded on as many computers as needed. Since the physical copy of the laser disk or the CD-ROM can only be used one at a time, the user will be following the copyright law.
 - (4) If a lab pack of software is purchased, the number of machines on which the software can be loaded is limited by the number of appropriate licenses offered in the lab pack. For example, if a lab pack restricts use to five users, the program may only be loaded on five machines at the same time. If the user wishes to move one of the programs to a sixth machine, he/she will need to erase the program from one of the original five before proceeding.
 - (5) Network versions are restricted for use on networks in that the program is loaded on the file server and accessed by computer workstations on the network. Network versions usually restrict the use of the program to a defined number of workstations.
- b. Teachers, students, and community members are permitted to donate software programs to the school. The suitability of the gift must be determined by the principal or his/her designee prior to its being added to the school collection and loaded onto a computer. The donated program must include license information, original disk(s) or CD-ROM(s), and all written documentation, including manuals and/ or any additional information to prove the school's ownership of the program. A letter of transmittal stating the transfer of ownership to the school should be on file in the school.
- c. Use of graphics/sound in multi-media presentations:
- (1) The use of small segments of a film or video imported as a Quicktime movie is acceptable. Using a substantial portion of an author's work is not permissible.
 - (2) Use of a single image from a CD-ROM or laser disk for inclusion in a computer-based, multi-media presentation is permitted. If the purchased product includes appropriate licenses for use, images from these products may be used as needed in the presentation.
 - (3) Scanned-in images, such as copyrighted cartoons, may not be used without the permission of the copyright holder.

Internet

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Users will have access to:

1. Worldwide electronic mail services;
2. Global information and news as well as the opportunity to correspond with other institutions;
3. Public domain and shareware computer software of all types;
4. Discussion groups on a vast range of topics;
5. Access to many university library catalogs, the Library of Congress, ERIC, etc.; and
6. Access to online data bases.

Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users who are students) must understand that neither the District nor any District staff member controls the content of the information available on the systems. Some of the information available is controversial and, sometimes, may be offensive. The District does not condone

the use of such materials. Therefore, in the schools, each student's access to and use of the Internet will be under a teacher's direction and monitored as a regular instructional activity.

Terms and Conditions.

1. **Acceptable Use.** The purpose of the Internet in the District is to support teaching and learning by providing access to unique resources and the opportunity for collaborative work. The use of the Internet must be in support of education and research and consistent with the educational objectives of the District. Use of other networks or computing resources must comply with their rules. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.
2. **Privileges.** The use of the Internet is a privilege, and inappropriate use will result in the severe restriction of privileges. Each student who receives an account will receive instruction from a District staff member in the proper use of the network. The system administrators will determine what is inappropriate use, and their decision is final. The system administrators may suspend or close specific user accounts at any time.
3. **Network Behavior (Netiquette).** Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
 - a. Be polite. Do not be abusive in messages to others.
 - b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
 - c. Do not disrupt, harass, or annoy other users.
 - d. Do not reveal your home mailing address or phone number(s) or similar information about other persons.
 - e. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail.
 - f. Do not use the network in such a way that would disrupt the use of the network by other users.
 - g. All communications and information accessible via the network should be assumed to be the private property of the creator, and appropriate citations should be made when used.
 - h. Do not report personal communications without the author's prior consent.
 - i. Do not share passwords. This means that the only person to ever use an account is the person to whom it belongs.
 - j. All users should remain on the system only as long as necessary to complete their work so that other individuals will have opportunities to access the Internet.
4. **Illegal activities are strictly forbidden.** Messages relating to or in support of illegal activities will be reported to the authorities.
5. **The District makes no warranties of any kind, whether expressed or implied, for the service it is providing.** The District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the Internet is at the user's risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. **Security.** Security on any computer system is a high priority, especially when the system involves many users. If a user identifies a security problem on the Internet he/she must notify a system administrator or the Executive Director of Technology, and he/she must not demonstrate the problem to other users. Attempts to log-on to the Internet as a system administrator or any person other than the user will result, as a minimum, in cancellation of user privileges. Any user identified as a security risk or having a history of problems with the use of computer systems will have his/her computer access severely limited.

7. Vandalism. Vandalism will result in disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

See, also: "Internet Safety and Network Acceptable Use" and "Student Behavior Code."

Legal reference.

Federal.

13 U.S.C. § 1301 et seq – Children's Online Privacy Protection Act of 1998.

Promotion, Retention, and Acceleration of Students

Introduction

Horry County Schools' expectations are defined by the curriculum standards adopted by the S.C. State Board of Education and Horry County Schools in the core discipline areas of English language arts, mathematics, science, and social studies.

Retention of students may allow some students additional instructional time at a grade level so that they will have the opportunity to achieve a minimal level of competency in skills that are essential for success at the next grade level.

Promotion of students with disabilities

A student with disabilities, as identified by federal and state statutes and regulations, will be subject to promotion criteria appropriate to the student's age and grade placement unless the student's Individualized Education Plan (IEP), as developed by the IEP committee, addresses and defines alternative learning goals and promotion standards.

Promotion of Limited English Proficient students

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

Acceleration of students in grades one through eight

Any student who, in the opinion of his/her principal and teacher(s), warrants consideration for acceleration and/or adjustment either in subject instructional level or in grade placement for all subjects shall be carefully evaluated in order to determine the educational program in his/her best interests. The criteria for decisions shall include the following: achievement level, cognitive ability, background experiences, emotional and social development, maturation, and the complexity and rigor of the current and proposed curricular programs.

A committee composed of the student's teacher(s), principal, guidance counselor, school psychologist, and Superintendent (or his/her designee) shall examine the information available to them and make appropriate program adjustments. Parent(s) may attend committee meetings and present independent information to the committee members. A change in the student's educational program shall require the approval of the parent.

Consideration for retention in kindergarten through grade five

When considering retention for a student, schools should document specific interventions that have been attempted, such as:

- Small group instruction
- Tutorials
- Mentoring programs
- Reading Recovery
- Computer-assisted learning
- Academic plan (grades 3-8)
- After-school remediation
- Student Study Team referral
- Other interventions approved by the Executive Director for Elementary Schools.

Limit of retention

In kindergarten through grade eight, a student may not be retained more than once in any one grade, and no more than a total of two times unless approved by the Superintendent or his/her designee. If a student is still functioning significantly below grade level after two retentions, an alternative placement will be considered.

Waiver of promotion criteria under special circumstances

In the event of a student's catastrophic illness, injury or psychological trauma, the principal may waive promotion criteria for him/her provided that the incident has a demonstrated negative effect on the student's academic performance when compared to prior achievement. The principal shall notify the appropriate executive director of this action and the circumstances prompting the action.

Kindergarten

Kindergarten students are expected to learn the literacy and numeracy skills contained in the state and district kindergarten curriculum standards in English language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal, and parents. The parents must concur with a decision to retain a student in kindergarten.

Grades one through five

Promotion Criteria for Grades One and Two. Students in grades one and two are expected to learn, at a minimum, the English language arts curriculum standards, mathematics curriculum standards, and meet attendance requirements. Retention in the same grade is based upon teacher recommendation and is subject to approval by the principal.

First Grade. To be promoted to second grade:

Criterion 1: Achieve reading proficiency at a minimum independent text level of 12,

Criterion 2: Achieve satisfactory mastery of appropriate grade-level standards in math based on teacher determination and documentation through formal and informal assessments.

Second Grade. To be promoted to third grade:

Criterion 1: Achieve reading proficiency at a minimum text level of 20,

Criterion 2: Achieve satisfactory mastery of appropriate grade-level standards in math based on teacher determination and documentation through formal and informal assessments.

Promotion Criteria for Grades Three through Five. Students in grades three through five are expected to learn, at a minimum, English language arts curriculum standards, mathematics curriculum standards, and meet attendance requirements. Students must demonstrate mastery of the grade-level state curriculum standards in English language arts and mathematics by scoring at or above the state standard on the achievement tests mandated by S.C. or meet the criteria listed below. Retention in the same grade is based upon teacher recommendation and is subject to approval by the principal.

Third Grade. To be promoted to fourth grade:

- Criterion 1: Achieve a minimum average of 70% in math and reading,
- Criterion 2: Achieve reading proficiency at a minimum independent text level of 24,
- Criterion 3: Achieve satisfactory mastery of the grade-level standards in math and reading based on teacher determination and documentation through formal and informal assessments.

Fourth Grade. To be promoted to fifth grade:

- Criterion 1: Achieve a minimum average of 70% in math and reading,
- Criterion 2: Achieve reading proficiency on grade level,
- Criterion 3: Achieve satisfactory mastery of the grade-level standards in math and reading based on teacher determination and documentation through formal and informal assessments.

Fifth Grade. To be promoted to sixth grade:

- Criterion 1: Achieve a minimum average of 70% in math and reading,
- Criterion 2: Achieve reading proficiency on grade level,
- Criterion 3: Achieve satisfactory mastery of the grade-level standards in math and reading based on teacher determination and documentation through formal and informal assessments.

End-of-year promotion/retention status in grades one through five

The following are summary designation and descriptors for end-of-year promotion/retention status of students in grades one through five.

Promoted. The student has met all promotion criteria.

Promoted – Summer School Recommended. The student has met all promotion criteria, but assessments indicate the student is not performing consistently at grade level in English language arts, or mathematics in grades one through five. If the student does not attend summer school, a personalized learning plan will be developed at the beginning of the next school year to accelerate the student's learning.

Summer School Required. The student has failed to meet promotion criteria for English language arts or mathematics in grades one through five or has failed to satisfy the elements of an academic plan for the current year. If the student attends summer school and shows substantial progress in the areas of substandard performance, the student may be promoted unconditionally to the next grade at the end of summer school. If the student attends summer school and shows minimal or no progress in the areas of substandard performance, the student may be retained and an academic plan will be developed by the school at the beginning of the next school year to accelerate the student's learning. If the student does not attend summer school, the student will be retained in the same grade for the next school year and a personalized learning plan will be developed by the school at the beginning of the next school year to accelerate the student's learning.

Retention. The student has failed to meet promotion criteria for English language arts and mathematics for grades one through five. The student will be encouraged to attend summer school as an academic assistance strategy to accelerate student learning, but the student will not be promoted to the next grade at the end of summer school. Progress achieved in summer school will be documented in the student's personalized learning plan for the subsequent school year.

Summer School for Kindergarten through Grade Five. A summer school will be provided by the District for students in kindergarten through grade five who evidence the greatest need for additional instruction to master grade-level state curriculum standards in English language arts and mathematics.

At the end of summer school, the Superintendent or his/her designee will review the progress of each student not meeting promotion standards to determine the student's promotion/retention status for the next school year. If a student is placed on academic probation, the school will hold a parent conference at the beginning of the next school year to develop or revise a personalized learning plan for the student. If, at the end of the next school year, the student fails to perform at grade level on state curriculum standards, or if assessment results again show state curriculum standards are not met, the District will retain the student.

Procedures for communicating with parents in grades K-5 about possible retention

The teacher(s) and principal of a school should know by the end of the second marking period those students who are not making satisfactory progress. In cases when students are not progressing satisfactorily, the following procedures will be followed:

End of Second Marking Period.

1. At the end of the second marking period, the teacher will provide a statement for the report card that unless improvement is made in the student's work, retention will be considered.
2. A conference with the parent(s) must be arranged by the teacher at this time to discuss the student's program and progress.
3. During the conference, the following areas must be included in the discussion:
 - a. the student's present level of attainment
 - b. the level of attainment required for promotion
 - c. specific problems the student is encountering
 - d. the instructional materials and approaches to be used with the student
 - e. district resources available for intervention
 - f. suggestions to the parent(s) of ways in which they can assist the student.
4. Details of the conference must be summarized in writing by the teacher on a school district form. Within one week following the meeting, a copy will be furnished to the principal to be placed on file and a copy will be sent to the parent(s).

End of the Third Marking Period.

1. If, at the end of the third marking period for yearlong courses, a student has not shown improvement, the teacher will indicate on the report card that the student's work has not improved sufficiently since the last reporting period. A conference will be scheduled with parents as soon as possible.
2. At the scheduled conference, documented evidence will be presented to support the lack of improvement in the work of the student. Details of the conference will be summarized on a school district form within one week of the conference. A copy will be provided to the parents and a copy placed in the student's cumulative record.
3. If the scheduled conference is not attended by the parents, they will be notified in writing via certified mail of the fact that the child's work has not improved sufficiently since the last marking period and that retention is probable. Finally, parents will be informed of the appeals procedures available to them should the decision be made to retain their child.

These same procedures should be followed for students who transfer into the school at the end of the first semester or during the second semester and are not making satisfactory progress.

Appeals for grades one through five

1. Parents may appeal the retention to the appropriate executive director if they are in disagreement with the recommendation for retention.
2. Parents who choose to appeal must do so in writing within two weeks of the notification of the retention decision. This letter, addressed to the Executive Director of Elementary Schools, Horry County Schools, 1605 Horry Street, Conway, S.C. 29527, must specify the reasons for disagreement with the retention decision.
3. After consultation with the Chief Academic Officer, the appropriate executive director will render a decision on the matter within ten working days after receipt of the appeal. The decision and the reasons will be reduced to writing and copies sent to the appellant and the principal.

Grades six through eight

Promotion Criteria. Students in grades six through eight are expected to learn, at a minimum, curriculum standards in English language arts, mathematics, science, and social studies, and meet attendance requirements in addition to the following criteria:

Criterion 1: The student has earned passing grades in English language arts, mathematics, science, and social studies (if language arts is taught as a separate subject in grades 6-8, the English language arts grade will be determined by the mean of the yearly average of reading and language arts); and

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English language arts and mathematics by scoring at or above the state standard on the achievement tests mandated by S.C., or this criterion may be documented through assessments.

End-of-Year Promotion/Retention Status. The following are summary designation and descriptors for end-of-year promotion/retention status of students in grades six through eight.

Promoted. The student has met all promotion criteria.

Promoted – Summer School Recommended. The student has met all promotion criteria, but the achievement tests mandated by S.C. indicate the student is not performing consistently at grade level in English language arts and/or mathematics. If the student does not attend summer school, an academic plan will be developed at the beginning of the next school year to accelerate the student's learning.

Summer School Required. The student has failed to meet promotion criteria for English language arts, mathematics, science, or social studies or has failed to satisfy the elements of an academic plan for the current year.

If the student attends summer school and shows substantial progress in the areas of substandard performance, the student may be promoted unconditionally to the next grade at the end of summer school.

If the student attends summer school and shows minimal or no progress in the areas of substandard performance, the student may be retained and an academic plan will be developed by the school at the beginning of the next school year to accelerate the student's learning.

If the student does not attend summer school, the student will be retained in the same grade for the next school year and an academic plan will be developed by the school at the beginning of the next school year to accelerate the student's learning.

Retention. The student has failed to meet promotion criteria for more than two of the core courses (English language arts, mathematics, science, and social studies). The student will be encouraged to attend summer school as an academic assistance strategy to accelerate student learning, but the student will not be promoted to the next grade at the end of summer school. Progress achieved in summer school will be documented in the student's academic plan for the subsequent school year. The student will be required to enroll in special accelerated programs as part of his/her academic plan for the subsequent school year. If a student in special accelerated programs demonstrates an acceptable level of performance, the principal may promote the student to the next grade with the recommendation of the student's teacher(s) after consulting with the parents.

Summer School for Grades Six through Eight. A summer school will be provided by the District for students in grades six through eight who evidence the greatest need for additional instruction to master grade-level state curriculum standards or District requirements in English language arts, mathematics, science, and social studies.

Procedures for communicating with parents in grades 6-8 about possible retention

The teacher(s) and principal of a school should know by the end of the second marking period those students who are not making satisfactory progress. In cases when students are not progressing satisfactorily, the following procedures will be followed:

End of Second Marking Period.

1. At the end of the second marking period, the teacher will provide a statement for the report card that unless improvement is made in the student's work, retention will be considered.
2. A conference with the parent(s) must be arranged by the teacher at this time to discuss the student's program and progress.
3. During the conference, the following areas must be included in the discussion:
 - a. the student's present level of attainment
 - b. the level of attainment required for promotion
 - c. specific problems the student is encountering
 - d. the instructional materials and approaches to be used with the student
 - e. district resources available for intervention
 - f. suggestions to the parent(s) of ways in which they can assist the student.
4. Details of the conference must be summarized in writing by the teacher on a school district form. Within one week following the meeting, a copy will be furnished to the principal to be placed on file and a copy will be sent to the parent(s).

End of the Third Marking Period.

1. If, at the end of the third marking period for yearlong courses, a student has not shown improvement, the teacher will indicate on the report card that the student's work has not improved sufficiently since the last reporting period. A conference will be scheduled with parents as soon as possible.
2. At the scheduled conference, documented evidence will be presented to support the lack of improvement in the work of the student. Details of the conference will be summarized on a school district form within one week of the conference. A copy will be provided to the parents and a copy placed in the student's cumulative record.
3. If the scheduled conference is not attended by the parents, they will be notified in writing via certified mail of the fact that the child's work has not improved sufficiently since the last marking period and that retention is probable. Finally, parents will be informed of the appeals procedures available to them should the decision be made to retain their child.

These same procedures should be followed for students who transfer into the school at the end of the first semester or during the second semester and are not making satisfactory progress.

Appeals for grades six through eight

1. Parents may appeal the retention to the appropriate executive director if they are in disagreement with the recommendation for retention.
2. Parents who choose to appeal must do so in writing within two weeks of the notification of the retention decision. This letter, addressed to the Executive Director of Middle Schools, Horry County Schools, 1605 Horry Street, Conway, S.C. 29527, must specify the reasons for disagreement with the retention decision.
3. After consultation with the Chief Academic Officer, the appropriate executive director will render a decision on the matter within ten working days after receipt of the appeal. The decision and the reasons will be reduced to writing and copies sent to the appellant and the principal.

Academic plans, parent conferences, academic probation, grades three through eight

At the end of summer school, a review panel will review the progress of each student not meeting promotion standards to determine the student's promotion/retention status for the next school year. If a student is placed on academic probation, the school will hold a parent conference at the beginning of the next school year to develop or revise an academic plan for the student. If, at the end of the next school

year, the student fails to perform at grade level on state curriculum standards or District requirements, or if assessment results again show state curriculum standards are not met, the District will retain the student unless the student demonstrates one year's academic growth in English language arts and mathematics and demonstrates measurable progress in science and/or social studies.

Parent Conferences. At the beginning of the school year, the school will notify the parent(s) of a student in grades three through eight performing below grade level, according to guidelines or regulations issued by the S.C. Board of Education, of the need for a conference. At the conference, the parent, teacher, and student will discuss the necessary steps to ensure student success at the next grade level. The school will hold a mid-year conference and end-of-year conference to discuss student progress on the academic plan for those students placed on academic probation at the end of summer school.

Parents will be notified on interim reports and quarterly report cards concerning a student's impending course failure or the possibility of retention. When the student's performance suggests that retention or summer school attendance may be likely, the teacher(s) and/or principal will notify the parents and schedule a conference. An academic plan will be developed at the conference if one has not been previously developed for the student. Parents are responsible for reviewing report cards and progress reports in a timely fashion.

Academic Plans. Participants in the conference at the beginning of the school year will develop an academic plan outlining District, school, parent, and student responsibilities to include the following: (1) special assistance/intervention services the District and the school will provide during the course of the school year to accelerate the learning of the student and (2) actions the parents and student will take to ensure accelerated learning. The parent(s) will sign the academic plan, including notification that the student may be retained or required to attend summer school if student progress in meeting grade-level expectations is not achieved. If a parent is unable to participate in the conference, the school will appoint a school advocate (teacher, school staff member, or school volunteer) to act in his/her stead, and the school will send a copy of the plan to the parent(s) by certified mail. The advocate will observe all District policies and regulations regarding confidentiality of information about the student.

End-of-Year Review. Appropriate school personnel will review the student's progress at the end of the school year. If a student is not performing at grade level or if the student did not meet the terms of his/her academic plan, as evidenced by performance on the promotion criteria, the District will: (1) retain the student at his/her present grade, (2) require the student to attend summer school and show sufficient academic progress in order to be promoted to the next higher grade, or (3) require the student to be placed on probation and required to attend summer school.

Procedures for communicating with parents regarding possible failure in high school

The teacher(s) and principal of a school should know by the end of the first nine-week marking period (or the third nine-week marking period for a one-term, 4 x 4 spring semester course) those students who are not making satisfactory progress. In cases when students are not progressing satisfactorily, the following procedures will be followed:

End of First Nine-week (or Third nine-week) Marking Period.

1. At the end of the first nine-week (or third nine-week) marking period, the teacher will provide a statement for the report card that unless improvement is made in the student's work, the student is in danger of failing the course.
2. A conference with the parent(s) must be arranged by the teacher at this time to discuss the student's program and progress.
3. During the conference, the following areas must be included in the discussion:
 - a. the student's present level of attainment
 - b. the level of attainment required for successful completion of the course
 - c. specific problems the student is encountering
 - d. the instructional materials and approaches to be used with the student
 - e. suggestions to the parent(s) of ways in which they can assist the student.

4. Details of the conference must be summarized in writing by the teacher. Within one week following the conference, a copy will be furnished to the principal to be placed on file and a copy will be sent to the parent(s).

End of the Second Nine-week Marking Period (Year-long Courses Only).

1. If, at the end of the second nine-week marking period for year-long courses, a student has not shown improvement, the teacher will indicate on the report card that the student's work has not improved sufficiently since the last reporting period. A conference will be scheduled with parents as soon as possible.
2. At the scheduled conference, documented evidence will be presented to support the lack of improvement in the work of the student. Details of the conference will be summarized in writing by the teacher within one week of the conference. A copy will be furnished to the principal to be placed on file and a copy will be sent to the parent(s).
3. If the scheduled conference is not attended by the parents, they will be notified in writing via certified mail of the fact that the child's work has not improved sufficiently since the last marking period and that course failure is probable.

Acceleration of students in grades nine through twelve

The District believes that a high-school student has an unprecedented opportunity for continued academic growth through challenging course offerings, including a variety of occupational education programs and college-level courses in many disciplines. Except in exceptional circumstances, the school district does not encourage the completion of high school in less than four years.

A parent who believes exceptional circumstances warrant his/her child's completing course work that would make him/her eligible for graduation from high school in less than four years must submit a written request to the principal. The written request should state the specific reason(s) why the child should take course work that would make him/her eligible for graduation prior to the completion of his/her fourth year of high school.

Upon receipt of the parent's written request, a school-level committee, whose membership shall be determined by the principal, will meet with the parent within five school days to discuss the request and the ways in which the completed course work relates to the student's after-graduation plans. After the meeting, if the parent still requests the change in the student's educational program, the school will make every reasonable effort to schedule the student for course work that would make him/her eligible for graduation upon successful completion of Carnegie units required for a S.C. high school diploma.

The student's class rank will be calculated, according to district policy, with the twelfth-grade class to which he/she has been assigned through acceleration. If the student should fail to complete the Carnegie units required for a S.C. high school diploma by the end of the school year, his/her class rank will be finalized with the twelfth-grade class with which the student graduates.

See, also: "Rank in Class, Honor Graduates, Graduation Ceremonies" and "Acceleration of students in grades nine through twelve."

Grades nine through twelve

Promotion Criteria.

The following promotion criteria are in effect:

Grade 9 to 10: The student will be eligible for promotion from grade 9 to 10 if he/she successfully completes five Carnegie units* -- one of which must be in English and one in mathematics.

Grade 10 to 11: The student will be eligible for promotion from grade 10 to grade 11 if he/she successfully completes 11 Carnegie units* of which a cumulative minimum of two Carnegie units* shall be mathematics and two Carnegie units* shall be English.

Grade 11 to 12: The student will be eligible for promotion from grade 11 to grade 12 if he/she successfully completes 16 Carnegie units* that meet state requirements for graduation of which a cumulative minimum of three Carnegie units* shall be mathematics, three Carnegie units* shall be English, two Carnegie units* shall be science, and two Carnegie units* shall be social studies.

However, eleventh-grade students whose course of study is designed to make them eligible for graduation at the end of the school year shall be classified as twelfth-grade students for the purpose of:

- graduation provided the procedures specified in “Acceleration of students in grades nine through twelve” have been followed, and
- taking the fall S.C. exit examination (this exit examination provision shall be automatically deleted if the procedures associated with the S.C. exit examination eliminate the need for the provision).

* Course credit is awarded upon achievement of standards.

Students with Disabilities. Students with disabilities as identified by federal and state statutes and regulations will be subject to the provisions of the promotion criteria unless the student's individual education plan (IEP), as developed by the IEP committee, addresses and defines alternative learning, alternative goals, and promotion standards.

Course Attendance. Carnegie units of credit will only be awarded when the student satisfactorily completes course requirements and meets attendance requirements.

Parent Communication Procedures. Parents will be notified on interim reports and quarterly report cards concerning a student's impending course failure. Parents will be informed of the final promotion status for their child no later than the time the last report card is issued at the end of the school year. The responsibility rests with the parent or emancipated student to review report cards and progress reports in a timely fashion.

Summer School. Summer school centers will be planned annually by the instructional staff and school principals, recommended by the Superintendent, and approved by the Board. The centers shall be designed to meet the needs of their surrounding schools, as well as those of the local school. The administrators from participating schools shall assist the instructional staff in planning the summer program of studies. Each course offered for one unit credit must consist of 120 clock-hours of classroom instruction.

Students will pay fees to cover the cost of the operation of the summer school. Principals will keep adequate financial records of summer school receipts and expenditures and always strive to reduce the cost to the student. All fees, including textbook fees, must be deposited in the school account, and a check covering all tuition and fees must be written payable to Horry County Schools. Payments for summer personnel and other expenses (including textbooks) will be made by Fiscal Services.

Summer programs must be self-supporting. If it is deemed necessary to employ additional janitorial staff or additional secretarial personnel, this must be justified, approved, and paid from summer school funds.

See, also: “Rank in Class, Honor Graduates, Graduation Ceremonies” and “Acceleration of students in grades nine through twelve.”

Legal references.

State.

S.C. Code § 59-18-500 – Academic plans for students.

S.C. Code § 59-39-110 – Accelerated program of study.

Revised: 7-1-04; 6-19-06; 1-16-07; 7-1-08; 7-1-09.

Graduation

Diplomas and certificates

The S.C. Board of Education regulates the issuance of the S.C. State High School Diploma. A state high school diploma issued by Horry County Schools is based upon the satisfactory completion of the units required by state law, the attainment of passing scores on all parts of the S.C. exit examination, and the demonstration of proficiency in keyboarding and computer literacy.

Horry County Schools issues other exit documents: the S.C. High School Certificate, the Horry County Schools Occupational Diploma, and the Horry County School District High School Certificate.

Revised: 7-1-07.

Honors Diploma

Effective with the graduating class of 2007, the District will begin issuing an Honors Diploma subject to the following criteria.

1. A minimum grade point average of 4.0 on the State Uniform Grading Scale.
2. A composite ACT score of 22 or a minimum composite SAT score of 1000 on the Critical Reading and Mathematics portions only. (The SAT score is subject to change for subsequent graduating classes in order to reflect all parts of the new SAT which is comprised of Critical Reading, Mathematics, and Writing.)
3. A minimum of five credit-bearing courses in mathematics and four credit-bearing courses in science.
4. A minimum of three courses at the Advanced Placement (AP), International Baccalaureate (IB), or college (dual credit) level with two of the three at the AP or IB level (or participation in the Scholars Academy or the Collegiate Accelerated Program of Studies).
5. A minimum of three courses of the same foreign language or four courses in two different foreign languages.
6. A minimum of 28 Carnegie Units (or participation in the Scholars Academy or the Collegiate Accelerated Program of Studies) and eligibility for a S.C. high school diploma.
7. Evidence presented by the student of participation in one school-sponsored organization such as athletics, academic team, student government, clubs, etc., each year in grades 10 through 12, or complete 50 hours of approved community service during grades 9 through 12.
8. Final determination of eligibility for the Honors Diploma will be made after the 135th day of school in the semester prior to graduation. High school principals, in consultation with appropriate District administrative staff, retain the right to deny the Honors Diploma in the event of any egregious offense(s) on the part of students.

Adopted: 6-15-05.

Graduation ceremonies

Even if a student has not passed the S.C. exit examination, the student may participate in his/her high school graduation ceremony without receiving a S.C. high school diploma if he/she:

1. has otherwise completed requirements for the State high school diploma,
2. is eligible to receive a State or District certificate or has completed a prescribed program of special education which makes the student eligible to receive the exit document for the program of study completed, or

3. has not been denied the privilege of participating as indicated below.

Participation in a graduation ceremony is not a protected property right; therefore, a student may be denied the privilege as indicated below (however, the exit document must be provided as soon as reasonable after the graduation ceremony to a student who has completed requirements for graduation even if he/she does not participate in a graduation ceremony).

1. The Hearing Officer or District Appeal Board may determine that a student will be denied the privilege due to the student's committing an egregious violation of the Student Behavior Code in his/her senior year and/or having a history of serious violations of the Student Behavior Code.
2. The principal may deny a student the privilege due to a serious violation of the Student Behavior Code and the fact that the methods of discipline are limited due to the proximity of the violation to the ceremony. Prior to denying a student the privilege, the principal must afford the student and his/her parent(s) at least the due process rights and appeal rights set forth for student suspensions unless there is insufficient time to do so after the time of the infraction.

Legal references.

State.

S.C. Code § 59-30-10 (f) – Duties of State Board of Education concerning state basic skills assessment program.

S.C. Code § 59-39-100: Issuance of uniform diplomas by accredited high schools; units required.

S.C. Board of Education Regulation R 43-225 – School-to-Work Transition Act Regulations.

S.C. Board of Education Regulation R 43-234 – Defined Program Grades 9-12.

S.C. Board of Education Regulation R 43-259 – Graduation Requirements.

Revised: 7-1-02; 7-1-04; 6-19-06.

Requirements for Diplomas and Certificates

S.C. High School Diploma

1. In order to receive a state high school diploma, a student must earn the number of units prescribed by the S.C. Board of Education.

At least 50 percent of the instructional time in English I, II, III, IV and in any other course used to meet the language arts requirement for graduation must be devoted to the teaching of composition and grammar.

One unit in Computer Science, if approved by the S.C. State Department of Education, may be counted toward the mathematics requirement. If a student counts one unit of Computer Science toward the mathematics requirement, one additional unit of Computer Science must be earned.

Students who earn one unit in science and six or more units in a specific occupational service area will meet the science requirements for a state high school diploma. Vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.

In addition to the state-prescribed curriculum standards, teachers of U.S. History and Constitution must include major developments in the history of the United States from the birth of the republic to the present, such as the importance of the provisions and principles of the United States Constitution, the Declaration of Independence, the *Federalist Papers*, and American institutions and ideals.

The District requires all students who otherwise meet the requirements for a State high school diploma to demonstrate proficiency in keyboarding and computer literacy as a condition for the receipt of a high school diploma.

At least one time during the four years of grades 9 through 12, each student will receive a program of instruction in comprehensive health education to include the specified curriculum and minutes of

instruction as outlined in the Comprehensive Health Education Act of 1988 and S.C. Board of Education Regulation R 43-238.

The units required for graduation are distributed as follows (total = 24 units):

English/Language Arts	4 units
U.S. History and Constitution	1 unit
Economics (1/2 unit) & Government (1/2 unit)	1 unit
Other Social Studies	1 unit
Mathematics	4 units
Natural Science	3 units
Computer Science, to include keyboarding	1 unit
Physical Education or ROTC	1 unit
Electives	7 units

For students in a college preparatory course of study, as defined by the S.C. State Board of Education, one additional unit must be earned in a foreign language. American Sign Language ("ASL") awarded as a world language credit may be used to satisfy the foreign language requirement. Students are cautioned that ASL may not be accepted by higher education institutions as part of their admission requirements; therefore, students should check with the admissions offices of the institutions to which they may apply before substituting ASL for a foreign language course.

For students in a course of study designed to enter the work force, as defined by the S.C. State Board of Education, one additional vocational unit must be earned.

1 unit.

The units required for graduation of adult education students are distributed as follows (total = 24 units):

English/Language Arts	4 units
U.S. History and Constitution	1 unit
Economics (1/2 unit) & Government (1/2 unit)	1 unit
Other Social Studies	1 unit
Mathematics	4 units
Science	3 units
Students who earn one unit in Science and six or more units in a specific occupation service area will meet the Science requirements; vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.	
Computer Science (including Keyboarding)	1 unit
The student must demonstrate proficiency in computer literacy before graduation.	
Electives	9 units

At least 50 percent of the instructional time in English I, II, III, IV and in any other course used to meet the language arts requirement for graduation must be devoted to the teaching of composition and grammar.

One unit in Computer Science, if approved by the S.C. State Department of Education, may be counted toward the mathematics requirement. If a student counts one unit of Computer Science toward the mathematics requirement, one additional unit of Computer Science must be earned.

Students who earn one unit in science and six or more units in a specific occupational service area will meet the science requirements for a state high school diploma. Vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.

The District will require all students who otherwise meet the requirements for a State high school diploma to demonstrate proficiency in keyboarding and computer literacy as a condition for the receipt of a high school diploma.

If elective courses on the history and literature of the Old Testament era and the New Testament era are offered, they must comply with the requirements of Section 59-29-230 of the S.C. Code.

2. In order to receive a State high school diploma, a student must pass the S.C. exit examination. This requirement also applies to students in an adult education program who are seeking a diploma. The exit examination consists of subtests in the areas of reading, mathematics, and writing. Students who do not pass the exit examination must receive academic assistance in the area(s) not passed.

All 10th grade students are required to take the exit examination. Students who do not pass the examination in the 10th grade must retake the test in the 11th grade and may retake the test twice in the 12th grade. The district will award an appropriate state certificate to those students who must pass the exit examination to receive a diploma, but fail to do so. The certificate will indicate the number of credits earned and grades completed.

A student who has earned the prescribed units for a State high school diploma but who fails to pass the exit examination by the end of his/her senior year may enroll in adult education for a minimum of 12 hours to continue with academic assistance and to re-take the exit examination. If the student is under the age of 21, he/she may continue in school until he/she passes the exit examination and receives a diploma or until he/she reaches 21, whichever occurs first.

The District will do the following:

- a. Implement administration and security measures established by the S.C. State Board of Education for the purpose of the exit examination;
- b. Establish a procedure for written notification of students and parents by the seventh grade or upon entry into the district schools, whichever comes first;
- c. Publicize the exit examination schedules;
- d. Recommend for a S.C. State High School Diploma only those students who pass all subtests of the exit examination;
- e. Provide academic assistance related to the subtests not passed; and
- f. Identify disabled students who are not candidates for a high school diploma and for whom the exit examination is not appropriate.

Legal references.

State.

S.C. Code § 59-17-130 – American Sign Language course.

S.C. Code § 59-29-230 – Old and New Testament era courses.

Revised: 7-1-08.

S.C. Academic Achievement Honors Award

The requirements for the S.C. Academic Achievement Honors Award are determined by the S.C. Department of Education. The requirements presented here are based on information received by the District at the time of adoption of this policy and are subject to change at the discretion of the S.C. Department of Education.

1. For a student to receive a S.C. Academic Achievement Honors Award, the student must (1) complete twenty-four units of credit as prescribed; (2) meet the standard on all subtests of the S.C. exit examination; (3) receive a minimum grade of “B” for each semester course in grades 9-12 through the seventh semester; and (4) achieve either a score of 710 on the SAT critical reading or a score of 690 on the SAT math, or an ACT score of 30 on English or 33 on mathematics – **OR** – (1) each student shall have completed 24 units of high school credit; (2) be eligible for graduation with a S.C. high school diploma; (3) have a combined score of 1400 on the SAT critical reading and math sections, or an ACT composite score of 31.
2. Of the 24 units earned, 18 units must be college preparatory coursework, four units in additional electives, and two units in one or more of the following: English, science, social studies or mathematics.

3. College preparatory coursework includes: English [English I or above] (four units); Mathematics [Algebra I or above] (four units); laboratory science (three units); social studies [United States/South Carolina studies, economics/government, and one unit of global studies/world history, global studies/world geography, or western civilization] (three units); computer science (one unit); physical education (one unit); and foreign language (two units).

Legal reference.

State.

S.C. Department of Education – January 29, 2008, memorandum from Elwood Lewis, Office of Quality Assurance.

Adopted: 7-1-08; 7-1-09.

Requirements for Horry County Schools Occupational Diploma

Prior to awarding an Horry County Schools Occupational Diploma, each high school shall have provided all students with disabilities every opportunity to earn a regular state high school diploma. A student with a current Individualized Education Plan (“IEP”) who is determined not to be a candidate for another diploma may choose to pursue an Occupational Diploma. In order to receive the Horry County Schools Occupational Diploma, a student must meet applicable requirements of the S.C. Department of Education and the following criteria (the criteria can be measured in the ways indicated; however, any other documentation or performance assessment may be used if approved in advance by the review committee as an authentic or reliable measure):

1. The student will meet at least the minimum requirements of attendance as set by District policy.

Documentation: School attendance record for the exit year which meets attendance requirements.

2. The student will complete a minimum of the equivalent of four units of English/reading, the equivalent of four units of mathematics, and 16 additional units (24 total units minimum).

Documentation: Student transcript. Student does not have to earn a Carnegie unit in English language arts or mathematics courses. Completion can be documented by a statement of demonstrated achievement standards from regular or special education teachers. These achievement standards may not all be on grade level. The intent is to encourage students to attempt regular education course work.

Suggested key points for English/language arts include:

- use and help to create rubrics to engage in written or oral self-reflection on merit of own work,
- use new words effectively in speaking and writing,
- during group discussions, play a variety of roles staying on topic and demonstrating understanding of what others are saying,
- document a wide range of reading using any needed accommodations: analyze/respond to fiction and nonfiction,
- using needed accommodations, write an essay in each of the four modes of at least three paragraphs in length,
- interpret/create schedules and multiple-step directions,
- critique personal oral presentation skills,
- independently develop and give effective multimedia presentations,
- demonstrate and apply EIA skills as they apply to real-life situations within the home, the community, and at work.

Suggested key points for mathematics include:

- demonstration of proficiency in computations with whole numbers, decimals, and fractions with or without a calculator based upon needed accommodations,
- make connections between integers, fractions, decimals, and percents,
- describe functional relationships with tables, charts, graphs, and rules,
- apply patterns, relationships, and functions in a variety of real-world contexts,

- demonstrate an understanding of standard measure while using appropriate tools for measurement.

3. The student will complete a Career-Life Planning Portfolio.

Documentation: Completion of the Career-Life Planning Portfolio to include assessment information, career goals, documentation of work-based learning experiences, and compilation of personal data suggested in the portfolio. (Information would include a copy of the student's social security card, driver's license, resume, and most recent IEP.)

4. The student will independently develop and give a multimedia presentation, *Senior Venture*, which will demonstrate his/her accomplishments to a review committee. This committee would include, but not be limited to, the principal, the special education chairperson, a guidance counselor, and the student's special education teacher. Other selected guests could include the student's family, regular education teachers, coaches, advocates, friends, and/or employer.

Documentation: The candidate will demonstrate to the review committee and other invited guests evidence of adequate speaking/listening skills and evidence of student's ability to discuss his/her disability and the accommodations needed at home, school, and in the workplace while presenting his/her portfolio of documentation of achievement. The *Senior Venture* will also include information pertaining to his/her decisions regarding post-secondary training, employment, and independent living.

5. The student will meet the following criteria:

- a. Grade-level equivalency of 6.0 or above in reading and writing or demonstrated annual growth on diagnostic testing in English language arts.

Documentation: Teacher documentation of grade-level equivalency based upon demonstration on any norm-referenced or criterion-referenced test or demonstration that a student has shown growth on District diagnostic testing.

- b. Grade-level equivalency of 6.0 or above in mathematics or demonstrated annual growth on diagnostic testing in mathematics.

Documentation: Teacher documentation of grade-level equivalency based upon demonstration on any norm-referenced or criterion-referenced test or demonstration that a student has shown growth on District diagnostic testing.

- c. Completion of an internship, apprenticeship, or job experience (a minimum of 360 hours with the same employer).

Documentation: Completion of a minimum of one semester of an internship, apprenticeship, or job experience, or an equivalent time frame (a minimum of 360 hours with the same employer) as documented on a Verification of Employment/Employability Skills checklist.

- d. Demonstration of employability skills to include personal, interpersonal, and self-management skills.

Documentation: Demonstration of employability skills to include personal, interpersonal, and self-management skills as documented on a Verification of Employment/Employability Skills checklist.

- e. Knowledge of public transportation systems and/or acquisition of a driver's license.

Documentation: Knowledge of public transportation system and/or acquisition of a driver's license as documented by a copy of valid driver's license or statement from school-appointed representative verifying student can access and use COAST for transportation.

- f. Knowledge of technology which includes using the computer to access, process, and publish information.

Documentation: Knowledge of technology which includes using the computer to access, process, and publish information as documented by samples of student work done using word processing program and verification of ability to access Internet for seeking information. Multimedia presentation may also be used to demonstrate technology proficiency. Authenticity of work presented to be verified by teacher.

- g. Minimum of 20 hours of community service.

Documentation: Minimum of 20 hours of community service as documented on a Documentation of Community Service form. Community service hours may be accumulated through various tasks or projects or through one major project.

- h. Knowledge of daily living skills in preparing for independent living.

Documentation: Knowledge of daily living skills in preparing for independent living as documented on the LCCE Daily Living Skills Competency Rating Scale completed by teacher, the Brigance Life Skills Inventory, or written statements from the student, a family member, and the special education teacher.

- i. Demonstration of self-advocacy skills through leadership of or active participation in own IEP meetings.

Documentation: Demonstration of self-advocacy skills through leadership of or active participation in own IEP meetings and *Senior Venture* (the student's special education teacher will verify the level of participation in the IEP meetings).

Determination of eligibility for the Horry County Schools Occupational Diploma will be determined by the review committee established at each high school. The committee will include, but not be limited to, the principal, the guidance counselor, the special education chairperson, and the student's special education teacher. The special education teacher or an appointed advocate will assist the student in compiling the documentation to include in the portfolio and will provide guidance in the development of the presentation for the *Senior Venture*. The portfolio will include the documentation of all criteria. The student will be responsible for coordinating with the review committee to schedule the *Senior Venture* and for inviting selected guests.

Revised: 7-1-04; 7-26-05; 7-1-07.

Requirements for certificates

1. Requirements for the S.C. High School Certificate.

A S.C. High School Certificate will be issued to those students who (1) successfully complete the number of units prescribed by the S.C. State Board of Education for graduation, and (2) have failed to meet the standard on one or more subtests of the S.C. exit examination. Students who receive a S.C. High School Certificate may make arrangements to obtain additional opportunities to take the S.C. exit examination by continuing high school enrollment or by enrolling in an adult education program for a minimum of 20 hours.

2. Requirements for the Horry County Schools High School Certificate.

An Horry County Schools High School Certificate will be issued to those students who attend high school for at least four years, but who fail to earn the minimum state-required units of credit for graduation or to meet other graduation requirements as set by the state or the District.

Revised: 7-1-02.

Additional graduation provisions for students placed in programs for students with disabilities

A student with disabilities, who graduates from high school with a certificate and later desires to reenter high school to pursue a S.C. High School Diploma, may do so, as long as he/she is of legal school age.

Parents of students placed in programs for students with disabilities in grades 9-12 must be informed through the IEP of the type of credit (diploma or certificate) a student is receiving for courses in which he/she is enrolled.

As specified in the Defined Program Grades 9-12 (R 43-234), a State high school diploma or a certificate designed and issued by the District shall be awarded students who complete a program of prescribed special education. If a determination has been made that a student with a disability shall pursue credits toward a State high school diploma, the following two alternatives are available:

1. Alternative 1. Credits toward a State high school diploma may be awarded only by persons certified or who hold permits in the areas in which credit is earned. A student with a disability receiving such credits shall do so only after successfully attaining similar course objectives prescribed for non-disabled students, and in accordance with cooperative instructional arrangements between general education and special education as set forth in the student's IEP.
2. Alternative 2. Students properly in membership in programs for students with disabilities may receive a State high school diploma provided they earn a total of at least 24 units, 17 of which are the same required of students without disabilities for College Prep and 20 units for Tech Prep. Seven of the 24 units of College Prep and four of the 24 units for Tech Prep may be earned in "special education" under the following conditions:
 - a. Instruction leading to the credit herein described must occur in one of the approved special education classes.
 - b. When an elective credit is to be issued in any category of disability, the competencies and criteria for successful completion must be previously established in the IEP.

Transcripts

A transcript will be issued to students who receive a diploma or a certificate. This document will provide a record of:

1. Courses completed and numerical grades earned while in high school;
2. A record of school attendance during the four high school years or their equivalent; and
3. Participation in co-curricular activities and special programs or any other information as determined by the District.

Legal references.

State.

S.C. Code § 59-30-10 (f) – Duties of State Board of Education concerning state basic skills assessment program.

S.C. Code § 59-39-100 – Issuance of uniform diplomas by accredited high schools; units required.

S.C. Code § 59-39-105 et seq – Superior Scholars for Today and Tomorrow (STAR) high school diploma.

S.C. Board of Education Regulation R 43-225 – School-to-Work Transition Act Regulations.

S.C. Board of Education Regulation R 43-234 – Defined Program Grades 9-12.

S.C. Board of Education Regulation R 43-259 – Graduation Requirements.

Teaching about Controversial Subjects and Sensitive Issues

The presentation and discussion of controversial issues in the classroom should be on an informative basis. Teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues until the students have had the opportunity to find, collect, and assemble

factual material on the subject; to interpret the data without prejudice; to reconsider assumptions and claims and to reach their own conclusions. By refraining from expressing personal views before and during the period of research and study, the teacher is encouraging the students to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, weighed, and relationships seen before drawing inferences or conclusions, is among the most valuable outcomes of a free educational system.

This approach is based upon three basic rights of the student:

1. The right to study controversial issues which have political, economic, or social significance on which, at his/her level, he/she should begin to have an opinion;
2. The right to study under competent instruction in an atmosphere free from bias and prejudice; and
3. The right of access to all relevant information freely available in the school or public libraries.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and unscholarly. The teacher's attitude should be that of a true scholar who is truth-seeking, open-minded, and tolerant.

Before launching a class in the study of a controversial topic, a teacher shall discuss it with the principal as to (1) its appropriateness to the course, (2) its appropriateness for the maturity of the students, (3) the approach to instruction, and (4) the teaching materials to be used. The principal must approve the instruction on all counts in line with the statements above on teaching controversial issues.

Controversial Speakers and Programs

The purpose of this policy is to provide guidelines for requesting or permitting outside speakers, or resource persons, to appear before school assemblies or class groups.

Visiting speakers, a valuable supplement to regular school programs, may be of specific persuasions and their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions.

However, professional staff members have a serious responsibility to structure correctly the learning situation involving a speaker. They must have a clear idea of the speaker's purpose, prepare students properly, and provide follow-up activities. When correctly handled, the use of such a speaker becomes an invaluable component in accomplishing the goals of citizenship education – in showing students the world as it is and in preparing them to deal with reality.

Therefore, all speakers must be invited through the principal, who shall endeavor to engage speakers for both sides of issues. In no instance shall a speaker who advocates unconstitutional or illegal acts or procedures be permitted to address students. The principal will seek the advice of the Superintendent or his/her designee in all cases of doubt.

When a candidate for a political office is invited to a school to speak or to attend a ceremony, other candidates for the same office must be invited, also.

School Ceremonies and Observances

Flag displays

S.C. law states that the U.S. flag and the S.C. flag shall be displayed at public schools. The District expects students to be instructed in proper respect for the U.S. flag and the S.C. flag.

Legal reference.

State.

S.C. Code § 59-1-320 – Display of United States and State flags.

National anthem

During the rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should give the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

Legal reference.

Federal.

U.S. Code: Title 36, Section 301 – Conduct during playing.

Pledge of Allegiance to the Flag

Commencing with kindergarten, students shall during each school day at a specific time, which must be designated by the school, say the Pledge of Allegiance to the Flag as follows:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

The Pledge of Allegiance to the Flag should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform, men should remove any non-religious headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

A U.S. flag shall be provided by each school in each location where the Pledge of Allegiance is repeated. Any person not wishing to say the Pledge of Allegiance or otherwise participate in saying the Pledge of Allegiance is exempt from participation and may not be penalized for failing to participate. A person who does not wish to participate may leave the classroom, may remain in his/her seat, or may express his/her nonparticipation in any form which does not materially infringe upon the rights of other persons or disrupt school activities.

Legal references.

State

S.C. Code § 59-1-455 – Time for pledge of allegiance required.

Federal.

U.S. Code: Title 4, Section 4 – Pledge of allegiance to the flag; manner of delivery.

Revised: 7-1-03; 7-1-07.

Conduct during hoisting, lowering, or passing of flag

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold their headdress at the left shoulder, the hand being over the heart. The salute to the flag in a moving column should be rendered at the moment

the flag passes.

Legal reference.

Federal.

U.S. Code: Title 4, Section 9 – Conduct during hoisting, lowering or passing of flag.

Adopted: 7-1-03.

Minute of silence

In order to enhance discipline and instill in students composure and calmness intended to promote effective learning, each school is required to provide for a minute of mandatory silence at the beginning of each school day.

Legal reference.

State.

S.C. Code § 59-1-443 – Minute of mandatory silence.

Revised: 7-1-03.

Fund-Raising Activities

School fund-raising activities take the time of students, parents, teachers, office personnel, and the administration. The schools are supported through taxation, and fund-raising activities and events are to be held to a respectable minimum.

All funds raised in this way must be spent for the purpose for which the money was collected or raised.

Secondary Schools.

Fund-raising activities within the school and involving teachers and administrators shall have the prior approval of the principal. Solicitations for advertisements for high school annuals and newspapers are approved provided that the cost of these publications has not been covered in some other manner.

Elementary and Middle Schools.

Elementary schools, middle schools, and their school-related organizations are prohibited from conducting fund-raising activities in which students would be going from door to door selling items or soliciting contributions, pledges, or orders. There shall be no solicitations for advertisements.

Revised: 7-1-04; 7-1-08.

Solicitation of Students

Solicitation of students through the schools by outside organizations or persons is not permitted without the written permission of the principal, who must consult with the appropriate executive director before granting permission. Solicitation may not interfere with the instructional program.

Adopted: 7-1-02.

Advisory Boards

Act 754, Acts and Joint Resolutions of the General Assembly of S.C., 1952, p. 1905 et seq., states, "The Horry County Board of Education may appoint advisory boards of trustees." The Horry County Board of Education shall determine the size of advisory boards. Each advisory board shall consist of a minimum of five members.

Purposes of advisory boards

Advisory boards:

1. Provide a communication link between the community and the school;
2. Inform the school or District administration of pertinent personnel matters;
3. Provide the names of advisory board members from each high school attendance area to serve on a rotating basis on a District Appeal Board to hear appeals of decisions made by the District's hearing officers; and
4. Make recommendations concerning District policies.

Appointment and service of advisory board members

1. As the terms of members of the advisory boards expire, the school board may appoint successors. Appointments of advisory board members shall be for one-year or two-year terms so that the terms of approximately half of the members of an advisory board expire every other year.
2. The school board welcomes recommendations for appointment to advisory boards from all citizens from the area represented. The chairperson will appoint a school board member, usually the member living in that area, to receive recommendations and to advise the school board concerning the appointment. Final appointment will be by vote of the school board.
3. The term of each member appointed shall begin July 1 and shall end June 30 the last year of his/her term, or until a successor is appointed. In the event of a vacancy, the successor's term shall be made for the remainder of the unexpired term.
4. If a member of the advisory board fails to attend three consecutive meetings without a valid excuse, the school board may declare his/her place vacant and appoint a successor.
5. Members shall not serve more than four consecutive terms on an advisory board.
6. When practical, members appointed to the advisory boards shall be parents of children in one of the schools served by the advisory board. Persons appointed after June 30, 2004, must have children who attend a District school in the attendance area represented by the advisory board; however, exceptions may be approved by the Board.
7. Employees of the District, either full or part-time, are not eligible to serve as advisory board members.
8. Local advisory board members shall also serve on the School Improvement Council of one of the schools in their attendance area.
9. Members shall attend a training session to be held annually outlining duties and responsibilities of the office.

Responsibilities of advisory boards

1. To serve as liaison between the school(s) and community by assisting the principal(s) in providing the community with a positive image about the school(s) and keeping the principal(s) advised of community opinions about the school(s).
2. To receive reports concerning each school's student achievement indicators in academics and other important areas.
3. To visit each school in its area at least once per year in order to become familiar with programs offered by the school.

4. To provide one or more representatives from its membership to assist in selecting candidates for the Superintendent's consideration as a new principal.
5. To provide representatives from its membership for each high school attendance area to serve on a rotating basis on a District Appeal Board to hear the appeal of any decision made by a District hearing officer and to render a decision consistent with District policies.
6. To make recommendations as necessary concerning District policies through the District office representative assigned to the advisory board.
7. To develop a plan for communicating student achievement information and improvement strategies to business and community members throughout the attendance area.
8. To devise a plan for increasing business/community involvement.
9. To provide the Superintendent a copy of each advisory board meeting agenda with notations concerning action taken.

Meetings of advisory boards

Advisory boards must meet at least two times per school year and may meet more often as determined by the advisory boards and principals.

Notice of meetings of advisory boards

Advisory boards must give written public notice of their regular meetings at the beginning of each calendar year. The notice must include the dates, times, and places of such meetings. Agenda, if any, for regularly scheduled meetings must be posted on a bulletin board at the meeting place of the advisory board at least 24 hours prior to such meetings. Advisory boards must post on such bulletin board public notice for any called, special, or rescheduled meetings. Such notice must be posted as early as is practicable but not later than 24 hours before the meeting. The notice must include the agenda, date, time, and place of the meeting. This requirement does not apply to emergency meetings.

Advisory boards shall notify persons or organizations, local news media, or such other news media as may request notification of the times, dates, places, and agenda of all public meetings, whether scheduled, rescheduled, or called, and the efforts made to comply with this requirement must be noted in the minutes of the meetings.

Minutes of meetings

The secretary for the advisory board shall be responsible for keeping complete and accurate minutes of each meeting. The principals shall assist the advisory board secretaries in securing needed clerical assistance. The minutes shall include the following:

1. Date, time, and place of meeting;
2. Advisory board members present, members absent, and other persons present;
3. Action on the minutes of the last meeting shall be taken (either adopted or adopted with correction);
4. Old business – list each item discussed and action taken;
5. New business – list each item discussed and action taken; and
6. Adjournment.

The secretary shall complete the minutes, keep the original in the book of minutes of the advisory board, and present them for action at the next regular meeting of the advisory board. Corrections to the minutes shall be recorded in the minutes of the meeting in which they are corrected.

At appropriate times, agendas should include, but are not limited to:

1. Election of the following officers at the first meeting of each school year or as needed for replacing officers who resign:

Chairperson
Vice-Chairperson
Secretary

(no member of an advisory board shall serve as chairperson for more than three consecutive years);

2. Decision on time and place of advisory board meetings;
3. Information about time and place of each school's School Improvement Council meetings;
4. Report from principals on operation of schools, including plans for the future;
5. Review by principals of each school's State Report Card;
6. Development of a plan for communicating student achievement information and improvement strategies to business and community members throughout the attendance area;
7. Development of a plan for increasing business/community involvement;
8. Overview of the budget status from each principal;
9. Other items as suggested by advisory board members and principals.

Added to District Policies effective: 3-18-02. Revised: 9-3-03.

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