

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b>	<b>5</b>
<b>INSTRUCTION</b>	<b>7</b>
<i>Mission Statement</i>	7
<i>Instructional Program</i>	7
<i>Social and Emotional Learning</i>	7
<i>School Data Teams</i>	7
<i>Social and Emotional Learning</i>	7
<i>Erin's Law</i>	8
<i>Innovative Approaches</i>	8
<i>Child Development Program</i>	8
<i>Kindergarten</i>	10
<i>Honors and Advanced Placement Program (Secondary Schools)</i>	10
<i>Driver Education</i>	11
<i>Adult Education</i>	11
S.C. diploma for adult education	11
<i>Grouping for Instruction</i>	12
<i>Supplementary Instructional Materials and Supplies</i>	12
Use of video in schools	12
Copyrighted materials	14
<i>Textbook Selection, Adoption, and Disposition</i>	18
Selection	18
Teachers' editions	19
Disposal	19
Availability of textbooks	19
<i>Classroom Visitations</i>	19
Procedures for requesting permission for a parent/guardian to visit classrooms	19
Procedures for requesting permission for a private provider to observe	20
<i>Field Trips</i>	21
<i>National Level Student Competition Travel Funding</i>	21
<i>Student Trips Not Sponsored by a School</i>	22
<i>School Volunteers</i>	22
<i>Guidance Services</i>	22
<i>Academic Achievement</i>	23
<i>Grading and Academic Performance</i>	23
Primary and elementary grades	25
Middle schools (grades 6-8) and secondary schools (grades 9-12)	25
<i>Final Examinations</i>	26
<i>Online Courses</i>	26
<i>Credit/Content Recovery</i>	26
<i>Homework</i>	26
<i>Programs for Students with Disabilities</i>	26
<i>Tutoring Programs</i>	27
<i>Homebound Instruction</i>	27
<i>Charter Schools Sponsored by the District</i>	27
<i>Official Rank in Graduating Class, Honor Graduates, Graduation Ceremonies</i>	29
Preliminary class ranking of seniors for college admissions and/or scholarships	30
Preliminary class ranking of juniors for selection of junior marshals	30
Ranking of tenth and eleventh graders for South Carolina Palmetto Fellows Scholarship eligibility	30
<i>Child-Care Programs</i>	31
<i>Testing Program</i>	32
<i>Scheduling Major School Events</i>	33
<i>Student Schedules and Course Loads</i>	33
<i>Evaluation of Instructional Program</i>	34
<i>Library Materials Selection and Adoption</i>	34
Access to resources and services	34
Role of the school library media program	35

Criteria for selection of materials.....	35
Procedures for selection of materials.....	36
Procedures for requesting reconsideration of library media materials.....	37
<b><i>Use of Technology Resources in Instruction</i></b> .....	<b>38</b>
Use of computers.....	38
Internet.....	39
<b><i>Promotion, Retention, and Acceleration of Students</i></b> .....	<b>40</b>
Introduction.....	40
Promotion of students with disabilities.....	41
Promotion of Multilingual Learners.....	41
Acceleration of students in grades two through eight.....	41
Consideration for retention in kindergarten through grade five (excluding third grade).....	41
Read to Succeed Requirements for Third Grade Retention.....	41
Limit of retention.....	42
Waiver of promotion criteria under special circumstances.....	42
Kindergarten.....	42
Grades one through five.....	43
Procedures for communicating with parents in grades K-5 about possible retention.....	43
Grades six through eight.....	44
Procedures for communicating with parents in grades 6-8 about possible retention.....	45
Procedures for communicating with parents regarding possible failure in high school.....	46
Grades nine through twelve.....	47
<b><i>Graduation</i></b> .....	<b>49</b>
Diplomas and certificates.....	49
Graduation ceremonies.....	49
<b><i>Requirements for Diplomas and Certificates</i></b> .....	<b>50</b>
S.C. High School Diploma.....	50
Comprehensive Health.....	50
S.C. Academic Achievement Honors Award.....	52
Requirements for the South Carolina High School Credential.....	55
Requirements for the Horry County Schools High School Certificate.....	56
Transcripts.....	56
<b><i>Teaching about Controversial Subjects and Sensitive Issues</i></b> .....	<b>56</b>
<b><i>Controversial Speakers and Programs</i></b> .....	<b>57</b>
<b><i>School Ceremonies and Observances</i></b> .....	<b>57</b>
Flag displays.....	57
National anthem.....	57
Pledge of Allegiance to the Flag.....	58
Conduct during hoisting, lowering, or passing of flag.....	58
Minute of silence.....	58
<b><i>Fund-Raising Activities</i></b> .....	<b>59</b>
<b><i>Solicitation of Students</i></b> .....	<b>59</b>
<b><i>Advisory Boards</i></b> .....	<b>59</b>
Purposes of advisory boards.....	59
Appointment and service of advisory board members.....	60
Responsibilities of advisory boards.....	60
Meetings of advisory boards.....	61
Notice of meetings of advisory boards.....	61
Minutes of meetings.....	61

## 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."

### School Data Teams

The school data team at each school serves as a school-level accountability committee that:

1. Adopts high, but achievable ends, for the improvement of education in alignment with State goals, objectives in the Board's *Results* policies, and District performance goals;
2. Develops a School Renewal Plan to improve educational achievement and to increase ratings for each performance goal;
3. Makes recommendations to the principal relative to prioritization of expenditures of District monies allocated to school;
4. Ensures that the school makes every effort to fulfill the responsibilities inherent in the District's and school's strategic plan.

*Revised: 8-8-12; 7-1-13; 7-1-14; 7-1-15; 7-14-16; 7-14-21.*

### Social and Emotional Learning (SEL)

**Our schools are dedicated to providing social and emotional learning experiences that allow students to apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.**

*Adopted; 7-14-21*

### 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 and authority for others | • self - respect           |
| • honesty                          | • compassion               |
| ▪ self - control                   | ▪ diligence                |
| ▪ cleanliness                      | ▪ good work ethics         |
| ▪ courtesy                         | ▪ sound educational habits |
| ▪ good manners                     | ▪ generosity               |
| ▪ cooperation                      | ▪ punctuality              |

- citizenship
- patriotism
- courage
- fairness
- kindness

- cheerfulness
- patience
- sportsmanship
- loyalty
- virtue

The development of the character education program 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.

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; 7-1-13; 7-14-16.*

## Erin's Law

The State of South Carolina passed Act 293 known as Erin's Law as part of health and safety education for public schools. The purpose of Erin's Law is to ensure all students, pre-kindergarten through high school, receive instruction on sexual assault prevention and reporting procedures for incidents of sexual assault. Each year, the District will provide age-appropriate instruction in accordance with Erin's Law to all students in four-year-old kindergarten through twelfth grade.

*Adoption: 7-14-16.*

## 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 upon request. 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. A 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.
6. Proof of income.
7. Proof of residence in Horry County.

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 hold 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.

**Transfers.** The District will accept child development applications by attendance area only.

**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; 8-8-12; 7-1-17; 8-9-18; 7-23-19; 7-14-21*

## 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.*

## 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. Because of its program design, Early College High School does not offer advanced placement opportunities.

The Honors program may begin in the middle schools and culminate in participation in the Advanced Placement Program of the College Entrance Examination Board in high school. 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; 8-8-12; 7-1-13.*

## Driver Education

The District may provide the facilities and the personnel necessary for a driver education program. The program may be open to 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.

*Revised: 8-8-12.*

## 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 High School Equivalency Diploma, and the WIN certification.

In general, the courses offered will be based on requirements. The Director of Adult Education will oversee the programs and centers and select staff, based on the recommendations of the Chief Student Services Officer.

**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 16 year-old to enter the District's Adult Education Program:

In the event that a 16 or 17 year-old is to be placed in the Adult Education Program, the approval of placement must be made by the Board of Education or the Superintendent as the designee. Letters of request for admission of 16 year-olds to this program are to be initiated by the high school principal, parent, or authorized adult, and sent to the Director of Adult Education and then presented through the office of the Chief Student Services Officer with a recommendation to the Superintendent for action. These hardship cases will be reviewed on an individual basis. Carnegie unit credit will be available to 16 year-olds admitted to the adult program.

For a 18 year-old to enter the District's Adult Education Program, he/she:

1. Must be at least 18 years of age and not enrolled in high school.
2. Persons 18 years of age must submit a withdrawal form from the principal of the last school attended or the district superintendent having jurisdiction over said school. The form must verify the candidate's date of birth and last date of attendance at the school.

### **S.C. diploma for adult education**

A student must be at least 16 years of age and not enrolled in high school. Sixteen 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).

*Legal references.**State.*

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

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

*Code of Laws of S.C. § 59-43-10 – Adult Education Generally.*

*Revised: 7-1-09; 8-8-12; 7-1-14; 8-9-18; 7-14-21.*

## 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.

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 should be driven by data and students' instructional needs and is primarily the responsibility of the teacher and the principal. Instructional coaches, 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.

Every attempt will be made to assign students to classes in such a way that the racial composition of each class will reflect the racial composition of the total students who selected the particular course. However, the racial composition of a class may be impacted by the master schedule, the number of students who are in gifted/honors or special education classes, interventions, and individual student course selections.

*Legal reference.**Federal.*

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

*Revised: 7-1-08; 8-8-12; 7-1-15.*

## Supplementary Instructional Materials and Supplies

### Use of video in schools

The District believes that movies, videos, and other audiovisual materials ("videos") should support 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,
- e. Judged that it will not cause classroom disruption, and
- f. Found to contain no nudity or sexual content.

Teachers or other school employees 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 or video). On the occasion that a film/video is shown at a school for entertainment or for non-instructional purposes before or after school hours, it is recommended that the school purchase a Public Performance Site License ([www.movlic.com](http://www.movlic.com)).

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

1. Videos owned by schools or by the District (As noted in the approved video list, some videos may be used with secondary school students only.);
2. Videos available through StreamlineSC/Discovery Education;
3. Videos available through DISCUS and other online databases subscribed to by the school;
4. YouTube and other online sources must adhere to the same policy as using video in the classroom unless a part of an approved online course; and
5. YouTube and other online sources must be legally obtained and adhere to copyright laws.
6. Personal internet subscription services for movie and TV programming (i.e., Netflix, Hulu, etc.) are for home use only as stated in the Terms of Use and may not be used at school.

### **Approval to show videos**

With the exception of videos from the approved video list for high school, requests to show videos shall be approved at the school level under the direction of the principal as the instructional leader of that school. A non-rated film, PG-13 or any video containing profanity, prejudicial stereotypes, or violence must be viewed by the:

1. Instructional coach,
2. Department Chair for which curriculum the video is requested, and
3. Library Media Specialist.

This committee will determine if the video falls within the District guidelines as stated for viewing in the classroom. If approved by the committee, the "Request to Show Video" form must be completed, initialed by committee members and signed by the Principal. PG-13 film may only be shown at the secondary level following these procedures. TV-13, R, NC-17 and TV-M videos are prohibited.

A video that is approved by the principal and the viewing committee may be shown subsequently in the same school to students similarly situated without repeating the review process. Videos owned by the District and categorized as secondary school only shall not be shown in elementary or middle school classrooms (list is available from school Library Media Specialist).

### **Video players**

Videotape and DVD recorders, players, and computers used to show approved videos must be owned by the District or school. Teachers, parents, and students may not bring equipment from home to use to show videos.

### **Copyright**

School employees 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. 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.

**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**

Written permission from the copyright holder should always be obtained prior to the use of the material. Permission to copy must include:

1. Title, author and/or editor, and edition of material to be duplicated;
2. Exact material to be used, amount, page numbers, chapters and, if possible, a photocopy of the material;
3. Number of copies to be made;
4. Use to be made of duplicated materials;
5. Form of distribution (classroom, newsletter, etc.);
6. Whether or not the material is to be sold; and
7. Type of reprint (ditto, photocopy, offset, typeset, etc.).

If written permission for reproduction is not received, the copyrighted material may not be used.

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**

Teachers may make or have made a single copy of the following for instructional uses:

1. A chapter from a book;
2. An article from a newspaper or periodical;
3. A short story, essay, or short poem, whether or not from a collective work;
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

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.

1. A complete poem of less than 250 words;
2. An excerpt of no more than 250 words from a longer poem;
3. A complete prose work if it is less than 2,500 words;
4. An excerpt prose work if it is less than 500 words from a prose work of between 2,500 and 5,000 words.
5. An excerpt of not more than 10 percent of a prose work of between 5,000 and 10,000 words.
6. An excerpt of not more than 1,000 words from a prose work which is greater than 10,000 words.
7. One illustration per book or periodical use.
8. Not more than two pages and 10 percent of the words of "special works" which are poetic or prose works which combine illustrations and fewer than 2,500 words (such as many children's books).

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

#### Spontaneity.

1. The copying must be at the instance and inspiration of the individual teacher, and
2. 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.

1. The copying of the material must be for only one course in the school in which copies are made.
2. 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.
3. Not more than nine instances of such multiple copying for one course may occur during one class term.

NOTE: The limitations stated in “1” and “2” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

4. Performance by teachers or students of copyrighted dramatic works without authorization from the copyright owner is permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
5. 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 is 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.

Performances of non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:

1. The performance is not for a commercial purpose.
2. The performers, promoters, or organizers are not compensated.
3. 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**

A library may make a single copy of:

1. An unpublished work which is in its collection;
2. 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.
3. A library may provide a single copy of copyrighted material at no 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.
4. 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.

**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; 7-1-13; 7-1-14; 7-14-16; 7-1-17; 7-23-19; 7-14-21.*

## Textbook Selection, Adoption, and Disposition

The textbooks used in all schools in 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, classroom teachers, ESOL 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, ESOL 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, gender preference, color, creed, 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 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 follow procedures described in the most recent publication of the SCDE's "Instructional Materials Management Procedures for Schools" (found at [www.mysctextbooks.com](http://www.mysctextbooks.com)).

**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; 7-14-16; 8-9-18.*

**Classroom Visitations****Procedures for requesting permission for a parent/guardian to visit classrooms**

Horry County Schools works collaboratively with parents to provide the best education possible for students. Occasionally, a parent may believe it is necessary to observe his/her child in the classroom environment. If a parent wants to observe his/her child's class, the following steps must be taken:

1. Notify the school's administration at least 24 hours in advance of when the parent wants to observe his/her child's class and the purpose of the visit.

Every effort will be made to accommodate the parent's request; however, there may be circumstances where it is not feasible for the visit to occur within 24 hours; such as:

- a. if a classroom visit will disrupt the scheduled classroom activity or if the school's schedule is unusual (i.e., standardized testing, a field experience, school-wide assembly is scheduled, etc.);
  - b. if the teacher will not be in the classroom;
  - c. if another parent has scheduled a visit;
  - d. other circumstances that may inhibit the parent's reason for the visit.
2. The school's administration will notify the teacher of the parent's request and determine the time and date of the visit. The administrator will contact the parent to schedule the visit within 24 hours of the original request.
3. An administrator or his/her designee will be scheduled to accompany the parent in the classroom.

It is an expectation that the parent will conform to the teacher's procedures and policies of the classroom. The parent will not interfere with the classroom activity. He/she will not attempt to interact with other students in the classroom and will not confront or question the teacher during the classroom visit. If the parent wants to discuss the classroom visit with the teacher and/or administrator, a separate appointment will be scheduled after the classroom visit. If at any time, the parent interferes with classroom instruction, he will be asked to leave the classroom.

Parents will be required to follow the school's sign-in and security measures to be allowed to accompany students to their classrooms in the morning.

### **Procedures for requesting permission for a private provider to observe**

1. The parent/guardian will submit the *Permission for Private Provider to Observe* form to the school administrator. The school administrator will schedule a date and time for the observation.
2. The school administrator will notify the parent/guardian via mail or telephone of the date and time of the observation, if the request is approved by the administrator. The *Rules Governing an Observation* outlined below will be discussed with the parent/guardian and observer during the required pre-conference.
3. In the event the *Permission for Private Provider to Observe* request is denied by the administrator, the parent/guardian has the right to contact the administrator to schedule a conference to discuss the denial. If the parent/guardian and the administrator cannot reach agreement on the decision, the parent/guardian may request a committal review of the *Permission for Private Provider to Observe* request.

### **Rules Governing an Observation**

1. The parent/guardian and observer must report to the main office, identify themselves, receive a visitor badge and be escorted by an administrator or designee at all times. A provider will only be authorized to conduct an observation when accompanied by the parent/guardian.
2. The parent/guardian and observer must attend a pre-observation conference with an administrator in which the following items will be addressed:
  - a. Verification of title and position of observers (Picture identification required)
  - b. Horry County Schools confidentiality procedures (Signatures required below)
  - c. The Rules Governing an Observation (specified herein)
  - d. Discretion/professionalism required during the observation.
3. The parent/guardian and observer will only observe for the purposes stated below. The parent/guardian and observer may not engage in any dialogue with the teacher, staff or other students.
4. The parent/guardian and observer will only collect information on the student identified. Information on the service provider or other students is not allowed to be collected by the parent/guardian and/or observer.
5. The observation will not exceed 30 minutes in length unless otherwise approved by the administrator or designee.
6. In the event the parent/guardian and/or observer violate the *Rules Governing an Observation*, the administrator or designee reserves the right to modify or terminate the observation.

7. The parent/guardian and observer must attend a post-conference with the administrator or designee after each observation to discuss the outcome of the observation.
8. Following the post-conference, the parent/guardian may submit an additional *Permission for Private Provider to Observe* form to the school administrator, if additional observations are desired.

*Adopted: 7-1-13. Revised: 7-1-15; 8-9-18.*

## 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 elementary and middle school 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.

Field trips may be approved by principals for trips within the District. The principal and the appropriate executive director must give their approval for out-of-district and out-of-state trips. Overnight trips should rarely occur. Every possible effort should be made to plan overnight 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. A plan for those who cannot pay should be included in the online field trip request. 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 one-day field trip is not submitted for such events. All overnight trips are considered field trips.

*Revised: 7-1-04; 10-8-08; 8-8-12; 7-1-13; 7-1-14; 7-1-15; 7-14-16.*

## National Level Student Competition Travel Funding

School principals may submit a request form through the executive director for travel funds for first place state award winners advancing to national levels of competition. Funds are limited to \$3,000 per school per national event. If team travel expenses are greater than \$10,000, the request will be presented to the Board for special consideration.

*Adopted: 7-1-15.*

## 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 are individuals who are willing to donate their services to the schools and District. The District recognizes that volunteers can make many valuable contributions to the District and endorses a Volunteer Program subject to suitable regulations and safeguards.

Volunteers, though unpaid, are integral and valued members of the school family. Volunteers are to be carefully selected and monitored by the administration and/or designee(s). The District will perform a background check on the National Sex Offender Registry, on all volunteers including coaches, mentors, chaperones and those serving in any other capacity resulting in direct interaction or contact with students. The District will obtain a name-based criminal record history check on any volunteer assigned an unsupervised activity within the school. District policies for "State Law Enforcement Division (SLED) background checks" and "National Sex Offender Registry checks" will be followed when conducting background checks for volunteers.

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

*Revised: 7-1-10; 8-8-12; 7-14-16.*

## 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, 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; 8-8-12.*

## 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, parent contact, and parent-teacher conferences as needed serve to promote a process of continuous evaluation of student performance. Parents/guardians are strongly encouraged to utilize the parent portal through PowerSchool. This process ensures that students and their parents are informed about student progress 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. The requirements presented here are based on information received by the District at the time of adoption of this policy and is subject to change at the discretion of the SC Department of Education.

Conversion of secondary school grades of student transfers. In accordance with the S.C. Uniform Grading Policy, 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=95; B=85; C=75; D=65; F=50

- If the transcript shows that the student has earned a letter grade of P (passing) or F (failing), the grade will be converted to a numerical designation on the basis of the information secured from the sending institution as to the appropriate numerical value of the "P" or the "F".

- If no numerical average can be obtained from the sending institution for the “P” as the letter grade, an earned credit will be awarded, the grade will be exempted from the GPA calculation, and the letter grade of “P” will display on the transcript.
- If no numerical average cannot be obtained from the sending institution for the “F” no earned credit will be awarded for the course, the grade will be exempted from the GPA calculation, and the letter grade of “NP” will display on the transcript.

*Revised: 7-1-07; 7-1-08; 7-1-14; 7-14-16; 4-9-19; 7-1-17.*

**Withdrawal from a 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,” which will be calculated in the student’s overall grade point average/ratio with a numerical value of 50. 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 50.

**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 50.

**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 90 - 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F 59 and below.

*Revised: 7-1-03; 7-1-04; 7-26-05; 6-19-06; 7-1-07; 7-1-08; 8-8-12; 7-14-16; 7-1-17.*

## **Primary and elementary grades**

### Interim Reports.

Interim reports are to be issued to all kindergarten through fifth grade students. For students who attend a brick-and-mortar school, current grades can be located in the PowerSchool Parent Portal. Interims will be emailed to parents. Parents of students participating in the K-12 HCS Virtual program will receive weekly grade reports.

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 report card is to be marked each nine-week reporting period and reviewed by the principal.

Teachers are to utilize the comments space on the report card to explain 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.

For students who attend a brick-and-mortar school, current grades can be located in the PowerSchool Parent Portal. Report cards will be emailed to the parents. A printed report card is available upon request.

*Revised: 7-1-04; 8-8-12; 7-23-19.*

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

### Report Cards and Interim Reports

Parents of students who attend a brick-and-mortar school have access to their child's grades through the PowerSchool Parent Portal. Interim progress reports and report cards will be emailed to the parents at the end of each grading period.

Parents of students attending the K-12 HCS Virtual school will receive weekly progress reports. Final report cards will be emailed to the parents at the end of the course and /or year.

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 – 80% and above) indicates progress is consistently being attained at a level of 80 percent or higher;
2. Needs improvement (NI – 60-79%) indicates progress is being made but is inconsistent and sometimes falls below requirements for satisfactory achievement;
3. Unsatisfactory (U – 59% and below) indicates consistently poor achievement.

### 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; 8-8-12; 7-14-16; 7-1-17;7-14-21.*



## 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 percent of the final course grade.

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

## Online Courses

### Full-Time K-12 HCS Virtual

The full-time K-12 Virtual Program offers Horry County School students the option to complete all required coursework in a virtual setting. Any student enrolled in Horry County Schools in kindergarten through grade twelve may enroll in the full-time K-12 HCS Virtual program during the established enrollment period. Student transfers from the full-time K-12 HCS Virtual program to the student's assigned brick-and-mortar school will only be permitted at the end of each semester. The request to transfer out of the full-time K-12 HCS Virtual program must be made during the established timeframe. K-12 HCS Virtual is not a diploma granting institution.

### HCS Virtual FLEX

The HCS Virtual FLEX program provides courses that can supplement a high school student's program of study as determined by the base school. Any high school student enrolled in Horry County Schools may request enrollment in an online course through the HCS Virtual FLEX program. HCS Virtual FLEX may limit, or deny, enrollment into courses based on academic appropriateness, space availability, online teacher availability, and/or funding for the course.

*Adopted: 7-1-13. Revised: 8-9-18; 7-23-19; 7-14-21*

## Credit/Content Recovery

Credit/content recovery is defined as a course-specific, skill-based extended learning opportunity for students who have previously been unsuccessful in mastering content or skills required to receive course credit. Credit/content recovery refers to a block of instruction that is less than the entirety of the course and is designed to help students stay in school and graduate on time. District guidelines and procedures for credit/content recovery are outlined in the district's *Success Academy and Content Recovery Operations Manual*. Guidelines in the manual are reviewed and updated annually and may be accessed on the district website.

*Adopted: 7-1-17.*

## 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. It is the expectation of Horry County School District that teachers will not assign student work which must be completed solely during winter or spring break.

*Revised: 7-1-13.*

## **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

Improvement Act, Section 504 of the Rehabilitation Act, and other applicable Federal and State regulations.

*Revised: 7-1-13.*

## **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 medical homebound instruction according to the requirements and regulations of the S.C. Board of Education. All homebound instruction will be provided in a virtual setting.

*Legal references.*

*State.*

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

*S.C. Pupil Accounting System Instruction Manual.*

*Revised: 8-9-18.*

## **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, non-home-based, nonprofit corporation forming a school operating within the District and accountable to the Board.

The District and such charter schools must comply with any law, constitutional provision, or regulation to which they are subject – changes in the foregoing that relate to this policy are considered to be incorporated into this policy upon enactment, and in the case of any contradictory language caused by the enactment, the language in the law, constitutional provision, or regulation shall prevail.

A sponsored charter school must conform to this policy and applicable parts of other District policies that are referenced herein; however, a sponsored charter school is released from other District policies with the understanding that the release does not exempt the charter school from complying with any law, constitutional provision, regulation, contract, or agreement to which it is subject.

A sponsored charter school must secure and maintain insurance, listing Horry County Schools as also insured, sufficient to indemnify and hold harmless Horry County Schools, its servants, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

An approved charter school application is a contract between the charter committee and the Board, and upon its approval of the application, the Board becomes the charter school's sponsor. Upon the election of the governing body of the charter school, the contract is then automatically between the District and the governing body of the charter school. The contract automatically includes all subsequent written revisions and agreements between the Board and the governing body of the charter school and between the administration of the District and the governing body of the charter school. Only the Superintendent and the Deputy Superintendent are authorized to sign agreements with a charter school on behalf of the administration of the District – an agreement signed by any other District representative shall be null and void.

A sponsored charter school may notify the District's charter school liaison in writing requesting that the District enter into an agreement for the District to provide services. Unless otherwise required by law or regulation, the District may determine on a case-by-case basis whether or not it will provide a service. If a written agreement to provide a service is established, the following provisions apply:

1. The charter school will pay the District the non-administrative cost of providing the service;
2. The charter school agrees:
  - a. that the District will deduct its non-administrative cost of providing the service from its funding payment(s) to the charter school; or
  - b. that if the agreement includes a stipulated amount for the non-administrative cost of providing the service, the District may hold funds in the amount stipulated and use such funds to pay for the service;
3. At the time the non-administrative cost of providing a service is deducted from a payment to the charter school, the District will provide the charter school with a written itemized statement explaining its non-administrative cost of providing the service; and
4. Either the District or the charter school may terminate the service with thirty days written notice to the other except termination of the service may be sooner if both the District and the charter school agree in writing.

The charter school must notify the District's charter school liaison by April 1 if the charter school plans to use the ADEPT evaluation model during the following school year. If ADEPT is used, the charter school must comply with applicable S.C. Department of Education regulations. Subject to the conditions specified in the above paragraph, a charter school may request services involving ADEPT from the District.

A charter school may submit a written request to the District's charter school liaison that one or more of its students be admitted to a District school on a part-time basis consistent with the District's policy (see "Admission of Part-time Students").

Charter schools will not be included in the District's Teacher of the Year competition since the law does not address this issue and since the District does not establish or monitor the expectations for performance of teachers in charter schools.

In order for a charter school to have the District apply on the charter school's behalf for a grant that requires that the application be submitted by a local education agency, the charter school must submit its request, along with complete information concerning the grant, to the District's charter school liaison no later than one month before the due date for the grant application to be received by the grantor. If the District agrees for the grant application to be submitted, the charter school accepts full and complete responsibility for seeing that the grant application is submitted on time to the grantor and is in compliance with the requirements of the grantor and applicable laws and regulations.

The District may conduct audits and/or may request information, reports, data, and/or any other documentation in order for it to oversee the compliance of a charter school with laws, regulations, and/or the charter contract. A charter school must provide the District with timely access to applicable records and such information as may be requested by the District in order for it to conduct audits. Failure of a charter school to respond to any appropriate request for information, reports, data, and/or any other documentation and/or to provide appropriate access to its records in a timely manner will be reported to the Board.

The District will notify the charter school in writing when it has a good faith basis to suspect that the school is in violation of a law, regulation, and/or the charter contract. The nature and specific facts of the suspected violation shall be provided. The charter school must respond to such notifications in writing, along with appropriate documentation concerning the alleged violation(s). The response and any documentation must be sent through U.S. mail or hand-delivered to the District's charter school liaison to be received within fifteen working days. Failure of a charter school to respond will be reported to the Board. Also, failure of a charter school to timely correct a violation in law, regulation, and/or the charter contract will be reported to the Board.

See, also: "Admission of Part-time Students";  
 "Signatory Authority for Purchase Orders, Contracts, and Agreements."

*Legal references.*

*State.*

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

*S.C. Board of Education Regulation R 43-601 – Procedures and Standards for Review [of] Charter School Applications.*

*Revised: 7-1-04; 2-17-06; 5-30-06 (S.C. Act 274); 7-1-08; 7-1-09; 7-20-10; 11-9-10.*

## **Official Rank in Graduating Class, Honor Graduates, Graduation Ceremonies**

High schools uniformly determine the official class rankings of students based on the grade-point ratios ("GPAs") 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"). Final GPAs 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 or after the first term if the student is a January graduate. January graduates will not be included in the final rank. 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 GPA\* 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 GPA\* of 4.250 or higher, but less than 4.750, will be recognized as Magna Cum Laude graduates.
  - c. Students with a weighted GPA\* 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:

- a. 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.
- b. 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.
- c. 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:

- a. Eligible for Latin honors recognition,
- b. A member of a chartered honor society, or
- c. Entering the military.

The base school will determine the Academic regalia to be worn. 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 rank) will speak at his/her school's graduation ceremony.
  - b. The Salutatorian (the senior with second highest rank) will speak at his/her school's graduation ceremony.
  - c. A third senior, who is a base-school student and not enrolled in a program school and 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 and/or to compete for scholarship awards.

### **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 GPAs 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.

Note: Preliminary class ranking of seniors may not include all courses in which the student is currently enrolled, such as dual-enrollment courses.

Note: January graduates will not be ranked with the graduating class.

### **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 GPAs, 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.

Note: Preliminary class ranking of juniors may not include all courses in which the student is currently enrolled, such as dual-enrollment courses.

### **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.

### Official Class Rank versus Unofficial Class Rank

**Official Class rank** will be determined for tenth, eleventh, and twelfth graders on the 180<sup>th</sup> day of school. Students and parents may request an official transcript after grade storage, which will include an official rank after the 180<sup>th</sup> day of school following the students' tenth, eleventh, or twelfth grade. Horry County Schools does not rank ninth graders.

**Unofficial Class rank** may be determined at any time during the school year for tenth, eleventh, or twelfth graders. Unofficial class ranking is only a snapshot of where the student is ranked at the time the transcript is printed. It does not take into account any dual-enrollment courses for which the student is currently enrolled, new students who have moved into the school, but do not have historical grades, or students who may enroll or leave the school before the end of the school year. All transcripts that are printed with an unofficial class rank will be labeled "UNOFFICIAL TRANSCRIPT."

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; 7-1-11; 7-1-17; 7-23-19; 7-14-21.*

## 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 dual-credit college courses.

#### Early Dismissal and Late Arrival

Senior students, with parent permission, may request early release and late arrival. The principal or his/her designee, working with the parent, will determine if the request is in the best of interest of the student's academic plan and will grant or deny the request based on their determination. Exceptions will be provided to underclassmen involved in school-sponsored work-study programs and those enrolled in off- site dual enrollment and/or on-line courses.

*Revised: 7-1-14; 7-1-15; 7-1-17.*

## **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, and contracted evaluation services
5. Teacher and parent evaluation of pupil behaviors
6. 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.

*Revised: 7-14-16; 7-1-17.*

## **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. Ensure that material selected must be supported by at least one recommended review from an approved source.
2. 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.
3. When possible, examine items to be purchased.

4. Consider recommendations from faculty, administrators, students, and parents.
5. Judge gift items by standard selection criteria, including an approved recommended review.
6. 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 for Library Media Programs that a complaint has been received. The form will be signed and dated by the principal and then forwarded to the Coordinator for Library Media Programs 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 Coordinator for Library Media Programs 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 for Library Media Programs who will explain the reconsideration process. This same process is used for appeals from the school-level decision. The Coordinator for Library Media Programs 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 for Library Media Programs 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; 7-1-13; 7-1-15.*

## **Use of Technology Resources in Instruction**

### **Use of computers**

1. All electronically recorded data produced on District provided equipment is the property of the Horry County Schools.
2. The deliberate production or introduction of a virus or any malicious software or scripts onto computer stations and networks is prohibited and will result in immediate, significant disciplinary action up to and including termination.
3. Loading software and/or files onto a District-owned device by a student without the permission of the school tech contact is prohibited.
4. Accessing and/or modifying information to which the computer user has not been given appropriate authorization by District staff is prohibited.
5. Using any credentials or passwords other than those assigned to persons individually is strictly prohibited and will result in disciplinary action.
6. Any user identified as a security risk or having a history of problems with the use or proper care of District-owned electronic devices will have his/her computer access severely limited or in extreme cases, completely rescinded.
7. Physical damage and vandalism of District-owned electronic devices will result in disciplinary action, including possible involvement of local law enforcement authorities.
8. Users should always protect individual access credentials. Electronic devices should be password locked any time a user is not in full control of the device and should log out completely if leaving the device for an extended period of time/end of day.

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 Horry County Schools must adhere to all copyright laws. The following is not intended as a comprehensive guide to the copyright law, but as a general introduction for points pertinent to electronic device use.
  - a. Copying and installing computer programs.
    - (1) It is illegal to make or distribute copies of copyrighted material, including software, content and apps, without authorization of the owner/creator.
    - (2) Software licenses may be for a single device/user, a group of devices/users, an operating location, the entire District, or any combination in between. Use of all software and content is restricted to the conditions of the license obtained at time of purchase. License information must be retained for the duration of use of the product and must be available if requested or use is no longer allowed.
  - b. Use of graphics/sound in multi-media presentations:
    - (1) The use of small segments of a film or video imported as a movie is acceptable. Using a substantial portion of an author's work is not permissible.
    - (2) Scanned images, such as copyrighted cartoons, may not be used without the permission of the copyright holder.
    - (3) Users are encouraged to utilize Creative Commons licensing guidelines to retrieve images, music or other creative works from the Internet freely and cite accordingly.
    - (4) Users are encouraged to utilize images, maps, charts, multimedia, and other media from databases provided for students and staff in the District and cite accordingly.

## Internet

Because the Internet provides worldwide connections to systems located all over the world, users (and parents) must understand that neither the District nor any District staff member can control the content available on the Internet. Some of the information available is controversial and, sometimes, may be considered 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 Internet access in the District is to support teaching and learning by providing access to vast resources and the opportunity for worldwide collaborative work. The use of the Internet must be in support of education and research and consistent with the educational objectives of the District. Transmission of any material in violation of any U.S. or state regulation is strictly prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use of any District electronic or computing resources for commercial activities, product advertisement, or political lobbying is prohibited.
2. **Privileges.** The use of the Internet is a privilege, and inappropriate use will result in the severe restriction of privileges and disciplinary action. Each student who receives an account will receive instruction from a District staff member in the proper use of the network and associated District- provided devices. Misuse of these privileges will result in suspension of use and potential other disciplinary action.
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. Electronic mail (e-mail) is not considered private and should never be used for highly sensitive or confidential communications.
  - f. Do not use the network in such a way that would disrupt the use of the network by other users. Doing so will result in suspension of access and disciplinary action.
  - 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. Sharing of passwords or other credentials is a violation of proper use and may result in loss of access and disciplinary action.
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, non-deliveries, missed 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 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 as a system administrator or any person other than the user will result, as a minimum, in cancellation of user privileges and additional appropriate disciplinary action. 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 or if warranted, completely revoked.
  7. Vandalism. Vandalism will result in disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy equipment or data of another user, the Internet, or other devices/networks. This includes, but is not limited to, the uploading or creation of computer viruses, malicious software or scripts, keyloggers or other unauthorized monitoring hardware/software, system and network scanners, etc.

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.*

*Revised: 8-8-12; 7-1-13; 7-1-14; 7-1-17.*

## **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 Multilingual Learners (MLS)**

Students identified as multilingual learners (MLS) should be promoted in accordance with state and federal statutes and regulations. A ML student should be advanced along with age-level peers. Non- advancement recommendations must be documented with evidence that indicates the determining factors are other than English language proficiency. MLS are eligible to participate in all age-appropriate school programs and to receive available services.

**Acceleration of students in grades two 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, and the complexity and rigor of the current and proposed curricular programs.

A committee composed of the student's teacher(s), principal(s), guidance counselor for grades 6-8, school psychologist, district gifted and talented coordinator, and executive director shall examine the information available to them and make appropriate recommendations subject to approval by a District- level committee. 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 and District.

**Consideration for retention in kindergarten through grade five (excluding third grade)**

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

- Small group instruction
- Tutorials
- Mentoring programs
- District approved intervention programs
- Computer-assisted learning
- After-school remediation
- School Rtl team referral
- Other interventions approved by the Executive Director for Elementary Schools

**Read to Succeed Requirements for Third Grade Retention**

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

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

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

Good-cause exemptions from mandatory retention include students

- with limited English proficiency and less than two years of instruction in English as a second language program;
- with disabilities whose individual education plan (IEP) indicates the use of alternative assessments or alternative reading interventions;
- with disabilities whose IEP or Section 504 Plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
- who demonstrate third-grade reading proficiency on an alternative assessment approved by the Board and which teachers may administer following the administration of the state assessment of reading;
- who have received two years of reading interventions and were previously retained;
- who through reading portfolio documentation demonstrate the mastery of the state standards in reading that is equal to at least one level above the lowest achievement level on the state reading assessment; and
- who successfully participate in a Read to Succeed Summer Reading Camp (SRC) at the conclusion of the third-grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment approved by the SCDE that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

If a student meets one of the exemptions mentioned above, the student may be considered for promotion to fourth grade. The explanations and resources included in this document are intended to provide guidance, support, and examples to support districts and schools as they fully implement this section of Act 284.

*Legal references.*

*State.*

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

*S.C. Code Ann §59-155-160 (A)*

## **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 of grade level text,
- 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 of grade level text,
- 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 Four and Five. Students in grades four and 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.

Fourth Grade. To be promoted to fifth grade:

- Criterion 1: Achieve a passing grade in math and reading,
- Criterion 2: Achieve reading proficiency of grade level text,
- 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 passing grade in math and reading,
- Criterion 2: Achieve reading proficiency of grade level text,
- 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.

**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 will be placed in the student's cumulative record.
3. If the scheduled conference is not attended by the parents, they will be notified in writing 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, 335 Four Mile Road, Conway, S.C. 29526, 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.

Note: Exception to Criterion 1 – Students enrolled in high school credit ELA or math courses in middle school and fail either or both of these courses are recommended to retake them the following year. Summer school is not an option for these courses for middle school students.

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

1. The student failed to meet promotion criteria in science or social studies (only one of the two

subjects).

#### Retained – Summer School Required for Promotion

1. Student has excessive absences.
2. The student failed to meet the promotion criteria in ELA OR math (one of the two subjects).
3. The student failed to meet promotion criteria in two core subjects (English language arts, mathematics, social studies, science).

#### Retained – Summer School Recommended

The student has failed to meet promotion criteria for more than two of the core subjects (English language arts, mathematics, social studies, science). 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.

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. Students with excessive absences will be required to attend summer school.

### **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, 335 Four Mile Road, Conway, S.C. 29526, 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.

**Parent conferences and end-of-year review**

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.

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 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.

**Procedures for communicating with parents regarding possible failure in high school**

After the first 2-3 weeks, the teacher of a school should know which students are not making satisfactory progress. In cases when students are not progressing satisfactorily, the following procedures will be followed:

1. The teacher will make contact with the student's parent/guardian. The teacher should offer suggestions to the parent on how the student can improve his/her grade.
2. The teacher should provide additional assistance to ensure the student can progress satisfactorily.
3. The teacher should continue to make contact with the parent until the student is progressing satisfactorily.
4. All contacts should be documented in PowerSchool Log Entries.

**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.

\* 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 a quarterly basis 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/guardian or emancipated student to monitor student progress.

Summer School: Summer school will be an option for students who are eligible to graduate from high school at the end of the summer. Opportunities include:

- Students who need an initial credit course must enroll in the HCVS/VirtualSC summer option.
- \*\*Students who failed courses needed for graduation will be given the opportunity to participate in a credit recovery program.

\*\*A high school site will be designated for these options.

Attendance make-up school will be offered at every high school for students, grades 9-12.

Students in grades 9-12 who would like to take a course (initial credit or credit recovery) may do so through VirtualSC or HCS Virtual FLEX when available. Principal or his/her designee approval required.

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; 8-8-12; 7-1-13; 7-1-14; 7-1-15; 7-1-16; 7-1-17; 8-9-18; 7-23-19; 7-14-21.*



## Graduation

### Diplomas and certificates

The SC 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 and the demonstration of proficiency in computer science.

The SC Department of Education also issued to SC High School Employability Credential for eligible students, based on their individual program of study.

*Revised: 7-1-07; 7-1-14; 7-1-15; 7-23-19; 7-14-21.*

### Honors Recognition

- Students graduating in the class of 2022 and beyond will be recognized with the endorsements using the criteria outlined in the SC Department of Education's Diploma Pathways Initiative.

*Adopted: 6-15-05. Revised: 7-1-11; 8-8-12; 7-14-16; 7-23-19; 7-14-21.*

### Graduation ceremonies

A student may participate in his/her high school graduation ceremony without receiving a S.C. high school diploma if he/she:

1. is eligible to receive a District certificate by completing a prescribed program of special education which makes the student eligible to receive the exit document for the program of study completed, or
2. 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; 7-1-11; 7-1-14.*

## Requirements for Diplomas and Certificates

### S.C. High School Diploma

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.

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.

### Comprehensive Health

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.

**Cardiopulmonary Resuscitation (CPR) Instruction in High School** – The cardiopulmonary resuscitation (CPR) in schools' law, known as Ronald Rouse's Law, was signed into law in April 2016 and will be in place under the current Comprehensive Health Education program, Chapter 32, Title 59. Under the law at least one time during grades 9-12, each student will receive instruction in CPR to include hands-on CPR and use of the automated defibrillator.

### Units Required for Graduation

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 Literacy, 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 Literacy (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.

All students entering the eleventh grade for the first time in the school year 2014-15 and subsequent years must be administered a college and career readiness assessment.

Beginning with the class of 2015, there will no longer be an exit exam requirement for graduation.

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.

*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; 7-1-13; 7-1-14; 7-1-15; 7-14-16; 7-1-17; 8-9-18.*

### **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) receive a minimum grade of "B" for each semester course in grades 9-12 through the seventh semester; and (3) 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. SAT achievement scores for "New" SAT (post March 2016) have not been determined at time of the adoption of this policy.
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; 7-1-14; 7-14-16; 7-14-21*

### **Requirements for the South Carolina High School Credential**

Pursuant to the statutory requirements in S.C. Ann., Section 59-39-100, beginning in the 2018-19 school year, students with disabilities entering grade nine may attain a uniform diploma through one of the recognized personalized pathways; or may attain a uniform SC High School Credential. State Board of Education Reg. 43-235, as governed by S.C. Ann., Section 59-39-100, will promulgate the program components and criteria for a state-recognized SC High School Credential for applicable students with disabilities for whom such a credential is appropriate. Beginning no earlier than the end of the student's eighth grade academic school year, or later if deemed appropriate by the student's IEP team, and updated annually thereafter, the IEP team must determine if the student's expected high school outcome will be to attain a state high school diploma or a state-recognized SC High School Credential from Horry County

Schools.

The SC High School Credential is designed for students with disabilities for whom the IEP team determined mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way to demonstrate his or her skills and provide a free, appropriate public education. To attain the SC High School Credential, the student must meet the following requirements.

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 24 earned units of course work aligned with the SC College and Career-Ready Standards that include: the equivalent of four units of English/reading, the equivalent of four units of mathematics, four units of employability education, two units of social studies, two units of science, one unit of physical education/health or JROTC, one unit of technology, and six additional electives (including work experience).

Documentation: Student transcript.

3. The student will complete a career portfolio including a multimedia presentation.

Documentation: Completion of the career portfolio to include assessment information, career goals, documentation of work-based learning experiences, and compilation of personal data suggested in the portfolio. The student will independently develop and present a multimedia presentation, *Senior Venture*, which will demonstrate his/her accomplishments. The student will also obtain a passing score on the portfolio and presentation rubric(s).

4. The student must obtain work readiness assessment results that demonstrate the student is ready for competitive employment.

Documentation: Classroom, career lab and work-based evaluations and participation in the administration of career readiness assessments as required by the SC Department of Education.

5. The student must complete work-based learning/training that totals at least 360 hours which (a) may include school-based, community-based, and/or paid or unpaid employment; and, (b) must be aligned with the student's interests, preferences, and post-secondary goals and individual graduation plan. If the work-based training includes paid employment, such training must be at a minimum wage or above and is in compliance with the requirements of the Federal Fair Labor Standards Act.

Documentation: Portfolio documentation that the student has completed a continuum of work-based training/learning consisting of, at a minimum: Career Lab (45 hours); supervised on-campus job training (20 hours); supervised off-campus job sampling (40 hours); Vocational Rehabilitation Training Center (15 hours); and, independent competitive employment (240 hours).

Determination of eligibility for the awarding of the SC High School Credential will be determined by a review committee established at each high school which will include a district office representative.

### **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 and meet their Individualized Education Program (IEP) goals, but who fail to earn the minimum state-required units of credit for a SC High School Diploma, the minimum requirements set forth by the SC High School Credential, or the minimum requirements of the Horry County Schools Occupational Credential.

*Revised: 7-1-02; 7-1-14; 7-1-15; 8-9-18.*

### **Transcripts**

A transcript will be issued to students who receive a diploma or a certificate. This document will provide a record of courses completed and numerical grades earned while in high school.

*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.*

*Revised: 8-9-18.*

### **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 (or approving a student project), 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.

*Revised: 7-23-19.*

## **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, as well.

## **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; 7-14-16.*

## **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.

*Revised: 7-1-04; 7-1-08; 7-1-17.*

## **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/guardians of children in one of the schools served by the advisory board.
7. One non-parent/guardian may be appointed to the advisory boards to serve for a one-year term or a two-year term.
8. Employees of the District, either full or part-time, are not eligible to serve as advisory board members.
9. Local advisory board members shall also serve on the School Improvement Council of one of the schools in their attendance area.
10. 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 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.
5. To make recommendations as necessary concerning District policies through the District office representative assigned to the advisory board.
6. To develop a plan for communicating student achievement information and improvement strategies to business and community members throughout the attendance area.

7. To devise a plan for increasing business/community involvement.
8. 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.

*Adopted: 3-18-02. Revised: 9-3-03; 7-1-13; 10-12-15; 1-23-20*