

2022-2023



GEORGETOWN COUNTY
SCHOOL DISTRICT

Elementary &
Intermediate Handbook



School	Principal	Phone
Andrews Elementary 13072 County Line Road, Andrews, SC, 29510 http://aes.gcsd.k12.sc.us	Adrienne Watford	843-264-3419
Brown's Ferry Elementary 7292 Brown's Ferry Road, Georgetown, SC, 29440 http://bfe.gcsd.k12.sc.us	Tawanna Grant	843-527-1325
Coastal Montessori Charter 111 Old Plantation Drive, Pawleys Island, SC, 29585 http://coastalmontessoricharter.org/	Rosemary Gray	843-235-0413
Kensington Elementary 86 Kensington Blvd., Georgetown, SC, 29440 http://kes.gcsd.k12.sc.us	Maurice Cobb	843-546-8511
Maryville Elementary 2125 Poplar Street, Georgetown, SC, 29440 http://mes.gcsd.k12.sc.us	Dr. Carla Brandon	843-546-8423
McDonald Elementary 532 McDonald Road, Georgetown, SC, 29440 http://mces.gcsd.k12.sc.us	Mack Burgess	843-527-3485
Plantersville Elementary 1668 Exodus Drive, Georgetown, SC, 29440 http://pes.gcsd.k12.sc.us	Darryl Stanley	843-546-8453
Pleasant Hill Elementary 127 Schoolhouse Road, Hemingway, SC, 29554 http://phe.gcsd.k12.sc.us/	Lee Glover	843-558-9417
Sampit Elementary 69 Woodland Avenue, Georgetown, SC, 29440 http://ses.gcsd.k12.sc.us	Tara Ward	843-527-4411
Waccamaw Elementary 1364 Waverly Road, Pawleys Island, SC, 29585 http://wes.gcsd.k12.sc.us	Ashley Cameron	843-237-4233
Waccamaw Intermediate 320 Wildcat Way, Pawleys Island, SC, 29585 http://wis.gcsd.k12.sc.us	Travis Klatka	843-237-7071

*****Notice to the Public*****

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Act 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, State, School Rules, laws, regulations and policies, the Georgetown County School District shall not discriminate on the basis of sex, race, color, gender, national origin, religion, age, disability, pregnancy, childbirth, or related medical condition in the educational programs or activities which it operates.

It is the intent of Georgetown County School District to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Procedures have been established so that any student, parent/guardian or employee who believes discrimination has taken place may file a complaint.

Complaints alleging discrimination based on sex under Title IX or based on disability under Section 504 may be addressed to the following persons:

Dr. Bethany A. Giles	Michael Cavaris
District Title IX Coordinator	District Section 504 Coordinator
2018 Church Street	2018 Church Street
Georgetown, SC 29440	Georgetown, SC 29440
Email: bagiles@gcsd.k12.sc.us	Email: mcavaris@gcsd.k12.sc.us
Telephone: 843.436.7018	Telephone: 843.436.7125

All other complaints of discrimination may be filed as specified in Board Policy. The Board Policy Manual may be accessed from the District website: www.gcsd.k12.sc.us

Complaints of discrimination can also be filed with:

Office for Civil Rights	
US Department of Education	
400 Maryland Avenue, SW	
Washington, DC. 20202-1475	
Email: OCR.DC@ed.gov	
Telephone: 202.453.6020	Fax: 202.453.6021

All students attending Georgetown County Schools may participate in educational programs and activities, including but not limited to health, P.E., music, vocational ed., homemaking and consumer ed., trades and industrial ed., regardless of race, color, national origin, religion, gender, disability or sex.

*****Notice for Reporting Abuse*****

All employees of the Georgetown County School District are required by law to report immediately any suspicions of child abuse, neglect, or molestation of a child at home to DSS.

All employees of the School District are required by law to report immediately to law enforcement any suspected criminal behavior at school or school-sponsored activities.

There are no exceptions to this legal requirement.

Georgetown DSS	843.546.5134
Georgetown Sheriff	843.546.5102
Georgetown Police	843.527.4454

***** AVISO AL PÚBLICO *****

En cumplimiento a la Orden Ejecutiva 11246; Título II de Las Enmiendas de Educación de 1976; Título VI de la Ley de Derechos Civiles de 1964, modificada por la Ley de Igualdad en el Empleo 1972; el Reglamento de Aplicación Título IX de las Enmiendas de Educación de 1972; Sección 504 de la Ley de Rehabilitación de 1973; y todas las demás leyes Federales, Estatales, las Normas Escolares, los reglamentos y las políticas, el Distrito Escolar del Condado de Georgetown no serán discriminatorias por motivos de sexo, raza, color, sexo, nacionalidad, religión, edad, o discapacidad en los programas de educación o de las actividades que dirige.

Es la intención del Distrito Escolar del Condado de Georgetown cumplir tanto con lo escrito y con el espíritu de la ley asegurándose de que no existe discriminación en sus políticas, normas y las operaciones. Se han establecido procedimientos para que cualquier estudiante, padre/tutor o empleado que cree que ha ocurrido un acto de discriminación pueda presentar una queja.

Las quejas alegando la discriminación basadas en sexo bajo el Título IX o basado sobre la discapacidad bajo la sección 504 pueden ser dirigidas a las siguientes personas:

Dr. Bethany A. Giles
Coordinadora del Distrito Título IX
2018 Church Street
Georgetown, SC 29440
Correo Electrónico: bagiles@gcsd.k12.sc.us
Teléfono: 843.436.7018

Michael Caviris
Coordinador del Distrito Sección 504
2018 Church Street
Georgetown, SC 29440
Correo Electrónico: mcaviris@gcsd.k12.sc.us
Teléfono: 843.436.7125

Todas las demás quejas de discriminación se pueden presentar como se especifica en la Política del Consejo. El Manual de Normas se puede acceder desde la página web del Distrito. Las quejas de discriminación también pueden presentarse con:

Office for Civil Rights
US Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202-1475
Correo Electrónico: OCR.DC@ed.gov
Teléfono: 202.453.6020

(La oficina para los Derechos Civiles)
(Departamento de Educación de los Estados Unidos)

Fax: 202.453.6021

Todos los estudiantes que asisten a las escuelas del Condado de Georgetown pueden participar en programas educativos y actividades, incluyendo pero no limitado a la salud, educación física, música, educación vocacional, educación doméstica y de consumo, educación industrial y comercial., educación de negocios/oficina, sin importar raza, color, nacionalidad, religión, género, discapacidad o sexo.

***** Aviso Para Denunciar Los Abusos *****

Todos los empleados del Distrito Escolar del Condado de Georgetown están obligados por la ley a informar de inmediato cualquier sospecha de abuso infantil, negligencia o abuso sexual a un niño(a) en el hogar al DSS (Departamento de Servicio Social).

Todos los empleados del Distrito Escolar están obligados por la ley a informar de inmediato a la autoridad policial de cualquier comportamiento sospechoso delictivo en las actividades escolares o patrocinadas por la escuela.

No hay excepciones a este requisito legal.

Departamento de Servicio Social de Georgetown	843.546.5134
Oficina del Jefe de Policía de Georgetown	843.546.5102
Policía de Georgetown	843.527.4454

Student Complaints, Harassment, Intimidation, Bullying and Sex/Gender Discrimination

From Policy JICFAA; Policy JFH; Policy JICFB: The board prohibits acts of discrimination, harassment, intimidation, or bullying of a student by students, staff, and third parties that interfere with, or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student. While the district generally does not have jurisdiction to respond to acts of discrimination, harassment, intimidation or bullying of a student by another student or group of students that occurs at times or in places other than those indicated above, the board encourages students and parents/legal guardians to report such incidences to law enforcement.

For purposes of these policies, harassment, intimidation, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical, or sexual act reasonably perceived to have the effect of either of the following: harming a student physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Any student who feels he/she has been subjected to discrimination, harassment, intimidation, or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly, and confidentially. All school employees are required to report alleged violations of these policies to the principal or his/her designee. The principal or his/her designee will handle any violations by complying with the consequences listed in the district discipline code of conduct. Reports by students or employees may be made anonymously.

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

Procedures that are set forth in the policies above will be used to process student/parent complaints of discrimination based upon alleged violations of Title VI (race); Title IX (gender); Section 504 (disability) or alleged discrimination based on religion, national origin or color. If a student/parent complaint alleges discrimination, the principal will notify the appropriate school/or District coordinator, who will be involved in the investigation and resolution of the complaint.

Policy location: www.boardpolicyonline.com/?b=georgetowncounty_boe

Mission Statement

The mission of the Georgetown County School District is to provide all students with world class knowledge and skills that prepare them for citizenship in a diverse society.

Family Educational Rights and Privacy Act: Notice to Parents/Guardians/Eligible Students

The revised Family Educational Rights and Privacy Act became a Federal Law in December 1974. The law intends to protect the accuracy and privacy of students' educational records. In that regard, please note the following:

- The definition of "educational records" includes all records, files, documents, and other materials containing information directly related to your child.
- Without your prior consent, only you and authorized individuals will have access to your child's educational records. However, unless you make a request in writing to the contrary, we may release without consent "directory information" contained in your child's educational records: name, address, electronic mail address, telephone listing, date and place of birth, dates of attendance, major field of study, participation in officially recognized activities and sports, weight and height, athletic team membership, degrees and awards received, and most recent previous education agency or institution attended. Your written request should be received by the school by September 15, or within ten days of your child's enrollment in the school, whichever is later.
- You may make an appointment with the school to inspect and review your child's educational records.
- You may receive a copy of the Georgetown County Board of Education's policy Student Records from the school office, on the District website, or the District Office at 2018 Church St., Georgetown, SC 29440. The entire policy manual is also available for reference at the public library in Georgetown.
- You may obtain copies of educational records for \$5, other than the first copy of a transcript to another educational institution, which will be sent without charge.
- You have the right to challenge any information contained in your child's educational records if you think it is inaccurate, misleading, or inappropriate information.
- Challenges may be addressed to the Hearing Officer, Georgetown County School District, 2018 Church Street, Georgetown, SC 29440.
- The principal has ultimate responsibility for all educational records and will periodically review student educational records for the purpose of correcting and deleting any inaccurate, misleading, or inappropriate information.

From the Office of Special Services

A student's education records, including special education records, may be transferred from one district to another for enrollment purposes without parental permission, according to Federal and State regulations.

School Safety

The safety and well-being of our students, staff, and community is a top priority for the Georgetown County School District. New security measures have been implemented including a system that checks school visitors via the National Sex Offender Registry. Acceptable forms of identification include a driver's license, state identification card, or other government issued identification. All visitors must wear a visitor badge during their visit. All students and staff are required to wear their ID badges during the school day.

The STOPit App is an anonymous method to report such issues as harassment, bullying, campus violence, and alcohol or drug concerns. Links to STOPit may be found on the District website www.gcsd.k12.sc.us or on each school's website and can be accessed by smartphones or computers.

In the event of a crisis or emergency situation please do not rush to the school to pick up your child. Additional traffic could impede needed emergency vehicles getting to the site. School will not automatically be canceled in a crisis or emergency situation; in fact school may well be the safest place for students until such time as the threat has been eliminated or reduced.

The district website, School Messenger phone system, Facebook page and local media will provide information so that children and parents/guardians will be reunited in a safe, orderly, and timely manner.

Fire Drills

Fire drills are held regularly throughout the year. A fire evacuation plan is posted in each room. When the signal for a fire drill is given everyone is required to evacuate the building. Students should walk single file through the appointed exit into the yard a safe distance from the building and remain outside until the All Clear signal is given.

Earthquake Drills

Earthquake drills are designed to help students learn and practice where to seek shelter and how to protect their heads and bodies from falling objects. Classroom earthquake drills involve turning away from windows, then drop and cover under a heavy desk, table or bench until the shaking stops.

Tornado Drills

Tornado drills involve moving students and staff to an interior hallway (or windowless room) away from exterior doors and windows and assuming the "duck and cover" position, which is sitting on one's knees while covering the head with both hands.

State Mandated Testing and District Testing

Check with your child's school for specific test dates.

For information on testing, contact Accountability, Assessment, and Research at 843.436.7158.

Student Fees

Fees may be collected if a student chooses to purchase an item or service offered by the school. Textbooks and library books are the responsibility of the student to whom they have been issued or loaned. Students will pay for any damage to or loss of these books. No fees are collected to cover the cost of any item, service, or activity which is implicitly or explicitly required by the school for the student to participate in the normal school program.

For example:

- registration fees
- textbook fees
- activity fees
- graduation fees

Reasonable fees may be collected if a student, by his or her choice, wishes to purchase an item or service offered by the school. For example:

- school pictures
- yearbooks, newspapers
- towel service
- locks (not lockers)
- pencils, paper, etc., sold in school stores
- non-required, supplemental books
- student insurance
- vehicle parking
- caps and gowns for commencement proceedings
- field trips. (Teachers and administrators will not allow a student's inability to pay to exclude the student from activities which have been deemed by the teacher and administrator important enough to warrant inclusion in the instructional day.)

Buses

If you live more than a mile-and-a-half from your zoned school, bus transportation will be provided. Buses may be routed to pick up students who live closer than this if the students would have hazardous walking conditions to school. Also, students with certain physical limitations who live within a mile and a half may qualify for bus service. **Call Transportation at 843.436.7182 or 843.436.7185 for bus transportation questions.**

Safety is very important on school buses. Teach your child to look both ways before crossing the street to get to the bus, to obey the bus driver, and to remain seated and reasonably quiet while on the bus. Students who break the rules may be suspended from riding the bus.

Band instruments or other items on the school bus must be of such size that they can be transported in the student's lap, without obstructing the aisle.

School Meals

All Georgetown County Schools offer a breakfast and lunch for students. The meals follow the meal patterns set by the U. S. Department of Agriculture (USDA) for the National School Lunch and School Breakfast programs and are based on the U.S. Dietary Guidelines. Breakfast includes a meat/meat alternate with a bread/bread alternate OR two breads. Fruit or fruit juice and a choice of milk are offered with each breakfast. Lunch includes a meat/meat alternate, two vegetables or fruits (or one of each), a bread/bread alternate, and choice of milk. Each day at least two meats / meat alternate, two vegetables, and two fruits are available for students to choose for a lunch meal. Portion sizes follow USDA serving recommendations.

The USDA requires that students who wish to pay the student price for meals or use free or reduced meal benefits (if the family is eligible) must take at least 3 of the 4 choices served for breakfast and 3 of the 5 choices served for lunch. Food may be purchased as a single item but is priced to encourage choosing the meal.

Meals are offered at reasonable prices. Reduced-price and free meals are available for students whose families qualify, based upon income and family size. Application forms to determine eligibility are sent home with each student or given to each student during registration. Application forms are available in school offices, cafeterias, and at the district's administrative office and may be submitted at any time during the school year. Only one application form per household is required, even though all children in a family are given an application. A new application is required each school year. Children of families receiving assistance from the S.C. Department of Social Services may automatically qualify for free meal benefits and will be notified by letter at the beginning of school. If a letter is not received, the family needs to fill out a meal application in order to receive meal benefits, if eligible.

Parents may pay by the day, week, month, or for the entire school year.

Electronic cards used by students allow funds to be maintained for meals.

Refunds, upon request, will be issued at the end of the school year for amounts not used or balances may be carried forward into the next school year. District funds are not available to allow students to eat on credit.

Parents/guardians of students who did not apply, were not eligible because of income, or were not in attendance in Georgetown County Schools during the prior year and wish to apply for meal benefits should fill out an application and return it to the school as quickly as possible; parents should plan on paying for the first ten days of meals to be eaten. After the first month, parents of students entering the district should plan to pay for the first three days that meals will be eaten by new students.

For questions or comments, contact the contact the district's Food Services Department at 843.436.7078.

Field Trips and Excursions

Policy IICA- R: Appropriate instructional activities shall precede and follow each field trip. All field trips shall begin and end at school. Field trips requiring bus transportation shall not interfere with regularly scheduled transportation of students to/from school.

Written permission of parent or guardian is required for the participation of students in all field trips.

When a field trip is made to a place of business or industry, the teacher must be assured, prior to beginning such a tour, that an employee of the host company will serve as conductor.

Adult personnel shall accompany students on all field trips and shall assume responsibility for their proper conduct. For trips which extend for one day only and do not require that the students stay overnight, a minimum of one adult per conveyance shall be provided. Two adults shall be required for groups of over 30 and three adults shall be required for groups of over 60. For trips which require that students stay overnight, students shall be supervised by one adult per each 15 students with one certified staff member and one parent of a group participant per 30 students.

The bus driver(s) shall see that all rules and regulations are enforced in the use of school buses for field trips. Certified personnel shall assist.

Appropriate educational experience and proper supervision shall be supplied for any students whose parents do not wish them to participate in a field trip.

Incident Weather / School Closings

Severe weather or other hazardous conditions may require schools to close or delay opening for the safety of students. Announcements concerning closings or delayed openings will be made at the earliest possible time. If it becomes necessary to change the school schedule parents will be notified via School Messenger phone calls and emails (**it is very important you provide your school your current phone numbers and email addresses**) and radio and television news. Parents are asked to tune to local radio and television stations when they are aware of possible hazardous conditions. Individuals calling the schools may tie up phone lines needed for school communications. Information will also be posted at www.gcsd.k12.sc.us and the Georgetown County School District's Facebook page.

Parents are reminded that severe weather is fairly common and should make arrangements ahead of time for their children's care in the event of such emergencies.

School Nurse

The nurse cares for minor injuries. More serious injuries are referred to the nurse so that a proper determination of services can be made. The nurse then

reports to the parent(s) to arrange for care by the family physician of their choice. If a student becomes ill during the school day, a pass should be sent with the student to the nurse to determine the best course of action.

Medicine at School

The nurse will keep and dispense medications during the school day with written permission from parents or guardians only. **Students are not to take medicine at school without the nurse's permission or without being under the supervision of the nurse or the nurse's designee.** If you have a special medical condition, please inform the nurse as soon as possible.

Emergency Card

It is the responsibility of the parents or guardians to keep the school informed of any changes in the status of phone numbers, address changes, or additions or deletions to emergency contacts.

Immunization

State Law requires that every student has on record a Certificate of Immunization (permanent or temporary). No student will be allowed to enroll in school without this certificate.

Communicable Diseases

The following is a list of communicable diseases and the length of exclusion from school as recommended by the SC Department of Health and Environmental Control.

- Chicken Pox or Varicella - exclude until 7 days after onset of pocks or until vesicles become dry.
- Common Cold - exclude during acute phase.
- Diarrheal Diseases - exclude during acute phase.
- Erythema Infectiosum (5th Disease) - after diagnosis, no exclusion.
- Hepatitis A (Infectiosum) - exclude until physician allows return.
- Hepatitis B (Serum) - exclude until physician allows return.
- Head and Body Lice (Pediculosis) - exclude until 24 hours after first treatment with recommended shampoo. Judged non-infective by the school nurse. Must show proof of treatment.
- Impetigo - multiple lesions: exclude during period of peak symptoms.
- Influenza - exclude during period of peak symptoms.
- Measles (Rubella) - exclude from first symptoms until 5 days after appearances of rash.

- Mononucleosis - need not exclude unless ill.
- Mumps - exclude for 9 days from onset or until salivary gland swelling has subsided.
- Ringworm - exclude until appropriate treatment has been started. (Ringworms of the scalp must be treated by a physician.)
- Rubella (German Measles) - exclude 7 days after the onset of symptoms.
- Scabies - exclude until 24 hours after treatment.
- Shingles - exclude 7 days after onset of pocks or until vesicles become dry.
- Streptococcal Infections (including Streptococcal Sore Throat and Scarlet Fever) - exclude 24 hours after start of effective antibiotic therapy and no fever.
- Whooping Cough (Pertussis) - exclude until 21 days from first symptoms or may return after 5 days of antibiotic treatment.
- COVID 19 – exclude 5 days from the onset of symptoms.

eLearning

Georgetown County School District has been selected to be part of the eLearning pilot program. An eLearning day is intended to keep students safe at home during inclement weather while providing an opportunity to make up the instructional time for all learners at a later date, designated by the district. Any official eLearning day(s) will count as an attended school day and prevent having to make-up that day later in the school year.

Google Classroom is the Learning Management System (LMS) that will be used for eLearning to enable you to access digital content anytime, anywhere at your own convenience. The LMS will not only provide you access to the online assignments for your classes, but also allow you to collaborate through discussion forums, submit assignments and tests, and view the teacher's feedback. It will also help to enhance critical thinking skills by not limiting creativity to the boundaries of the classroom.

Gifted and Talented Academic Program

Gifted and talented students may be found within any racial, ethnic, or socio-economic group, within any nationality, within both genders, and within populations with disabilities.

Identification is a multi-step process, which consists of referral, screening and assessment of eligibility by a district evaluation and placement team. The state of South Carolina has established three dimensions of giftedness as criteria for placement in the academically gifted program. In order to

qualify for placement in gifted/talented programs, a student must meet the eligibility criteria in two out of the following three dimensions.

Dimension A - Reasoning Abilities: Students may be eligible for placement on the basis of aptitude scores alone if they score 96th national age percentile on the composite score of a nationally normed aptitude test. A student is also eligible if he/she scores in the 93rd national age percentile on a nationally normed aptitude test in verbal/linguistic quantitative/mathematical or non-verbal and/or a composite score of the three.

Dimension B – Achievement: A student may be eligible for placement if he/she scores at the 94th national percentile on approved subtests (reading comprehension and/or mathematical concepts and problem solving) on a nationally normed achievement test, or advanced status score on reading and/ or math on the South Carolina statewide assessment instrument.

Dimension C - Academic Performance: For placement in grade 3, a student must achieve a performance standard of 16 (on a 20 point scale) on verbal or non-verbal performance tasks; for placement in grade 4, a student must achieve a performance standard of 18; for placement in grade 5, a student must achieve a performance standard of 16 verbal or 22 non-verbal; for placement in grade 6, a student must achieve a performance standard of 18 verbal or 25 non-verbal; and for placement in grade 7-11, a 3.75 grade point average in the academic disciplines is required.

* PLEASE NOTE: Students in grades three through eleven may not automatically be screened. Any teacher, parent, student, or administrator who would like to refer a potentially gifted student in grades three through eleven for testing, should contact the guidance department for a referral form.

Artistic

The Gifted and Talented Artistic Program is available for 6th-12th grade students who have special interests and abilities in music, art, and drama. A summer program stimulates awareness and imagination and challenges students to recognize and expand their creative abilities.

Parents, teachers, students, and administrators may nominate students for the program. Each student is then identified through a screening/audition process where competition is keen.

For information and/or nomination forms, contact the guidance department of your child's school.

Opportunities for Involvement School Improvement Councils (SIC)

The SIC serves as an advisory committee to a school's principal. Each council is comprised of at least two parents (elected by parents of the children enrolled in the school), at least two teachers (elected by the faculty), at least two students in schools with grades nine and above (elected by the students), and other representatives of the community and school

organizations appointed by the principal.

SIC provides support by:

- assisting in the preparation of the Strategic Plan and annual update.
- assisting with the development and monitoring of school improvement and innovation.
- developing an annual school report for the Board of Education, parents, and constituents of the school's attendance area.
- handling disciplinary concerns referred to them by the administration.
- carrying out duties as assigned by the principal and the Board of Education.

Parent Teacher Organizations/Associations (PTO/PTA):

PTO/PTAs enable parents and teachers to come together to discuss events, test scores, tips for parents on improving their child's academic performance, and any other information and concerns of parents and teachers. Volunteers: Principals are always happy to have parents, community members, and businesses volunteer at their schools. To volunteer, call the principal at your child's school.

Tips for Parents:

- Be sure your child gets a good night's sleep and arrives at school in time to eat breakfast.
- Get involved with your child's school activities and school work.
- Set aside special time to listen and read with your child.
- Help your child to practice following directions, and help him/her remember that listening is important at home and school.
- Acknowledge your child's achievements and encourage him/her to continue to work hard.

Parent and Family Engagement Policy

Local Educational Agency (District) Policy

The Georgetown County School District has developed jointly with, agreed upon with, and distributed to parents a written parent involvement policy that will address the following six statements:

1. Involve parents in the joint development of the District's plan and the process of school review and improvement through a planning questionnaire, recommendation form, and by working directly on the planning committees. This will be met by:
 - a. distributing copies of the proposed and final applications, needs assessment, budget, evaluation, state and federal laws and regulations;
 - b. providing meeting space and staff availability for further regular meetings of parents;
 - c. offering training programs for parents; and
 - d. reviewing other reasonable requests.
2. Provide coordination, technical assistance, and support to schools for effective parent involvement, through the parent involvement coordinator, guidance counselors, and Title I coordinator and to improve student

achievement and school performance through parenting workshops, home visits, and other methods that may be suggested from parental contacts.

3. Build the school's and parents' capacity for parent involvement through:
 - a. at least one scheduled conference between individual parents and teachers each year;
 - b. the solicitation of parents' suggestions in the planning, development and operation of the program by sending a planning questionnaire to Title I parents;
 - c. requesting parental input by discussing the program of the current year, and by allowing input by parents in the planning of the program for the next fiscal year;
 - d. requiring all parents, students and schools (principals) to sign a promise of commitment to affirm their responsibilities as a team;
 - e. reporting to each child's parent(s) on the child's progress by sending reports home at the end of each grading period; and
 - f. providing training for parents on how to help their children academically.
 - g. providing information, programs, and activities for parents in a language and form that they can understand.
4. Coordinate and integrate parent involvement under this program with parent involvement under other programs such as Head Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and State-run programs through monthly meetings.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine:
 - a. the effectiveness as to increasing parent participation; and,
 - b. barriers to participation as noted in section 1118 of the law.

Note: Parents will be given recommendation forms to indicate any barriers to greater parent participation and to determine possible steps to overcome those barriers for the next fiscal year. Minutes of any meetings and a summary of recommendations will be maintained.
6. Involve parents in the activities of the school served under this part.
7. Use such findings to design strategies for school improvement and revise, if necessary, the district and school parental involvement policies.

Parent Comments

If the plan is not satisfactory to parents of participating children, the District shall submit any parent comments with this plan as part of its submission to the state. Parents' input will be solicited in the spring of each year.

If you have any questions or additions, please contact Genia Smith at 843.436.7036.

Policies

POLICY ID — SCHOOL DAY

State laws and regulations require that the length of the instructional day for secondary students be at least six hours, excluding lunch. The length of the

school day for elementary and middle school students must be six hours, including lunch.

Schools may reduce the length of the school day to not less than three hours on not more than three days each school year for staff development or for the purpose of administering end-of-semester and end-of-year tests.

The schools must give priority to teaching and learning tasks and may interrupt classes only for emergencies. No part of the school day will be interrupted for commercial deliveries to students except for school-related products or materials such as class rings, caps and gowns, etc.

POLICY IGA — BASIC INSTRUCTIONAL PROGRAM

The district will develop and implement an appropriate curriculum for all students.

The Board shall ensure that a basic curriculum is in place to provide for the intellectual growth of all pupils. The curriculum will offer all pupils a basic body of understanding, and knowledge for living in a democracy which acknowledges that learning experiences and achievement may vary according to individual needs.

This curriculum will insure that students have the opportunity to develop skills such as intellectual curiosity, critical thinking, problem-solving abilities, and aesthetic appreciation.

The professional staff of the district will develop the basic instructional program for the district's schools. The superintendent and Board must approve the program.

In compliance with state and federal regulations, the district will not exclude, deny benefits, or prohibit students from course offerings on the basis of sex, race, religion, color, or national origin.

POLICY JFA — INTERROGATIONS AND SEARCHES

Searches

The Board recognizes that the Fourth Amendment protects citizens, including students, from unreasonable searches. However, the district considers any person entering the premises of any school or facility in the district, including visitors, as consenting to a reasonable search of his/her person and personal property. Accordingly, district officials are authorized to conduct reasonable searches in accordance with the procedures set forth in administrative rule JCAB-R. The district will post appropriate notices on school property notifying individuals of this fact. In conducting searches, school officials will make every effort to protect the privacy interests of individuals. The district's express intention for this policy is to enhance security in the schools and to prevent students from violating Board policies, school rules and state laws.

Police Interrogations

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is therefore the responsibility of the school administration to protect each student under its control according to the following criteria:

- When law enforcement officers find it necessary to question students during the school day, the school principal or his/her designee will be present. The questioning will be done in an administrator's office. School personnel will make every reasonable effort to contact the student's parent/legal guardian and request his/her attendance prior to the questioning of the student.
- If custody and/or arrest is involved and/or an official warrant has been issued, the principal/director will cooperate with law enforcement. School personnel will make every reasonable effort to contact the parent/legal guardian to make them aware of the situation. If a parent/legal guardian cannot be reached for students younger than 18, school personnel will accompany or follow students to the police station unless law enforcement advises they will not allow that to occur.

POLICY JF — STUDENTS RIGHTS AND RESPONSIBILITIES

The Georgetown County School Community, consisting of students, teachers, parents, administrators, and School Board members, is committed to creating a safe school environment where all students can experience success. The purpose of the discipline policy is to teach students responsible behaviors that will enable them to lead productive lives. This will be accomplished through a teaching process that requires students to practice appropriate behaviors and demonstrate respect for self and others.

STUDENT RIGHTS

Each student has a right to the following:

- A quality education
- Qualified school personnel
- Civil rights, including the right to equal educational opportunity and freedom from discrimination
- Attendance in the public schools
- Due process of law with respect to suspension, expulsion, and unreasonable searches and seizures
- Free inquiry and expression
- Advocacy for change of any law, policy or regulation. Students may exercise their right to freedom of expression through speech, approved time for assembly, petition and other lawful means. The exercise of this right may not interfere with the rights of others or cause a substantial disruption to the educational environment. Students may not use this freedom of expression to present material that is obscene or slanderous or to defame character. They may not use this freedom to advocate violation of federal, state and local laws, or district policies, rules and regulations.
- Presentation of complaints to teachers or administration officials. The superintendent shall provide adequate opportunities for students to

exercise this right through channels established for considering such complaints and grievances (see policy JFH).

STUDENT RESPONSIBILITIES

Each student has a responsibility to do the following:

- Put forth his/her best efforts during the educational process.
- Respect the rights of other students and all persons involved in the educational process.
- Not to discriminate against or intimidate others.
- Not to disrupt the educational process through actions, speech, dress, or other methods.
- Attend school as required by law and to observe school rules and regulations essential for permitting themselves and others to learn at school.
- Observe reasonable rules regarding the right of free inquiry and expression.
- Conduct him/herself in an orderly, courteous, dignified and respectful manner toward other students and teachers, through language, dress and manners. The board believes self-discipline is an interpersonal goal of public education.
- Know and respect the policies, rules and regulations of Georgetown County School District and the schools they attend. Violations of such policies, rules and regulations shall result in disciplinary actions.

Each student has the privilege of appealing administrative decisions in accordance with board policy.

The superintendent shall inform students of their legal rights and also of the legal authority of the board to make or delegate authority to its administration to make rules and regulations regarding the orderly operation of the schools and shall accord all students privileges and rights without regard to race, religion, sex, gender preference, creed, disability, national origin, or immigrant status or English-speaking status.

PARENT/GUARDIAN RESPONSIBILITY

Discipline is primarily the responsibility of parents. It is the parents'/guardians' obligation, by teaching and example, to develop in the student good behavior habits and proper attitudes.

TEACHER RESPONSIBILITY

As those individuals having the most direct, most frequent and most prolonged contact with students on a daily basis, teachers will establish classroom management plans which will facilitate the development of expected positive student behaviors and attitudes. Those expectations will be communicated clearly to students. Those positive behaviors and attitudes should serve as a reflection of the positive attitudes and behaviors exhibited by the teachers at all times.

If a student's behavior fails to meet the expectations of the teacher, the teacher is responsible for making efforts and taking reasonable actions to eliminate the student's negative behaviors before referring the student to an administrator.

Some of the options may include but are not limited to:

- a. Behavior modification techniques
- b. Isolation from peers/timeout
- c. Planning room/behavior plans
- d. Peer mediation or adult mediation
- e. Conflict resolution techniques
- f. Parental contact(s) — (at least 5 total per week both positive and negative where student behavior has been an ongoing issue)
- g. Detention
- h. Withdrawal of privilege(s)

ADMINISTRATOR RESPONSIBILITY

As the chief role models within the school, the administrators are responsible for establishing a positive, supportive environment and for initiating programs and policies which will provide or enhance a positive school climate. Such actions should foster the development and continuation of positive student attitudes and behaviors, thereby reducing the need for disciplinary action, particularly administrative action.

If an administrator receives a disciplinary referral because a student has chosen not to exhibit positive behaviors and/or chosen not to take advantage of efforts to modify his behavior patterns, the administrator will adhere to the provisions of the district discipline policy.

SCHOOL RESPONSIBILITY

It is the schools' responsibility to provide learning experiences free from distractions and misbehavior. Administrators, teachers, and others connected with the school district will provide positive models that are observable as good examples for students to follow.

Student Dress and Attire

Student dress and grooming should be neat, clean, and appropriate for the school environment. The Board reserves the right to bar from school those students whose personal appearance is disruptive to the educational process and orderly operation of the school or presents a health or safety concern.

As long as clothes are not disruptive to the educational process as judged by the administrative team of a school, the attire will be acceptable. Clothing must be worn as the manufacturer intended.

In complying with the above, the following guidelines are provided:

1. Belts should be buckled, sashes tied, and buttons buttoned, except at the neck. Pants should be worn at the waist.
2. Shoes laces should be tied, buckled or worn as the manufacturer intend- ed. Shoes that cause undue attention or a health and safety hazard should be avoided.
3. Clothing, buttons, signs, or other adornments which display pictures or language of an obscene nature or are related to the use or consumption of alcoholic beverages or controlled substances should not be worn.
4. Hats, caps, or head scarves should not be worn inside the building.
5. Sunglasses should not be worn inside the school, unless they are necessary for correction of medical problems.
6. Students' hair, including any facial hair, should be neat, clean, and well groomed.
7. Clothing should be worn with appropriate undergarments. Undershirts customarily worn as undergarments should not be worn without shirts or blouses. Undergarments should be covered by outerwear. Tank tops, sheer blouses, or shirts that cause undue attention should be avoided.
8. Combs (except for barrette-style combs), hair curlers, and picks should not be worn in the hair.

Plagiarism

Student work that uses print or non-print sources must be appropriately documented. Plagiarism, the inclusion of someone else's product, words, ideas, or data as one's own work, is not acceptable and will lead to disciplinary action.

Examples of plagiarism include:

1. Copying and pasting text from on-line media, such as encyclopedias;
2. Copying and pasting text from any website;
3. Transcribing text from any printed material, such as books, magazines, encyclopedias, or newspapers;
4. Simply modifying text from any of the above sources, for example, replacing a few select words using a Thesaurus does not constitute original work;
5. Using photographs, video, or audio without permission or acknowledgement. Students may use such a photographic, video, or audio source with or in a paper or multimedia presentation that they create, as long as they do not profit from it for any purpose other than the original assignment. Students must include the source in their bibliography.
6. Using another student's work and claiming it as student's own, even with permission, is academically unethical;
7. Acquiring work from commercial sources is academically unethical.

Tobacco Products

The Board decrees there will be no smoking or use of tobacco in any form, e-cigarettes, or vaporizers by students while under the jurisdiction and supervision of the school whether at school or away from school. Students will not bring any tobacco, smoking materials, tobacco products, e-cigarettes, or vaporizers onto school grounds or to a school-sponsored function. All materials will be confiscated and parents and the school resource officer will be notified. Students and parents should be aware that the possession of tobacco or tobacco products by persons under the age of 18 is unlawful. Students who are in possession of such may be assessed a fine by the school resource officer, or at the officer's discretion, be required to participate in a smoking cessation program or community service. Any student who fails to pay the fine, or to participate in a smoking cessation program or in community service also may have their driving privileges delayed or restricted. Students who repeatedly violate the District's tobacco products policy also will be subject to disciplinary action, including the assignment of detention or suspension from school.

Electronic Communication Devices

An electronic communications device is defined as a device that emits an audible signal, vibrates, displays a message, image or otherwise operates to summon or deliver communication to the possessor (e.g., pagers, cellular phones, laser pointers or any other such device that may present a safety concern). Paging devices may be carried only by those students or staff members who are members of emergency response teams or who have personal medical reasons, as certified by a physician.

During regular school hours, cellular phones brought onto any school campus by a student must remain out-of-sight, turned off, and not activated, unless approved by a teacher and/or administrator for educational uses.

Principals and/or law enforcement authorities have the right to confiscate electronic communication devices possessed by students in violation of this policy. For the first violation of the electronic communications device policy, the parents will be contacted to pick up the electronic communications device if confiscated and will be explained the policy. Subsequent violations could result in enhanced disciplinary consequences and also require the parents to pick up the electronic device if it was confiscated.

Confiscated devices unclaimed following the end of the school year will be forfeited to the District for disposal as deemed appropriate. The District assumes no liability for any loss of or damage to a confiscated electronic communication device.

Suspension

Administrative suspension of a student from class or school should be the last resort and should be utilized for only the following reasons:

1. To establish personal contact with the parent/guardian and enlist their support/action to correct and prevent the disruptive behavior(s); or
2. To protect the educational rights of other students where the suspended student's behavior has become so disruptive as to abridge those rights.

Suspension is to be defined as an administratively enforced absence from educational activities for a specific number of days. Suspension prohibits a student from attending any day or night school functions (whether held on or off school grounds), from riding a school bus, or from entering the school or school grounds, except for a prearranged conference with an administrator.

Days suspended are excluded from the definition of unexcused absences. Make up of work missed during any period of suspension is the responsibility of the student. Work must be made up within 5 days of the return to school.

Normally, suspension will be from one to five school days in duration, and in no event longer than ten days unless an expulsion recommendation is made.

Students should not be suspended from school during the last five days of a term:

1. If the suspension will make the student ineligible to receive credit for the school year (without the approval of the school board); or
2. Unless the presence of the student constitutes an actual threat to others.

If a student is suspended during the last five days of a term, an opportunity for a hearing shall be granted within twenty-four hours of the suspension, if requested.

A student suspended for more than fifteen cumulative days in any one school year may be recommended for an alternative program and/or expulsion at the discretion of the principal. When a student is to be formally suspended, whether in-school or out-of-school, the administrator shall:

1. Attempt to notify the parent/guardian by phone before the student is re- moved from the premises;
2. Send a letter home with the student notifying the parent/guardian of the action taken, reasons for action, effective dates of suspension, and time and place of scheduled parental conference [JICDA-E(2)].
3. Mail or deliver a copy of the same letter to the parent/guardian; and
4. Forward a copy of the suspension letter to the District Office

Appeal Process

Any suspension may be appealed to the Office of the Superintendent or his/her designee, whose decision will be final.

During the pendency of a suspension appeal, the student will remain on suspension. If the suspension is vacated or reduced on appeal, those days will be excused and the student will have the opportunity to make up any

missed work.

Expulsion

A student may be expelled by the Georgetown County Board of Education for commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the County Board or the State Board of Education, or when the presence of the student is determined by the administration to be detrimental to the best interest of the school.

Expulsion shall prohibit a student from attending any day or night school function (whether held on or off school grounds), from riding a school bus, or from entering the school or school grounds except for a prearranged conference with the administrator for the remainder of the regular school year. Expelled students have the right to petition and must petition the Administration for re-admission for the succeeding school year.

The initial authority to hear and decide recommendations for expulsion is delegated to a hearing officer as designated by the Superintendent. The right to appeal the decision of the hearing officer to the County Board is reserved to either party. On appeal, the Board normally will consider only evidence (witness testimony and documentary evidence) previously presented at the hearing before the hearing officer. Appeals will be heard in executive session.

When an administrator initiates expulsion procedures, he/she will notify, in writing, the parent/legal guardian of his/her action, the reason or reasons which caused the action, and the time and place for the hearing before the Hearing Officer [JF].

A student recommended for expulsion is considered suspended pending the outcome of the Hearing Officer's decision.

At the hearing, the parent/legal guardian will have the right to obtain legal counsel at their expense and to all other regular rights, including the right to present witnesses and documentary evidence and to question all witnesses presented by the building administration. All such hearings will be private unless the parent/legal guardian requests in writing that it be public. The hearing will take place within ten school days of the initiation of expulsion procedures. A decision will be rendered within five school days of the hearing.

Whenever a student who is classified as disabled is considered for expulsion, the administrator and Hearing Officer will confer with the Office of Special Services before initiating expulsion procedures. Students with disabilities who are expelled will continue to receive a free and appropriate public education as set forth in their Individualized Education Plan (IEP).

Discipline of Students with Disabilities

A. Disciplinary Process

School disciplinary processes apply to all students. A student may not remain in a particular educational program when his or her conduct substantially impairs the education of other children in the program. However, federal and state law requires the public schools to meet the individual educational needs of disabled students.

Each disabled student's Individualized Educational Program (IEP/504 Plan) must address discipline. The options are regular discipline, as it applies to all District students, and special considerations/adaptations to the regular discipline code. If procedures are to be adapted, specifics are stated on the IEP/504 Plan. Teachers and administrators must be aware of any adaptations on the IEP/504 Plan when dealing with discipline issues for any disabled student, as the IEP/504 Plan takes precedence over district/school regular discipline procedures.

B. Suspension/Expulsion

In the event that a disabled student has accumulated five in-school or out-of-school suspension days, the school administrator responsible for discipline shall contact the Office of Special Services to discuss the situation and to make arrangements for an IEP/504 Plan team to be convened to conduct a Functional Behavioral Assessment and to develop a Behavior Intervention Plan for the student. (Cumulative suspension includes bus suspensions where the suspension results in the student not attending school.) A student with an IEP/504 Plan may not be assigned more than 10 days in-school or out-of-school suspension in a school year prior to holding an IEP/504 Plan review meeting.

Such a review is held to determine whether the student's current educational placement and program is appropriate, whether a program or placement change is needed to assist the student to deal with the problem behavior or whether a specific behavior is related to the student's disability. Once a disabled student has accumulated 10 days of suspension, no additional days of suspension may be served prior to an IEP/504 Plan review meeting to determine whether the offense is related to the student's disability. This determination must be made for each behavior considered.

If a specific behavior(s) is determined not to be related to the student's disability, suspension above the ten-day limit is permissible so long as the suspension days beyond 10 days do not constitute a change in placement and educational services are continued in another setting.

In the event of a recommendation for expulsion of a disabled student, the administrator shall immediately notify the Office of Special Services and follow up with a letter stating the recommendation and requesting that an IEP/504 Plan team meeting be scheduled. If the student has previously accumulated ten days suspension, the meeting must be held prior to any

additional days of suspension being imposed. The meeting must also be held prior to the expulsion hearing.

If the IEP/504 Plan team determines that the student's behavior(s) which led to the expulsion recommendation are related to the disability (or disabilities), the recommendation for expulsion cannot proceed, and the IEP/504 Plan team must proceed to develop a more appropriate placement and/or program for the student.

If the IEP/504 Plan team determines that the student's behavior(s) which led to the expulsion decision are not related to the student's disability (or disabilities), the expulsion procedure may continue. In the event that the student is subsequently expelled, an IEP/504 Plan meeting must follow to discuss how the student will be served in an alternative setting.

C. 45-day Removals

If a school administrator determines that a disabled student has been involved in certain drugs/weapons misconduct or that the behavior of a disabled student presents a serious threat to the safety of that student or others, the school administrator may seek to place that student in an alternative educational setting for a period of up to 45 days. In such cases, the Director of Special Services must be notified and an IEP meeting convened before any unilateral removal is considered. In all cases of 45-day removals, an IEP team will determine the alternative educational setting and the services to be provided to the student.

From Policy JICDA-R School Bus Code

Georgetown County students, given the privilege of transportation by the school district, will be expected to adhere to the same rules and regulations stated in the district's disciplinary policy and school bus rider discipline guidelines. Students must comply with regulations for riding the school bus in order to retain this privilege, and students are expected to follow directions/instructions given by bus drivers.

The bus driver has the responsibility for supervision of students on the bus and assigning seats working in cooperation with the principal. The driver should stop the bus in a safe location at any time that misbehavior or threatened misbehavior pose a hazard to safe driving.

Under no circumstances should a bus driver require a misbehaving student to leave a bus without assuring that the student is under appropriate adult supervision. The driver will report to law enforcement and/or building administrators students who create a disturbance on school buses.

The administrator, as authorized by state law and regulation, may suspend or deny bus transportation to a student whose conduct is persistently and/or flagrantly detrimental to safety and order on the bus, or the administrator may choose an appropriate alternative punishment.

A parent or guardian shall be notified prior to the suspension of any pupil from the riding of a school bus.

School Bus Rider Discipline Code Guideline

Students are subject to both the Code of Conduct under Board policy and this School Bus Rider Discipline Code.

The riding of a school bus by students is a privilege. Eligible students are initially granted the privilege of school transportation service; however, after the initial service all eligible students must earn the privilege by following this Discipline Code and Code of Conduct. The School Board expects that while students are utilizing the student transportation services, they will conduct themselves in a manner consistent with the district's Student Code of Conduct. All school bus riders must cooperate fully with their school bus drivers and aides/monitors and must conduct themselves properly at all times.

School bus drivers have responsibility for the supervision of students on the bus and when they are in the immediate vicinity of the school bus during loading and unloading. School bus drivers shall report to the appropriate school principal, or the district's designee, the name of any student whose conduct interferes with the safe driving, operation, loading, or unloading of the bus; who acts disruptively; or who violates the Code of Conduct or laws.

The principal, or the district's designee, has the responsibility of investigating reports made by the bus driver regarding incidents of student misconduct and any student disciplinary actions taken by a school bus driver. The principal, or the district's designee, has the responsibility of investigating reports made by the bus driver regarding incidents of student misconduct and any student disciplinary actions taken by a school bus driver. The principal, or the district's designee, as authorized by state law and regulation and school

district policy, has the authority to deny school bus transportation to a student and to issue sanctions for conduct that is persistently or flagrantly detrimental to safe and/or orderly operation of a school bus or in violation of the Code of Conduct.

Behavioral misconduct includes, but is not limited to, the following behavior on or around a bus or at a bus stop while the bus is present:

- getting on or off the bus at an unauthorized stop without permission;
- eating and/or drinking on the bus;
- standing or sitting improperly while the bus is moving;
- violating any safety procedures;
- intentionally riding a bus other than the assigned one without permission from the principal or the district's designee;
- continually making loud noises, yelling, and the like;
- pushing, tripping, engaging in general horseplay;
- encouraging others to misbehave;
- defacing property (writing or marking on the bus);
- littering inside the bus;
- possessing and/or using any tobacco product, e-cigarette,

- vaporizer, or other illegal substances on the bus;
- throwing objects out of, inside of, and/or at the bus;
- refusing to sit in an assigned seat;
- using profanity, abusive language, and/or obscene gestures;
- having hands, arms, head, and so forth out of the bus windows and/or doors;
- using rude, discourteous behavior toward the driver or other passengers;
- disobeying the bus driver or the aide/monitor; fighting, harassing, threatening, intimidating, or physically abusing or hitting another student.

Serious misconduct may result in disciplinary action without regard to the number of offenses, up to and including suspension or expulsion from school, in accordance with Board policy.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a federal law that requires public schools to make adjustments so that students with certain disabilities can learn and participate in settings like other students who do not have disabilities. To be eligible for services under Section 504, a student must have a disability that substantially limits one or more major life activities. Students who with special health care needs, including asthma, diabetes, allergies, etc., and students who have been approved by the school district to self-medicate or self-monitor may be eligible for a 504 Plan. A team decides if a student is eligible. The team should include the student's parent or legal guardian, the student (if able), and others who know the student or know about the student's disability, such as a teacher, a guidance counselor, a school nurse, and other school staff. If the student is eligible, the team develops an individual accommodation plan. The individual accommodation plan explains how the student's needs will be met while at school and may include health services for the student during the school day if needed. To learn more about Section 504, call Special Services at 843.436.7127.

Individuals with Disabilities Education Act (IDEA)

Students, ages 3 through 21 years, may receive services under the IDEA if the student needs special education and related services to benefit from his or her educational program. A team decides if a student qualifies for services under the IDEA. The team includes the student's parent or legal guardian, teachers, and other school staff. The team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free appropriate public education and meet goals set by the team. The IEP may include health services for the student during the school day if needed. Call 843.436.7125 to learn more about the IDEA.

Medical Homebound Instruction

Medical homebound instruction is a service that is available for students who cannot attend school for a medical reason even with the aid of transportation. A physician must certify that the student has such a medical

condition but may benefit from instruction, and must fill out the medical homebound form that the school district provides. The school district then decides whether to approve the student for medical homebound services. The school district will consider the severity of the student's illness or injury, the length of time that the student will be out of school, the impact that a long period away from school will have on the student's academic success, and whether the student's health needs can be met at school.

To learn more about medical homebound services, call 843.436.7123.

Georgetown County School District Parent/Guardian Notice

In all South Carolina school settings, over-the-counter medications can no longer be administered without written parental consent.

South Carolina laws require a medical order from a health care provider for all medications administered to students in the school setting (Nursing Practice Act Section 40-33-42C/Medical Practice Act Section 40-47-113). Over the counter medications have side effects, and can be harmful if taken by students with certain health conditions, allergies and/or students who are taking certain other medications. As a school district, we sometimes do not know the students' complete medical histories. We are committed to the safety and well being of our students.

If your child requires over the counter medication at school, please ask your child's school nurse for a permission form to be completed by you. If your child requires prescription medication -- including prescribed over-the-counter medication -- you will need your doctor to complete the form. The doctor will need to write an order for the medication and indicate the specific condition for which the medication is to be given, and you will need to sign the form.

All medications must be brought to the school by the parent or guardian. The medication must be in the original pharmacy or manufacturer's labeled container.

We are dedicated to meeting your child's needs in a safe manner. If you have questions, please contact Ashley McCall, BSN, RN, GCSD Lead Nurse at 843.436.7136.

Office of Federal Programs

Parents Right to Know Letter

The Every Student Succeeds Act (ESSA) was passed by the U.S. Congress and signed into law on December 10, 2015. The ESSA replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). As required by ESSA, every parent of a student attending a Title I school has the right to request and receive information in a timely manner regarding the professional

qualifications of your child's classroom teacher(s) and, if appropriate, paraprofessional staff. If requested, the information regarding the professional qualifications of your child's classroom teacher(s) shall include the following:

- Whether the teacher has met the state qualification and certification requirements for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under a provisional status through which state qualification or certification requirements for the grade levels and subject areas in which the teacher provides instruction have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you have any questions or concerns, please feel free to contact the school principal.

NOTES