



**SULLIVAN
MIDDLE SCHOOL**



Student Handbook

2024-2025

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Home of the FALCONS!!!

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Dear Sullivan Falcon Families,

Welcome to the 2024-2025 school year! I am excited about the new school year and all the possibilities that are before us. I believe that through working together as a team that we can help your student achieve success this school year and beyond.

At Sullivan Middle School, our vision is to create a vibrant school culture that fosters academic excellence in a safe and inclusive environment for the whole child; we accomplish this vision through providing a high-quality education which is designed based on the International Baccalaureate standards and character traits, in addition to our Dual Language Immersion program. Our faculty and Staff are enthusiastic about teaching and learning, and we know that through working together as a team of faculty, students, parents, and community members that Sullivan Middle School will help your child grow academically and as a world citizen.

We have three main goals to help our students thrive. Our first goal is to always maintain the safety of the learning environment. Secondly, our teachers and staff work collaboratively in Professional Learning Communities to create learning experiences designed to engage and grow students academically. Our third goal is centered on growing our school and community relationships and creating lifelong partnerships with stakeholders that allow us to support our students academically, socially, and emotionally.

Sullivan Middle School is excited about the opportunities the new school will bring. Our teachers and staff remain committed to providing a safe, inclusive, and academically challenging learning environment where all students achieve success.

Welcome to the 2024-2025 school year!

Dr. Jacqueline Persinski
Principal



**SULLIVAN
MIDDLE SCHOOL**



Section I

Vision, Mission, and School Goals

International Baccalaureate (IB)

Dual Language Immersion (DLI)

School Leadership

Bell Schedule

Parent Support & Conferences

Volunteering at School

Parent Teacher Organization (PTO)

School Improvement Council (SIC)



SULLIVAN MIDDLE SCHOOL



Our Vision

We aim to cultivate a vibrant school culture that fosters academic excellence and whole-child education in a safe and inclusive environment.

Our Mission

As an International Baccalaureate World School, we believe in providing a high-quality education in a safe and inclusive learning environment by acknowledging and embracing students' diverse needs, learning styles, and strengths. We create learning experiences where students can practice the IB Learner Profile by being inquirers, balanced, principled, knowledgeable, risk-takers, communicators, open-minded, caring, and reflective.

2024-2025 School Goals

Goal 1

We will work together to always maintain the **safety of the learning environment** by being proactive, responsible, and consistently adhering to all safety guidelines and practices.

Goal 2

We will create learning experiences in our **Professional Learning Communities (PLCs)**, that will improve the academic outcomes of each student.

Goal 3

We will create and nurture meaningful relationships with students, staff, and all stakeholders that support a safe and inclusive **school climate and culture**.

International Baccalaureate (IB) World School



We are members of a community of IB World schools that offers the Middle Years Programme (MYP) education. Our teaching and learning framework is aligned with the International Baccalaureate (IB) standards which focuses on teaching students important character traits called the IB Learner Profile through the lenses of Global Contexts. Our students are taught the importance of community service and must complete a culminating IB Service Project in the eighth grade.

The MYP-IB Global Contexts are:

Identities and Relationships: This Global Context uses the focus questions of "Who am I? Who are we?" and explores areas such as competition and cooperation; human nature and human dignity; and health and well-being.

Orientation in Space and Time: This Global Context uses the focus question of "What is the meaning of 'where' and 'when'?" and explores areas such as civilizations and social histories; turning points; homes and journeys.

Personal and Cultural Expression: This Global Context uses the focus question "What is the nature and purpose of creative expression?" and explores areas such as artistry, craft, and beauty; entrepreneurship; and ways we discover and express ideas.

Scientific and Technical Innovation: This Global Context uses the focus question "How do we understand the world in which we live?" and explores areas such as adaptation, ingenuity and progress; consequences and responsibility; how humans adapt environments to their needs.

Globalization and Sustainability: This Global Context uses the focus question "How is everything connected?" and explores areas such as the human impact on the environment; commonality, diversity and interconnection; and population and demography.

Fairness and Development: This Global Context uses the focus question "What are the consequences of our common humanity?" and explores areas such as democracy, politics and government; justice, peace and conflict management; and imagining a hopeful future.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB Learner Profile:

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.
- **CARING:** We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Student Essential Agreements

- Students will demonstrate proficiency in language arts, math, science, and social studies.
- Students will demonstrate an understanding and appreciation of the visual arts, performing arts, foreign language, physical fitness, and personal wellness.
- Students will demonstrate an understanding of career capabilities and options.
- Students will use technology effectively to access, manage, and present information.
- Students will utilize problem-solving strategies to work independently and collaboratively.
- Students will demonstrate responsibility for their own learning, including setting goals and evaluation progress.
- Students will display the self-discipline that will enable them to be successful learners, workers, family members, and citizens.
- Students will demonstrate respect for their own uniqueness and understand the differences and similarities of culture, race, gender and abilities of others.
- Students will understand and practice democratic ideas and ideals.

Dual Language Immersion (DLI)

Sullivan Middle School also offers a Dual Language Immersion program (French & Spanish) to students who have participated in the DLI program at Cherry Park Elementary School. Rock Hill School follows the Utah Model of language immersion.

DLI Transition from Elementary to Middle School



DLI Pathway in Middle School

In middle school, students in the 6th grade take social studies and an advanced world language course. In 7th and 8th grades, students take two courses, which are an advanced world language course and a culture course.

Grade 6

Courses Taught in English		Courses Taught in the Target Language	
Math	Science	English Language Arts	YL Elective or IB Wheel
Social Studies	Physical Education	Advanced World Languages	Culture, Media & History

Grade 7

Courses Taught in English		Courses Taught in the Target Language	
Math	Science	English Language Arts	YL Elective or Arts Elective
Social Studies	Physical Education	Advanced World Languages	Culture, Media & History

Grade 8

Courses Taught in English		Courses Taught in the Target Language	
Math	Science	English Language Arts	YL Elective or Arts Elective
Social Studies	Physical Education	Advanced World Languages	Culture, Media & History

School Leadership

School Administration

Grade 6	Mr. Beau Modla
Grade 7	Mr. Brian Hollingsworth
Grade 8	Mrs. Gwendolyn Lindsey
Principal	Dr. Jacqueline Persinski

Instructional Coaches

Instructional Coach & IB Coordinator	
Ms. Kallie Chauvez	
Dean of Students	Ms. Carlo Dawson

School Counselors

Grade 6	Mrs. Ebony Wilmore
Grade 7	Mrs. Dawn Seabold
Grade 8	Dr. Sandra Holeman

Reading Interventionist

Ms. Keisha Gaskin

Co-Athletic Directors

Coach Ted Huechtker/Coach Lindsay Walker



6 th Grade Schedule		7 th Grade Schedule		8 th Grade Schedule		Related Arts Schedule	
8:15 – 8:22	Falcon Time (Homebase)	8:15 – 8:22	Falcon Time (Homebase)	8:15 – 8:22	Falcon Time (Homebase)	8:15 – 8:22	Falcon Time (Homebase)
8:25 – 9:05	Enrichment	8:25 – 9:05	Enrichment	8:25 – 9:05	Enrichment	8:25 – 9:05	Enrichment
9:08 – 10:03	Core 1	9:08 – 10:03	Core 1	9:08 – 9:53	Related Arts 1	9:08 – 9:53	8 th Grade Related Arts 1
10:07 – 11:02	Core 2	10:07 – 11:02	Core 2	9:56 – 10:41	Related Arts 2	9:56 – 10:41	8 th Grade Related Arts 2
11:05 – 12:00	Core 3	11:05 – 11:35	LUNCH	10:45 – 11:40	Core 1	10:43 – 11:36	Planning/Lunch
12:03 – 12:33	LUNCH	11:38 – 12:23	Related Arts 1	11:43 – 12:38	Core 2	11:38 – 12:23	7 th Grade Related Arts 1
12:36 – 1:31	Core 4	12:26 – 1:11	Related Arts 2	12:42 – 1:12	LUNCH	12:26 – 1:11	7 th Grade Related Arts 2
1:35 – 2:20	Related Arts 1	1:15 – 2:10	Core 3	1:15 – 2:10	Core 3	1:12 – 1:34	Planning
2:23 – 3:08	Related Arts 2	2:13 – 3:08	Core 4	2:13 – 3:08	Core 4	1:35 – 2:20	6 th Grade Related Arts 1
3:08	Return to Falcon Time	3:08	Return to Falcon Time	3:08	Return to Falcon Time	2:23 – 3:08	6 th Grade Related Arts 2
3:10 – 3:15	Collect Devices	3:10 – 3:15	Collect Devices	3:10 – 3:15	Collect Devices	3:08 – 3:10	Escort students to assigned class/hallway
3:15	Announcements and Dismissal	3:15	Announcements and Dismissal	3:15	Announcements and Dismissal	3:15	Report to assigned duty area

Sullivan Middle School Bell Schedule

Parent/Guardian Support

Research continues to show that students are much more successful academically and personally when their parents/guardians are actively involved in their child's education. Teachers and staff need your daily support in your child's education. We kindly ask that you:

- **Teach** your child self-respect, respect for classmates, teachers, and administration and respect for the school environment.
- **Enforce** Sullivan Middle School expectations for dress code, student behavior, and academic honesty.
- **Show** a positive attitude toward school and toward your child's learning progress.
- **Ensure** that your child attends school daily and on time.
- **Partner** with teachers, administration, counselors and staff to solve any academic or disciplinary concerns in a positive and constructive manner.
- **Update** your current home and work telephone numbers, home address, and at least two emergency contacts (name/number).
- **Encourage** your child to get involved in school activities by participating in extracurricular programs.
- **Encourage** your child to get plenty of sleep each night for him to do good schoolwork.

Parent Requested Conferences

Conferences with teachers may be arranged by making an appointment with the individual teacher, school administration, and/or school counselor to arrange a group conference.

Volunteering at School

Parents and community members interested in volunteering at the school must be pre-approved by the Rock Hill School District. To obtain more information about volunteering at our school, please [follow this link](#).

Parent Teacher Organization (PTO)

Sullivan Middle School has an active Parent-Teacher Organization (PTO). All parents/guardians are encouraged to join it. Our PTO participates in numerous events designed to support students, teachers/staff, and the school. To obtain more information about our PTO, please [follow this link](#).

School Improvement Council (SIC)

The *School Improvement Council (SIC)* is an organization composed of teachers, parents, administrators, and other citizens elected and/or appointed by the principal. These council members work as a team to help the school principal determine our school's present and future needs. To obtain more information about our SIC, please [follow this link](#).

Additional Information

If there is something that you want to know about our school, if something has happened at school that worries you or your child, if there is a misunderstanding, or if you need more information for any reason, please call the school at 803-981-1450. If you need to contact your child's grade level administrator or school principal, we are happy to help.



**SULLIVAN
MIDDLE SCHOOL**



Section II

Student Responsibilities & Behavior Expectations

Academic Information

Grading Practices

Discipline Information

Disciplinary Actions

General Student Responsibilities and Behavior Expectations

At Sullivan IB Middle School, all students are expected to follow these general standards of good behavior and character:

- Respect yourself and others. Respect the rights and feelings of others. By showing respect and consideration for others, you will earn the respect of others.
- Keep your hands and feet to yourself.
- Be positive. Find good things to say about yourself, your friends, your teachers, and our school.
- Be proud of yourself and your school community. We are better as a whole when each individual is valued and respected.
- Read and follow all school rules and regulations. Since rules are explained in the student handbook, ignorance of the rules is not a valid excuse.
- Attend school each day, be on time, and prepared to learn with all required materials.
- Operate with honesty and integrity at all times.
- Respect our school environment.

Academic Information

Inclusion and Diversity

Sullivan will inspire students to be the best they can be, enrich lives through positive learning experiences, and cultivate an appreciation, respect, and love for self and others. Sullivan is committed to including all students through positive learning experiences and creating a responsive environment.

Purpose

- Sullivan Middle School is committed to creating a clear and explicit process for students entering the Intervention and Special Education Program.
- ALL students at Sullivan Middle School will be progress monitored to ensure that they are receiving the most appropriate interventions to access the MYP curriculum.
- Sullivan's team of staff will review and monitor all students' learning to ensure that students are accessing the curriculum to the best of their ability in all classroom and related arts activities.

MTSS Process

Sullivan Middle provides MTSS which is a program that develops academic and behavioral support for students that are showing weaknesses in either of those areas. The MTSS program is a research-based model that provides pull out interventions so that the student can better meet grade level expectations.

Sullivan's teachers monitor and collect data on all students and refer students to the MTSS team. The MTSS team holds weekly meetings with qualified staff to determine what specific interventions could benefit each individual student. The team consists of administration, a behavior interventionist, a guidance counselor, several academic interventionists, the Speech Therapist, an ESOL teacher, and the classroom teacher. This team will review data including scatter plots, student samples, and standardized testing. The team bring their expertise to discuss the interventions and support that will be put into place.

The MTSS Team uses the Enrich program to monitor and log when the team meets and what interventions are in process.

Once a student is on the MTSS schedule, their data is reviewed consistently to determine if the interventions are working. The student will stay in MTSS until the intervention has helped them develop the necessary skills to grow closer to grade level (above the 50th percentile). The time period varies for each individual student since some may need more interventions than others. If the MTSS team determines that an evaluation is necessary, the MTSS team will contact the Special Education team to start an evaluation.

When under evaluation a student will participate in several assessments (speech/language, cognitive, physical/motor skills, adaptive behavior, and academic testing) to determine if the student could benefit from Special Education services. After the Special Education team determines that a student qualifies for special education, the student will start an IEP

(Individualized Education Plan) and 504 Plan. An Individualized Education Program Plan will be implemented for each student that creates a differentiated program for each student to meet their needs in the classroom and at Sullivan Middle School.

Sullivan's Statement on Inclusion

Sullivan strives to create an environment that is safe, consistent, and enriching for all students in our school regardless of diverse educational needs. Our goal is to provide an education that will allow all students to become globally minded citizens who will be lifelong learners. All teachers, support staff and administration are dedicated to collaborating and working together to provide the most safe and secure environment for students with diverse learning needs. Sullivan's team of staff will review and monitor all students' learning to ensure that students are accessing the curriculum to the best of their ability in all disciplines and activities.

Language Policy

Sullivan offers a challenging program of academic study designed to prepare all students for success beyond high school. The curriculum incorporates real-world experiences within a college preparatory teaching/learning environment that nurtures the development of students as active citizens, leaders, scholars, and researchers. Our approach to developing this policy has been informed by the IB learner profile and is based on the overall goal of helping students to become internationally minded people. This policy shall be reviewed annually by an inclusive group of educators within the school community, with revisions published accordingly.

Philosophy

Language is an essential component to learning within any discipline and allows opportunity for the acquisition of knowledge and meaning. Effective language learning and communication must be fostered within all IB disciplines and aspects of the school community. Therefore, our philosophy is that all teachers are language teachers. Teachers must recognize the language needs of all students and work to meet the needs both in and out of the classroom. Language is an expression of culture and should be valued as an integral part of the student's self-esteem and identity; therefore, sensitivity to every student's native language is always in view (see below: "Language Support"). Our goal is for students to achieve proficiency in English, the language of instruction, and to grow toward proficiency in a second language: French or Spanish.

Language Acquisition Courses

Sullivan Middle School supports language acquisition in two ways, which together serve all students. The first way services students who have never had exposure to a second language. Students begin in 6th grade by experiencing all three language offerings, Chinese, French, and Spanish through an exploratory program.

The exploratory language courses focus heavily on culture and language acquisition fundamentals. 7th and 8th grade offer two options for our traditional language learners, credit and non-credit. Credit students can complete a Carnegie unit of high school language credit over two middle school years.

The second way is the dual-language immersion program. This is a continuation of the elementary language immersion program. Students begin language study of either French or Spanish in Kindergarten or 1st grade through the implementation. All language immersion students at Sullivan Middle School are required to always take two language courses, a course that focuses on literacy and culture, as well as a course that covers language acquisition fundamentals. In addition to these two courses, 6th grade students take their Individuals and Societies course in the target language.

Language Acquisition is supported in our Media Center, which houses a collection of books and magazines in Chinese, Spanish and French. DLI teachers are supported through classroom libraries, instructional texts from target language countries, and digital subscriptions in the target language, such as BrainPOP and IXL Spanish.

English as Second Language

Sullivan Middle School acknowledges the importance of supporting students with a native language other than English and provides support through our ESOL (English Speakers of Other Language) classes. Students whose native language is not English receive support services with our ESOL (English Speakers of Other Languages) teacher. This support is provided through a daily 45-minute block (every other day for 8th grade) and/or classroom inclusion support for those students whose language proficiency is Entering or Emerging (below 3.0). The 45-minute support block focuses on language acquisition skills, academic skills in all content areas, and providing extra time for students to complete class assignments. Our ESOL teachers provide inclusion support to students in their content classes on a regular schedule. ESOL teachers may also utilize the Enrichment period (40 minutes each day) where MLs (multilingual learners) of any level may receive assistance from the ESOL teacher.

Academic Honesty Philosophy

At Sullivan IB Middle School, we value personal integrity and academic honesty. We expose our IB learners to a rigorous education so they can excel in a rapidly changing world. The administration, faculty, and staff strongly believe that academic integrity must be a significant component in the academic success of our IB Learners. Therefore, we promote academic honesty throughout the MYP school years at Sullivan Middle School by teaching and instilling in our IB Learners the traits outlined in the IB Learner Profile. As PRINCIPLED scholars, we act with integrity and honesty and take responsibility for our actions and their consequences. As THINKERS, we use critical and creative thinking skills to analyze and take responsible action on complex problems. As BALANCED scholars, we take initiative in making reasoned, ethical decisions. At Sullivan Middle School, we help our students understand the importance of developing and nurturing self-management and self-regulation while taking responsibility for all learning experiences.

Understanding and Promoting Academic Honesty at Sullivan Middle School

Academic honesty and integrity are the foundational traits instilled in our IB Learners. Practicing academic honesty and integrity promotes personal integrity which maximizes the teaching and learning at our school. Our school community believes that academic honesty must be an essential component of the IB experience in accordance with the IB Learner Profile.

Understanding What is Academic Honesty

Academic honesty is a life skill that leads IB Learners to assume responsibility and ownership of their own work while also acknowledging any external source that they might have used to produce scholastic work. In an age of rapid technological advancement, IB Learners must understand that they cannot plagiarize and/or collude with fellow learners. At Sullivan Middle School, we promote originality in all student work. While conducting academic research, our IB Learners are taught how to respect intellectual property by acknowledging all ideas and work of others and properly citing the works of others such as written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, etc. [1][2][3]

At Sullivan Middle School, we value originality of thought and creation and aim to raise our students to be truly principled thinkers and reflective communicators. Our academic honesty policy promotes and encourages these traits in our community and upholds them in all our practices.

Understanding What is Academic Dishonesty and Academic Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms: [1]

Plagiarism: taking work, words, ideas, pictures, information, or anything that has been produced by someone else and submitting it for assessment as one's own.

Copying: taking the work of another student, with or without his or her knowledge and submitting it as one's own.

Cheating: communicating with another candidate in an examination, bringing unauthorized material into an examination room, or consulting such material during an examination in order to gain an unfair advantage.

Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Falsifying data: creating or altering data to one's advantage which has not been collected in an appropriate way.

Collusion: External/ internal help that can lead a student to be academically dishonest. This could be an external aid, a friend, a parent, or a teacher. [1][2][3]

Plagiarism, copying, cheating, duplication of work, falsifying data, and collusion are all considered academic malpractice.

General Regulations: Middle Years Programme states: "Students are required to act in a responsible and ethical manner throughout their participation in the MYP and assessments. Students must avoid any form of malpractice" [3]

Other instances of academic malpractice include using unauthorized materials (such as the internet, "cheat sheets" or other reference materials) during testing, copying, or transmitting a copy of a test or question to another student or using a calculator when you are not authorized to do so. Please remember that being

principled means that your scores and those of other students should reflect what you and they have learned.[1][2][3]

In math classes, it is considered academically dishonest to use a calculator when you are not specifically directed to do so. If your teachers find that you have violated this policy, you will have to redo the assignment without a calculator; this may happen in a supervised setting such as working lunch or detention.

Understanding the Consequences of Academic Dishonesty or Academic Malpractice

Sullivan Middle School adheres to the school district's academic integrity guidelines. When the academic honesty of a student is in question, teachers collaborate with school administration to investigate. If it is determined that academic malpractice has taken place, the student(s) receive the following consequences:

After an investigation shows willful plagiarism, copying, cheating, duplication of work, falsifying data, or collusion, the student(s) will receive:

1st offense: Disciplinary referral. Parent conference. Students will attend a mandatory training session on avoiding academic dishonesty after which students must receive a passing score on the assessment. A grade of 50 will be assigned. At the principal's discretion, the student may be allowed to retake/redo the assignment up to a maximum score of 75.

2nd offense: Behavior contract, zero on assignment and 1 day ISS.

3rd offense: Same as second offense and 2 days of ISS.

4th offense: Same as second offense and 2 days OSS.

If an investigation shows inadvertent plagiarism, copying, cheating, duplication of work, falsifying data, or collusion, the student(s) will attend mandatory training sessions on avoiding academic dishonesty, after which the student must receive a passing score on the assessment.

Forgery of any document by a student:

Level 1: falsifying a signature on a student assignment, progress report or report card

1st Offense: Disciplinary referral, parent conference and 1 day ISS

2nd Offense: Same as first offense, but 2 days ISS

3rd Offense: Same as first offense, but 1 day OSS

4th Offense: Same as first offense, but 2 days OSS and an administrative contract

Level 2: Falsifying student information on any school record

1st Offense: 1-5 days OSS

2nd Offense: Recommendation for exclusion from school.

***Please see Middle School Grading Practices, as well. (Page 20)**

Understanding How to Avoid Academic Malpractice

As an IB World School it is essential that students, teachers, parents/guardians, IB Coordinator, Librarian/Media Specialist, and Head of the School understand our roles and responsibilities in promoting academic honesty.

Role of Students in Promoting Academic Honesty

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned. Student's responsibilities include:

- Read, understand, and become familiar with the Student Handbook.
 - Read, understand, and practice the Sullivan Middle School's Academic Honesty Policy.
 - Submit your own work.
 - Cite and acknowledge all sources to produce academic work including sources taken from websites, audio-visual, emails, CD.s, photographs, graphs, etc.
 - Turn in assignments by their due dates.
 - Ask teachers for guidance and assistance to ensure academic honesty practices are being followed.
- [1][2][3]

Role of Teachers in Promoting Academic Honesty

- Plan for activities where students are exposed to the different forms that plagiarism can take.
- Teach students about academic dishonesty and malpractice and how to avoid them.
- Set clear expectations for assignments and provide guidance to students on how to correctly cite sources.
- Communicate with parents regarding expectations for student academic honesty and integrity
- Be role models of academic honesty and integrity [1][2][3]

Role of Parents/Guardians in Promoting Academic Honesty

At Sullivan Middle School, we strongly believe in open communication between teachers, school administration and parents. Parents can play an especially significant role in supporting and helping their children achieve their full potential and acting with honesty by:

- Reading and becoming familiar with the Academic Honesty Policy of our school.
- Motivating and supporting students at home to be original in all their academic work
- By restricting adult involvement to as much is appropriate.
- Discouraging procrastination and encourage effective time management. [1][2][3]
- Supporting teachers and administrations in talking to their children about the importance of academic integrity.
- Cooperating with the school in case their child is found to be guilty of malpractice either intentionally, or by inappropriate documentation of sources.
- Reinforcing the IB Learner Profile at home with their children. [1][2][3]

Role of the MYP IB Coordinator in Promoting Academic Honesty

- Ensure that teachers and students clearly understand the IBO expectations regarding academic honesty.
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review with administration and faculty.

- Ensure that parents/guardians are aware of our school's academic honesty policy and IB requirements concerning academic honesty.
- Ensure that policies and procedures are easily available to all stakeholders [1][2][3]

Role of the Librarian/Media Specialist

- Help students become familiar with the research process and teach them the fundamentals of academic honesty.
- Provides guidance to students throughout their scholastic years at Sullivan Middle School
- Assist students when conducting research and citing works properly [1][2][3]

Role of the Head of the School in Promoting Academic Honesty

- Establish an academic honesty policy for the school.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct. [1][2][3]

References

[1] Academic Integrity. International Baccalaureate Organization 2019. Peterson House, 2019. PDF file.

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

[2] Academic Honesty in the International Context, International Baccalaureate Organization 2014. Peterson House, 2014. PDF file.

<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

[3] General Regulations. International Baccalaureate Organization 2014. Middle Years Programme. Peterson House, 2014. PDF file.

<https://www.ibo.org/globalassets/publications/become-an-ib-school/myp-general-regulations-2015-en.pdf>

Assessment Policy

Sullivan Middle School has established high expectations across the curriculum. We expose students to a rigorous and challenging curriculum that is aligned to the standards and content expectations of the IB program. In order to develop a sense of fairness in the assessment policy teachers use multiple forms of formative and summative assessments to support the students in the learning process. All subjects are equally important and assessed in a fair and balanced way.

The Sullivan learning community assumes ownership of the IB Programme, and each member (teachers and students) has responsibilities to ensure student success.

Students are expected to:

- Adhere to deadlines posted
- Assess their own progress
- Reflect or develop efficient personal study habits, plans and time management
- Display integrity, honesty, and respect
- Be learners who think critically and analytically

Teachers are expected to:

- Model the skills expected of the students
- Collaborate with colleagues, students, and parents to enhance the learning experience
- Work collaboratively to develop curriculum and assessments based on the IB model
- Nurture positive student attitudes toward learning

Various forms of assessment methods are used to evaluate student achievement. Teachers work to use assessment materials that are valid, reliable, and unbiased while incorporating higher order cognitive skills. Assessment tasks include multiple choice, short response, extended response, essay, projects, portfolios, and research assignments. We use both formative and summative assessments while making sure to follow district, state and IB requirements when assigning grades.

Formative assessments are used to guide teaching, monitor student achievement, and inform parents of the student's progress. These assessments also guide the students in their strengths and weaknesses. Formative assessments occur on a continuing basis with feedback from the teacher to the student weekly. Examples include exit slips, observations, warmups, journals, homework, and quizzes.

Summative assessments are used as a certification of achievement, to reinforce the teaching of the curriculum goals and when needed as a driving force to reform the curriculum, and as an accountability mechanism. Summative assessments include major culminating projects, exams, and unit tests.

IB assessments are criterion referenced and accompanied by a criterion referenced based rubric. When IB rubrics are used to evaluate student performance, teachers convert achievement levels defined on that rubric to points that can be entered into the school's required grading system. These conversions are communicated to the students and parents. Summative assessments occur approximately every three weeks.

Middle School Grading Practices

Grading Practices

Grades inform students about their progress and performance toward learning goals. We believe that students should do their best the first time they take an assignment or complete work. However, our goal is to help students master material presented to them in class.

Uniform Grading

The South Carolina State Board of Education approved a uniform grading policy that is in effect for all state high school students. The policy results in the same grading scale being used for all students in the state as well as the same process for weighting courses and calculating grade point averages and class ranks. Our school district recommends the use of high school grading guidelines for all middle schools. Our grading practices support the IB MYP experience as well as the SC Graduate Profile.

The numerical categories for grades are:

A = 90-100 B = 80-89 C = 70 – 79 D = 60 – 69 F = 59 and below

A conversion scale showing letter grades and numerical values is printed on the report cards and transcripts. Two categories of weighted values are used in calculating grade point averages and class ranks: The conversion table shows the weighted value for each level course. Grade point ratios are calculated uniformly in all schools represented in the SC Uniform Grading Conversion Tables.

Grading Philosophy

All teachers will provide many opportunities for students to receive grades for academic work. **A minimum of 5 formal grades per quarter will be recorded in the gradebook for each student. A minimum of 9 minor grades per quarter will be recorded in the gradebook (max of 27). Formal and major grades will have an assigned weight of 60%. Informal and minor grades will have an assigned weight of 40%.** This system promotes equity in the number of opportunities students will have to demonstrate they are learning and achieving. Zeros amount to nothing; therefore, students should not have zeros in their record.

Middle School Grading Scale

90-100	Excellent work	A
89-80	Above average	B
79-70	Average work	C
69-60	Below average	D
59-0	Unsatisfactory	F

Grading Exceptional & Limited English Proficient Students

Students with a 504 plan, Individualized Education Program (IEP) or who are identified as Limited English Proficient (LEP) should receive accommodations on assignments and assessments to allow them to access grade level content. Teachers should assess student work based on these accommodated assignments and assessments and not compared to their peers or other norm referenced standards. While students with accommodations can receive below grade level marks, these marks should be based on the students' performance with specified accommodations. Additionally, if a student with accommodations is failing, the 504, IEP or LEP team should review and amend the plan as needed.

Middle School Make Up of Tests and Assignments

No late penalty is assessed if the graded assignment is due to a lawful absence. It is the student's responsibility to contact their teachers about make-up work upon return to school and within three days of return at maximum. The number of days allowed to submit late work is equal to the number of days the student was absent plus one additional day. If the student has prior knowledge of the assignment, he/she is responsible for making up the assignment immediately upon return unless arrangements have been made with the teacher. Parents and students may also access Canvas from the school's home page. Canvas provides access to class work and assignments, as well as due dates via the calendar. Students may ask teachers questions through their inbox.

Reassessment Opportunity in Middle School

This policy applies to major assessments or assignments only.

The goal of retaking tests or assessments in middle school is for students to obtain and demonstrate mastery of course content. Students will be provided an opportunity for reassessments only after re-teaching. Re-teaching occurs when the teacher or student determines that the student is not meeting learning goals. Re-

teaching can occur with a teacher's face-to-face instruction, computer-based instruction, or additional practice opportunities at home.

Reassessment opportunities are only available to students that score below a **75**. If a student wishes to retake a major assignment, he/she will have five days from when the initial score is posted in Canvas to request the reassessment from his/her teacher. Students who are offered the opportunity to retake an assessment must complete it by a date communicated by the teacher. The following assessments/tasks indicate a final measure of learning and may not be reassessed:

- End of course or semester exam;
- An assessment that ends an instructional period such as cumulative assessment;
- Benchmark or midterm exam;
- Final research paper, report, or essay; or
- Culminating project or performance.

When reassessment is offered, students scoring below the standard will have one opportunity to retake for a maximum grade of **75**. In middle schools, this rule applies to all courses, including those taken for high school credit.

Progress Reports & Report Cards

There should never be any surprises with a student's academic standing and/or record. All teachers are expected to maintain updated and accurate grade records in CANVAS/PowerSchool. **Minor assignments must be graded within 5 school days and major assignments must be graded within 10 school days.** Teachers are expected to adhere all progress reports and grade reporting deadlines in accordance to district and school guidelines.

Recording and Reporting Grades

Teacher grades are recorded in PowerSchool, which provides online, daily access to students and parents. Grades are required to be updated weekly, every two weeks for A/B courses, but most teachers update them immediately after a new assessment is graded. Teachers use both written and verbal feedback to encourage student progress, identify needs, determine achievement levels and assist in maintaining accountability. Parents also have access to the Parent Portal of PowerSchool to monitor student academic progress.

Progress reports are issued at the 4½ week mark in each nine-week quarter digitally. Report cards are issued at the end of each nine-week period. Nine-week grades are computed including all formative and summative assessments from the nine weeks in accordance with each teacher's syllabus. Semester exams are cumulative. The semester grade is computed with each nine weeks grading period counting 40% and the semester exam counting 20%.

Academic Honesty

All middle school students are expected to maintain academic honesty in their schoolwork and learning. Grades – in part – are a reflection of academic honesty and learning. When a student becomes involved in cheating (including plagiarism or any behavior which could invalidate a graded assignment) the first time in a given class, the student will be assigned a grade of 50 on that work by the teacher. At the principal's discretion, the student may be allowed to retake/redesign the assignment up to a maximum score of **75**. A second

offense will result in a zero on the assignment and disciplinary action.

Behavior that could invalidate a graded assignment includes giving or receiving help on work that should be individual or completed without assistance from others or the internet. If a student is charged with cheating, the teacher will notify parents of the incident and a referral will be filed with the appropriate assistant principal. In any instance where a student is found to have engaged in academic dishonesty or cheating, the student and parents/legal guardians may appeal to the school administration.

Assessment Policy Implementation, Evaluation, Review and Teacher Training

All teachers in the IB Programme will meet bi-quarterly. During these data meetings we update and collaborate on the current work at hand. As we continue to grow as an IB World school we commit ourselves to self-evaluation and improvement. The entire IB faculty first addressed the review of this policy. A subgroup of teachers then met to compile practices of all teachers and the correlation between IB grading and whole school grading policies. We came back together as an IB faculty to discuss the findings and refine the established policy, at which point we shared the assessment policy with the school faculty. We will revisit and make necessary adjustments to this Assessment Policy at the end of this school year and going forward. We will also revisit this policy as district or state policies change.

Collaboration within our school and district is encouraged. Teachers are provided with their PRC information and are expected to utilize the website for instructional materials. Teachers individually review their student predicted scores, final class grades and IB scores to examine their strengths and weaknesses. The IB teachers are also provided the IBO marking notes and annual subject reports after each examination session so they can reflect on student performance to make effective revisions to their teaching practices.

Determining the Final IB-MYP Achievement Level

1. Holistically score each student in each of the four criteria using the rubrics in canvas so that students may review their scores on the Student/Family Portal for Criterion A, B, C, and D at least once per semester.
2. Add the four criteria scores together. Each criterion has nine possible levels of achievement (0 – 8).
3. Using the total from #2 above, assign each student an Achievement Level (1 – 7) for their IB Report Card at the end of each semester and for the end of the school year.

Achievement Level	All MYP Subjects Assessment Criteria Totals	Achievement Level Descriptor
1	1-5	Minimal achievement in terms of the objectives.
2	6-9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3	10-14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	15-18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
5	19-23	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
6	24-27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	28-32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

IB Achievement Level

1= Minimal achievement in terms of the objectives.

2= Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.

3= Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

4= A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.

5= A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.

6= A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.

7= A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Grade 8 IB Community Project

The IB Community Project provides an opportunity for all eighth-grade students to demonstrate their investigation, planning and reflection skills as they seek to address a community problem.

The project, including investigation and planning, should take approximately 15 hours. Students will work individually, in pairs or in trios. An adult will mentor each project. Academic honesty is mandatory. Students must do their own work and cite sources as appropriate.

Rubrics will be used to assess all projects. The criteria are as follows:

- Criterion A – Investigating
- Criterion B – Planning
- Criterion C - Taking Action
- Criterion D - Reflecting

Students may receive up to 8 points for each criterion. Sullivan will award academic cords for students who have satisfactorily completed their IB Projects. These cords, to be worn at the Honors and Awards Ceremony at the end of the school year, will be awarded based on the total number of points students earn:

32-28 points = gold cord 27-20 = silver cord 19-12 = blue cord 11-4 = white cord

Academic Honors

At the end of each nine weeks-grading period, grades are reviewed to determine qualification for the Principal's Scholars list and the Honor Roll.

Principal’s Scholar- Student must earn an A in every core subject throughout the year.

“A” Honor Roll- Student must earn an overall average of an “A” each nine weeks in core subjects

“B” Honor Roll- Student must earn an overall “B” average each nine weeks in core subjects.

Discipline Information

Student Code of Conduct

Across the nation and the state, a rash of serious incidents, accidents and injuries have awakened educators, parents, and law enforcement to the need for more emphasis on maintaining order in the schools. Sullivan Middle School has enacted and will enforce a strong Code of Student Conduct designed to deter unacceptable behaviors and teach students to abide by the rules. The basis of the strict code is the concept of RESPECT... respect for others, for property, for authority and for self. The code of student conduct also emphasizes PERSONAL RESPONSIBILITY. Each student is responsible for his/her own behavior and for knowing the rules of his/her own school. Teachers are expected to manage minor misconduct thus avoiding referral to the principal or the principal’s designee. Parents shall be involved early in the process by working directly with their child’s teacher, as well as the school administration. The offenses listed in this code of student conduct are considered serious and will be enforced by school administration. Unacceptable behaviors are defined uniformly, but the consequences may vary depending on the degree of misconduct, the age and record of the student, any special services the student may be receiving and the judgment of the principal or the principal’s designee.

All behaviors cannot be measured on an objective scale of deficiency, nor can such behaviors be attributed to the same motives. Therefore, the consequence section of the code of conduct is established as a MINIMUM guide for school officials to follow. The Principal reserves the right to assess each offense on its individual

merit and on the basis of its severity and may impose any reasonable consequence in conjunction with the Rock Hill School District's policies.

Level I Offenses - Disorderly Conduct

Disorderly conduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.

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

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive or profane language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- leaving school without permission
- school tardiness
- truancy
- excessive unexcused absences
- cell phone violation
- dress code violation
- failure to display ID when one is required
- internet violations
- unauthorized or inappropriate use of electronic devices
- unauthorized distribution or presentation of a publication or material

Level II Offenses - Disruptive Conduct

Disruptive conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student frequently engages in (Level I) disorderly conduct offenses.

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

- use of an intoxicant
- use or possession of tobacco products or materials
- fighting – Elementary Schools
- inciting others to violence or provoking a fight
- vandalism (minor)
- stealing
- threats against others
- harassment, intimidation, hazing, or bullying
- trespassing
- profane or abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances
- possession or use of a controlled substance or paraphernalia associated with the use of controlled substances, as defined by law or local school board policy
- illegally occupying or blocking school property in any way with the intent to deprive others of its use
- noncompliance of administrative direction during a school emergency
- unlawful assembly
- failure to cooperate fully with school officials in the investigation of a Level II offense
- disrupting lawful assembly
- bus misconduct
- horseplay, hitting, tripping, or pushing that could cause injuries or damage to property
- gambling

Level III Offenses - Criminal Conduct

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board.

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

- assault and battery
- extortion
- bomb threat
- false fire alarms

- fighting – Middle and High Schools
- possession/use of fireworks or explosive devices
- failure to report knowledge of weapons or explosive devices to school authorities
- possession, use, or transfer of dangerous weapons
- possession or transfer of look-a-like weapons
- sexual offenses
- sextortion
- vandalism (major)
- theft, possession, or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by board policy
- furnishing, selling, or possession of controlled substances (drugs, narcotics, or poisons)
- distribution, sale, purchase, manufacture, or unlawful possession of a controlled substance while in or within a radius of one-half mile of school grounds
- threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family

Student Conduct Away from School Grounds or School Activities

Administrators are to take appropriate action when student misconduct away from school grounds or school activities has a detrimental effect on the educational environment, safety, or general welfare of students or staff of the district. Student misconduct includes any action performed in person, in writing, or electronically. The administrator should take into consideration the protection of students and staff from the effects of violence, drugs, and/or disruptions. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns, and allow the student an opportunity to present his/her side of the story. The administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to investigate the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school. At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action which may include, but is not limited to, one or more of the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue classwork, but restricting the student's participation in extracurricular activities and/or designated school activities; for

example, clubs, study halls, pep rallies, student government activities, and so forth • suspending the student

- recommending expulsion of the student from regular school and placement in the district's alternative school
- recommending expulsion but allowing access to virtual school programs through the district's alternative school (these students are only allowed on alternative school campus for coursework and exams that require a proctor in a virtual school accessed through our district's alternative school); students not able to successfully enroll will be expelled for the remainder of the school year
- recommending expulsion of the student for the remainder of the year

Extenuating, Mitigating or Aggravating Circumstances

The board may give the appropriate administrator the authority to consider extenuating, mitigating or aggravating circumstances that may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

Alcohol and Other Drugs

The possession, sale, distribution, or use of a controlled substance by a student on the school grounds, buses, or at any school activity, or when off the school campus attending a school sponsored activity, and/or any other time when the student is under the administrative jurisdiction of the school is strictly prohibited. The term "use" shall be construed to include being under the influence even though the substance was not consumed while under the jurisdiction of the school. Controlled substances include alcoholic beverages, marijuana, hallucinogenic drugs, or any other illegal narcotic. Students found to be in *possession* of or under the influence of alcohol or illegal drugs will be required to take a drug test at the expense of the parent or guardian. The following is from the Rock Hill School District Policy JICH on Drug and Alcohol Use by Students.

No student, regardless of age, will possess, use, sell, purchase, barter, distribute, or be under the influence of alcoholic beverages or controlled or unauthorized substances in the following circumstances:

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function, or event whether on or off school grounds (including any location where an interscholastic athletic contest is taking place)
- in-route to or from school, at the bus stop, or during any field trip, or during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

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

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

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

Principal or his/her designee will suspend students who violate this policy and may recommend them for expulsion. The board intends to expel all students who distribute any controlled or unauthorized substance on school grounds.

Drug Dog

The Rock Hill School District and the York County Sheriff's Department established a drug prevention program designed to keep our school premises free of controlled substances. An officer of the YCSD and a dog trained to detect drugs will visit schools periodically to inspect lockers and automobiles parked on the premises. The program is designed for the dog to sniff property only. This may be a reason for the principal to investigate further. The principal or his designee will accompany the officer while on the school grounds. Students found to be involved with bringing controlled substances to school will be disciplined according to district policies. (See alcohol and other drugs.)

Gangs and Related Activities

The Rock Hill School District finds that gangs that initiate advocate or promote activities threatening the safety or well-being of persons or property on school grounds or gangs which disrupt the school environment are harmful to the educational process. The district prohibits the use of hand signals, graffiti or the presence of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with a large group that presents a clear and present danger contrary to the school environment and educational objectives. All such apparel will be confiscated by the school resource officer and administration.

The administration has established procedures and regulations to ensure the discipline of any student wearing, carrying or displaying gang paraphernalia, exhibiting behavior or gestures which symbolize gang membership, or causing or participating in activities which intimidate or affect the attendance of another student.

Harassment, Intimidation, or Bullying

The faculty and staff of SMS are intent on maintaining a safe, positive environment for students that is free from harassment, intimidation, or bullying. The following description is from the Rock Hill School District Policy JICFAA on Harassment, Intimidation or Bullying.

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

For purposes of this policy, harassment, intimidation, or bullying is defined as 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

- demonstrates motivation by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression or a mental, physical, or sensory disability or by any other distinguishing characteristic

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

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

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

General Disciplinary Actions

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

- At Sullivan IB Middle School, we believe that all students are responsible for their words and actions. We provide all students with equitable classroom and school practices that promote successful life skills. When students do not adhere to positive behavior expectations, the following general discipline consequences are followed:
 - Verbal warning by teacher, administration, or staff member.
 - Lunch or after school detention
 - Referral to administration
 - In-school Suspension (ISS)
 - Teacher-student-parent/counselor/student conference
 - Out-School Suspension (OSS)
 - Referral alternative school (Raven Academy)
 - Recommendation for exclusion.

Raven Academy

Students whose behavior is continually disruptive despite previous suspensions may be placed in the district's Raven Academy program. The Raven Academy program is located at the Flexible Learning Center and is designed to instill discipline and responsibility in students. Students who successfully complete the program

will become eligible to return to school on probation. Students who do not complete the program are candidates for exclusion.

Suspensions and Exclusions

Students are expected to conduct themselves in a manner that will always be in the best interest of the school. Student conduct that disrupts the classroom environment or involves substantial disorder or invasion of the rights of others is a basis for suspension or expulsion of the student. Suspended students may be sent home for a period of one to ten days. Criminal or extremely serious offenses may result in exclusion from the school. Students who are excluded from school will be provided an opportunity for a hearing before the district hearing officer. The hearing officer may recommend that the student be:

1. readmitted to school immediately
2. readmitted on probation
3. excluded for less than the remainder of the year
4. assigned to another school
5. excluded for the remainder of the year.

Suspensions or exclusions in no way preclude the right of the principal to have a student arrested when the conduct of the student has violated the law or poses a threat to property or the well-being of other students and staff. While on suspension or awaiting an exclusion hearing, students are not allowed on school grounds and may not attend any school district activity.

Discipline of Students With Disabilities

Disciplinary Process

Students with disabilities as identified under the Individuals with Disabilities Education Act (IDEA) are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other children in the program. However, federal and state laws and regulations require the public schools to meet the individual educational needs of a student with a disability to the extent that current educational expertise permits.

The Individual Education Plan (IEP) team may prescribe or prohibit specific disciplinary measures for an individual student by including appropriate provisions in the student's IEP. The IEP must take into consideration the student's disabling condition when deciding whether staff may use a particular form of discipline. Administrative authorities should observe any such provisions contained in a student with disabilities' individual education plan, except that a staffing committee may not prohibit the initiation of proceedings for suspension or expulsion that are conducted in accordance with regulation.

Suspensions

The administration may suspend a student with disabilities unless a suspension is prohibited by the student's individual education plan. At the end of the suspension, the school should return the student to the same educational placement, if appropriate. The school may suspend students for up to 10 days during the regular school year for a disciplinary infraction. However, students who bring weapons to school or a school function or knowingly possess or use illegal drugs or solicit the sale of controlled substances while at school or a school

function or inflict substantial physical injury to another individual in the school environment may be removed for up to 45 days at a time. If the principal and IEP team believe that a child with a disability is substantially likely to injure self or others in the child's regular placement, he/she may petition an impartial due process hearing officer or get a court injunction to order that the child be removed to an interim alternative educational setting for a period up to 45 days.

Expulsions

Expulsion of a student with disabilities is equivalent to a change in educational placement and therefore requires special procedures. Before a student with disabilities may be expelled, an IEP team must determine whether there is a connection or causal relationship between the disabling condition and the misconduct. If it is determined that there is a causal relationship between the student's misconduct and the student's disability, the student would continue to receive services in the regular school setting. If the behavior is not related to the disability, then the student is subject to regular discipline. However, provisions must be made to allow the student to continue to progress in the regular curriculum and meet the goals of the IEP.

The district will continue to provide a free and appropriate education as set forth in a student's IEP to expelled students with disabilities. Nothing contained in this administrative rule will be construed as limiting an administrator's ability to remove a student with disabilities from school immediately under emergency conditions.

Expulsion of Students – See Appendix



**SULLIVAN
MIDDLE SCHOOL**



Section III

**General School Information
Acceptable Use of Technology
Accidents, Emergencies, Medical Conditions
Assembly Programs
Attendance Procedures
Books & Bookbags
Bus Privileges
Cafeteria Experience
Canteen/Courtyard Experience
Cell Phones & Electronic Devices**

General School Information and Guidelines

Acceptable Use of Technology

All students are provided with a personal computer device and have access to multiple educational related technologies. When using the network or internet resources, students are expected to:

1. Take good care of the school-provided computer at all times.
2. Use the Internet for legitimate educational purposes.
3. Send email only at the direction of their teacher during school hours.
4. Not register the name, home address, or telephone number of themselves or anyone else in any location on the Internet.
5. Not attempt to download or save files to the computer without teacher permission.
6. Not search for, download or print any material that violates school handbook codes regarding possession or display of inappropriate, offensive or vulgar material, or assist any other student in such activities.
7. Not use or attempt to engage in internet exchanges without teacher permission.
8. Not harass, insult, or attack others via electronic communications.
9. Not damage or alter computers, computer systems, or computer networks.
10. Not violate copyright laws.
11. Not trespass in another's folders, work, or files.

A student's failure to adhere to these technology guidelines will result in disciplinary action and possible loss of access privileges to such resources, depending on the nature of the offense. **Students will be assessed fees for technology damage.**

Rock Hill School District Policy IJNDB- Use of Technology Resources in Instruction

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears, and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

- **Accessing Inappropriate Sites**

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography, or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access. The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

- **Reporting**

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

- **Online Behavior**

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The superintendent or his/her designee will develop a program to educate students on these issues.

- **Off Campus Conduct**

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

Accidents, Emergencies, and Medical Conditions

Every effort is made to prevent accidents. If an accident occurs, the procedure will be as follows: authorized school personnel will administer first aid. If the accident or illness is considered serious, or if the student is uncomfortable, a parent will be called. No child that is ill or injured will be sent home alone. If a parent cannot be reached, the school will follow parents' directions on the enrollment card and consent forms to secure an individual to pick up the child, or to secure emergency medical treatment if needed. It is important that schools have students' current addresses and phone numbers at all times. This information is especially important in cases of emergency.

School personnel should be made aware of medical and allergic conditions and provided with the name of a contact person who can be always reached. Students who have been sick the previous night should only attend school if sufficiently recovered.

Assembly Programs

Periodically, students will report to the auditorium or gym for grade-level assemblies, special presentations, or concerts. To guarantee enjoyment by everyone, all people in attendance must follow these expectations:

- Enter the auditorium as quickly and as orderly as you can. Sit in your team's assigned area.
- Observe school rules - no food or drinks, hitting, running, shouting, hats, etc.
- Remain quiet throughout the program.
- Sit appropriately during the entire program unless you have permission to stand.
- Show respect for each speaker or performance by not talking to other students and not blurting out remarks.
- Show your appreciation by applause - not yelling, whistling, etc.

We offer a wide variety of school concerts and cultural events, and we encourage all students to attend these performances. However, students must be accompanied by, and remain, with an adult throughout the performance. Students not following these guidelines will be removed from the auditorium and disciplined.

Attendance Guidelines and Procedures

Any student who misses school must present a written excuse, signed by a parent/guardian, or a medical excuse. If this excuse is not turned in within *three* days after the student is back in school, this absence will be

unexcused. The maximum number of days that will be recorded as lawfully excused absences with parent notes will be five.

A tardy is only excused when a medical note is presented at the time of arrival to school or approved by the principal for extenuating circumstances.

Students will be considered lawfully excused absent when:

- They are ill and their attendance in school would endanger their health or the health of others.
- There is a death or serious illness in their immediate family —with proper documentation (bulletin, death notice, etc.).
- There is a recognized religious holiday of their faith.
- Activities approved in advance by the principal.
- The student is suspended from school.
- There is a necessary medical or legal appointment that cannot be scheduled during non-school time.
- Absences associated with Covid-19.

Students will be considered unlawfully absent when:

- Willfully absent from school without the knowledge of their parent or guardian.
- Absent without acceptable cause with the knowledge of their parent or guardian.
- Sports, sporting events, family vacations, or any personal reason not associated with the school will not be excused. This is part of SC State Compulsory Attendance Law.

Documentation for All Absences

- All students are to provide official documentation for any absence to the home school.
- A written excuse (signed by a parent/guardian) OR a medical excuse should be provided within three days after returning to school.
- Documentation may also be submitted electronically by using the email link located on each School's website under *Quick Links* or submitted directly to the home school Attendance Office.

Student Attendance Intervention Plans

After three consecutive or a total of five unlawful absences, regulations require that school officials contact you and your child for a conference. The purpose of this conference is to identify reasons for your student's absences and to complete a Student Attendance Intervention Plan. Students who exceed the maximum number of absences allowed may be referred to the Family Court for truancy if under the age of seventeen. Citation: South Carolina Code of Laws 59-65-50, 60, & 70 and South Carolina Board of Education Regulations

Books

Students are issued state owned textbooks free of charge for their use during the school year. Books are expensive and cost in excess of \$75.00 each. All students are responsible for turning in all textbooks at the end of the school year or when withdrawing from the school. Students must pay for any lost or damaged books. If you lose a textbook, report your loss to the subject teacher immediately.

Bookbags

All book bags and purses must be left in the lockers during class time and school hours.

Bus Privileges

School bus transportation is authorized only for students regularly enrolled in public school in grades K-12. ***Bus transportation is a privilege for you to enjoy rather than a right.*** Specific student behavior expectations are established for the safe and efficient operation of the school district transportation system in accordance with state laws and regulations. All student behavior expectations also apply to all students while riding the bus.

Bus transportation is considered an extension of the regular school program and students who violate behavior expectations while riding a bus are subject to suspension from riding the bus and/or all other penalties established for misbehavior while students are on the school premises.

It is unlawful for any person to interfere with the operation of a school bus, either verbally or physically. Violation to such policy will be dealt with accordingly. The following is provided for your information and compliance.

While waiting for the Bus

1. Students must be on time and must meet the bus at the roadside when the bus arrives.
2. In approaching the bus stop, if students have to walk along the highway, they should always walk on the left, on the shoulder facing traffic.
3. When crossing the highway, they should walk, not run.
4. Students should not run beside the bus but should wait until it stops and then walk to the door.
5. Students must not bother or damage private property, or other students or motorists.
6. Students must meet the bus only at the bus stop to which they have been assigned.

While on the Bus:

1. Students are to go to their assigned seats, without crowding or pushing, and remain seated while the bus is in motion.
2. Students must never extend arms, legs, or head out of the bus.
3. Students should not talk to the driver while the bus is in motion, except in an emergency
4. Students must never tamper with the emergency door or any other part of the bus equipment.
5. Students must not ruin or deface the bus and seat coverings must not be damaged in any manner. Any damage to the bus or seats should be reported by the passenger to the driver as soon as possible.
6. Students must not tamper with the fire extinguisher, which is to be used only by the driver in an emergency.
7. Students are not permitted to open bus windows, unless given permission to do so.

8. Students must not fight or scuffle on the bus or create any disturbance. Highway traffic dangers necessitate optimum self-control by each bus passenger.
9. Students must not wave or shout to pedestrians or occupants of other vehicles and must not throw objects from the bus windows.
10. Books, lunch boxes or other objects should not be placed in the aisle of the bus.
11. Only the driver or the authorized person should remove first aid equipment, which is to be used only for emergency treatment.

While disembarking the Bus:

1. Students must remain seated until the bus comes to a complete stop. They must never attempt to leave until the bus has come to a full stop and the door is opened to indicate that they may leave.
2. Students should leave in an orderly manner. Students in the front seats leave first.
3. Students must not loiter or play around the stopped or parked bus.
4. Students should not enter a restricted area set aside for bus parking or loading. Questions should be directed to the transportation director at 981-2022 or 981-2023.

Cafeteria Experience

Parents cannot drop-off food items from outside vendors. All students are expected to behave as responsible citizens in the cafeteria. Students should not break in lines or change lines, play with or throw food, or leave the table without clearing trays and trash.

1. All students reporting to the cafeteria will sit in their designated location until instructed to the appropriate line.
2. Students will remain in the cafeteria for a minimum of 12 minutes before being dismissed to other areas (with the exception of working lunch).
3. Students will be dismissed one table at a time to the canteen area.
4. All students are expected to behave as responsible citizens in the cafeteria. Students should not break in lines or change lines, play with or throw food, or leave the table without clearing trays and trash.
5. Students are expected to buy any food they touch as they move through the serving lines.
6. Team seating areas may be assigned.
7. Students who do not follow cafeteria expectations will be placed in an alternate setting.
8. Talk softly, in a conversational manner.
9. Be respectful of others by keeping your place in line.
10. Keep lines orderly and straight.
11. All food must be eaten in the cafeteria – not taken outside or to other parts of the building.
12. Students are not allowed to use another student's lunch number.
13. Students will be instructed when they can throw away their trash.
14. All tables, chairs and floor must be clean before leaving the cafeteria.

Canteen (Courtyard) Experience

During lunch periods, the school canteen will be open where students may enjoy lunch from home and time with friends outdoors. The canteen may be closed when it is left untidy the previous day. All students should be responsible to tidy up the area at the end of their lunch period.

Cellphones and Electronic Devices

Students will not be allowed to use cell phones after 8:15 am. Cell phones will remain off and in lockers or bookbags between 8:15 am – 3:15 pm. Students will have access to school phones in case of an emergency.

No cell phones are allowed in restrooms. Students may not use cell phones to record other students or staff members. Violations of this policy will result in serious disciplinary consequences, including banning individual students' cell phones from campus.

See Appendix for more information.

Collection of Student Financial Obligations

Parents of any student who has a financial obligation to the school/district, i.e. lost textbooks, library fines, fees, etc., which are not cleared within the prescribed time will be notified. **Students may not be allowed to go on school field studies, athletics, and other extra-curricular activities until fee balances are paid.** Fees include, but are not limited to, music supplies, book fines, cafeteria balances, and athletic fees. Students owing fees may also be denied canteen privileges during lunch. A plan should be approved with the appropriate personnel to collect the outstanding obligation.

Communication with Families

We have a variety of ways to communicate with our families. A wealth of information is contained on our website. You can access any of the services below from our home page <http://sms.rock-hill.k12.sc.us>. The **Falcon Flyer** is a weekly newsletter for all Sullivan Middle School families. Please ensure that we have your correct email address so you can receive the weekly updates via the **Falcon Flyer**. To update your contact information and email, please contact the registrar. If you are not receiving our newsletter, please check your junk/spam folder in your email account. We also encourage all parents/guardians to join our social media. Please use the links below to access our social media:

[Facebook](#)

[Twitter](#)

[Instagram](#)



**SULLIVAN
MIDDLE SCHOOL**



Section IV

Demonstration of Affection

Directory Information

Dress Code

Dress Code Violations & Consequences

Early Dismissal

Emergency Drills

Entering & Leaving School

Family Educational Rights and Privacy Act (FERPA)

Field Study Events

Fundraising

Gifts

Demonstration of Affection

Demonstrations of affection at school (touching, kissing, or holding hands) are forbidden. Students who engage in this activity may receive a minimum of school detention to a maximum of out of school suspension.

Directory Information

The following information is releasable upon request at the discretion of the principal of each school: the student's name, address, telephone number, date and place of birth, photo, subjects' study, participation in officially recognized activities and sports, weight, and height of members of athletics teams, dates of attendance (on both an annual and daily basis), diplomas and awards received, and the most recent/previous educational agency or institution attended by the student. Any parent or guardian of a student attending Rock Hill Schools who would prefer that any of the information designated above not be released without the parent's or guardians' prior consent should notify in writing the Office of the Superintendent, Rock Hill Schools P.O. Drawer 10072, Rock Hill SC 29731 by the Tuesday following Labor Day. If such notice is given, the school attended by the student will be notified.

Dress Code

District board policy states that the board reserves the right to bar from school students whose personal appearance is disruptive to the educational process and orderly operation of the school. Discretion to formulate reasonable dress codes is left to the administration. Sullivan Middle School has adopted the following **Standard Code of Dress**:

1. Shirts must have a collar and sleeves. **V-neck collared shirts are prohibited.** Shirts must be polo/golf-type shirts in long or short sleeves. **Shirts may be any solid color without a logo.** All manufacturer's brand/slogan or other non-school logos on tops are prohibited. Stripes and trim colors on any tops are also prohibited.
2. Sweaters and sweatshirts must be of solid color without a logo, stripes, or patterns.
3. School-spirit shirts and sweatshirts with school logos are allowed. **Hoods may not be worn.**
4. Sweaters, cardigans, crew neck and sweatshirts of any solid color (without logos) are allowed. A shirt must be visible underneath the sweatshirt and sweater. No cropped sweaters.
5. Heavy or bulky outerwear (coats and jackets) are not to be worn in class or throughout the building.
6. Solid color (black, brown, khaki, gray, or navy) pants, shorts, skirts, skorts, capris, or jumpers are allowed and must be worn fitting at the waist, not below the natural waist.
7. **Athletic-wind pants, stretch/skinny pants, jeggings, yoga pants, jeans, and sweats are prohibited.** All pants with belt loops must be worn with a belt that is properly buckled.
8. All shorts and skirts should be worn no shorter than four inches from the top of the knee. This will be measured from the top of the slit if on a skirt.
9. **Form-fitting, provocative, see-through, or torn clothing is prohibited. No skin can be visible between the pant and shirt at any time.**

- 10. Offensive or suggestive writing, pictures, patches on clothing (including outerwear) and belt buckles are prohibited.** This includes advertising for alcohol, tobacco, or illegal products or depiction/promotion of racial, sexual, or violent behavior.
- 11. Head coverings including, but not limited to, bandanas, stocking caps, do-rags (wave caps), scarves, hats or sunglasses are prohibited.** Sweatbands are permitted void of writing.
- 12. All students must wear shoes. Shoes designed to be tied or buckled must be tied or buckled. For safety reasons, students will not be allowed to wear shower shoes, bedroom shoes, flip-flops, slides/mules or spiked or wedged high heels more than 2 inches high.** All shoes must have a back strap. Shoe straps must be sewn into the sole and not be able to pull out.
- 13. All long jewelry (that extends beyond the collar) must be tucked in regardless of the style. Jewelry with spikes is not permitted.** This includes chokers, wristbands, dog leashes, chains, etc. Items that could be used as a weapon may not be worn or brought to school.
- 14. Clothing must be worn as the manufacturer intended. Shirts and jackets must not be worn tied around the waist or neck.**
- 15. Students are expected to be in school dress code on any school sponsored field study unless a school administrator has granted special permission due to the nature of the activity.**
- 16. School administration reserves the authority to determine if a clothing item or accessory is disruptive to the safety of the learning environment.**

Dress Code for Dress Down Days

In the event we have a dress down day, students must adhere to the following guidelines:

- 1. Shirts and tops must be school-appropriate and not revealing.**
- 2. Jeans are allowed during dress down days. Jeans may be any color or pattern but must not have holes or tears in them of any kind. No leggings or pajama pants.**
- 3. Dress down clothing cannot have inappropriate writing on it, fit appropriately, and must not interrupt the safety of the learning environment.**

Dress Code Violations and Consequences

Students who come to school inappropriately dressed and/or not conforming to the dress code will be subject to the following:

- 1. The students who violate the school's standard code of dress, will not be allowed to go class or participate in school-related activities.**
- 2. The student will call home for appropriate clothing, and a parent will be given the opportunity to provide the student with appropriate clothes. The student will wait in the office or supervised designated area for clothing to be brought to the school or until the student is taken home to change into appropriate clothing.**
- 3. The student will be given the opportunity to change into appropriate clothing provided by the school, if available, for the day.**
- 4. If parent/guardian cannot provide school-appropriate clothing, the student will be placed in In-School Suspension for the duration of the school day.**

Repeated violations will result in additional school consequences. Absences from class, as a result of dress code violations, are unlawful absences.

If necessary, the administrative staff will meet to approve any attire not covered by the dress code. The principal reserves the right to repeal or amend any changes to the policy as necessary and will communicate all changes to students, parents/guardians, and staff in writing prior to implementing any changes. The principal also reserves the right to waive any of these rules for special days, events, and occasions as predetermined and adequately communicated to students, parents/guardians, and staff.

Early Dismissal

Only persons listed in the student information system may remove a student from school. The following guidelines apply to all students requesting to be dismissed early:

1. A request for early dismissal will not be accepted by telephone.
2. A parent or legal guardian must report to the school for an early dismissal and are required to show photo identification to sign out a student. Except in an emergency (to be determined by an administrator), students will be called from class only at the change of class periods.
3. All students must sign out before leaving the school and sign in when returning to school late.
4. During state testing, early dismissal is strongly discouraged.
5. Excessive early dismissals will result in an attendance conference with the grade level assistant principal.

Emergency Drills

State law requires that Emergency Drills be conducted once each month. Drills may occur at any time of the day. Any time the emergency drill signal sounds, everyone in the building should consider it to be a real emergency. The main objective is to evacuate the building as rapidly as possible in a safe, orderly manner. Instructions are posted in each classroom as to the exit to use. During such an alarm, you should follow your teacher's instructions very carefully. You are to form a line quickly and go single file to the exit designated by your teacher. You are not to talk while exiting the building. Walk: do not run; remain calm. Move quickly, but do not push or shove. If you are not with your class when the alarm sounds, join a class exiting close to you and remain with this class until you are out of the building. You can then get permission from that teacher to join your regular class. An announcement will be made to acknowledge when it is safe to return to class.

In the event of a tornado, an announcement will be made for students and teachers to go to their designated area inside the building. The designated area will vary depending upon the location of the classroom. Just as during a fire drill, students should follow teachers' instructions and move quickly and quietly. An announcement will be made when it is safe to return to class.

Each classroom teacher will review fire and tornado drill evacuation plans. To prevent a possible tragedy, we must all cooperate to ensure that everyone knows the proper exit procedure from classes in case of fire, tornado, or other emergency drills.

In the event that a major catastrophe should occur at the Catawba Nuclear Facility, an emergency evacuation plan has been established for each school. Specific plans are available from the principal.

Entering and Leaving School

The school day begins at 8:15 am. Any students not in class at 8:15 am is considered tardy. Bus riders, walkers, and car riders can enter the school at 7:45 am. All students must report to the designated common areas (Gym, Auditorium, or Cafeteria). Students are not allowed to be on hallways and classroom unsupervised. All students must be under the supervision of a staff member at all times. Any violation will result in a disciplinary consequence. Repeat violations will result in further disciplinary action.

Parents who drive their student to and from school must follow all car-rider line procedures. Parents are not permitted to drop off students at the front of the school or staff parking lots. Once a student arrives at school, he or she is prohibited to leave school grounds before the end of the regular school day unless appropriately signed out.

Students arriving after 8:15 am must enter the school at the front office. A tardy pass will be given to the student then the student will be allowed to report to class.

Students are not to be dropped off at school before 7:45 a.m. Students may not to be dropped off on the gymnasium side. **At the end of the school day, car riders must be picked up by their parent/guardian by 3:30 pm.**

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official

has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-8520

Field Study Events

When on field studies, students are subject to all school rules and regulations. They are expected to represent themselves, their families, and their school in an exemplary fashion. Students are expected to be in school dress code on any school sponsored field study unless a school administrator has granted special permission due to the nature of the activity.

Appropriate parental permission is mandatory to participate in field study events. Correct parent/guardian contact information with necessary medical information must be provided to the teacher prior to the event date. Parent chaperones are always welcome and prior arrangements made with the teacher in charge. All chaperones must be approved by the Rock Hill School District via the Volunteer Application found [here](#).

Fundraising

All fundraising or sales sponsored by school organizations must be approved in advance by the principal and the fundraising committee. The district will not permit sale of material items or services of a private nature by any individual or out-of-school organization without specific approval.

Gifts

Students are discouraged from the exchange of gifts among themselves while at school. **Please do not have balloons or flowers delivered to the school.** These items will not be taken to the classroom and cannot be taken home by bus.



**SULLIVAN
MIDDLE SCHOOL**



Section V

Health & Wellness Information

Homework

Insurance

PowerSchool & Canvas

Internet Usage

Leaving Class For Other Areas of School

Lockers

Lost & Found

Messages

Moment of Silence

Searches & Interrogations

Sexual Harassment

Smoking & Vaping

Skateboards, Rollerblades, Scooters

Health & Wellness Information

A student who becomes ill while at school may obtain a permit from his classroom teacher to report to the health room where arrangements will be made for the student to go home or remain in the health room and/or classroom until a parent/guardian can be reached. The school nurse will make the necessary arrangements. Students who are too sick to be in class are too sick to be in school. Every effort will be made to contact parents to help get a sick student home. Before an emergency occurs, please provide the school with updated phone numbers, and emergency contacts.

In the best interest of [all](#) students and staff, we request that a student remain at home if he/she is sick. A child should be fever-free for 24 hours before returning to school after an illness. Please visit the [SC DHEC website](#) for more information about when to keep your child home from school.

A parent should inform their child's counselor and school nurse at the school at the beginning of the year if a student has a special physical or mental condition. This information should be accurate and up to date. Please notify the school of changes in your child's health status any time during the school year.

- **Medications for Students**

All medication must be properly labeled and in its original container and brought to the nurse's office immediately upon the student's arrival at school by the parent or guardian. Students are not allowed to carry medication during the school day unless the appropriate paperwork is completed by your child's physician. Please see the school nurse if you would like for your child to carry their medication with them during the school day. Any medication found in a student's possession during the school day (other than a student who has permission to possess the medication pursuant to an IHP- Individual Health Plan- and physician order) will be confiscated by school personnel and the school principal will take necessary disciplinary action in accordance with board policy.

- **Prescription Medications**

A written order from a physician is required for ANY PRESCRIPTION MEDICATION that is to be administered at school. Prescription medication forms are on the school and district website. Please understand that prescription medication cannot be given at school without a doctor's order.

- **Over-The-Counter medication**

In order for a student at the middle school level to be given over the counter/non-prescription medications at school, the student's parent/guardian must complete the district Permission for Non-Prescription Medication form. All over the counter medications are required to be administered by the school nurse. Dosage may not exceed package directions, unless specified by a doctor's order. In cases of frequent request for administering over the counter medications, the school may request authorization from the student's health care provider. The school will not supply any over the counter medication such as Motrin, Tylenol, or antacids. Non-prescription medication forms are on the school and district website.

If at all possible, the time for taking medicine should be at the change of class periods. The parent/legal guardian of the student must assume responsibility for informing the RN of any change in the student's health or change in medication. Please call or email the school nurse if you have any questions regarding the medication policy. **You may contact the school nurse at 803-981-1490**

Homework

Your child is likely to have some form of homework daily. Parents may check for basic homework assignments each week as specified by the teacher/team. There are several reasons for assigning homework regularly. These reasons are:

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

Continued practice is important and is often recommended for students to partake after school hours. The daily homework will never be used as punishment, but rather to extend learning.

Insurance

Insurance is available each school year for a small fee. (Enrollment dates vary) Two policies for health and accident insurance are available to students:

- Regular School Time Coverage: This is a limited -coverage policy beginning one hour before school and extending one hour after the school day.
- Twenty-Four Hour Coverage: This policy will be effective 24 hours daily, during the full twelve months of the year.

All students who plan to participate in school athletics (including spring sports) must be covered by adequate insurance. While it is not mandatory that it be the insurance offered by the school, it is recommended. Those student athletes who do not take school insurance must bring a statement signed by a parent that they do have adequate insurance protection, and the statement will be filed in the student's record.

PowerSchool Parent Portal and CANVAS

PowerSchool Parent Portal and Canvas gives parents and students access to real-time information including attendance, grades, and detailed assignment descriptions. If you need your access IDs for Parent Portal and Canvas, please contact the school's registrar.

Internet Usage

Rock Hill School District Three is fortunate to have computer connections to the Internet in every school. This Internet connection provides a powerful access to worldwide information in text and media form that, if properly used, can enhance student learning. It can be particularly exciting for students because it provides a wealth of information resources not readily available through conventional library means.

Unfortunately, the Internet can be misused. There are images, information, and discussions that are not appropriate for K-12 pupils. Our faculty members directly and continuously supervise individuals and classes of students who are accessing the Internet to ensure that inappropriate content is not seen on the computer. This kind of screening is not new; schools have always screened materials for student use to exclude many

books, magazines, and videos not appropriate in a school setting. However, it is possible that a student conducting individual research may disregard a teacher's instructions and actively seeks out inappropriate material.

We believe that students can be provided opportunities to use the Internet as a research tool within clearly understood parameters. These conditions

are:

1. Parents are advised of the rules and give their written permission.
2. The student gives written assurances regarding appropriate behaviors while operating the Internet.
3. The student and parents understand that violations of these assurances will result in disciplinary action, and possible loss of Internet privileges in instances of flagrant abuse (searching for and/or downloading inappropriate material).

Permission forms will be sent home with students at the beginning of the school year to be signed by parents and students. This form must be on file at the school before a student can utilize the Internet.

Leaving Class For Other Areas of School

Any student who goes from a classroom to any other area of the school must have a permit from the classroom teacher. Students must go directly and return promptly, returning the permit to the teacher. Students found in areas without permission will be disciplined.

Library/Media Center

The library will utilize a digital browsing format for students to allow them to preview selections to be delivered to them in class. Students will have access to the media center resources with permission from the teacher and media specialist.

Lockers

Students will be assigned a locker at the beginning of the school year. Students are responsible for bringing their own locks. Students have designated times to use lockers.

Lost and Found

A Lost and Found area will be stationed in the main office area. Parents are encouraged to label coats, sweaters, and other materials with their child's name. Just before the winter holidays and at the end of school, all unclaimed items will be given to a charitable organization. All textbooks found will be given to the teacher who issued the book. South Carolina State Law requires parents to pay for missing books and states that this requirement must be complied with before new books are issued. If lost textbooks are found after having paid for new ones, refund checks will be issued to the parents with receipts.

Messages

To avoid interrupting classes, messages will be delivered directly to students only in emergencies. School wide announcements are made only at the beginning and end of each day.

Moment of Silence

The South Carolina Legislature passed a law during the 1993-1994 session mandating a full minute of silence is observed each day in our schools. All students are expected to remain quiet during this period.

Searches and Interrogations

School officials may search school property, lockers, vehicles, personal belongings, etc. with or without probable cause. Random searches may occur with or without reasonable suspicion. (*State 16-3-1040*)

While students do not lose their constitutional rights upon entering school premises, a search may be conducted when administrators have a belief, reasonable under the circumstances, that a student committed a crime or a violation of a school rule and that such a search will reveal contraband or evidence of a violation of a school rule or a criminal law. Furthermore, any search must be reasonable in scope given the age and sex of the student and the nature of the alleged infraction. If deemed appropriate by the administration, a hand-held metal detector may be utilized to assist in student searches.

Students are provided lockers and desks to use during the school year. However, the schools retain ownership of both, and school officials may conduct unannounced searches at any time to maintain health and safety standards.

Sexual Harassment

Engaging in sexual harassment of any student, staff member, or visitor, whether male or female, on school property or while under the jurisdiction of the school is considered a violation that is disorderly, disruptive, and /or criminal in nature and will result in disciplinary action. The following is from the Rock Hill School District Policy JIAA on Sexual Harassment.

The district prohibits sexual harassment of students by district employees, other students, or third parties. All students and employees must avoid any action or conduct which could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means that include, but are not limited to, telephones, cell phones, computers, or other telecommunication devices and includes text messaging, instant messaging, and social media.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature under any of the following circumstances:

- Submission to such conduct is made either expressly or implicitly a term or condition of a student's education.
- Submission to or rejection of such conduct by an individual is used as the basis for any decisions affecting a student.

- Such conduct has the purpose or effect of unreasonably interfering with a student's education or creating an intimidating, hostile, or offensive school environment.

Any student who feels he/she has been subjected to sexual harassment is encouraged to file a complaint in accordance with administrative rule JIAA-R. A parent/legal guardian may also file a complaint on behalf of his/her child. All allegations will be investigated promptly, thoroughly, and impartially to determine what occurred. In the interim and at the conclusion of the investigation, appropriate steps will be taken to effectively address the situation.

Any employee or student who is found to have engaged in sexual harassment or inappropriate conduct of a sexual nature will be subject to disciplinary action, up to and including termination in the case of an employee, or expulsion in the case of a student. The district will take appropriate steps to correct or rectify the situation.

The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of sexual harassment.

The identity of the complainant and the facts stated in any complaint will remain confidential.

Smoking, Vaping, and Possession of Tobacco or Nicotine Products

Smoking/Vaping or possession of tobacco or nicotine products is prohibited on school property during the school day and by students actively participating in or practicing for school-sponsored extracurricular events and while riding school busses and activity vehicles. The following is from the Rock Hill School District Policy JICG on Tobacco Use by Students.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100 percent tobacco- free environment.

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

Goal

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

- prohibiting the use and/or possession of all tobacco/nicotine products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes by all students, staff, contract or other workers, and visitors
- exhibiting healthy behavior for all students, staff, contract or other workers, vendors, visitors, and the entire community

- utilizing proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

Education and Assistance

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

Tobacco/Vaping Industry Marketing or Sponsorship

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

Skateboards, Rollerblades & Scooters

Skateboards, rollerblades, and scooters are not allowed on school property before, during or after school.

Supervision of Students

Supervision will be provided in designated areas for a reasonable length of time before and after regular school time for classes or an extracurricular activity. Supervision will be provided for students who ride a bus upon their arrival and until such time as the bus departs after classes are dismissed. All other students should arrive no earlier than 7:45 a.m. on school days. **Parents of car riders are expected to pick up their child(ren) by 3:30 p.m. each day.**

Supervision will be provided for students participating in extracurricular activities 10 minutes prior to the designated arrival time and up to 15 minutes after the conclusion of the activity. This will include time that may be required for dressing after athletic events. Students who are repeatedly on school premises after the designated time for supervision may be excluded from attending future extracurricular activities and/or will be required to attend with a parent. Students who are repeatedly on school premises without special permission will be subject to disciplinary action and/or arrested for loitering. All students leaving sports events, practices, or games must be picked up from the gym area---not the front of the school.

Students are expected to be picked up within 15 minutes of the conclusion of an event. If a child's ride is late, they will receive a warning on the first offense. On the second offense, the child will be required to attend all events with a supervising adult. Additionally, student spectators may not stay after school-on-school grounds while waiting for the event to begin; they must go home and return at the beginning of the event. This is due to the lack of supervision available. School officials will, always, provide reasonable supervision for crowd control during all extracurricular activities.



**SULLIVAN
MIDDLE SCHOOL**



Section VI

Tardies

Theft, Vandalism, and Personal Property

Threats to School Personnel

Transferring to Another School

Tutoring

Visitors

Weapons

Band, Choral, and Orchestra Concerts

Interscholastic Sports Competitions

School Organizations and Clubs

Tardies

All students are expected to be on time every day. If, however, circumstances force a student to arrive to class after 8:15 am, the student must sign in through the front office. A student may be excused for being tardy **three** times with a note from a parent or a guardian each nine weeks of school. Additional tardies within a nine-week grading period may result in disciplinary action, in-school suspension, or out-of-school suspension. This may also result in your child being referred to the District Attendance Office for further intervention/possible referral to Family Court for truancy.

Theft, Vandalism, and Personal Property

All students are to respect school property and all personal property belonging to others. This means using such only with the permission of the owner. However, the school is NOT responsible for the loss of or damage to any person's personal property. The school cannot accept any liability for the loss or damage of personal property. We recommend that students not bring to school any expensive jewelry, large amounts of money, electronics, or other valuables. Such items will be confiscated until a parent is able to pick them up at the end of the school day. Any student taking or damaging property belonging to the school will be subject to disciplinary actions. Consequences of stealing or damaging property of the school will include but not be limited to restitution or replacement of items stolen or damaged and police charges.

Threats to School Personnel

It is unlawful for any person to knowingly or willfully deliver or convey to a public official (faculty, staff, or administrator) any verbal, written, or electronic communication which contains any threat to take the life of or inflict bodily harm upon the public official or members to their immediate family. The conveying of threats in any form or fashion to a public-school official is unlawful and violators will be subject to punishment by law. Any person violating the provisions of this section must, upon conviction, be punished by a term of imprisonment of not more than five years.

Transferring to Another School

Any student who is transferring to another school will need to report to the guidance office for necessary withdrawal forms on the last day of attendance. All fines and/or fees must be paid, and textbooks and electronic devices turned back into the school before leaving.

Tutoring

Some teachers offer their students additional help with schoolwork by having tutoring sessions before or after school. Students must receive a pass from their teacher in order to attend these sessions.

Visitors

Students are not allowed to visit other schools during the regular school day. Students who do so may be charged with trespassing and/or recommended for expulsion from district schools.

Visitors who are on school business are welcomed at school; however, in a proactive measure to ensure the safety of students in Rock Hill Schools, a nation-wide offender check will be conducted on each visitor by the district's visitor management system. Visitors **must** present a valid driver's license and enter by way of the front office to secure administrative permission and a visitor's pass before going to any other part of the building to avoid disturbing the learning environment of our students.

According to South Carolina law any person entering the premises of any school in South Carolina shall be deemed to have consented to a reasonable search of his person and effects. Anyone failing to comply with the checking procedure will be asked to leave the campus. After a warning, the police will be called, and the violators will be prosecuted. Out-of-town student visitors or family guests will not be permitted to visit in the school without prior permission of the principal or without special invitation.

Weapons

All persons are prohibited from carrying weapons on school grounds or to school-sponsored events. Carrying weapons is a criminal offense and a breach of school rules. Persons using/having weapons while under the jurisdiction of the school will be subject to criminal charges, and students may also be excluded from school. Such weapons include, but are not limited to, knives, blackjacks, brass knuckles, razors, mace, pepper gas etc. Student possession of any object that appears to be a weapon or is used as a weapon so as to cause fear or intimidation shall be considered a violation of this regulation. Any instrument that is used in a fight and is capable of causing bodily harm will be considered a weapon and will be dealt with as such.

Student Activities

Students who participate in interscholastic activities sponsored by the school will be required to meet all the standards of requirements as prescribed by the state, and school district. To be eligible for participation in an interscholastic activity such as a ball game, band competition, etc., the student must be considered present or in attendance at school on the day of the contest if the contest is held on a regular school day. There will be no organized, required practices on weekends.

Extracurricular activities often include activities of high public interest, visibility, and attention. Examples include sports, band, and chorus. When students participate in such events, they are in effect serving as ambassadors of Sullivan Middle School and Rock Hill School District Three. The behavior of students participating in such activities tends to draw attention in such a way as to elevate or malign the school and the school district's standing in the mind of the public. **Therefore, students who misbehave while participating in these type activities may be removed from the extracurricular activity by the school principal.** Examples of such misbehavior include acts of disrespect to a teacher or other school authority, acts of violence, public use of vulgar language, use or possession of unlawful drugs or narcotics, or criminal misbehavior of any kind. Students will also be subject to suspension or exclusion. Please note students who are assigned to Behavior Intervention (ISS) and/or out of school suspension may not participate in extracurricular activities on the day(s) assigned.

Students assigned to the Behavior Intervention Class or out of school suspension may not participate in interscholastic activities on that day.

All students attending interscholastic events as a part of the team or as school cheerleaders MUST return to the school via transportation provided by the school. This is in conjunction with district guidelines.

Band, Choral, and Orchestra Concerts

Students who take these regularly scheduled classes can demonstrate their skills and talents at concerts presented at various times during the year. Seventh and eighth graders who are enrolled in band, orchestra or chorus will be required to participate in all performances as scheduled by the instructors. Some of these performances will be scheduled in the evenings. Participation in these group performances is calculated in the student’s academic grade for the course.

Interscholastic Sports Competitions

There is a \$60 athletic fee (\$50 participation fee + \$10 insurance fee) required in order to participate along with other requirements to participate in athletics. Physicals are REQUIRED to try-out for a sport. Any athlete who does not have a physical will not be allowed to try-out. Proper paperwork for the physical, medical history and parent’s permission may be obtained from the athletic coaches. All students interested in participating in athletics must be present and participate in try-outs if the student wishes to be considered for membership on a team. Athletes can participate in ONE sport per season for a maximum of three. Sullivan Middle School offers the following sports:

Football	Wrestling	Cheerleading
Volleyball	Track	
Basketball	Softball	

In order to be a member of an athletic team(s) at Sullivan Middle School, your student must have:

- An updated physical form signed by a physician (not a Nurse Practitioner) dated after April 1st of the current school year.
- Signed Parent’s permission slip (signed by a parent or legal guardian).
- Met academic promotion requirements for current grade.
- Met the required age limit (not have turned 15 years of age prior to July 1st).
- Enrolled as a 7th or 8th grade.
- Met any other criteria specified by the South Carolina High School League.

Students who were seated or retained in a grade are ineligible to participate in interscholastic sports activities until the second semester of the school year.

Any student engaging in any athletic competition, which is sponsored by the school or played under the name of the school, shall be required to furnish the below-described documents and forms.

Forms: The following forms must be turned in to the appropriate coaches BEFORE you can take part in any practice session:

- Parents' permission form with sports checked and signed by your parents AND you.
- Physical form filled out and signed by your doctor. This must be dated May 1st or later.

Birth Certificate: A CERTIFIED state, county, or city birth certificate (original-not a copy) must be turned in before you can play in a game. If your birth certificate must be ordered, we can give you the address and list of necessary information to send in order to get it.

Age: For 7th and 8th grade sports, you are not eligible if they turn 15 years old prior to July 1 of the upcoming school year.

School Organizations and Clubs

Students are encouraged to join and participate in clubs and organizations. These clubs will begin to meet as soon as possible. Students who participate in extracurricular activities have fun, enjoy a feeling of belonging, school pride, and unity. Involvement is a key to a successful school experience. The formation of new clubs is encouraged. Student interest and involvement determines the number and variety of school clubs and organizations. Some of our clubs are:

- **Academic Team**

Student from all grade levels may try out and participate in the Academic Team. Students with an overall B average are encouraged to try out for the teams in September. These teams compete with other area middle schools.

- **Culture Club**

Students learn about global cultures and perspectives

- **Fellowship of Christian Athletes (FCA)**

All students are invited to participate. This group meets every week before school on Wednesdays. Each meeting features a special speaker or activity, songs, and fellowship.

- **Falcon News Network (FNN)**

FNN is a student operated school-wide news program. The students write, produce and record school news programs for broadcast through the school ITV network.

- **Junior Beta Club**

This is an honorary organization for students who maintain at least a 3.3 GPA and show strong leadership skills. The club is service oriented, and members will be required to participate in a number of activities that benefit the school and community. Membership is acquired through invitation. Seventh and eighth grade students who meet these requirements will be asked to join. The club participates in several school and service projects during the year.

- **Junior Civitan Club**

This club is devoted to helping others, their goal is to improve the lives of others. Junior Civitans participate in many community service projects throughout the year.

- **Math Counts**

This is a math club for students who enjoy the challenge of solving problems and competing against other students in mathematics. Four of the Math counts members are chosen to represent the school in competitions. Four other individuals are selected to compete as individuals.

- **Recycling Club**

This is a student operated recycling team. Students and faculty sponsor organize recycling centers throughout the Sullivan campus and collect items bimonthly.

- **Step Team**

Students from all grade levels are eligible to become a part of the Sullivan Middle School Step Team. Emphasis is not only placed on precision steps and choreographed movements, but also on discipline, character, and self-esteem. Students generally perform during basketball games and at various competitions.

- **Student Council**

Student council is made up of representatives elected by the students from each grade level. Student council promotes school spirit and sponsors school and community service projects.

- **Sullivan Ambassadors**

These students represent and embody Sullivan Middle School and the IB principles. Ambassadors introduce new students to the Sullivan campus, help parents and community members at Open House events, and assume leadership roles at other student events. Ambassadors collaborate closely with school counselors.

- **Yearbook Staff**

This group of students are interested would help create the school's yearbook.

Any student charged with a crime (arrested) will not represent Dutchman Creek Middle School in any extracurricular activity until the situation has been resolved. Any personnel should inform the administration of any such arrest.” (DO memo, Dec. 12, 1996). Students who participate in extracurricular activities, such as sports, academic or vocational competitions, concerts, or plays must be in attendance at least one-half day on the day of the event. Students not in attendance for at least one-half day will not be allowed to participate in extracurricular events the day of the absence.” (Responsive School, Responsible Students, Aug. 24, 1998)

CODE OF CONDUCT

Code JICDA-R Issued 6/23

Level I – Disorderly Conduct

Disorderly conduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.

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

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive or profane language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- leaving school without permission
- school tardiness
- truancy
- excessive unexcused absences
- cell phone violation
- dress code violation
- failure to display ID when one is required
- internet violations
- unauthorized or inappropriate use of electronic devices
- unauthorized distribution or presentation of a publication or material

The staff will follow these basic enforcement procedures in instances of disorderly conduct:

- When the staff member observes (or is notified about and verifies) an offense, the staff member will take immediate action to correct the misconduct. The staff member will use an appropriate sanction and maintain a record of the misconduct and the sanction.
- If a particular misconduct is not immediately correctable, the staff member should refer the problem to the appropriate administrator for action specified under this administrative rule.
- The administrator should meet with the reporting staff member, and, if necessary, the student and the parent/legal guardian, and should apply the appropriate disciplinary action.
- The administrator will maintain a complete record of the procedures.

The staff may apply sanctions in cases of disorderly conduct that may include, but are not limited to, the following:

- verbal reprimand
- withdrawal of privileges
- detention
- in-school suspension/recovery room
- out-of-school suspension
- confiscate item
- academic penalty (cheating)

Level II - Disruptive Conduct

Disruptive conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student frequently engages in (Level I) disorderly conduct offenses.

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

- use of an intoxicant
- use or possession of tobacco products or materials
- fighting – Elementary Schools
- inciting others to violence or provoking a fight
- vandalism (minor)
- stealing
- threats against others
- harassment, intimidation, hazing, or bullying
- trespassing
- profane or abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances
- possession or use of a controlled substance or paraphernalia associated with the use of controlled substances, as defined by law or local school board policy
- illegally occupying or blocking school property in any way with the intent to deprive others of its use
- noncompliance of administrative direction during a school emergency
- unlawful assembly
- failure to cooperate fully with school officials in the investigation of a Level II offense
- disrupting lawful assembly
- bus misconduct
- horseplay, hitting, tripping, or pushing that could cause injuries or damage to property
- gambling

The staff will follow these basic enforcement procedures in instances of disruptive conduct:

- When the administrator observes (or is notified and verifies) an offense, he/she will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences.
- The administrator will notify the parent/legal guardian of the student's misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian, confer with them about the student's misconduct, and apply the appropriate disciplinary action.
- The administrator will keep a complete record of the procedures.
- If appropriate, school officials should notify law enforcement authorities.

The administration may apply sanctions in cases of disruptive conduct which may include, but are not limited to, the following:

- temporary removal from class
- temporary or permanent removal from bus
- alternative education program
- in-school suspension

- out-of-school suspension
- transfer
- referral to outside agency
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities

Level III - Criminal Conduct

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board.

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

- assault and battery
- extortion
- bomb threat
- false fire alarms
- fighting – Middle and High Schools
- possession/use of fireworks or explosive devices
- failure to report knowledge of weapons or explosive devices to school authorities
- possession, use, or transfer of dangerous weapons
- possession or transfer of look-a-like weapons
- sexual offenses
- sextortion
- vandalism (major)
- theft, possession, or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by board policy
- furnishing, selling, or possession of controlled substances (drugs, narcotics, or poisons)
- distribution, sale, purchase, manufacture, or unlawful possession of a controlled substance while in or within a radius of one-half mile of school grounds
- threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family

The staff will follow these basic enforcement procedures in instances of criminal conduct:

- The administrator will contact law enforcement.
- When an administrator observes (or is notified of and verifies) an offense the administrator will confer with the staff involved, apply the appropriate disciplinary action, and if appropriate, meet with the student.
- If warranted, the administrator should immediately remove the student from the school environment. The administrator will notify a parent/legal guardian as soon as possible.
- The first offense by a student of Level III criminal conduct at a middle or high school shall result in an automatic five day suspension and possible criminal charges. A second offense by a student of Level III criminal conduct shall result in referral to the district's alternative learning program, possible criminal charges, or possible expulsion. The student must complete two consecutive semesters without Level II or III offenses before returning to his/her home school.
- Staff will follow established due process procedures when applicable.
- The administrator will keep a complete record of the procedures.

The administration may apply sanctions in cases of criminal conduct that may include, but are not limited to, the following:

- out-of-school suspension
- assignment to alternative schools
- expulsion
- restitution of property and damages, where appropriate (should be sought by local school authorities)

Extenuating, Mitigating, or Aggravating Circumstances

Administrators are to take appropriate action when student misconduct away from school grounds or school activities has a detrimental effect on the educational environment, safety, or general welfare of students or staff of the district. Student misconduct includes any action performed in person, in writing, or electronically. The administrator should take into consideration the protection of students and staff from the effects of violence, drugs, and/or disruptions. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns, and allow the student an opportunity to present his/her side of the story. The administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school. At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action which may include, but is not limited to, one or more of the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue classwork, but restricting the student's participation in extracurricular activities and/or designated school activities; for example, clubs, study halls, pep rallies, student government activities, and so forth
- suspending the student
- recommending expulsion of the student from regular school and placement in the district's alternative school
- recommending expulsion but allowing access to virtual school programs through the district's alternative school (these students are only allowed on alternative school campus for coursework and exams that require a proctor in a virtual school accessed through our district's alternative school); students not able to successfully enroll will be expelled for the remainder of the school year
- recommending expulsion of the student for the remainder of the year

Discipline of Students with Disabilities

Disciplinary process

Students with disabilities as identified under the Individuals with Disabilities Education Act (IDEA) are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other children in the program. However, federal and state laws and regulations require the public schools to meet the individual educational needs of a student with a disability to the extent that current educational expertise permits.

Program prescriptions

A staffing committee for students with disabilities as identified under the IDEA may prescribe or prohibit specified disciplinary measures for an individual student by including appropriate provisions in the student's Individualized Education Plan (IEP). The committee must take into consideration the student's disabling

condition when deciding whether or not staff may use a particular form of discipline. Administrative authorities should observe any such provisions contained in a student with disabilities' individual education plan, except that a staffing committee may not prohibit the initiation of proceedings for suspension or expulsion that are conducted in accordance with regulation.

Suspensions

The administration may suspend a student with disabilities unless a suspension is prohibited by the student's individual education plan. At the end of the suspension, the school should return the student to the same educational placement, if appropriate. The school may suspend students for up to 10 days during the regular school year for a disciplinary infraction.

However, students who bring weapons to school or a school function, knowingly possess or use illegal drugs or solicit the sale of controlled substances while at school or a school function, or inflict substantial physical injury to another individual in the school environment may be removed for up to 45 days at a time. If the principal and IEP team believe that a child with a disability is substantially likely to injure self or others in the child's regular placement, he/she may petition an impartial due process hearing officer or get a court injunction to order that the child be removed to an interim alternative educational setting for a period up to 45 days.

Expulsions

Expulsion of a student with disabilities is equivalent to a change in educational placement and, therefore, requires special procedures. Before a student with disabilities may be expelled, an IEP team must determine whether or not there is a connection or causal relationship between the disabling condition and the misconduct. If it is determined that there is a causal relationship between the student's misconduct and the student's disability, the student would continue to receive services in the regular school setting. If the behavior is not related to the disability then the student is subject to regular discipline. However, provisions must be made to allow the student to continue to progress in the regular curriculum and meet the goals of the IEP.

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

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

Issued 5/28/90; Revised 8/26/91, 5/29/07, 4/15/11, 2/27/12, 5/23/16, 6/13/23

Appendix B

Policy JICFAA Harassment, Intimidation or Bullying Issued 1/16

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

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

For purposes of this policy, harassment, intimidation, or bullying is defined as 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
- demonstrates motivation by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression or a mental, physical, or sensory disability or by any other distinguishing characteristic

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

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

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

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

The superintendent or his/her designee will be responsible for ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers, and members of the community, JICFAA JICFAA 1 of 2 including its applicability to all areas of the school environment as outlined in this policy.

The superintendent or his/her designee will also ensure that a process is established for discussing the district policy with students. Cf. GBEB, JIC, JICDA Adopted 1/22/07; Revised 11/28/11, 1/25/16

Legal references: S. C. Code, 1976, as amended: Section 16-3-510 - Organizations and entities revised (hazing unlawful; definitions). Section 59-19-90 - General powers and duties of school trustees. Section 59-63-110, et seq. - Safe School Climate Act. Sections 59-63-210 through 270 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities. Section 59-63-275 - Student hazing prohibited. Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.

Federal Cases: *Kolwalski v. Berkeley County Schools*, 652 F.3d 565 (4th Cir. 2011). State Board of Education Regulations: R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Appendix C

POSSESSION/USE OF PERSONAL ELECTRONIC DEVICES OR DISTRICT-OWNED DEVICES

Code JICJ Issued 6/23

Purpose: To establish the basic rules for the board's permission of personal electronic devices or district-owned devices on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

Personal Electronic Device

For purposes of this policy, "*personal electronic device*" includes, but is not limited to, cell phones, pagers, gaming devices, or other devices that emit an audible signal, vibrate, display a message, display or record an image, or otherwise summon or deliver a communication to the possessor. Personal electronic devices are not permitted to be on or visible during the school day and should be stored in lockers or backpacks while on campus between student arrival and dismissal bell.

Unauthorized use of a personal electronic device may include, but is not limited to, taking pictures or recording without permission, cheating, harassment or bullying, use during any emergency drill, use during unauthorized times, or use for unlawful activities.

A student in possession of a personal electronic device in conflict with this policy will be subject to discipline as provided under administrative rule JICJ-R.

Violations of this policy may result in the confiscation of the device and all its components. Students are not allowed to erase the history or remove the battery, SIM card or any other part of the device before giving it to the school official. Students will receive the phone at the end of the school day.

The district is not responsible for the loss or damage of any personal electronic device brought on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

District-Owned Device

The district may provide students with electronic devices including, but not limited to, tablets or laptop computers in an effort to enhance students' learning experience. The district will determine the device that best suits the needs of the students.

Students will have no expectation of privacy with respect to any information contained on these devices. District-owned devices may contain tracking software to recover lost or stolen devices. Students are not allowed to erase the history or remove the battery, SIM card, or any other part of the device. Students will abide by the district's acceptable use policy (IJNDB) established for the use of technology resources. Students who violate the acceptable use policy or do not follow instructions for the proper use of the device on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds, will be subject to discipline according to administrative rule JICJ-R.

Students are responsible for the care of the district-owned device. Parents/Legal guardians will cover the cost of damage to or loss of the device. Students will return the device at the end of the school year or when directed by an administrator.

Adopted 7/28/03; Revised 6/28/10, 6/25/12, 8/27/12, 5/23/16, 8/22/16, 6/13/23

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-63-280 - Requires board to adopt a policy on student use of electronic devices.

Appendix D

Student Rules Acknowledgement and Photo/Media Consent Form

Team _____

The student handbook is provided as a reference to be used throughout the school year. An electronic version can be downloaded on our school website at <https://sms.rock-hill.k12.sc.us>. If you have any questions regarding the information in this handbook or any discipline matters, please contact your child's grade level principal.

If you have limited access to technology at home and need a printed copy of this handbook, please indicate at the bottom of this form.

My child and I have read and understand the information and rules of Sullivan Middle School and the Rock Hill School District. This includes the Cell Phone Policy and the Appropriate Use of Technology Policy. We understand it is the responsibility of our student to follow all school and district policies.

Photo/Media Consent (*please check one*)

- I give Full Photo/Media Consent: I agree to allow my child's picture to be used in school and educational publications. This includes the yearbook, school website, news media, and other social media (Facebook, Instagram, and Twitter).
- I DO NOT give Full Photo/Media Consent: *exceptions?* _____

Please provide assurances below with your signature:

_____	_____	_____
Student Name (Print)	Student Signature	Date

_____	_____	_____
Parent/Guardian Name (Print)	Parent Signature	Date

For future contacts, updates, and important announcements please include your email address.

Parent email address: _____

Please return to your child's Falcon Time teacher.

Appendix E

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance

Office U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-8520

Directory Information

The following information is releasable upon request at the discretion of the principal of each school: the student's name, address, telephone number, date and place of birth, photo, subjects' study, participation in officially recognized activities and sports, weight, and height of members of athletics teams, dates of attendance (on both an annual and daily basis), diplomas and awards received, and the most recent/previous educational agency or institution attended by the student. Any parent or guardian of a student attending Rock Hill Schools who would prefer that any of the information designated above not be released without the parent's or guardians' prior consent should notify in writing the Office of the Superintendent, Rock Hill Schools P.O. Drawer 10072, Rock Hill SC 29731 by the Tuesday following Labor Day. If such notice is given, the school attended by the student will be notified.

Appendix F

Notificación de derechos según FERPA para Escuelas de Educación Primaria y Secundaria

La Ley de Derechos Educativos de la Familia y la Privacidad (FERPA, por sus siglas en inglés)) otorga a los padres y a los estudiantes mayores de 18 años de edad ("estudiantes elegibles") ciertos derechos con respecto a los registros educativos del estudiante. Estos derechos son:

1. El derecho a inspeccionar y revisar los registros educativos del estudiante dentro de los 45 días a partir del día en que la escuela recibe una solicitud de acceso. Los padres o estudiantes elegibles deben presentar al director de la escuela [u otro funcionario escolar apropiado] una solicitud por escrito que identifique el registro o los registros que desean inspeccionar. El funcionario escolar organizará el acceso y notificará al padre o al estudiante elegible sobre el momento y el lugar en el que los registros podrán ser inspeccionados.
2. El derecho a solicitar la modificación de los registros educativos del estudiante que el padre o el estudiante elegible consideren inexactos, engañosos o que de otro modo violen los derechos de privacidad del estudiante según FERPA. Los padres o estudiantes elegibles que deseen solicitar a la escuela que modifique un registro deben escribir al director de la escuela [u otro funcionario escolar apropiado], identificar claramente la parte del registro que desean cambiar y especificar por qué debe cambiarse. Si la escuela decide no modificar el registro según lo solicitado por el padre o el estudiante elegible, la escuela notificará al padre o al estudiante elegible sobre la decisión y les informará sobre su derecho a una audiencia en relación con la solicitud de modificación. Información adicional sobre los procedimientos de la audiencia se proporcionará al padre o al estudiante elegible cuando se les notifique sobre el derecho a una audiencia.
3. El derecho a la privacidad de la información personalmente identificable en los registros educativos del estudiante, excepto en la medida en que FERPA autorice la divulgación sin consentimiento. "Una excepción, que permite la divulgación sin consentimiento, es la divulgación a funcionarios escolares con intereses educativos legítimos." "Un funcionario escolar es una persona empleada por la escuela como administrador, supervisor, instructor o miembro del personal de apoyo (incluyendo personal de salud o médico y personal de la unidad de policía escolar); una persona que sirve en la Junta Escolar; una persona o empresa con la cual la escuela ha subcontratado servicios o funciones que de otra manera realizaría con su propio personal (como un abogado, auditor, consultor médico o terapeuta); un padre o estudiante que sirve en un comité oficial, como un comité disciplinario o de quejas; o un padre, estudiante u otro voluntario que ayuda a otro funcionario escolar a realizar sus tareas." Un funcionario escolar tiene un interés educativo legítimo si el funcionario necesita revisar un registro educativo para cumplir con su responsabilidad profesional.
4. Bajo solicitud, la escuela divulga registros educativos sin consentimiento a funcionarios de otro distrito escolar en el cual un estudiante busca o tiene la intención de inscribirse o ya está inscrito, si la divulgación es con fines de inscripción o transferencia del estudiante. [NOTA: FERPA requiere que un distrito escolar haga un intento razonable de notificar al padre o al estudiante sobre la solicitud de registros a menos que indique en su notificación anual que tiene la intención de remitir los registros cuando se soliciten].
5. El derecho de presentar una queja ante el Departamento de Educación de los Estados Unidos en relación con presuntas violaciones por parte de la escuela en el cumplimiento de los requisitos de FERPA. El nombre y la dirección de la Oficina encargada de administrar FERPA son:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520**

Información del 72ducative72

La siguiente información es divulgable a pedido a discreción del director de cada escuela: el nombre del estudiante, dirección, número de teléfono, fecha y lugar de 72ducative72, foto, materias de 72ducat, participación en actividades y deportes oficialmente reconocidos, peso y altura de los miembros de los equipos atléticos, fechas de asistencia (tanto en una base anual como diaria), diplomas y premios recibidos, y la agencia o institución 72ducative más reciente/anteriormente asistida por el estudiante. Cualquier padre o tutor de un estudiante que asiste a las Escuelas de Rock Hill que prefiera que cualquiera de la información designada arriba no sea divulgada sin el consentimiento previo del padre o tutor, debe notificar por escrito a la Oficina del Superintendente, Escuelas de Rock Hill, P.O. Drawer 10072, Rock Hill SC 29731, antes del martes siguiente al Día del Trabajo. Si se proporciona dicho aviso, se notificará a la escuela a la que asiste el estudiante

Appendix G

ROCK HILL SCHOOLS 2024-2025 DIRECTORY INFORMATION OPT-OUT

Directory Information is releasable upon request at the discretion of the principal of each school for specific and valid reasons. **I understand that directory information includes:**

- Student name
- Student address
- Telephone listing
- Email addresses
- Date and place of birth
- **Photographs (including for individual participation in yearbooks, class pictures, and newspaper articles)**
- Participation in officially recognized activities and athletics teams
- Weight and height of members of athletic teams
- Dates of attendance (both on an annual and daily basis)
- Grade level
- Major field of study
- Degrees received
- Most recent educational agency attended by the student
- Awards received

As the parent/guardian of a student attending Rock Hill Schools, I am requesting to opt my student OUT of the release of any of the directory information listed above and request that my child's directory information is NOT made available to a third party which includes school yearbooks, newspapers, class pictures, etc. I understand that my child will not be allowed to take school pictures and/or pictures for the yearbook.

Student's Name _____ Grade Level _____
First MI Last

Parent's Name _____ Date _____
Print

Parent's Signature _____

Please submit this request to the Office of the Superintendent, Rock Hill Schools, P.O. Drawer 10072, Rock Hill SC 29731 by the Tuesday following Labor Day. If such notice is given, the school attended by the student will be notified.

***This request is valid for the 2024-2025 school year only.**

For School Use Only:

SCHOOL: _____ Date Received: _____

Date of "Alert" in PowerSchool: _____ SIS Clerk Initials: _____

Appendix H

MIDDLE SCHOOL ATTENDANCE GUIDELINES Guidelines for Implementing Student Attendance Regulations

Any student who misses school must present a written excuse, signed by a parent/guardian, or a medical excuse. If this excuse is not turned in within three days after the student is back in school, this absence will be unexcused. The maximum number of days that will be recorded as lawfully excused absences with parent notes will be five.

A tardy is only excused when a medical note is presented at the time of arrival to school or approved by the principal for extenuating circumstances.

Students will be considered lawfully excused absent when:

- They are ill and their attendance in school would endanger their health or the health of others.
- There is a death or serious illness in their immediate family —with proper documentation (bulletin, death notice, etc.).
- There is a recognized religious holiday of their faith.
- Activities approved in advance by the principal.
- The student is suspended from school.
- There is a necessary medical or legal appointment that cannot be scheduled during non-school time.
- Absences associated with Covid-19.

Students will be considered unlawfully absent when:

- Willfully absent from school without the knowledge of their parent or guardian.
- Absent without acceptable cause with the knowledge of their parent or guardian.
- Sports, sporting events, family vacations, or any personal reason not associated with the school will not be excused.

This is part of SC State Compulsory Attendance Law .

Documentation for All Absences:

- All students are to provide official documentation for any absence to the home school.
- A written excuse (signed by a parent/guardian) OR a medical excuse should be provided within three days after returning to school.
- Documentation may also be submitted electronically by using the email link located on each School's website under Quick Links or submitted directly to the home school Attendance Office.

Student Attendance Intervention Plans

After three consecutive or a total of five unlawful absences, regulations require that school officials contact you and your child for a conference. The purpose of this conference is to identify reasons for your student's absences and to complete a Student Attendance Intervention Plan. Students who exceed the maximum number of absences allowed may be referred to the Family Court for truancy if under the age of seventeen.

Citation: South Carolina Code of Laws 59-65-50, 60, & 70 and South Carolina Board of Education Regulations

Appendix I

DIRECTRICES DE ASISTENCIA EN LA ESCUELA INTERMEDIA

Directrices para la implementación del reglamento de asistencia estudiantil

Cualquier estudiante que falte a la escuela debe presentar una excusa por escrito, firmada por un padre/tutor, o una excusa médica. Si esta excusa no se entrega dentro de los tres días posteriores al regreso del estudiante a la escuela, esta ausencia será sin excusa. El número máximo de días que se registrarán como ausencias justificadas legalmente con notas de los padres será cinco.

Una tardanza solo se justifica cuando se presenta una nota médica al momento de la llegada a la escuela o cuando el director la aprueba por circunstancias atenuantes.

Los estudiantes serán considerados legalmente justificados como ausentes cuando:

- Están enfermos y su asistencia a la escuela pondría en peligro su salud o la salud de los demás.
- Hay una muerte o enfermedad grave en su familia inmediata, con la documentación adecuada (boletín, notificación de defunción, etc.).
- Hay una fiesta religiosa reconocida de su fe.
- Actividades aprobadas de antemano por el director.
- El estudiante es suspendido de la escuela.
- Hay una cita médica o legal necesaria que no se puede programar fuera del horario escolar.
- Ausencias asociadas al Covid-19.

Los estudiantes serán considerados ilegalmente ausentes cuando:

- Ausentarse intencionalmente de la escuela sin el conocimiento de sus padres o tutores.
- Ausente sin causa aceptable con el conocimiento de su padre o tutor.
- No se justificarán deportes, eventos deportivos, vacaciones familiares o cualquier motivo personal no asociado con la escuela. Esto es parte de la Ley de Asistencia Obligatoria del Estado de SC .

Documentación para todas las ausencias

- Todos los estudiantes deben proporcionar la documentación oficial de cualquier ausencia a la escuela de origen.
- Se debe proporcionar una excusa por escrito (firmada por un padre/tutor) O una excusa médica dentro de los tres días posteriores al regreso a la escuela.
- La documentación también se puede enviar electrónicamente mediante el enlace de correo electrónico que se encuentra en el sitio web de cada escuela en Enlaces rápidos o se puede enviar directamente a la Oficina de Asistencia de la escuela de origen.

Planes de intervención de asistencia estudiantil

Después de tres ausencias consecutivas o un total de cinco ausencias ilegales, las normas exigen que los funcionarios escolares se comuniquen con usted y su hijo para una reunión. El propósito de esta conferencia es identificar las razones de las ausencias de su estudiante y completar un Plan de Intervención de Asistencia Estudiantil. Los estudiantes que excedan el número máximo de ausencias permitidas pueden ser remitidos a la corte de familia por absentismo escolar si son menores de diecisiete años.

Cita: Código de Leyes de Carolina del Sur 59-65-50, 60 y 70 y Reglamentos de la Junta de Educación de Carolina del Sur

Appendix J

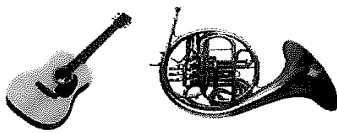
Common Disallowed Items On School Buses

Carry-on items: Compliance with federal standards is mandatory by the State Department of Education. No animals, insects, weapons, balloons, glass or pressurized containers or class projects that are large, wooden, etc.-**none of these** are to be carried on busses by drivers, teachers or students. Up to 22x28 paper posters are allowed if driver vision is not obstructed. Band instruments or other items carried on the bus must be of such size that all must be carried in the students lap and cannot be above the seat top. Items on the seats, floor- (projectiles) or obstructing the isles endanger all passengers on the bus. Class projects and large band instruments must be transported to/from school via private vehicle. Secured oxygen tanks are approved for use on Special Needs buses only. Unsecured objects become projectiles upon sudden stops.

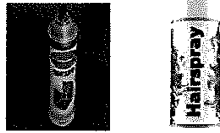
School bus drivers are instructed to stop such items from being brought onto the bus. Every item/object must be scrutinized. Students/parents must present items to the school principal for a principal's signature-note, which must be given to the bus driver prior to approaching the bus.

Some examples of disallowed items are:

Over Sized band Instruments



Pressurized/Flammable Items



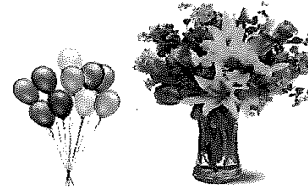
Possible Projectiles



All Glass Items



Balloons/Flower Bouquets



Possible Weapons



Large Class projects



Traveling/Camping Items

