

Student and Parent Handbook



SC WHITMORE
— SCHOOL —

The mission of the South Carolina Whitmore School, a virtual charter high school, is to encourage students to be personally committed to and responsible for their education, enabling them to develop independence, responsibility, time management and critical thinking skills. We are dedicated to providing a supportive, challenging, and alternative learning environment throughout South Carolina. South Carolina Whitmore School emphasizes mastery of all academic courses, and results in students achieving their educational goals.

The South Carolina Whitmore School does not discriminate on the basis of race, color, national origin, sex, gender, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth programs. The following has been designated to handle inquiries regarding the non-discrimination policies: Compliance Coordinator, 501 Commerce Drive NE, Columbia, SC 29223; 803-768-8306.

Welcome to South Carolina Whitmore School! Here, you are in charge of your own education. We call it:

“School Your Way”

You are responsible for setting your own schedule, completing all requirements for each course, and keeping track of credits needed to graduate.

Since all of our courses are online, you may work any day of the week, any time of day, from any location that provides Internet access. However, you **MUST** work at least five out of seven days per week.

Every lesson is supported by one-to-one interaction with your teacher. As a result, each course is essentially an individualized tutorial. Every student receives the individual attention they require, in order to be successful.

This handbook has been developed for the purpose of informing you of the policies, procedures, and guidelines of SC Whitmore School.

We hope that it will assist you in making your learning experience pleasant and productive. It is the responsibility of each student and parent to read, understand, and abide by this handbook.

Sincerely,

John Loveday M.Ed., M.T.
Principal

Student and Parent Agreement

To The Parents:

As a well-informed parent you may help promote a positive school environment. Consistent with this philosophy, we are asking that you and your child review the Student Parent Handbook so that you may become acquainted with the various phases of school life.

In this handbook, you will note that we have included regulations, the Code of Student Conduct, Discipline Policy, Attendance Policy, Appropriate Use of Technology, Plagiarism, Child Find and Special Education Procedures as well as general information which will aid your student in becoming a productive member of the SC Whitmore School community.

By signing below, you agree that you have read and understand the terms and conditions of being a full time student with SC Whitmore School:

Parent Signature

Date

Student Signature

Date

Print Student Name

Date

SC Whitmore Schools is authorized by the South Carolina Public Charter School District. SC Whitmore School does not discriminate on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, gender identity, or social and family background in its programs, harassment and bullying policies, and activities, including employment opportunities.

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Username and Password

The student's username and password will be emailed the student and his or her parents/guardians to the addresses listed on the enrollment form once the school has received all of the required documents. The username and password are case sensitive.

Do not give the username and password to anyone else. Passwords protect the complete record of student work which is saved in the Student File Cabinet. South Carolina Whitmore School administrators and teachers will communicate only with students and parents/guardians that are listed on the enrollment forms

Parents/Guardians may access the Student File Cabinet and Student Desk with their password to monitor the student's progress and attendance.

To recover a forgotten username and password call the SC Whitmore School office (866-476-6416) with the following information:

Student's full name
Student's residential address
Student's email address
Student's birth date



Getting Started

Once the enrollment documents have been received and reviewed by the School's enrollment coordinator, an invitation will be sent to attend Parent and Student Orientation. During Parent and Student Orientation each student receives a unique username and password, and may login and submit his or her first lesson!

Upon completing Orientation, the student will be given instructions through email to access the Scantron language arts and math assessments. *The assessments must be completed with 24 hours of attending Parent and Student Orientation.* Once the student emails the scores to his or her school counselor, courses will be added to the student desk. **Be sure to read the Teacher Message prior to beginning the first lesson of a new course.**

We hope you enjoy learning with us this year!



Selecting Courses

School Counselors review academic records and work with students to create Individual Graduation Plans (IGPs). School Counselors will give students a list of courses, (6 credits,) to complete this year.

SC Whitmore School students will be enrolled in 2-3 courses at one time; usually 2 core courses and 1 elective. This will allow the student to concentrate on each course and get acquainted with our online system. Students are expected to complete 6 credits each academic year. *Students must adhere to our attendance requirements and submit work 5 days a week in each course.* In this manner, students will complete a 1 credit course in 4-5 months and a .5 credit course in 2-3 months. Students submit a Credit Report Form when they have completed their course requirements. The School Counselor will assign new courses throughout the year after the Credit Report Form has been verified by the teacher and the final course grade is posted to the student's transcript.

Students may send a Guidance message to their School Counselor if they would like to request taking more than 3 courses at a time. **(might want to add that the student must show a track record of submitting in 3 courses 5 days a week first)**

To stay on track for graduating, students are expected to complete a minimum of 6 credits each year. Many students complete their required credits during the traditional 180-day school calendar, August – May, however SC Whitmore School's extended school year allows students to attend school through the months of June and July. **Students who have not completed their required credits, (6), by the end of May, are required to continue attending school through June and July in order to complete their courses.** Any uncompleted courses will be stored in the student's File Cabinet and students will pick up where they left off in August, at the beginning of the next academic year.

Students and parents may use the **Transcript Worksheet**, found on the **Student Desk**, to evaluate completed courses and credits, and determine the remaining courses and credits needed for graduation.

South Carolina High School Diploma Requirements:

24 units of credits:

- 4 units of English
- 4 units of Mathematics
- 1 unit of Biology
- 2 additional units of Science
- 1 unit of U.S. History and Constitution
- .5 unit of Economics
- .5 unit of U.S. Government
- 1 additional unit Social Studies
- 1 unit Physical Education
- 1 unit of Computer Science
- 1 unit of Foreign Language or Career and Technology Education
- 7 units of Electives

Grade Point Average (GPA) and Class Rank Policy

A student's GPA and rank in the class will be calculated from the SC Uniform Grading Policy (SC UGP). The grade point conversion table (SC UGP) assigns quality points to each numerical grade depending on the grade earned and the category of weight assigned to the course taken.

Once a GPA has been computed for all students, all grade point averages are rank-ordered numerically from highest to lowest, and each student's class rank is determined by the position of his/her GPA relative to all other students in a given cohort. GPA is calculated using the following formula:

$$\text{GPA} = \frac{\text{Sum of quality points} \times \text{units}}{\text{Sum of units attempted}}$$

Students are reminded that one's position in the class rank system is relative to the weighted rank of all other students in a particular grade. Therefore, as the numbers and performance of the students in a particular grade group changes, a student's class rank may vary even though his/her own academic performance remains constant.

Only students who have earned the required credits for their cohort will have a class rank. Students completing their first year of high school must have earned 6 credits by the end of July in order to have a class rank. Students completing their second year of high school must have earned 12 credits by the end of July in order to have a class rank. Students completing their third year must have earned 18 credits by the end of July in order to have a class rank. Students

completing their fourth year of high school must have earned 24 credits and completed the required courses for graduation in order to have a class rank. Students who are not ranked will show a class rank of “undetermined” on their transcript.

Class rank is only one consideration in the college admission process. Final class rank is calculated at the end of the academic school year. Students who are eligible for the Palmetto Fellows Scholarship or Life Scholarship will be evaluated by the Commission of Higher Education.



How to Begin a Course

After completing Parent and Student Orientation and the Scantron assessments, the student's School Counselor will assign courses to complete.

Instructions for students beginning a course:

1. Login using the assigned username and password.
 2. Go to the "Student Desk" and click on a class.
 3. Complete and submit the Teacher Message page (upper right corner).
 4. Attend and complete the first Live Lesson. Or click on the link to the recorded Live Lesson and submit the completed lesson.
 5. At the end of each lesson there is an assignment and a text box to submit work. **Always fill in the name and email address fields.**
- Students **must** complete work in an outside **word-processor** such as Microsoft Office or OpenOffice and **save their work** on their own computer. Always use the grammar and spell check feature of the word processor before submitting lessons. Then copy and paste it into the text box, or use the upload document feature if the teacher requests it. This ensures that work will not be lost. If the computer does not have a word processor installed, download a program suite called OpenOffice for free. [Click here for detailed instructions.](#)
 - A good guideline is to spend about 1 to 1.5 hours in each course. If the student has not completed the lesson in that time-frame, submit the work that has been completed, (partial lesson) and let the teacher know that it is a partial lesson. Submitting a partial lesson lets teachers know that the student is working every day in his or her courses. To submit a partial lesson, be sure to check the "partial lesson" box. This will alert the teacher to wait until the student has completed the entire lesson for grading. ***It is imperative that all work is submitted by the student, in the student's own words.***
 - Once the student has pasted the assignment in the text box, hit the submit button. The form at the end of each lesson will automatically send the course work to the teacher and the Filing Cabinet.

It is **the student's** responsibility to be sure he or she is submitting the lessons to the teacher correctly. The student will see the following message and link:

Your posting has been submitted

Click here to return to your class

Click here to see your posting.

Teachers will respond in **24 to 48 hours**. If a student does not get a response in this time frame, simply send a reminder to the teacher via Teacher Message.

Answers and responses will appear in **black** font. Teacher's responses will appear in **blue** font. **DO NOT** change the color of the font unless the teacher requests using a different color font.

If students have a question, they should write to their teacher using the submit box found on the **Teacher Message** page. Teacher Message posts do not award attendance credit.

Students will revise their lesson, making any corrections that the teacher requests and resubmit the lesson using the submit box. Students do not have to resubmit the entire lesson, just the items missed. Teachers will give a grade for each lesson **after** students have completed all corrections and revisions.



Mastery Learning

All courses at SC Whitmore School are mastery-based, rather than time-based or test-based. We do not allow students to "just pass the course" or earn credit for a "D" level of understanding. This mastery approach to learning allows the students up to 3 opportunities to make corrections to their work after initial submission, with the goal of demonstrating an "A" or "B" level of knowledge. The student will feel the satisfaction of achievement through perseverance. This system allows each student to perform at his or her highest level and guarantees a solid foundation for more advanced courses.

Teachers will not assign a grade until the student has reached mastery. This may be achieved on the first or second submission, or the student may have exhausted all revision attempts. **Mastery learning requires that students constantly strive to master concepts in their courses, and as such, students must make revisions.** Should a student reach mastery before exhausting all attempts, and desires a higher grade, then he or she may revise the lesson one more time.

Our online system is designed to focus on an individual student's strengths and achievement, rather than on limitations and failures. For example, our individually-paced system eliminates the "need for speed" that many students feel in a traditional classroom and allows every student to learn at their own natural rate.

Students may begin a new course at any time during the calendar year, and progress at the pace that they find most comfortable. As long as students submit qualified work 5 days a week in each course, they will master the course work and be awarded credit. Instead of being pushed ahead, or held back, to keep pace with the other students, SC Whitmore School students may take the time they need as their personal learning style dictates.

Required Attendance

SC Whitmore School will enforce SC Compulsory Attendance Laws. For students to be counted present in a course, they must submit a qualified lesson and/or revision in each course 5 days out of the 7-day week in order to meet the mandatory 180-day attendance requirement. Students must make up missed days on the weekends. Students may accrue makeup days in advance, by working on the weekends, or holidays.

Students are required to submit a **minimum** of 1 qualified post (lesson revision, partial new lesson or complete new lesson) in each course 5 days a week. A "qualified post" represents 1 to 1 ½ hours of work. Work submitted with less than an hour's worth of effort will be marked as an Unqualified Post, and the student will not receive attendance credit.

Students are encouraged to submit up to 2 lessons per day in each course. Submissions may be as follows: 2 revisions, 1 revision and 1 new Lesson (partial or complete), 2 new Lessons (complete). Students are expected to login daily and review their Course File Cabinet and determine if they need to make revisions to lessons in progress, or if they have been given permission to move on to a new lesson.

Course Completion:

Students who meet the minimum attendance requirement will **complete a 1 credit course in 4-5 months and a .5 credit course in 2-3 months (average time to complete)**. However, students who show consistent effort and submit work 5 days a week, may request an extension by writing to their School Counselor.

South Carolina Mandatory Testing

SC Whitmore School is dedicated to meeting or exceeding the state's goals on standardized testing. All students will be **required** to participate in proctored, and in-person, standardized tests that South Carolina high schools are required to administer under state and federal law – End of Course (EOC) examinations (January and May) and State Accountability Testing, to include the WorkKeys™ and ACT™ tests.

South Carolina Whitmore School will offer testing locations throughout the state to minimize travel for the convenience of students and parents. **Students who do not participate in the required testing will face disciplinary action from SC Whitmore School.**

Child Find

Upon request, SC Whitmore School and the SC Public Charter School District are required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the school receives a referral, the Compliance Coordinator will appoint an Evaluation Planning team to determine if the child has a disability, and if the child needs special education services. The school locates, identifies, and evaluates all children with disabilities who are enrolled in SC Whitmore School and SC Public Charter School District.

A school staff member who reasonably believes a child may be a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child is enrolled. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.


Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school or district in which the child is enrolled.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting the Compliance Coordinator, SC Whitmore School, at 866-476-6416.

The Student Desk

The **Student Desk** serves many purposes in our school. The Student Desk is where students will find links for their File Cabinet, Transcript Worksheet, Announcements, all courses in SC Whitmore School, and is a means of contacting us for technical help or guidance counseling. It is very important to log on to the Student Desk daily, since we are always adding important information.

Below is an example of what the Student Desk looks like.



**SC WHITMORE
SCHOOL**

My Student Desk
Stan Kanner

SC Whitmore School is experiencing high new student enrollment for the upcoming school year! In order to reserve your spot for the 2016-2017 school year, please submit the following re-enrollment documents by March 25, 2016.
[2016-2017 Student Parent Handbook](#)
[2016-2017 Re-enrollment Form](#)

<div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">My Stats</div> <p>Absences for 2015-2016: 4 Required Instructional Days: 39 Days Attended: 182</p>	<div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">My Assigned Courses</div> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">SOCIAL</div> <p>Early US History and Constitution US History and Constitution World Geography</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">SCIENCE</div> <p>Chemistry 1A Chemistry Honors A</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">MATH</div> <p>Algebra 1 Part 1 Algebra 1 Part 2</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">FOREIGN_LANG</div> <p>Spanish Honors 2B</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">ENGLISH</div> <p>English 1A English 2A English Honors 2A</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">ELECTIVE</div> <p>Academic Success 1 Academic Success 2</p>	<div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">My Data</div> <p>File Cabinet Unofficial Transcript Transcript Worksheet Announcements Student / Parent Handbook School Calendar Reference Library School Scoop Newsletters Counselor's Corner</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">ArtMore</div> <p>ArtMore Ezine Click here to upload your artwork to the ArtMore e-zine.</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">Questions ??</div> <p>IEP Guidance Technical Support Office</p> <div style="background-color: #003366; color: white; padding: 2px; font-weight: bold; margin-bottom: 5px;">My Account</div>
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The File Cabinet

The **Student File Cabinet** is where all courses, both in progress and completed, are located. Students and parents may see the lessons in progress, completed lessons with grades and remaining lessons.

Below is an example of a Student File Cabinet



Numerical grades range from 6-10 on each lesson. Grades are averaged to receive a final grade for the course using the SC Grading Scale.

Lesson Grades

- 10 = 100%
- 9.5 = 95%
- 9.0 = 90%
- 8.5 = 85%
- 8.0 = 80%
- 7.5 = 75 %
- 7.0 = 70%
- 6.5 = 65%
- 6.0 = 60%

SC Grading Scale Average

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 51 – 59 = F (earning GPA)
- 0 - 50 = F (no GPA)

Communication

At SC Whitmore School students will receive strong support from teachers, guidance and staff that comes with high expectations and responsibilities. It is strongly recommended that students and parents create an email account solely for school. This will prevent any important communications from being overlooked.

The School Counselor

In addition to the everyday interaction with teachers, students are encouraged to be in contact with their School Counselor directly by using the link on their Student Desk.

Parents/guardians will receive quarterly progress reports with teacher comments. The summary includes hyperlinks to all courses and lessons. Parents/Guardians may also monitor student work at any time by logging in with their username and password.

Communication with the School Counselor may be initiated by the student or parent by using the link for Guidance under Questions on the Student Desk. School Counselors will respond to questions or concerns within 24 - 48 hours.

Communication with Teachers

Close communication between the student and teachers ensures that the student's needs are heard and addressed. At the same time, SC Whitmore School expects each student to direct his or her own education, monitor his or her own progress and provide constructive feedback for improving the SC Whitmore School system. Students are expected to be in constant contact with their teachers throughout their coursework. At any time, students may submit their work or questions to their teachers.

Teachers respond to student submissions and teacher messages within 24 to 48 hours. If students have difficulty with the learning content of course materials, they are encouraged to ask for more explanation. Students are allowed to work at their own pace, as long as they are working 5 days out of the 7-day week. Students will be given up to 3 opportunities to make revisions to their work (a total of 4 submissions) until they have achieved mastery of the lesson content.

Students have access to their "live" through several avenues. In the virtual school world, we call this "real-time" instruction because students are present with the teacher in real-time.

Every teacher holds a Virtual Office during the week, times are posted in the class file cabinet. Teachers will provide a link to their office, where students will be able to communicate live. Most of our teachers are not shy and use a webcam during Office Hours. If students have a microphone on their computer, they will be able to speak with their teachers and ask questions at this time. If they do not have a microphone they will be able to "live chat" the question to their teachers. Students are encouraged to attend Office Hours regularly, as this the best opportunity to move forward in courses.

Another way to communicate in “real-time” with teachers is through Live Lessons. Teachers will post the time and date of the Live Lesson in the class file cabinet and send students receive an email invitation. It is always best to attend the Live Lessons live, however, there will be times when the student’s schedule does not allow for live attendance. The Live Lesson will be recorded and posted with the course lessons, or may be an additional component of a regular lesson. All Live Lessons have an assignment and **attendance, either live or recorded, is required** in order receive credit for the course.

Even though students work independently on their courses, our system ensures that students do not work in seclusion. We place a high value on actively communicating with teachers throughout the course, as we have found that many students learn best through open communications with their teachers.

Communication with Office Staff & Administration

Students and parents may call and speak with SC Whitmore School office staff and administrators during regular business hours 8:00 am – 4:00 pm Monday through Friday. Our toll free phone number is 866-476-6416. Students and parents also may write to them through the link on the Student Desk.



Discipline Policy

The mission of South Carolina Whitmore School is to provide an alternative learning environment in which all students may achieve academic success. The school will not tolerate any actions from students, parents or visitors that interfere with the educational services of the school, or jeopardize the health, safety or well-being of any member of the school community. Students eligible for protections under the IDEA and Section 504 are subject to the same disciplinary procedures as their non-disabled peers in accordance with the regulations specified by the IDEA and Section 504 of the Rehabilitation Act.

Discipline Measures

There are three levels of disciplinary measures utilized by the school:

1. Warning

A warning will be issued when the student breaches the expected conduct of the school. Students who receive a warning will have a phone conference with the parent/guardian(s) and a school administrator, and the infraction will be formally documented in writing and become part of the student's permanent record.

2. In-School Suspension (Virtual)

A student will receive an In-School Suspension, (ISS) up to 10 days, when the student has repeated infractions of the expected conduct of the school after a warning has been issued.

The parent/guardian(s), and the student who is recommended for an ISS will be notified by the Principal. Students will be required to login to the ISS during specified times, and complete lessons as assigned by the ISS Academic Coach. Failure to participate in a Principal referred ISS may result in being withdrawn from our program. **Students must complete work as assigned in ISS to include working in their assigned courses.** The goal of ISS is for the student to develop the skills needed to be a successful online learner.

Suspension/Expulsion

Violations that may lead to expulsion include, but are not limited to:

- any behavior that indicates a student is a serious threat to the safety of others
- possession of firearms
- dangerous weapons
- bombs or explosives
- criminal behavior
- arson
- use of profane or obscene language
- unauthorized entry into the school network or LMS
- under the influence of, possession of, or sale of controlled substances or paraphernalia
- or repeated infractions of school conduct rules.

When a student is expelled, he or she is withdrawn from the school for an extended period of time, or permanently, due to disciplinary infractions.

Suspensions or expulsions for children designated a student with a disability follow all appropriate state and federal policies, regulations and laws.

Offenses

The following offenses will subject the student to discipline up to and including suspension and/or expulsion, and also may be prosecuted to the full extent of the law. Students are guaranteed due process of law as required by the 14th Amendment to the Constitution. Students have the right to appeal disciplinary decisions with the Board of Directors.

- **Abusive Conduct:** A student who creates an intimidating environment through verbal, visual, physical or written communication. Examples of abusive conduct include but are not limited to:
 - Threatening or intimidating behavior or words
 - Obscenities/profanities
 - Threatening or obscene gestures, jokes or cartoons
 - Degrading a person or a group on the basis of personal or cultural characteristics
 - Insulting comments
 - Harassment
 - Bullying

In these instances, the school reserves the right to contact the proper law enforcement agency.

- **Unlawful Absence from School:** Unlawful absences include, but are not limited to absences of a student: without the knowledge of his or her parent/guardian(s), without acceptable cause with the knowledge of his or her parent/guardian(s). (No written documentation is provided to the school.)
- **Unexcused Absence from a Course:** Students are required to submit a minimum of 1 qualified post in each course 5 days a week. Students who miss a day of school during the Monday – Friday schedule are expected to make-up the day on the week-end. Unexcused absences from any course are days when the student has not submitted a qualified post in a course.
- **Academic Honor Code:** SC Whitmore School students are expected to submit work that is a product of their own individual effort, thoughts and skills. Sharing work is not permitted. Students who violate the Academic Honor Code may be subject to formal disciplinary action.
- **Cheating:** A student who knowingly participates in copying, using another student's work and representing it as his or her own, or who provides other students with coursework

answers, or otherwise uses unauthorized materials in an assignment or assessment. If there is suspicion or evidence of cheating, SC Whitmore School has the right to require the student to pass a proctored test to obtain a final grade for the course.

Consequences of Cheating - copying another student's work (including copying student work from the Internet).

1. First Offense

- The student will be recommended for ISS.
- The student will be required to re-write the lesson in their own words.
- The student will be given a grade of 0 on the lesson.

2. Second Offense

- The student will be given a grade of 0 on the lesson.
- The student may be withdrawn from school for repeated infractions.

- **Plagiarism:** Plagiarism is not acceptable. Whether it is intentional or accidental, it is still considered plagiarism, and the same penalties will apply.

Consequences of Plagiarism – copying from the Internet or other source without proper documentation.

1. First Offense

- The teacher will point out the plagiarism and refer the student to the Citations link in the lesson.
- The student will be asked to re-write the lesson in their own words and properly cite their sources using MLA format.
- The grade will be lowered by 1 point.

2. Second Offense

- The student will receive a warning.
- The teacher will point out the plagiarism and refer the student to the Citations link in the lesson.
- The student will be asked to re-write the lesson in their own words and properly cite their sources using MLA format.
- The student will be given a 6 on the lesson.

3. Third Offense

- The student will be recommended for ISS.
- The teacher will point out the plagiarism and refer the student to the Citations link in the lesson.
- The student will be asked to re-write the lesson in their own words and properly cite their sources using MLA format.
- The student will receive a 5 on the lesson.

4. Fourth Offense

- The student will be given a grade of 0 on the lesson.
- The student may be withdrawn from the school for repeated infractions.

- **Vandalism:** A student who intentionally damages or destroys school property or records, physical or electronic. In these instances, the school reserves the right to contact the proper law enforcement agency.
- **Theft and Robbery:** A student who takes property with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.
- **Drugs, Alcohol and Tobacco:** South Carolina Whitmore School prohibits the possession and/or use of drugs, alcohol or tobacco products on school property or at school-sponsored events. Violators face a full range of disciplinary action, including expulsion from school. Students also may be prosecuted to the full extent of the law.
- **Weapons:** South Carolina Whitmore School prohibits the possession of any weapon(s) on school property or at school-sponsored events. Violators face a full range of disciplinary action, including expulsion from school. Students also may be prosecuted to the full extent of the law.
- **Bullying:** Bullying is a form of harassment and is prohibited. Bullying is defined as the repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. Such conduct is disruptive to the educational services of South Carolina Whitmore School and is prohibited. Violators face a full range of disciplinary action, including expulsion from school. Students also may be prosecuted to the full extent of the law.
- **Harassment:** South Carolina Whitmore School requires all employees and students to conduct themselves in an appropriate manner with respect of all members of the school community. Harassment in any form based on religion, ethnicity, race, gender or sexual orientation is strictly prohibited. A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching or suggestions, requests or demand for sexual favors. Violators face a full range of disciplinary action including expulsion from school. Students also may be prosecuted to the full extent of the law. If a student has been the victim of sexual harassment or sexual violence while attending SCWS, a grievance may be filed by contacting the Compliance Coordinator at 866-476-6416. See Appendix A for grievance procedures.
- **Wrongful Conduct:** A student who engages in any action not specifically referenced above that impedes, obstructs, interferes with or violates the mission of South Carolina Whitmore School or is disrespectful, harmful or offensive to others. Violators face a full range of disciplinary action including expulsion from school. Students also may be prosecuted to the full extent of the law.

Due Process

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

In-School Suspension (ISS)-up to 10 consecutive days

A student who is in violation of school rules, may be referred to the Principal for In-School Suspension. The referral may come from a teacher, School Counselor, Attendance Specialist, or Academic Coach.

A phone conference will be convened with the student, parent/guardian(s), Principal, and/or other staff members as appropriate. The Principal will inform the student and parent/guardian(s) of the discipline issue. The student and the parent/guardian(s) will be provided with an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. After the discussion, the Principal will determine if the occurrence justifies suspension. A written notice will be sent to the student and parent/guardian(s) about the decision. The Principal has the authority to make a decision to order an In-School Suspension (ISS) for up to 10 consecutive days.

During In-School Suspension, students will be required to login during their assigned time. They will work one-to-one with the Academic Coach to discuss the cause for placement in suspension and to work together toward a solution. Students must complete the ISS daily assignments in order to satisfy the terms of the suspension. Failure to attend an assigned ISS may result in withdrawal from school for attendance violation and/or referral for truancy to family court

While in ISS, **students must complete their regular school work**. ISS is intended to help the student build the self-discipline and time-management skills to be a successful online student.

Out of School Suspension (OSS)-no more than 30 days and no more than 10 consecutive days

A student may be assigned OSS when the infraction is repeated or has not attended ISS as instructed. The student will be unable to access coursework and may not contact anyone at the school except the Principal, assistant Principal or compliance coordinator. Violation of OSS will result in expulsion.

Expulsion

SC Whitmore School Board of Directors may authorize or order the expulsion, suspension, or transfer of any pupil for a commission of any crime, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the district or school board, county board, or the State Board of Education, or when the presence of the pupil is detrimental to the best interest of the school. Every expelled pupil shall have the right to petition for readmission for the succeeding school year. Expulsion or suspension shall be construed to prohibit a pupil from entering the school, or school grounds, except for a prearranged conference with an administrator, and attending any day or night school functions.

The board may expel for the remainder of the school year a pupil for any of the reasons listed above. If procedures for expulsion are initiated, the parents or legal guardian of the pupil shall be notified in writing of the time and the place of a hearing before the board. At the hearing the parents or legal guardian shall have the right to legal counsel and to all other regular legal rights including the right to question all witnesses. The hearing shall take place within fifteen days of the written notification at a time and place designated by the board and decision shall be rendered within ten days of the hearing. The pupil may be suspended from school and all school activities during the time of the expulsion procedures. The action of the board may be appealed to the proper court. The board may permanently expel any incorrigible pupil.

Attendance Policy

SC Whitmore School will comply with the state required attendance law. Because of the flexibility of online learning, students may meet the attendance requirement in the time frame that works best for them.

Students are required to attend school during the traditional 180-day school calendar posted on the website from August through May/June. Unexcused absences during the week must be made up on the weekend, on holidays, or during the summer. Students who submit work on the weekends may accrue makeup days.

Extended School Calendar:

SC Whitmore School's extended year calendar allows for students to continue through June and July. Students are expected to complete 6 credits in an academic year. Students who have completed their required credits within the 180 traditional school calendar (August – May) will have the months of June and July off. Students who have not completed 6 credits are strongly encouraged to continue through June and July by submitting the minimum of 1 lesson per day in each course, 5 days a week. At the end of July, any uncompleted courses will be stored in the student's File Cabinet, and the student will pick up where they left off in the course when the school re-opens in mid-August of the new academic year.

Optionally, students who wish to get ahead, or catch up on lost credit from a prior school, may continue to submit work during June and July.

Attendance will be monitored through hours logged in, qualified lessons submitted, and demonstrated proficiency in lessons. ***Students are required to submit 1-2 lessons in each course 5 days a week to meet the attendance requirements.*** Lessons may be submitted as follows:

- 2 Revisions
- 1 Revision and 1 New Lesson (partial or complete)
- 2 New Lessons (complete)

A minimum of 1 qualified submission in each course must be made 5 days a week and students are encouraged to submit **up to 2 lessons per day per course**. Lessons vary in length, but on average, a student should plan to spend **1 – 1 ½ hours per day on each course**.

Students who do not complete the lesson in 1 ½ hours, should **submit the partially completed lesson** and check the “partial lesson” box to let the teacher know that the submitted lesson is a lesson in progress and will be completed the next day. This will illustrate to the teachers that they are working daily toward completing lessons.

School Breaks:

The School understands the need for taking breaks from school and has three scheduled school breaks, **Winter Break, Spring Break** and **Summer Break**. Please see the school calendar for specific dates. **During the scheduled breaks, the submit boxes will be closed** so that our teachers may take a well-deserved break too. Students will still have access to their lessons and may continue to work, however, students should save their work to a file on their computer. Lessons may be submitted when the submit boxes re-open after the break.

Absences due to illness:

Parents must notify Administration of absences due to illness by providing a doctor's note to excuse the absence within 5 business days. Doctor's excuses for illness may be faxed by the doctor's office to 866-476-1646 or mailed to SCWS, 501 Commerce Drive NE, Columbia, SC 29223.

Students will have 5 business days to submit either a medical excuse or a parent excuse to the school for it to be considered an excused absence. If SC Whitmore School does not receive an excuse for the absence(s) within 5 days, the absence(s) will be considered an unexcused absence and reported to the State Department of Education.

Truancy

Students who have not submitted lessons in a course for 3 consecutive days will be contacted by their Academic Coach to discuss a plan for completing school work. Students will be enrolled in the Time Management course, in order to assist them in meeting the state of South Carolina's attendance requirements.

If a student has not submitted lessons for a total of 5 days, a truancy meeting will be conducted with parents/guardians and Academic Coach. The student may be referred to the Principal for In-School Suspension. A formal Truancy Intervention Plan will be developed so that the student will stay on track for graduation.

Students who have not submitted lessons for ten consecutive days will be withdrawn from school. Disciplinary actions, as permitted by law, include being dismissed from the school, being reported to the SC Department of Education as a Drop Out, and/or being reported to Family Court for truancy.

Planned Absences:

Parents/guardians planning to have their child take days off from school other than the scheduled breaks, must click on the Attendance link from the Student Desk and notify the

Administration of planned absences of more than two (2) days in a row **prior** to the absence, in order to avoid truancy. Parents and students should also include a plan for making up those days of absence. Students must make up, either prior to, or after a planned absence by submitting work on the weekends. Students may accrue make-up days in advance of a planned absence.

Acceptable Use Policy

Students enrolled in SC Whitmore School will utilize the school's Learning Management System (LMS) for all their coursework. Students and parents/guardians agree to all terms and conditions as stated below.

- The school's LMS is to be used only for the purpose of school related work.
- The content of the LMS is copyright protected and may not be reproduced or redistributed for commercial purposes.
- Attempted unauthorized revisions of the LMS by outside parties are considered a criminal act and will be treated as such.

Technology Use

SC Whitmore School requires access to the Internet by students and staff. The Internet is a very exciting educational tool that may greatly benefit instruction and learning. Research, collaborative learning, and exchange of educational ideas and information are regularly pursued on the Internet.

SCWS students are expected to respect "network etiquette" as follows:

- Be polite
- Use appropriate language
- Do not engage in activities prohibited by state or federal law
- Do not reveal your personal information to others
- Work within the LMS infrastructure for messaging, bulletin/discussion board use, and virtual chat (unless directed elsewhere by the instructor).

The following activities are prohibited:

- Sending or displaying threatening or offensive material including obscene language.
- Sending or displaying racists, prejudice or discriminatory messages or pictures.
- Violating copyright laws.
- Trespassing in another's Student Desk, file Cabinet or coursework.
- Advertising products or engaging in political lobbying.
- Causing damage to or changing the function/ operation of, or design of the technology.

Students and parents/guardians in violation of these terms will have their use permanently suspended.

Links

The LMS may contain links to other websites for convenience. Although these sites have been researched and reviewed, they are not under the control of SC Whitmore School and the School is not responsible for the content. Students and parents/guardians should direct concerns of linked sites to the School administration. The student and parents/guardians acknowledge that SC Whitmore School is not liable for any defamatory, offensive, infringing or illegal materials or conduct contained in links on the LMS. SC Whitmore School reserves the right to correct any errors or omissions and remove any materials from the LMS without liability.

Plagiarism

What is Plagiarism and How Do I Avoid It?

Plagiarism may be defined as taking credit for work done by others. The two common forms of plagiarism result from quoting and paraphrasing. Quoting is simply copying text "word-for-word," and it becomes plagiarism when proper credit is not given to the original author.

Paraphrasing is less obvious than quoting. It involves rearranging or slightly rewording what was originally written by another author. Many people feel that by paraphrasing, they avoid plagiarism. However, if they paraphrase contains another person's idea, it's still plagiarism unless proper credit is given to the original author. In plagiarism by paraphrasing, a writer "steals" another's ideas, if not their exact words. It's important that the student understand what plagiarism is and how you may avoid it. Ideally, all work submitted should be in **the student's own words**, and should be the student's original ideas. If students use other ideas to support their own ideas, then they **must** cite their sources.

Directly copying text from a source is plagiarism, unless the writer places the text in quotation marks **and** clearly cites the source using MLA format. Whenever students are asked to provide a definition, students must write the definition in their own words, based on what they have learned in the lesson or from their own research.

If a teacher points out that work contains plagiarism, students should learn from the experience. The teacher is not insulting the students; the teacher is notifying students that they need to learn new writing skills. It is similar to a friend pointing out that one has (intentionally or unintentionally) done something seriously impolite. One should learn from the experience and decide not to make the mistake again.

We recommend you study the following cites to gain a firm understanding of Plagiarism:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://owl.english.purdue.edu/owl/resource/589/01/>

The Research Process

The process of doing research is as follows:

- Use various sources (books, websites, magazines, etc.) from which to gather information
- Take notes from the sources
- Record the exact sources in notes. Note: <http://www.yahoo.com/>
- <http://www.google.com/>, or other search engines **do not count** as sources. Use the exact URL of the online source.
- Use credible sources. Blog pages may not be used as references. Generally, blogs have no oversight or editorial review, and thus no quality control
- Encyclopedic resources may be used as legitimate sources.
- Begin writing the assignment in original words.
- List the sources used in the bibliography and cite them appropriately following the Plagiarism and Citation link.

We are more concerned with the effort put into a lesson than in rushing through a lesson to complete the course. The point of writing is to develop individual thinking processes and to improve written communication and creative skills. Students should be creative and honest with written assignments. If students have any questions at all during their writing process, they should ask. That is what we are here for, and we are more than happy to assist.

An effective practice in avoiding plagiarism is to avoid looking at source materials when writing. Depend on notes instead. It is simply too easy (consciously or unconsciously) to copy someone else's words when they are readily visible.

What happens if a writer needs to use another person's idea or writing to support your work? That is when sources are cited using MLA format.

Refer to the Plagiarism and Citation link in courses for the proper way to cite sources. All students are expected to be familiar with the content of this page.

College Bound Students

Whether students plan to attend a four-year college, or a community or technical college, they will need to research the admission requirements of the colleges to which they are applying. For example, to graduate with the SC Whitmore High School Diploma, students are required to complete 1 unit of Foreign Language. However, many colleges require 2 consecutive years of Foreign Language. Students are advised to do adequate research to give them the best advantage possible for college admission.

Selecting a college! The first thing that needs to be done is "**Research, Research, and Research**".

Do not pick a school just because of its name or reputation. While it may be well-known, it may not have a good program in the subject the student wants to study. Consider the other activities it offers. So, the school may be the perfect major, but does it meet social needs, such as a fraternity/sorority, French Club, or rugby?

Also consider whether or not to attend a college with a large student body or a small student body. Is the school nearby, or far from home? Is it in South Carolina, or does it involve a move to the coast, or the plains? Does the school award an associate's degree (2-year) or a bachelor's degree (4-year)? Students must decide on personal priorities before looking at individual schools.

It is always good to have at least three school choices; a high-reach, medium-risk, and safety-school. The high-reach college is a school that one would love to attend but may be too expensive. Don't give up hope; still apply. There are grants, loans, and other forms of financial aid that will be able to help cover tuition. The medium-risk college will probably accept a student if he or she has the right grades and test scores, and is moderately affordable. The safety-school will definitely accept the student, and he or she is sure that expenses are affordable.

The final step is to visit the campuses of the schools chosen. During students' Junior and Senior years, they are allowed 2 "college" days to go visit colleges. These will count as a school activity, but the student will need to supply a letter from the college stating the date of the visit. It may be mailed to us or faxed to 866-476-1646. This will give prospective students a glimpse at student life in action, allowing students to decide whether or not this is where they want to go.

Work closely with the assigned School Counselor during this time of finding the right school. They are here to help.

What is the next step?

Many colleges and universities require students to complete either the SAT or ACT test. Sounds scary, but it doesn't have to be that way at all. The SATs offer a preliminary test called the PSAT to students in the 10th grade. This test not only prepares them for the SAT test by showing them what their strengths and weaknesses are, it also puts them into the running for the National Merit

Scholarship, (which will be discussed later under "Finding the Necessary Funds for College"). Also, the SAT and ACT provide material that has practice tests to aid in studying for the big event. *Please check our Announcements for scheduled ACT and SAT registration and test dates.*

On test day make sure to have at least two #2 pencils, a calculator (if it is allowed), and of course, the test admission ticket and student ID (or driver's license). Test takers should get a good night's sleep, as they will need to arrive early at the testing center the next day. They should also have a good breakfast on that morning, so they don't run out of steam during the test. Keep in mind that students may retake these tests if they do not do as well as they had hoped the first time around.

For additional information and resources, please check out these sites:

PSAT/SAT- <http://www.collegeboard.com/>

ACT- <http://www.act.org/>

Finding the Necessary Funds for College

There are three forms of financial aid; grants, scholarships, and loans. The first two do not need to be repaid. Loans are money given, at a low or no interest rate that a student must start paying back 6 months after he or she graduates from college. Most often, colleges will help students obtain financial aid.

Several scholarships are available to students graduating and receiving a South Carolina High School Diploma.

Palmetto Fellows Scholarship

The Palmetto Fellows Scholarship Program is a merit-based program established to recognize the most academically talented high school seniors in South Carolina and to encourage them to attend college in the state. Its intent also is to retain talented minority students who might otherwise pursue studies outside the state.

LIFE Scholarship

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship. Its purpose is to increase access to higher education, improve employability of South Carolina students, provide incentives for students to be better prepared for college, and encourage students to graduate from college on time. The scholarship may be used towards the cost of attendance for up to eight terms, based on the student's initial college enrollment date.

SC HOPE Scholarship

The South Carolina HOPE Scholarship program is a merit-based scholarship for students attending a four-year institution who do not qualify for the LIFE or Palmetto Fellows Scholarship. This award is for the first year of attendance only.

Before choosing a school, get in writing the financial aid package provided by the school. If

admitted to several colleges, compare their financial aid packages and final yearly costs at each school before making the final decision.

Community/Technical College – Now or Later

Dual Enrollment

SC Whitmore School, in collaboration with South Carolina technical colleges across the state, offers college courses to those students who qualify. Students wishing to earn college credit, while they earn high school credit, should discuss this option with their School Counselor.

Community/Technical College Now!

Many Community/Technical colleges allow students who are in good standing at their high school to take some Community/Technical college courses after they have earned a minimum of 12 high school level credits. We encourage students to explore this option at their local Community/Technical College. For many students it affords them social interaction while giving them insight and preparation for college. Students who wish to take Community/Technical college courses should discuss this with their School Counselor.



Transfer Credit Policy

A. General policies regarding all transfer students:

1. The School Counselor evaluates all requests for transfer credit.
2. Transfer credit is only awarded for high-school or college level courses.
3. No more than 1.0 credit will be recorded on the student transcript for each course, even if the course is taken in different schools.
4. Transfer credits are accepted for all courses on transcripts from *public* high schools.

B. Policies regarding students with course credit from public high schools and other accredited sources:

1. SC Whitmore School recognizes accreditations from:
 - CITA - Commission on International and Trans-Regional Accreditation
 - NCA - North Central Association
 - Advanc-ED (SACS) - Southern Association of Colleges and Schools
 - WASC - Western Association of Schools and Colleges
 - NEASC - New England Association of Schools and Colleges
 - MSA - Middle States Association
 - NCPA- National Council of Private School Accreditation
 - IB - International Baccalaureate
 - GAC - Georgia Accrediting Commission
2. Transfer credits are accepted for all courses on transcripts from public high schools.
3. Credits are transferred with the numerical grade (or numerical equivalent if letter grade) awarded by the previous high school.
4. Students pursuing a diploma must be enrolled full-time in SC Whitmore School, and complete a minimum of two credits, one of which must be a core course, (English, Math, Science, or Social Studies) with SC Whitmore School.

C. Policies regarding students with course credit from non-accredited sources:

1. Parent/Guardian must complete the Prior Academic History Form which will be reviewed by the School Counselor.
2. Transfer credit may be awarded in Math courses if the student earns a passing grade in the next sequential course taken from SC Whitmore School.

3. Transfer credit may be awarded in English courses if the student earns a passing grade in the next sequential English course from SC Whitmore School.

Requesting Transcripts

Transcripts may be requested in writing by contacting School Counselors through the Guidance Link on the Student Desk. Please provide us with the complete name address of the school and fax number.

Students may print an **Unofficial** Transcript by clicking the Unofficial Transcript link on the Student Desk.

Records requests from schools, (college or high school), will receive the Official (signed) Transcript via fax.



Graduation

Congratulations!

Because of our flexible enrollment policy, students may complete their required courses at any time. Diplomas are issued 2 times a year; June and August. A formal graduation ceremony will be held in Columbia, SC in June.

1. Students who wish to receive a high school diploma from SC Whitmore School must be enrolled no later than January 1 of that academic year, along with completing all other graduation requirements.
2. Use the Transcript Worksheet found on the Student Desk to make sure all course credits have been completed.
3. Make sure all Credit Report Forms, found at the end of each course, have been submitted for all course requirements.
4. Students interested in becoming eligible for consideration for the Valedictorian and Salutatorian awards, must complete all graduation requirements by the due date set by their School Counselor. For more information, please contact the assigned School Counselor.
5. Students must complete all graduation requirements, **prior to June 15**, in order to be considered for all **state awarded** scholarships.
6. Transcripts may be sent to colleges or schools at any time. Simply write to the school counselor via the "Guidance" link in the Student Desk to request a transcript. Be sure to provide the complete name and address of the school.

Re-Enrollment Policy

A student's academic year begins on the first day they enroll at SC Whitmore School and ends on the last day of the traditional 180-day school year. Students who have not completed six credits prior to the last day of the traditional 180-day school year are **strongly encouraged to continue their coursework through the summer**. The last day to post work in the summer will be at the end of July.

All students who have not completed their courses and / or graduation requirements are required to re-enroll each year. **Students must be in good academic and attendance standing to be eligible for re-enrollment. Students who have been withdrawn from SCWS for attendance or disciplinary measures are not eligible for re-enrollment.**

Students must provide a current proof of South Carolina residency in order to re-enroll. Access the Re-Enrollment link via the school website or the Student Desk. *To make sure there is no interruption in access to school work, the student should send the Re-Enrollment Form, proof of South Carolina residency and other required documents at least 2 months prior to the end of the academic year.*

If Proof of South Carolina Residency and Re-Enrollment documents have not been provided by the first day of each academic year, the student will be withdrawn from our program. At this point, if the student wishes to re-enroll, he or she will need to complete a new enrollment packet. However, all coursework will be saved in the student's password protected File Cabinet.

Students who re-enroll and have unfinished courses, will begin the next academic year with the courses they need to finish. Students will continue in their courses from the last completed lesson.

Withdrawal Policy

A student may withdraw from SC Whitmore School at any time with written notification from the parent/guardian. The written notice must include either evidence of home school registration or the name and location of another public or private school. Prior to withdrawal, all loaned school equipment and materials must be returned to the School.

Incomplete course work is not considered a cancellation of enrollment or withdrawal from the school.

Students transferring to another school will receive credit for completed courses. Students transferring to another school and who have a passing grade at the time of transfer, will receive a WP (withdraw passing) for the course. A WP grade will not earn credit toward the SC graduation requirements and also will not affect a student's Grade Point Average.

Students transferring to another school who have not completed the course requirements, and who do not have a passing grade at the time of transfer, will receive a WF (withdraw failing) for the course. A WF grade will not earn credit toward SC graduation requirements and will affect the student's Grade Point Average.



Course Descriptions

Click on the section heading to see the SC State Standards for the courses.

ENGLISH

ENGLISH 1A

Grade Level: 9

Credit: 0.5

Prerequisite: Must complete requirements for assessment.

This course emphasizes the use of composition to expand writing, comprehension, and communication skills. Students edit their work for errors in sentence structure, usage, mechanics, and spelling. They study various genres and writing styles. They also engage in research processes and recognize various documentation techniques.

ENGLISH 1B

Grade Level: 9

Credit: 0.5

Prerequisite: English 1A or English 1first semester.

This is the continuation of English 1 A and culminates with the state mandated End of Course Examination. This course emphasizes the use of composition to expand writing, comprehension, and communication skills. Students edit their work for errors in sentence structure, usage, mechanics, and spelling. They study various genres and writing styles. They also engage in research processes and recognize various documentation techniques.

ENGLISH HONORS 1A

Grade Level: 9

Credit: 0.5

Prerequisite: Must complete requirements for assessment, Recommendation of guidance

English Honors 1A requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This course emphasizes the use of composition to expand writing, comprehension, and communication skills. Students edit their work for errors in sentence structure, usage, mechanics, and spelling. They study various genres and writing styles. They also engage in research processes and recognize various documentation techniques.

ENGLISH HONORS 1B

Grade Level: 9

Credit: 0.5

Prerequisite: English 1A or English 1 first semester, Recommendation of guidance

English Honors 1B requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This is the continuation of English 1 and culminates with the state mandated End of Course Examination. This course emphasizes the use of composition to expand writing, comprehension, and communication skills. Students edit their work for errors in sentence structure, usage, mechanics, and spelling. They study various genres and writing styles. They also engage in research processes and recognize various documentation techniques.

ENGLISH 2A

Grade Level: 10

Credit: 0.5

Prerequisite: English 1A, 1B or English 1

This course emphasizes research and response composition. Students write two response essays, one to a speech given by a professional speaker, and the second to a work of literature. Their responses should indicate that they comprehend what is being said and how it is being said. The work also allows students to demonstrate that they may add their own voices to others' conversations.

Students then learn to construct research essays with an emphasis on using a variety of source material. They learn how to engage in research processes and how to evaluate the sources so that they may discriminate between good and poor choices. Moreover, students add the researched material to their work in order to craft a well-organized and well-argued essay. Finally, they learn how to incorporate their research into their essays using and recognizing various documentation techniques. Students also practice their proofreading and editing skills, looking for and correcting errors in sentence structure, grammar, mechanics, and spelling. Finally, they practice revising for organization, clarity, and word choices.

ENGLISH 2B

Grade Level: 10

Credit: 0.5

Prerequisite: English 1A, 1B and English 2A or English 1 and first semester English 2

This course is the continuation English 2A, and emphasizes research and response composition. Students write two response essays, one to a speech given by a professional speaker, and the second to a work of literature. Their responses should indicate that they comprehend what is being said and how it is being said. The work also allows students to demonstrate that they may add their own voices to others' conversations.

Students then learn to construct research essays with an emphasis on using a variety of source

material. They learn how to engage in research processes and how to evaluate the sources so that they may discriminate between good and poor choices. Moreover, students add the researched material to their work in order to craft a well-organized and well-argued essay. Finally, they learn how to incorporate their research into their essays using and recognizing various documentation techniques. Students also practice their proofreading and editing skills, looking for and correcting errors in sentence structure, grammar, mechanics, and spelling. Finally they practice revising for organization, clarity, and word choices.

ENGLISH HONORS 2A

Grade Level: 10

Credit: 0.5

Prerequisite: English Honors 1A, 1B or English Honors 1, or the recommendation of guidance

English Honors 2A requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This course emphasizes research and response composition. Students write two response essays, one to a speech given by a professional speaker, and the second to a work of literature. Their responses should indicate that they comprehend what is being said and how it is being said. The work also allows students to demonstrate that they may add their own voices to others' conversations.

Students then learn to construct research essays with an emphasis on using a variety of source material. They learn how to engage in research processes and how to evaluate the sources so that they may discriminate between good and poor choices. Moreover, students add the researched material to their work in order to craft a well-organized and well-argued essay. Finally, they learn how to incorporate their research into their essays using and recognizing various documentation techniques. Students also practice their proofreading and editing skills, looking for and correcting errors in sentence structure, grammar, mechanics, and spelling. Finally they practice revising for organization, clarity, and word choices.

ENGLISH HONORS 2B

Grade Level: 10

Credit: 0.5

Prerequisite: English Honors 1A, 1B and English Honors 2A or English Honors 1 and first semester English Honors 2, or the recommendation of guidance

English Honors 2B requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This course is the continuation English Honors 2A, and emphasizes research and response composition. Students write two response essays, one to a speech given by a professional speaker, and the second to a work of literature. Their responses should indicate that they comprehend what is being said and how it is being said. The work also allows students to

demonstrate that they may add their own voices to others' conversations.

Students then learn to construct research essays with an emphasis on using a variety of source material. They learn how to engage in research processes and how to evaluate the sources so that they may discriminate between good and poor choices. Moreover, students add the researched material to their work in order to craft a well-organized and well-argued essay. Finally, they learn how to incorporate their research into their essays using and recognizing various documentation techniques. Students also practice their proofreading and editing skills, looking for and correcting errors in sentence structure, grammar, mechanics, and spelling. Finally they practice revising for organization, clarity, and word choices.

ENGLISH 3A

Grade Level: 11

Credit: 0.5

Prerequisite: English 1A, 1B, English 2A, 2B, or English 1, and English 2

Students will refine and enhance their foundation in literature and the writing process through academic mastery. Throughout the course the ability to think, listen and write logically will be the primary focus as well as school-to-career experiences, including college entrance exam preparation. This course will emphasize proper grammar and mechanics while developing the writing process. Students will be asked to implement research and writing skills throughout the curriculum. As well as adapt and evaluate literature.

ENGLISH 3B

Grade Level: 11

Credit: 0.5

Prerequisite: English 1A, 1B, English 2A, 2B, or English 1, and English 2 and first semester English 3

This course is the continuation of English 3A. Students will refine and enhance their foundation in literature and the writing process through academic mastery. Throughout the course the ability to think, listen and write logically will be the primary focus as well as school-to-career experiences, including college entrance exam preparation. This course will emphasize proper grammar and mechanics while developing the writing process. Students will be asked to implement research and writing skills throughout the curriculum. As well as adapt and evaluate literature.

ENGLISH HONORS 3A

Grade Level: 11

Credit: 0.5

Prerequisite: English 1A, 1B, English 2A, 2B, or English 1, and English 2, Recommendation of guidance

English Honors 3A requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this

challenging course will earn honors credit and the affiliated elevated grade point average.

Students will refine and enhance their foundation in literature and the writing process through academic mastery. Throughout the course the ability to think, listen and write logically will be the primary focus as well as school-to-career experiences, including college entrance exam preparation. This course will emphasize proper grammar and mechanics while developing the writing process. Students will be asked to implement research and writing skills throughout the curriculum. As well as adapt and evaluate literature.

ENGLISH HONORS 3B

Grade Level: 11

Credit: 0.5

Prerequisite: English 1A, 1B, English 2A, 2B, or English 1, and English 2 and first semester English 3, Recommendation of guidance

English Honors 3B requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This course is the continuation of English 3A. Students will refine and enhance their foundation in literature and the writing process through academic mastery. Throughout the course the ability to think, listen and write logically will be the primary focus as well as school-to-career experiences, including college entrance exam preparation. This course will emphasize proper grammar and mechanics while developing the writing process. Students will be asked to implement research and writing skills throughout the curriculum. As well as adapt and evaluate literature.

ENGLISH 4A

Grade: 12

Credit: 0.5

Prerequisites: English 1A, 1B, English 2A, 2B, English 3A, 3B, or English 1, 2, 3

The course focuses on the reading and analysis of classic literature, development of writing skills, expansion of vocabulary, and enhancement of critical thinking skills. Students are exposed to the different genres through both reading and writing. It emphasizes essay writing in different styles and for different audiences to establish good writing skills. Students edit their work for content and for errors in sentence structure, usage, mechanics, and spelling. They read and critique a variety of canonical works, and they also critique works of their own choosing, as well as studying works across different genres. They engage in research processes and recognize various documentation techniques. By the end of the course, students will have improved their reading, writing, research, critical thinking, and communication skills.

ENGLISH 4B

Grade: 12

Credit: 0.5

Prerequisites: English 1A, 1B, English 2A, 2B, English 3A, 3B, English 4A or English 1, 2, 3 and first semester English 4

The course is the continuation of English 4A and focuses on the reading and analysis of classic literature, development of writing skills, expansion of vocabulary, and enhancement of critical thinking skills. Students are exposed to the different genres through both reading and writing. It emphasizes essay writing in different styles and for different audiences to establish good writing skills. Students edit their work for content and for errors in sentence structure, usage, mechanics, and spelling. They read and critique a variety of canonical works, and they also critique works of their own choosing, as well as studying works across different genres. They engage in research processes and recognize various documentation techniques. By the end of the course, students will have improved their reading, writing, research, critical thinking, and communication skills

ENGLISH HONORS 4A

Grade: 12

Credit: 0.5

Prerequisites: English 1A, 1B, English 2A, 2B, English 3A, 3B, or English 1, 2, 3,
Recommendation of guidance

English Honors 4A requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

The course focuses on the reading and analysis of classic literature, development of writing skills, expansion of vocabulary, and enhancement of critical thinking skills. Students are exposed to the different genres through both reading and writing. It emphasizes essay writing in different styles and for different audiences to establish good writing skills. Students edit their work for content and for errors in sentence structure, usage, mechanics, and spelling. They read and critique a variety of canonical works, and they also critique works of their own choosing, as well as studying works across different genres. They engage in research processes and recognize various documentation techniques. By the end of the course, students will have improved their reading, writing, research, critical thinking, and communication skills.

ENGLISH HONORS 4B

Grade: 12

Credit: 0.5

Prerequisites: English 1A, 1B, English 2A, 2B, English 3A, 3B, English 4A or English 1, 2, 3 and first semester English 4, Recommendation of guidance

English Honors 4B requires students to complete lessons that meet all SC English standards plus additional lessons and projects beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

The course is the continuation of English 4A and focuses on the reading and analysis of classic literature, development of writing skills, expansion of vocabulary, and enhancement of critical thinking skills. Students are exposed to the different genres through both reading and writing. It emphasizes essay writing in different styles and for different audiences to establish good writing skills. Students edit their work for content and for errors in sentence structure, usage, mechanics, and spelling. They read and critique a variety of canonical works, and they also critique works of their own choosing, as well as studying works across different genres. They engage in research processes and recognize various documentation techniques. By the end of the course, students will have improved their reading, writing, research, critical thinking, and communication skills.

MATHEMATICS

FUNDAMENTALS OF ALGEBRA A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Fundamentals of Algebra A includes the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

FUNDAMENTALS OF ALGEBRA B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Fundamentals of Algebra A

Fundamentals of Algebra B continues the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

INTERMEDIATE ALGEBRA A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Students continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

INTERMEDIATE ALGEBRA B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Fundamentals of Algebra, Intermediate Algebra A

Students continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. **End of Course Examination** will be taken upon completion of Intermediate Algebra B.

ALGEBRA IA

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Students continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

ALGEBRA 1B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Fundamentals of Algebra, Algebra 1A

Students continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. **End of Course Examination** will be taken upon completion of Algebra 1B.

ALGEBRA HONORS IA

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Algebra Honors requires students to complete lessons that meet all SC Algebra 1 standards plus additional lessons, and concepts beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

Students continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

ALGEBRA HONORS 1B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra Honors 1A

Algebra Honors requires students to complete lessons that meet all SC Algebra 1 standards plus additional lessons, and concepts beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

Students continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation, graphing and application of linear functions and relations, and an introduction to non-linear functions. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. **End of Course Examination** will be taken upon completion of Algebra 1B.

ALGEBRA 2A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra I or Fundamentals of Algebra & Intermediate Algebra

Algebra 2 includes the study of absolute value inequalities, factoring of polynomials, radicals, lines, linear inequalities, complex numbers, solving quadratic equations and inequalities, functions, inverse functions and compositions, variation, exponential and logarithmic functions, systems of linear equations, matrix operations, inversion, determinants, and conic section basics. Study includes both math theory and real-life application of concepts. Appropriate technology, including calculators and application software, is used regularly for instruction and assessment.

ALGEBRA 2B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra I or Fundamentals of Algebra & Intermediate Algebra, Algebra 2A

Algebra 2B is the continuation of Algebra IIA and includes the study of absolute value inequalities, factoring of polynomials, radicals, lines, linear inequalities, complex numbers, solving quadratic equations and inequalities, functions, inverse functions and compositions, variation, exponential and logarithmic functions, systems of linear equations, matrix operations, inversion, determinants, and conic section basics. Study includes both math theory and real-life application of concepts. Appropriate technology, including calculators and application software, is used regularly for instruction and assessment.

GEOMETRY A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra I or Fundamentals of Algebra & Intermediate Algebra,

Geometry includes the study of geometric element definitions, inductive and deductive reasoning, Venn diagrams, angles, parallel lines, polygons, similarity, triangles, trigonometry, the Pythagorean Theorem, special right triangles, circles, polygon area, surface area and volume of spheres, cylinders, cones, prisms and pyramids, distance calculation, transformations and proofs. Appropriate technology, including calculators and application software, is used regularly for instruction and assessment.

GEOMETRY B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra I or Fundamentals of Algebra & Intermediate Algebra, Geometry A

This course is the continuation of Geometry A and includes the study of geometric element definitions, inductive and deductive reasoning, Venn diagrams, angles, parallel lines, polygons, similarity, triangles, trigonometry, the Pythagorean Theorem, special right triangles, circles, polygon area, surface area and volume of spheres, cylinders, cones, prisms and pyramids, distance calculation, transformations and proofs. Appropriate technology, including calculators and application software, is used regularly for instruction and assessment.

PRE-CALCULUS

Grade: 11, 12

Credit: 0.5

Prerequisite: Algebra 1, Algebra 2, Geometry

This course is designed for students who have completed Algebra 2. The Pre-Calculus course content is rigorous, including an intense study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, and radical. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. This course requires the use of a graphing calculator.

PROBABILITY AND STATISTICS A

Grade: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra 1

Probability and Statistics is a course in which students learn the fundamental principles of probability and statistics and apply these principles to data analysis. Students are expected to utilize scientific calculators, graphing calculators, and/or computer software throughout the year.

Students will work with data to perform statistical analyses and summarize the results; examine

ways to organize and display data to draw conclusions about relationships that may exist in the data set; and use probability formulas to evaluate the likelihood of events occurring.

PROBABILITY AND STATISTICS B

Grade: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra 1, Probability and Statistics A

Probability and Statistics B is a continuation of Probability and Statistics A. Students learn the fundamental principles of probability and statistics and apply these principles to data analysis. Students are expected to utilize scientific calculators, graphing calculators, and/or computer software throughout the year.

Students will work with data to perform statistical analyses and summarize the results; examine ways to organize and display data to draw conclusions about relationships that may exist in the data set; and use probability formulas to evaluate the likelihood of events occurring.



ANATOMY AND PHYSIOLOGY (LAB SCIENCE)

Grade Level: 9, 10, 11, 12

Credit: 1.0

Prerequisite: None

This course takes the student on a journey through the human body. Each system, and its relationship to other system is discussed. Labs allow students to explore the functions of several systems.

BIOLOGY I A (LAB SCIENCE)

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra 1A or first semester Algebra 1

Biology is the study of life – the basic characteristics and functions of living organisms and their place in our environment. Laboratory and field investigations are the primary means for developing problem-solving skills and for developing knowledge and understanding of biological concepts. Topics include the history of biology; the cell and cell processes; genetics and heredity; cycles in nature; photosynthesis and respiration; ecology; plants, animals, and microorganisms; continuity of life; and the interaction of science, technology, and society.

BIOLOGY I B (LAB SCIENCE)

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Biology I, or first semester Biology; Algebra 1A or first semester Algebra 1

This course is the continuation of Biology I and culminates with the End of Course Examination. Biology is the study of life – the basic characteristics and functions of living organisms and their place in our environment. Laboratory and field investigations are the primary means for developing problem-solving skills and for developing knowledge and understanding of biological concepts. Topics include the history of biology; the cell and cell processes; genetics and heredity; cycles in nature; photosynthesis and respiration; ecology; plants, animals, and microorganisms; continuity of life; and the interaction of science, technology, and society.

BIOLOGY HONORS A (LAB SCIENCE)

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Algebra 1A or first semester Algebra 1, recommendation of the Guidance Counselor

Biology Honors requires students to complete lessons that meet all SC Biology standards plus additional lessons, projects and labs beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

Biology is the study of life – the characteristics and functions of living organisms and their place in our environment. Laboratory and field investigations are the primary means for developing problem-solving skills and for developing knowledge and understanding of biological concepts. Topics include the history of biology; the cell and cell processes; genetics and heredity; cycles in nature; photosynthesis and respiration; ecology; plants, animals, and microorganisms; continuity of life; and the interaction of science, technology, and society.

BIOLOGY HONORS B (LAB SCIENCE)

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Biology Honors A, or first semester Biology Honors, Algebra 1A or first semester Algebra 1, recommendation of the Guidance Counselor

Biology Honors requires students to complete lessons that meet all SC Biology standards plus additional lessons, projects and labs beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This is the continuation of Biology Honors and culminates with the End of Course Examination. Biology is the study of life – the characteristics and functions of living organisms and their place in our environment. Laboratory and field investigations are the primary means for developing problem-solving skills and for developing knowledge and understanding of biological concepts. Topics include the history of biology; the cell and cell processes; genetics and heredity; cycles in nature; photosynthesis and respiration; ecology; plants, animals, and microorganisms; continuity of life; and the interaction of science, technology, and society.

CHEMISTRY A (LAB SCIENCE)

Grade Level: 10, 11, 12

Credit: 0.5

Prerequisite: Algebra A, 1B, Geometry A, B, Algebra A, or Algebra 1, Geometry, at least 1st semester of Algebra 2

Chemistry uses an atoms-first approach and coverage includes: the parts of the atom and the basics of nuclear chemistry; electronic configurations of atoms including orbitals, covalent and ionic bonding, Lewis structures, and VSEPR theory; intermolecular forces; periodic properties, nomenclature, and descriptive chemistry; chemical reactions, including balancing, the mole concept, stoichiometry (including limiting reagents), equilibrium; thermodynamics, solutions and electrolytes, concentration; gas laws, including static and non-static conditions; acids, bases, pH, and equilibrium; and organic functional groups. Students must show proficiency in dimensional analysis, provide cogent short answers to various concept questions, demonstrate the ability to research information not directly provided in the lessons and cite sources correctly, and complete safe, home-based experiments that include full laboratory reports.

CHEMISTRY B (LAB SCIENCE)

Grade Level: 10, 11, 12

Credit: 0.5

Prerequisite: Chemistry A, Algebra A, 1B, Geometry A, B, Algebra A, or first semester Chemistry, Algebra 1, Geometry, at least 1st semester of Algebra 2

Chemistry uses an atoms-first approach and coverage includes: the parts of the atom and the basics of nuclear chemistry; electronic configurations of atoms including orbitals, covalent and ionic bonding, Lewis structures, and VSEPR theory; intermolecular forces; periodic properties, nomenclature, and descriptive chemistry; chemical reactions, including balancing, the mole concept, stoichiometry (including limiting reagents), equilibrium; thermodynamics, solutions and electrolytes, concentration; gas laws, including static and non-static conditions; acids, bases, pH, and equilibrium; and organic functional groups. Students must show proficiency in dimensional analysis, provide cogent short answers to various concept questions, demonstrate the ability to research information not directly provided in the lessons and cite sources correctly, and complete safe, home-based experiments that include full laboratory reports.

CHEMISTRY HONORS A (LAB SCIENCE)

Grade Level: 10, 11, 12

Credit: 0.5

Prerequisite: Algebra A, 1B, Geometry A, B, Algebra A, or Algebra 1, Geometry, at least 1st semester of Algebra 2

Chemistry Honors requires students to complete lessons that meet all SC Biology standards plus additional lessons, projects and labs beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

Chemistry uses an atoms-first approach and coverage includes: the parts of the atom and the basics of nuclear chemistry; electronic configurations of atoms including orbitals, covalent and

ionic bonding, Lewis structures, and VSEPR theory; intermolecular forces; periodic properties, nomenclature, and descriptive chemistry; chemical reactions, including balancing, the mole concept, stoichiometry (including limiting reagents), equilibrium; thermodynamics, solutions and electrolytes, concentration; gas laws, including static and non-static conditions; acids, bases, pH, and equilibrium; and organic functional groups. Students must show proficiency in dimensional analysis, provide cogent short answers to various concept questions, demonstrate the ability to research information not directly provided in the lessons and cite sources correctly, and complete safe, home-based experiments that include full laboratory reports.

CHEMISTRY HONORS B (LAB SCIENCE)

Grade Level: 10, 11, 12

Credit: 0.5

Prerequisite: Chemistry A, Algebra A, 1B, Geometry A, B, Algebra A, or first semester Chemistry, Algebra 1, Geometry, at least 1st semester of Algebra 2

Chemistry Honors requires students to complete lessons that meet all SC Biology standards plus additional lessons, projects and labs beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

Chemistry uses an atoms-first approach and coverage includes: the parts of the atom and the basics of nuclear chemistry; electronic configurations of atoms including orbitals, covalent and ionic bonding, Lewis structures, and VSEPR theory; intermolecular forces; periodic properties, nomenclature, and descriptive chemistry; chemical reactions, including balancing, the mole concept, stoichiometry (including limiting reagents), equilibrium; thermodynamics, solutions and electrolytes, concentration; gas laws, including static and non-static conditions; acids, bases, pH, and equilibrium; and organic functional groups. Students must show proficiency in dimensional analysis, provide cogent short answers to various concept questions, demonstrate the ability to research information not directly provided in the lessons and cite sources correctly, and complete safe, home-based experiments that include full laboratory reports.

ENVIRONMENTAL SCIENCE A (LAB SCIENCE)

Grade level: 11, 12

Credit: 0.5

Prerequisite: Applied Biology A, B or Physical Science A, B; or Biology or Physical Science

Environmental Science provides an overview of basic environmental issues, including climate change, sustainability, pollution, depletion of natural resources, renewable energy, loss of biodiversity, deforestation, soil fertility and erosion, and waste disposal. It also explores the history of the environmental movement, the politics and ethics involved in environmental issues, and the regulations that help limit environmental damage. Students are expected to explore their own impact on the environment and ways to mitigate that impact. The four projects are designed to help students assess the environmental damage in their own ecosystems and determine their own environmental footprint. The five labs are designed to give students hands on experience in observing and assessing natural systems and how they function. The topics include the recycling of wastes, soil erosion, stream health, invasive species, backyard ecology, energy audits, and acid rain.

ENVIRONMENTAL SCIENCE B (LAB SCIENCE)

Grade level: 11, 12

Credit: 0.5

Prerequisite: Applied Biology A, B or Physical Science A, B; or Biology or Physical Science

This is the continuation of Environmental Science A and provides an overview of basic environmental issues, including climate change, sustainability, pollution, depletion of natural resources, renewable energy, loss of biodiversity, deforestation, soil fertility and erosion, and waste disposal. It also explores the history of the environmental movement, the politics and ethics involved in environmental issues, and the regulations that help limit environmental damage. Students are expected to explore their own impact on the environment and ways to mitigate that impact. The four projects are designed to help students assess the environmental damage in their own ecosystems and determine their own environmental footprint. The five labs are designed to give students hands on experience in observing and assessing natural systems and how they function. The topics include the recycling of wastes, soil erosion, stream health, invasive species, backyard ecology, energy audits, and acid rain.

INTEGRATED PHYSICS AND CHEMISTRY A

Grade Level: 9-12

Credit: 0.5

Prerequisites: None

In this course, the kitchen is used to study introductory chemistry concepts. Topics include atoms, molecules, the periodic table, chemical reactions, balancing simple chemical equations, acids and bases, types of mixtures, and freezing points. The concepts are also applied in a final research project. Online research is a regular part of this course.

INTEGRATED PHYSICS AND CHEMISTRY B

Grade Level: 9-12

Credit: 0.5

Prerequisites: None

This course uses science fiction and current research to study introductory physics concepts. Topics include the electromagnetic spectrum, Doppler effect, star evolution, the solar system and universe, distance and time relationships, theory of relativity, quantum mechanics, and the many worlds theory. The concepts are applied in a final research project. Online research is a regular part of this course.

PHYSICAL SCIENCE A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This course is the foundation course for all high school science courses. Students will study basic chemistry with topics in properties of matter, atomic structure, and chemical reactions and basic

physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism.

PHYSICAL SCIENCE B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This course is the continuation of Physical Science A and is foundation course for all high school science courses. Students will study basic chemistry with topics in properties of matter, atomic structure, and chemical reactions and basic physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism.

PHYSICS A (LAB SCIENCE)

Grade Level: 10, 11, 12

Credit: 0.5

Prerequisite: Algebra IA, 1B, Algebra IIA; or Algebra 1 and first Semester Algebra II

The course focuses on the core concepts of Algebra-based Physics preparing the student for future college level Physics courses. The key concepts of the course have a main focus on mechanical physics with introductory level electro-magnetics and wave mechanics.

PHYSICS B (LAB SCIENCE)

Grade Level: 10, 11, 12

Credit: 0.5

Prerequisite: Physics A, Algebra IA, 1B, Algebra IIA; or first semester Physics, Algebra 1 and first Semester Algebra II

The course is the continuation of Physics A and focuses on the core concepts of Algebra-based Physics preparing the student for future college level Physics courses. The key concepts of the course have a main focus on mechanical physics with introductory level electro-magnetics and wave mechanics.

IMPORTANT NOTE:

Even though certain science courses at SC Whitmore School are considered “lab sciences” by South Carolina state standards, they may not be accepted at some colleges and universities. Please contact your school counselors, in order to ensure whichever science courses you have completed will be accepted as a “lab science” by the college or university you plan to attend upon graduation.

SOCIAL STUDIES

ECONOMICS

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

In this course, students study and compare the different economic systems of the world, as well as take an in-depth look at how the U.S. economy works. Some of the topics covered include: The law of Supply and demand; Competition models; International trade; Government spending; Commercial Banks and the Federal Reserve System; Income inequality, Unemployment and poverty; Labor unions and specialization of labor; Budgets and consumer assistance; and more. Students will explore these topics through online research assignments, hands-on interactive applications, and traditional lessons.

PSYCHOLOGY A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Students in this course will learn the basics of psychological theories and the founding contributors to the field of psychology in addition to the history of the science, the biology of the mind and methodologies of research. There is a final project.

PSYCHOLOGY B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Psychology A or first semester Psychology

Students in this course will learn the basics of psychological theories and the founding contributors to the field of psychology in addition to the history of the science, the biology of the mind and methodologies of research. There is a final project.

US HISTORY & CONSTITUTION A

Grade Levels: 9, 10, 11, 12

Credit: 0.5

Prerequisites: None

This course is an in-depth study of our nation's history. Students must complete US History & Constitution A and US History & Constitution B, in order to satisfy the SC US History and Constitution requirement.

From the early beginning of English colonization to the events leading up to World War I; this class covers many interesting topics.

US HISTORY & CONSTITUTION B

Grade Levels: 9, 10, 11, 12

Credit: 0.5

Prerequisites: US History & Constitution A

This course is an in-depth study of our nation's history from World War I through current day. Students must complete US History and Constitution A and US History and Constitution B, in order to satisfy the South Carolina US History and Constitution requirement. This course culminates with the state mandated **End of Course Examination**.

US HISTORY & CONSTITUTION HONORS A

Grade Levels: 9, 10, 11, 12

Credit: 0.5

Prerequisites: Recommendation of School Counselor

US Government Honors A requires students to complete lessons that meet all SC US Government standards plus additional lessons, and concepts beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

From the early beginning of English colonization to the events leading up to World War I; this class covers many interesting topics.

US HISTORY & CONSTITUTION HONORS B

Grade Levels: 9, 10, 11, 12

Credit: 0.5

Prerequisites: US History & Constitution Honors A

US History and Constitution A requires students to complete lessons that meet all SC US History & Constitution standards plus additional lessons requiring research beyond the state requirements. Students completing this challenging course will earn honors credit and the affiliated elevated grade point average.

This course is the continuation of an in-depth study of our nation's history from World War I through current day. This course culminates with the state mandated **End of Course Examination**.

US GOVERNMENT

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

US Government students learn the basics of American government including, history composition and general duties carried out by the three branches. Specific topics covered include the Declaration of Independence, the American Revolution, the Continental Congress, the US Constitution and Bill of Rights, the Emancipation Proclamation, the US Supreme Court and other

various topics leading up to the present government. This course satisfies the SC requirement for the study of US Government.

WORLD GEOGRAPHY A

Grade Levels: 9,10,11,12

Credit: 0.5

Prerequisites: None

This course explores the connection between the student and the world around them by emphasizing how geography and its related topics such as weather, climate, population density, and resource availability affect our lives every day.

WORLD GEOGRAPHY B

Grade Levels: 9,10,11,12

Credit: 0.5

Prerequisites: World Geography A or first semester World Geography

This course is the continuation of World Geography A and explores the connection between the student and the world around them by emphasizing how geography and its related topics such as weather, climate, population density, and resource availability affect our lives every day.



PHYSICAL EDUCATION

PHYSICAL EDUCATION

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Permission from parent to participate in physical activity of student's choosing.

P.E. is a half credit course where students submit a daily or weekly log of physical activity in which they participate. Students may choose individual physical activities such as walking, skate boarding, swimming, and dance. Students who participate in team sports may submit their time log for all practices and games. 60 hours of activity are required to earn 0.5 credit.

PHYSICAL EDUCATION II

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Permission from parent to participate in physical activity of student's choosing.

This P.E. course is a continuation of P.E. for students who wish to earn an additional half credit.

Students submit a daily or weekly log of physical activity in which they participate. Students may choose individual physical activities such as walking, skate boarding, swimming, and dance.

Students who participate in team sports may submit their time log for all practices and games. 60 hours of activity are required to earn 0.5 credit.

FITNESS A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

In Fitness A, students will learn about physical fitness, the important role that exercise plays in our life and how we may safely incorporate exercise into our daily routine. This course satisfies the SC academic component of the SC requirement for Physical Education.

Concepts covered are related to nutrition, proper stretching and cooling down, strength and cardiovascular training, prevention and first aid for sports injuries and fitness for special populations.

FITNESS B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Fitness A

Fitness B is the continuation of Fitness A and is designed for students who wish to further their study of fitness.

This course satisfies the SC academic component of the SC requirement for Physical Education.

CAREER AND TECHNOLOGY EDUCATION

CAREER INTERNSHIP I

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

The Career Internship course encourages students to partner with a mentor from any of a wide range of professions in order to learn about it during an 8-10-week period. The students will mirror their mentors for a total of 90 hours. It is suggested that students set a schedule of mentoring 3-4 hours a day at least 3 days a week. At the end of each week during the internship, the student will submit their hours for the week and a summary explaining the work completed. In the final week, students write an essay on the experience.

CAREER INTERNSHIP II

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

The Career Internship II course allows students to continue to partner with a mentor from any of a wide range of professions in order to learn about it during an 8-10 week period. The students will mirror their mentors for a total of 90 hours. It is suggested that students set a schedule of mentoring 3-4 hours a day at least 3 days a week. At the end of each week during the internship, the student will submit their hours for the week and a summary explaining the work completed. In the final week, students write an essay on the experience.

FINANCIAL LITERACY

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This course gives life examples of how numbers are used in our daily lives. Emphasis is on monetary values including calculating paycheck deductions, working with interest rates, and creating a budget.

FOOD AND NUTRITION 1A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Good nutrition is an important part of leading a healthy lifestyle. In this course you will learn more about nutrition and how it does the body good! In this course, you will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, and preparation techniques. Critical thinking and practical

problem-solving are emphasized.

FOOD AND NUTRITION 1B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Food and Nutrition 1A

This course is a continuation Food and Nutrition 1A. Good nutrition is an important part of leading a healthy lifestyle. In this course you will learn more about table service, culture and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized.

INTRO TO COMPUTER APPLICATIONS

Grade level 9,10,11,12

Credit: 0.5

Prerequisite: Intro to Keyboarding

This course is designed to help students create letters, research papers, spreadsheets, and presentations. Processes for both Microsoft Word and OpenOffice will be presented.

INTRO TO KEYBOARDING

Grade level 9,10,11,12

Credit: 0.5

Prerequisite: None

This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of key stroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering.

LAW ENFORCEMENT 1

Grade Level: 9, 10, 11, 12

Credit: 1.0

Prerequisite: None

Law Enforcement 1 introduces students to the duties of police officers, including patrol, investigation, public relations, witness interviewing, crime prevention, and other routine law enforcement responsibilities.

LAW ENFORCEMENT 2

Grade Level: 9, 10, 11, 12

Credit: 1.0

Prerequisite: Law Enforcement 1

This is the continuation of Law Enforcement 1 and introduces students to the duties of

police officers, including patrol, investigation, public relations, witness interviewing, crime prevention, and other routine law enforcement responsibilities.

PARENTING ED 1A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Parenting Ed 1A emphasizes the importance of planning a preparing for parenthood. Lessons focus on parenting practices that maximize human growth and development, significance of adolescent parenthood, importance of nutrition and a healthy lifestyle, and identifying available parenting resources in the community.

PARENTING ED 1B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Parenting Ed 1A

Parenting Ed 1B is the continuation of Parenting Ed 1A. This course emphasizes the importance of planning a preparing for parenthood. Lessons focus on parenting practices that maximize human growth and development, significance of adolescent parenthood, importance of nutrition and a healthy lifestyle, and identifying available parenting resources in the community.

PROFESSIONAL AND LEADERSHIP DEVELOPMENT A

Grade level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

The purpose of this course is to help students develop leadership skills necessary for success in business careers through effective communications, developing employability and positive interpersonal skills, and effective management and leadership skills.

PROFESSIONAL AND LEADERSHIP DEVELOPMENT B

Grade level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This is the continuation of Professional and Leadership Development A. In this course, students will develop time managements and goal setting skills, and conduct a meeting using parliamentary procedure. The students will develop an understanding of the need for community service as part of their overall civic and professional responsibilities. The course culminates with writing a cover letter, resume and participating in a mock interview.

WORLD LANGUAGE

SPANISH 1A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Spanish I is an introduction to the Spanish language and includes lessons on pronunciation, vocabulary, and grammar. Students learn the basic structure of Spanish, with an emphasis on verb conjugation, gender agreement, and commonly used irregular verb forms. The class also discusses the diverse culture of Spanish speaking countries.

SPANISH 1B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Spanish IA or first semester Spanish I

Spanish IB is the continuation of Spanish IA and is an introduction to the Spanish language and includes lessons on pronunciation, vocabulary, and grammar. Students learn the basic structure of Spanish, with an emphasis on verb conjugation, gender agreement, and commonly used irregular verb forms. The class also discusses the diverse culture of Spanish speaking countries.

SPANISH 2A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Spanish IA, IB; or Spanish I

Spanish IIA is a continuation of Spanish IA, IB. Along with occasional review from Spanish 1, this course focuses on new grammar, greater comprehension, and more vocabulary. Students work on advanced verb conjugation; the use of prepositions; and Spanish writing. All lessons include dialogues (with sound), which emphasize the vocabulary and grammar of the lesson.

SPANISH 2B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Spanish IA, IB; Spanish IIB; or Spanish I and first semester Spanish II

Spanish IIA is a continuation of Spanish IA, IB. Along with occasional review from Spanish 1, this course focuses on new grammar, greater comprehension, and more vocabulary. Students work on advanced verb conjugation; the use of prepositions; and Spanish writing. All lessons include dialogues (with sound), which emphasize the vocabulary and grammar of the lesson.

ELECTIVES

CAREER PREP A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Career Prep A directs students in determining and preparing for a career path according to their interests. Students compile a resume and associated documentation, engage in research, and utilize communication skills in preparation for an interview. Students edit their work for errors in sentence structure, usage, mechanics, and spelling.

CAREER PREP B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Career Prep A

Career Prep B prepares students for the work experience. Students learn what the expectations are for keeping a job. Students will reflect upon teamwork, appropriate work habits, and becoming valued employees.

CHARACTER AND LEADERSHIP

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Character and Leadership advocates being personally responsible for your commitments. In this course students self-reflect on the traits important to becoming a contributing citizen, employee and family member including: self-discipline, honesty, positive attitude, teamwork, self-confidence and conflict management.

COLLEGE READINESS A

Grade Level: 9, 10, 11, 12

Credit: .5

Prerequisite: None

This course will help prepare you for success in college. You will be introduced to skills like applying and choosing colleges, as well as budgeting and receiving financial aid for school.

COLLEGE READINESS B

Grade Level: 9, 10, 11, 12

Credit: .5

Prerequisite: College Readiness B

This half of the course will focus on skills to strengthen once you have been accepted to college. This course will prepare you to be a successful and productive college student. Once you have completed this course you should feel more comfortable about the college process.

CREATIVE WRITING

Grade Level: 11, 12

Credit: 1.0

Prerequisite: English 1 and 2

This course focuses strongly on composition using various styles and techniques (including different genres and perspectives), manipulation and use of the written language, how to create or enhance the student's own voice, and how to enhance writing through analyzing and editing. Students are expected to engage teacher in discussion regarding work. They edit their work for errors in sentence structure, usage, mechanics, and spelling.

CYBER 101

Grade level 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This course focuses on building the skills necessary to become a successful online student. Students will learn the basics of the Learning Management System that powers the curriculum, as well as tips for best practices in conducting Internet research. Cyber 101 is required on all new students and returning students upon the recommendation of the Guidance Counselor.

HEALTH & WELLNESS A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This course emphasizes the importance of healthy lifestyle choices for one's overall health and quality of life. Students will learn various components of health to enhance their knowledge of personal, community and world health issues. They also engage in research to explore communicable and non-communicable diseases, health risk factors and treatments and prevention.

HEALTH & WELLNESS B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Health & Wellness A

This course is the continuation of Health & Wellness A for students who wish to further their study of living a healthy lifestyle. Students will learn various components of health to enhance their knowledge of personal, community and world health issues. They also engage in research to

explore communicable and non-communicable diseases, health risk factors and treatments and prevention.

MATH STRATEGIES I

Grade level 9, 10, 11, 12

Credit: 0.5

Prerequisite: Skills Assessment, Recommendation of the Guidance Counselor

This course focuses on building the Math skills required to complete high school level Mathematics courses. Students complete a skills assessments and lessons that are customized to master the needed skills.

MATH STRATEGIES II

Grade level 9, 10, 11, 12

Credit: 0.5

Prerequisite: Skills Assessment, Recommendation of the Guidance Counselor

This course focuses on building the Math skills required to complete higher level high school Mathematics courses. Students complete a skills assessments and lessons that are customized to master the needed skills.

PRE-ALGEBRA

Grade level 9, 10, 11, 12

Credit: 1.0

Prerequisite: Skills Assessment, Recommendation of the Guidance Counselor

Pre-algebra is an introductory course to Algebra I and it teaches the foundational information to be successful in all math courses. This course focuses on building the Math skills required to complete high school level Math courses.

SERVICE LEARNING I

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Students will volunteer for a community organization in their neighborhood. These activities must not be compensated for monetarily or be part of regular family chores. The purpose of this course is to teach students how to give back to the community.

SERVICE LEARNING II

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: Service Learning I

Students will volunteer for a community organization in their neighborhood. These activities must not be compensated for monetarily or be part of regular family chores. The purpose of this course is to teach students how to give back to the community.

SPEECH

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

A half credit course designed to have students learn how to effectively listen to and finally give their own speech. Students will listen to and critique the speech-giving skills of three speakers, one of which must be physically attended and viewed by the student. They will also learn how to lead a group discussion and maintain order and focus among the group. Nonverbal communication is also covered in the course, so that students may learn that not all communication needs to be spoken, and that some things may be conveyed in a gesture. The final project is a 3-5 minute speech prepared and presented by the student in audio or video format.

STRESS MANAGEMENT

Grade Level: 9, 10, 11, 12

Credit: 1.0

Prerequisite: None

Students in this course will study the physiology of stress and the relaxation responses of the body. They will be provided with opportunities to gauge their own stressors and adaptation techniques and will have chances to learn tools for managing stress. In addition to learning the foundational work done on the study of stress and its effects, students will be able to identify stress in others and to develop programs of stress reduction.

TEST PREP A

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Test Prep A is a 0.5 credit course designed to teach students how to prepare for a variety of standardized tests. Students will learn time management leading up to the test, strategies to manage test anxiety, how to manage the day of the test, and what to do after the test has been completed. Students will have the opportunity to demonstrate what they have learned with a comprehensive practice test at the end of the course.

TEST PREP B

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

Test Prep B is a 0.5 credit course designed to teach students how to prepare for the SAT and ACT. Practice tests are offered for both the SAT and the ACT in order to help students prepare for the type of questions asked in each test.

TIME MANAGEMENT

Grade Level: 9, 10, 11, 12

Credit: 0.5

Prerequisite: None

This course focuses on building the skills necessary to manage your time successfully as an online student. Students will learn the basics of the creating a schedule, as well as tips for prioritizing those schedules. Included in this course are suggestions on limiting distractions, staying motivated, and focusing on future goals. Students will be enrolled in Time Management if they demonstrate that they are having trouble adjusting to attending school in a virtual environment.

WRITING SKILLS

Grade level 9,10,11,12

Credit: 1.0

Prerequisite: None

This course focuses on grammar and sentence structure. Students analyze sentences to identify their underlying structure. Once analysis is mastered, students will learn to properly punctuate sentences. Students also write essays and learn some basic skills for essay writing.

Appendix: Title IX and Section 504 Grievance Procedures

Title IX addresses unwanted and unwelcome behavior of a sexual nature (sexual harassment). Section 504 addresses excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. As such, an individual has the right to file a grievance when civil rights are violated. SCWS will make all reasonable efforts to maintain the confidentiality/privacy of the parties involved in sex and gender or disability based misconduct investigations. Breaches of confidentiality/privacy will be reviewed and may be considered a violation of the Policy and may result in additional disciplinary action.

Any attempt by a member of the SCWS community to penalize, intimidate, or retaliate in any way against a person who makes a report of or who is otherwise involved in an investigation of discrimination or harassment is completely prohibited. Any person who believes that he or she has been the victim of retaliation for reporting discrimination or harassment or cooperating in an investigation should immediately contact the Title IX Coordinator. Any person who retaliates against a person in response to a report or cooperation in an investigation will be in violation of policy and will be subject to the appropriate discipline process.

Gender-based misconduct. Gender-based misconduct comprises a broad range of behaviors focused on sex and/or gender discrimination that may or may not be sexual in nature. Sexual harassment, sexual assault, gender-based harassment, stalking, and intimate partner violence are forms of gender-based misconduct under the policy. Misconduct may occur between strangers or acquaintances, including people involved in an intimate or sexual relationship (current or former). Sex and gender-based misconduct may be committed by men or by women, and it may occur between people of the same or different sex.

The College is able to respond formally to alleged incidents of disability or sex and gender-based misconduct:

- that occurred in online classes,
- that were part of official school programs (regardless of location), or
- where the Complainant and Respondent are a student, member of the faculty, staff or administration of South Carolina Whitmore School.

If the offender is unknown or is not a member of the school community, the Title IX Coordinator (or designee) will assist students in identifying appropriate resources or local authorities if the student would like to file a report. In addition, the school may take other actions to protect the student and the community.

Filing a Report:

Any report of alleged disability or sex and gender-based misconduct by a student, member of the faculty, staff or administration of SCWS or a person who is not a member of the school community may be filed with the Title IX Coordinator, 866-768-8300, 501 Commerce Drive NE, Columbia, SC

29223. Students should be advised that the Title IX Coordinator is obligated to act on any report of alleged sex and gender-based misconduct, to ensure measures are taken to stop adverse behavior and prevent its recurrence, as appropriate. It is important to note, however that not every report leads to a disciplinary process. Each report is reviewed individually. The school makes every effort to protect the privacy of all individuals involved in such reporting or investigation.

Individuals reporting criminal acts of sexual or gender-based misconduct may also choose to file a report with the appropriate Police Department. The school system and police/legal system work independently from one another. Individuals may file reports with the school, with police, or with both systems. Because the standards for finding a violation of criminal law are different from the standards in this policy, criminal investigations or reports are not determinative of whether or not gender-based misconduct, under this policy, has occurred.

Interim measures: During the investigation and until resolution of the matter, interim measures may be issued, including but not limited to: restrictions on contact between the Complainant and the Respondent, and/or appropriate changes in academic or employment schedule. Failure to adhere to the parameters of any interim measures is a violation of policy and may lead to additional disciplinary action.

Filing of Grievances

A. Eligibility for Filing: Any student or employee, or any individual or group acting in behalf of a student or employee (male or female) may file any grievance of sex discrimination or sexual harassment with the Title IX coordinator. Any student or employee, or any individual or group acting in behalf of a handicapped student or handicapped employee may file any grievance of discrimination on the basis of a physical or mental disability with the Section 504 coordinator.

B. Pre-grievance Contact: Prior to the submission of a written grievance to the Title IX coordinator, the grievant(s) may request pre-grievance contact with the respondent alleged to be directly responsible for the violation, and/or with the persons having immediate supervisory authority related to the grievance. These persons may make reasonable efforts to meet with the Title IX or Section 504 coordinator to discuss the grievance that the student(s) or employee(s) wishes to bring to their attention. Such a pre-grievance contact, however, shall be at the option of the grievant(s); it shall not be a precondition for the submission of a written grievance to the coordinator and a hearing before the Board of Directors.

C. Grievance filing: Grievances filed with the Title IX or the Section 504 coordinator shall be in writing on a form provided by the coordinator, and shall provide the following information: name and address of grievant(s); nature of alleged violation; name of persons responsible for the alleged violation (where known); requested relief or corrective action (specification of desired relief shall be at the option of the grievant), and any background information the grievant believes to be relevant (e.g., names or groups of other persons affected by the violation, etc).

D. Grievance forms: A grievance form (see next page) shall be prepared by the grievant and the Title IX or the Section 504 coordinator who will facilitate the filing of the grievance. These forms may be obtained from the Title IX coordinator or from the Section 504 coordinator. The grievant shall have the right to request assistance from the Title IX or Section 504 coordinator or any other

individual, group, or organization to assist in the preparation of the form or in the filing of the grievance.

E. Time Limit for Grievance filing: A grievance must be filed within 60 days of the occurrence of the alleged Title IX violation or the alleged Section 504 violation.



Title IX and Section 504 Grievance Form

Today's Date _____

Complaint's Name(s)

Last Name First Name Initial

Address

City _____ State _____ Zip Code _____

Telephone Number

Circle One: Student/ Employee/ Parent on behalf of student/ Other on behalf student/employee

Circle One: Title IX grievance/ Section 504 grievance

Specifics of Complaint (describe below, including any dates of alleged discrimination). Attach an extra page if necessary.

If you wish, please describe any corrective action you would like to see taken with regard to the possible civil rights violation. Attach an extra page if necessary.

Would you like a pre-grievance contact with an identified respondent before a decision of a hearing is made? Circle One: Yes or No

Signature of Complainant

This section is for the use by the Title IX or Section 504 coordinator. Check below the course of action to be taken prior to submitting a copy of the grievance form and a copy of this form to the identified respondent or to the Board Chair.

Name of Grievant

Name of Title IX/Section 504 Coordinator:

Pre-grievance Contact: Date Submitted [Click here to enter a date.](#)

Name of Identified Respondent

Due Date for response from person named above: [Click here to enter a date.](#)

School administrative team investigation and decision

Date Submitted: [Click here to enter a date.](#)

Due Date for response from team [Click here to enter a date.](#)

Appeal Choose an item.

Appeal filed date: [Click here to enter a date.](#)

Hearing before Board of Directors

Date Submitted [Click here to enter a date.](#)

Date for Hearing [Click here to enter a date.](#)

Due Date for response from Board [Click here to enter a date.](#)

This section is for use by the identified respondent or Board member(s). Prior to returning this form to the Title IX or Section 504 coordinator, circle your decision regarding the grievance: **denied or granted**

If grievance has been granted, explain on another paper and/or circle your decision regarding the corrective action requested by the grievant: **agree or disagree**

II. Definitions

A. **Grievance:** a complaint alleging any policy, procedure, or practice which would be prohibited by Title IX or by Section 504.

B. **Title IX:** Title IX of the Education Amendments of 1972, the 1975 implementing regulation, and any memoranda, directive, guidelines, or subsequent legislation that may be issued or enacted.

C. **Section 504:** Section 504 of the Rehabilitation Act of 1973, and any memoranda, directive,

guidelines or subsequent legislation that may be issued or enacted.

D. **Grievant:** a student or employee of South Carolina Whitmore School who submits a grievance relevant to Title IX or to Section 504, or an individual or group submitting a grievance in behalf of a student(s) or employee(s).

E. **SCWS:** any reference to any school, department, subunit or program operated by South Carolina Whitmore School.

F. **Title IX Coordinator:** the employee(s) designated to coordinate SCWS's efforts to comply with and carry out its responsibilities under the Title IX regulation.

G. **Section 504 Coordinator:** the employee(s) designated to coordinate SCWS's efforts to comply with and carry out its responsibilities under the Section 504 regulation.

H. **Respondent:** a person alleged to be responsible or who may be responsible for the Section 504 or the Title IX violation alleged in a grievance. The term may be used to designate persons with direct responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the grievance.

I. **Grievance Answer:** the written statement of the respondent regarding the grievance allegation and possible corrective action.

J. **Grievance Decision:** the written statement of a Board member of his/her findings regarding the validity of the alleged grievance and the corrective action to be taken.

L. **Day:** a working day. The calculation of days specified in this grievance procedure exclude Saturdays, Sundays, and holidays. Any time limits set by this procedure may be extended, however, by mutual consent of the grievant(s) and the respondent(s).

M. **Corrective Action:** the action which is taken by SCWS to eliminate or modify any policy, procedure, or practice found to be in violation of Title IX or Section 504, or to provide redress to any grievant injured by the identified violation.

N. **Administrative Team:** The school Administrative Team will consist of, at a minimum: the Principal, Assistant Principal, and School Counselor, unless one of the named participants is the respondent.

Processing of Grievances

A. Notification of Respondents: Within five days of the filing of a grievance, the Title IX or Section 504 coordinator shall submit a copy of the completed grievance form to the respondent(s), if requested by the grievant. The respondent(s) shall provide a written grievance answer and return the grievance form to the Title IX or Section 504 coordinator within five days after receipt of the grievance.

B. Respondent's Grievance Answer: The respondent(s) receiving a copy of a grievance form shall, within five days, submit a written grievance answer to the grievant via the Title IX or Section 504 coordinator. Such answer shall confirm or deny each fact alleged in the grievance, indicate the extent to which the grievance has merit, or indicate acceptance or rejection of any desired redress specified by the grievant, or outline an alternative proposal for redress.

C. Referral of Grievance and Grievance Answer: Within five days after receipt of the respondent's written grievance answer, the Section 504 or Title IX coordinator shall submit a copy of the grievance form and the respondent's grievance answer to the Principal. If no grievance answer has been received from the respondent(s) by the fifth day after notification, the Section 504 or Title IX coordinator shall, on the sixth day, immediately submit a copy of the grievance form to the Principal along with a notice of non-response from the respondent.

D. Grievance Processing: Written grievance decision by school Administrative Team - when a grievance and, if possible, a grievance answer or non-response are referred to the Team for processing, the Team will, within five days of meeting, submit a written grievance decision to the grievant, and if applicable, the respondent, via the Title IX or Section 504 coordinator. The decision shall: 1.) confirm or deny each fact alleged in the grievance and in the respondent's answer; 2.) indicate the extent to which the grievance has merit; and 3.) indicate acceptance or rejection of any redress specified by the grievant or respondent.

Acceptance or rejection of hearing decision by the grievant - if the grievant rejects the Team decision, she/he shall, within ten days of the receipt of the hearing decision, notify the Section 504 or Title IX coordinator of his/her intent to appeal the grievance. This notification shall be in writing. If no such notification is received by the Section 504 or Title IX coordinator within this time period, any corrective action specified in the decision shall be taken, and the grievance will be recorded as closed.

E: Appeal Process: - Within five days of the grievant's request to appeal the grievance the Title IX or Section 504 coordinator shall arrange a date for a Board hearing. The coordinator shall notify the grievant, and the respondent if applicable, of the time, place, and minimum duration of the hearing. The hearing shall be held within fifteen days after appeal/referral of the grievance. If any written materials or records relevant to the grievance are transmitted to the Title IX or Section 504 coordinator at the time of notification, copies of these materials shall also be transmitted to the grievant and, if applicable, the respondent.

Persons present at the hearing - persons at the information hearing shall include the grievant, the respondent, any representative(s) of either the grievant or the respondent, any individual

requested by either party to provide information relevant to the evaluation of the grievance, and a quorum of the Board of Directors. The Principal and/or Title IX or Section 504 coordinator shall be present to act as moderator and recorder. Hearings shall not be open to other persons unless requested or approved by the grievant.

Hearing Decision: The Board of Directors shall issue a written decision which includes a statement regarding the validity of the alleged grievance and a specification of any corrective action to be taken. This decision shall constitute the final decision issued pursuant to any grievance.

All Board hearing decisions shall be based on a majority vote by the governing board. Any board member in disagreement with the majority or its designated representative(s) shall have the option to prepare a dissenting opinion for inclusion within the final decision.

A copy of the decision shall be sent to the grievant and the respondent, if applicable, via the Title IX or Section 504 coordinator. Principal shall also receive a copy of the decision.

Rejection of hearing decision by the grievant - if the grievant rejects hearing decision, she/he may notify a state or federal agency having civil rights enforcement power. These agencies are: The South Carolina Human Affairs Commission and the U.S. Office for Civil Rights.

Resources for Anyone Who Experiences Gender-Based Misconduct

If you or someone you know may have experienced any form of gender-based misconduct, we urge you to seek immediate assistance.

Title IX Coordinator (866) 768-8300

Guidance (866) 768-8300

South Carolina Human Affairs Commission (803)-737-7800

<http://www.schac.sc.gov/Pages/default.aspx>

State Office of Victim Assistance (803) 734-1900

<http://www.govoep.state.sc.us/sova/compensation.html>