

Howard Alternative Placement Program 2020-2021 Student Handbook



Mr. Jon R. Tester, Director
Mr. Reginald B. Thompson, Coordinator
Mr. Ron Ford, Administrative Assistant
TBA, MIDDLE SCHOOL INSTRUCTOR
MS. L. ELETA ERVIN, MATH INSTRUCTOR
MRS. MARY ANN OWENS, ELA INSTRUCTOR
MR. TYRONE FRASIER, SCIENCE INSTRUCTOR
MRS. JENNIFER HAGAMAN, SOCIAL STUDIES INSTRUCTOR
MS. PATRICIA REED, SPECIAL NEEDS EDUCATION INSTRUCTOR

Howard Adult Center
500 South Kaminski Street
Georgetown, SC 29440
843-546-2770 – (W)
843-527-3371 – (F)

Mr. Keith Price, Superintendent
Mr. Jon Tester, Asst. Superintendent
Mr. Jim Ferdon, Howard Adult Director

Howard Alternative Placement Program

MISSION STATEMENT

The mission of the Howard Alternative Placement Program is to provide quality educational opportunities for Georgetown County School District students ages 9-17 who have experienced difficulties or failure in the traditional public school program.

PROGRAM CHARACTERICS

Howard Alternative Placement Program is marked by certain characteristics: there is a lower enrollment ratio of students to staff; special services with resource classes, school psychologist evaluation and counseling; a curriculum that differentiates instruction while using technology as a tool to improve learning and teaching; a curriculum with an emphasis on individual accountability and responsibility via a highly structured program; and high standards for behavior, attendance, performance, and appearance.

Parenting workshops are a critical part of assisting students in getting back on track to a well-rounded education. As part of Howard Alternative Placement Program, we require active parental involvement. A parent/guardian of a student assigned to HAPP is required to attend each scheduled parenting workshop. If a parent is unable to attend a session for any reason, contact the administrative assistant within one week of the scheduled date to make arrangements to satisfy this requirement.

Howard Alternative Placement Program Parenting Workshops - TBA

Students will not be allowed to return to their home school until parent attends the required amount of parenting workshops.

Please mark the following dates on your calendar.

ADMISSION

Admission to Howard Alternative Placement Program is based on referral from the student's home school principal to Mr. Tester, Georgetown County School District's Assistant Superintendent for Schools & Support Services, for students who are involved in repeated disciplinary infractions according to the District's Policy.

A student /parent orientation is held to advise each candidate and parents of their responsibility; an agreement is signed by the parent and student stating the candidate is willing to attend the school with good faith effort to succeed.

EXPECTATIONS

Students are expected to be increasingly responsible for their own behavior. Students who may begin experiencing problems should seek help before the problem escalates into a major infraction and/or consequences.

POSITIVE LANGUAGE INTERACTION

In order to maintain a comfortable and friendly environment, it is essential that everyone play an active role by speaking in a polite and friendly manner at all times. The school is dedicated to the elimination of abusive, negative, unfriendly, embarrassing, and unacceptable language. Everyone at Howard Alternative Placement Program has the right to RESPECT. As we work toward the development of positive language interaction, the school staff will reinforce healthy personal relationships.

Any student, whose conduct is in violation of basic and necessary rules, can expect any member of the school staff to call attention to that violation. Each student is expected to respond positively to any request. Failure to respond to general requests will be treated as a serious infraction.

CHARACTER EDUCATION

Building Character: One Brick at a Time

Responsibility
Courtesy Confidence
Respect Honesty Integrity

Any sturdy building or structure must have a good foundation of which to stand on throughout the years. The Howard Alternative Placement Program staff will work to build in our students a "foundation" of the "character bricks" listed below.

Together, we can help our young people develop the values that they will need to make moral decisions and conduct themselves as law-abiding, responsible, and productive adults.

CHARACTER WORDS CONSISTING OF NINE CORE VALUES

1. RESPECT
2. HONESTY
3. COURTESY
4. RESPONSIBILITY
5. SPORTSMANSHIP
6. JUDGMENT
7. PERSEVERANCE
8. INTEGRITY
9. CONFIDENCE

Some of our student character building programs are:

Student of the Month
Black History Program
American Education Week

Red Ribbon Week
Career Week
Can Drive

GENERAL INFORMATION

Visitors

Visitors are always welcome to our school. However, they must first report to the office to sign our Visitor's Book and receive a Visitor's I.D. As a parent, if you want to talk to or have a conference with a teacher, please make an appointment, first.

Special Education Students:

Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

Purses/Bookbags

Students are not allowed to take bookbags into the classrooms. Purses, bookbags, and other totes will be search upon entry into the building. Items listed above will be placed in a holding area until the end of the day.

Pledge of Allegiance and Minute of Silence

The Pledge of Allegiance and a minute of silence are to be observed each day.

School Visitation to Other Schools

No student assigned to Howard Alternative Placement Program is permitted on the campus of any other schools in the district. Students are not allowed to attend any of the extracurricular activities; i.e. dances, ball games, plays, etc.

Attendance

ALL STUDENTS ATTENDING THE HOWARD ALTERNATIVE PLACEMENT PROGRAM ARE EXPECTED TO BE IN SCHOOL ON TIME EVERY DAY.

Students will assemble in the cafeteria between 8:30am-8:45 a.m. Students will be marked tardy after 8:45am.

Students are still responsible for all work missed.

Tardies

Consequences for Unexcused Tardies:

1s Offense: Conference and parent notification

2" Offense: Silent Lunch/Vending Machine Privileges Suspended for one to three days and parent notification

3rd Offense: Referral and parent notification

The administration has the discretion to adjust the consequences.

Absences

LAWFUL REASON FOR ABSENCE:

From Policy JED-R Excused absences shall include the following:

- Absences due to illness, injury, death in the family, or some other insurmountable condition. The fact that attendance was impracticable or inadvisable due to any of these reasons must be confirmed by the student's parent, guardian, or licensed physician to school officials, normally within three days of the student's return to school.

The following written documentation will be required in individual cases:

- documented appointments with health care professionals;
- documented absence for religious instruction or a religious holiday;
- absence due to the mechanical failure of the school bus;
- absence due to Court appearances (Official documentation must be provided).

Upon returning to school after an absence, the student must bring documentation such as /a doctor's note, a funeral program or obituary, a note from DJJ or judge, etc....

- Full Name of individual student
- Date(s) of absence
- Reason for absence
- Phone number where parent/guardian can be reached during the day.

All other absences are considered unexcused. All students with at least three consecutive unexcused absences or five overall unexcused absences will be classified as truant. If a student is absent, the school will make an effort to contact the parent/guardian.

MAKE UP WORK

If a student has been absent, he/she must assume full responsibility for making up all work missed. Make-up work should be requested immediately from the subject matter teacher. A student must not expect a teacher to remind him/her to make up work.

Credit can be denied for classes with excessive absences (5 unexcused absences for semester courses and 3 unexcused absences for half-semester courses are allowed).

School Missed Due To Transportation: Students who are late to class or miss class periods due to mechanical failure of a school bus will be excused. This does not include other means of transportation.

Parent Trips: Students who accompany their parents on extended trips that cause them to miss school may lose credit if the number of unexcused days exceeds 5 days for any course in a semester, or 3 days in a half-semester class. The principal or his/her designee may excuse trips if they have educational value. However, a written request must be made by the parent(s) before the trip.

Make-Up Work: Make-up of work missed during any period of absence is the responsibility of the student. Work must be made up within five days of the return to school.

DRESS CODE

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

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

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

1. Shirts must be tucked in, belts must be buckled, sashes tied, and buttons buttoned, except at the neck.
2. Shoelaces must be tied, buckled or worn as the manufacturer intended. Shoes that cause undue attention or a health and safety hazard must be avoided.
3. Flip flops or bedroom shoes are not allowed.
4. Clothing, buttons, signs, or other adornments, which display pictures or language of an obscene nature or are related to the use or consumption of alcoholic beverages or controlled substances, must not be worn.
5. Hats, caps, headscarves, or hoodies must not be worn inside the building.
6. Sunglasses must not be worn inside the school, unless they are necessary for correction of medical problems.
7. Student's hair, including any facial hair, must be neat, clean, and well groomed.
8. Combs (except for barrette-style combs), hair curlers, and picks must not be worn in the hair.
9. Clothes must fit appropriately and should be worn with appropriate undergarments. Undershirts such as white t-shirts customarily worn as undergarments should not be worn without shirts or blouses. Undergarments should be covered by outerwear. Tank tops, sheer blouses or shirts that cause attention should be avoided.
10. Length of skirts and shorts must be appropriate, at or below the knees.
11. A watch is the only jewelry that can be worn, but does not include an Apple watch or smart watches.
12. Keys must be kept in purses or bookbags.

If the student forgets his/her belt, the student will be given one to wear for the day, and he/she will return it when leaving the building.

The rules are not all encompassing and are only guidelines. It is the administrator's responsibility to determine if the clothing is disruptive. Administrators and teachers should work to enforce the rules fairly and consistently.

STUDENT CODE OF CONDUCT

Students are expected to demonstrate behavior that makes the environment conducive to learning. Although it would be hard to list all of the appropriate and inappropriate behaviors, students are expected to demonstrate behaviors that exemplify positive character traits.

When behavior warrants correction, students should expect to be corrected or receive consequences for those behaviors that were inappropriate. Any staff member has the authority to correct inappropriate behaviors. The expectations for conduct apply for the entire premises of Howard Alternative Placement Program as well as any place considered to be the jurisdiction of Georgetown County School District.

BEHAVIORAL STRATEGIES

Check in Check out (CICO) involves meeting with the student to check in on goals set with the positive reinforcements used to increase the occurrence of the positive behaviors. CICO occurs throughout specified times during the day. Rewards or incentives can be in the form of praise, rewards, preferred activities, etc. Praise can be in the form of, but not limited to, verbal statements, a thumb's up, a smile, or a simple pat on the back.

Break Cards (BC) involves the use of cards with the word break on it. At times, students experience varying degrees of boredom, stress, frustration, and anger when presented with specific tasks. Short breaks from those activities listed above allow children time to regroup and compose themselves so they may refocus on the assignment or task being asked of them. Students who need this will be allowed to access one break per block lasting no more than five minutes. The student remains seated, stretches by the desk, or breaks in a predetermined area designated by the teacher. However, if the student engages in inappropriate behavior during their break, the break will end immediately.

Cool Down Time (CDT) is defined as a short period lasting no more than 10 minutes in a predetermined area designated by the teacher or administrator under the supervision of an adult. A student may receive cool down time for the following reasons: any act of aggression, loud and offensive outbursts and any other behaviors at a teacher's or administrator's discretion.

Counseling may be in the form of individual or group sessions 1-3 times a week. Services may be provided by a school counselor, mental health counselor, school psychologist, or Rehabilitative Behavioral Health Science (RBHS) counselor. Sessions will focus on behavioral strategies to help students demonstrate appropriate behaviors allowing them to function in settings socially and behaviorally.

Behavior Plan may be developed for students in regular education and special education classes. Pre-assessment includes identifying three key areas: antecedents, description of the behavior, and consequences following the behavior. Once those areas have been identified, a plan/contract will be made specifically for that student to determine goals and a plan to help student reach those goals.

Redirection involves the teacher interrupting the problem or disruptive behavior by calling on the student to perform another task including asking the student a question to divert his/her attention from the problem allowing the student to refocus their attention.

Criminal Behavior includes the following:

Bullying, Harassment, or Intimidation

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

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

For purposes of this policy, harassment, intimidation, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical, or sexual act reasonably perceived to have the effect of either of the following: harming a student physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school. Any student who feels he/she has been subjected to harassment, intimidation, or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly, and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee.

The principal or his/ her designee will handle any violations by complying with the Level III, Criminal Conduct consequences listed in the district discipline code of conduct. Reports by students or employees may be made anonymously. The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation, or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying.

Bullying

Bullying is a form of a behavior that seeks to harm, intimidate, and coerce other students including demonstrating dangerous and disrespectful behavior towards others. Bullying will not be permitted or tolerated at Howard Alternative Placement Program.

Harassment

Harassment is a form of behavior that can include verbal, written, visual, physical, or electronic conduct towards others that causes others to feel discriminated against or intimidated that causes distractions and interferences in any aspect of a student's normal daily living and interferes or prevents students from performing in environments that are not conducive to their learning and safety. Harassment will not be permitted or tolerated at Howard Alternative Placement Program.

Fighting

The safety of students is a primary consideration of Howard Alternative Placement Program. Fighting is strictly prohibited. A student may not incite, threaten, intimidate, or physically attack another student—this includes gang related activities. Possessing or brandishing a weapon or any object that could be used as a weapon is forbidden.

Gossip

Students are not permitted to approach other students inquiring about hearsay or gossip. Students should discuss any problems of a factual nature with a teacher or the principal. Gossip will not be permitted or tolerated at Howard Alternative Placement Program.

Alcohol or Drugs

The use, possession or distribution of an alcoholic beverage or other drugs is forbidden at school. Use, distribution or possession will bring an automatic request for expulsion. Parents will be notified and school officials will make legal referrals.

Forbidden Items

Bottled drinks are not permitted. Devices which provide distractions such as electronic games/toys, radios, laser pens, mechanical pencils, yoyo's, inappropriate magazines, baseball and other cards, CD/tapes players, cellular phones and beepers are prohibited. The administration has the right to add other prohibited devices as the need arises. **Students caught with these items will have these items confiscated and they will not be returned. However, cellular phones will be returned at the end of each day unless behavior warrants cellular phones not be returned.**

Tobacco Products

Howard Alternative Placement Program enforces a "smoke-free environment". Students may not have or use cigarettes or any other tobacco products at school; this includes matches and lighters and e-cigarettes/vape e-cigarettes. Violation will result in suspension.

Weapons

The use or possession of any weapon on school grounds to include school buses and parking areas will result in an automatic recommendation for expulsion and referral to Law Enforcement Officials. Firearms and knives/razor blades are the primary weapons

that are considered in expulsion hearings, but items that are generally not used as weapons and used in a fight will be referred to Law Enforcement Officials, and a recommendation for expulsion will be made. The wearing of chains is prohibited, and generally considered a weapon. Other items listed as weapons that are prohibited are brass knuckles, blackjacks, bullets, etc. This section may not include all types of weapons, but the school administration reserves the right to add to the list of weapons as necessary.

Vandalism

Students will demonstrate pride in our facilities through proper care of school property.

Marking on, destroying, or defacing walls, desks, textbooks, or student property will result in reimbursement and/or suspension.

CONSEQUENCES

The administration and faculty will make every effort to interpret and enforce the expectations for behavior in a fair and consistent manner. Any behavior considered to be disruptive or inappropriate which is not specifically dealt with in the student handbook will be handled at the discretion of the administration. The administration reserves the right to add or adjust rules as needed.

POLICE INTERVENTION

The police may be called for assistance at the discretion of the administration. According to Section 59-24-60 of the Code of Laws of South Carolina, in addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school function or sponsored activity which may result or results in injury or serious threat of injury to the person or to his property as defined in local board policy.

INFRACTIONS

Infractions are divided into two categories-major and minor infractions.

Major infractions may result in an immediate suspension and/or a request for expulsion.

Major infractions include the following:

Drugs/alcohol, weapons, fighting, or some other violent act.

Disrespect, destruction of school property, or refusal to participate.

Verbal or physical assault toward any staff member.

Minor infractions will be handled with warnings, suspensions, parent contact, silent lunch, and the multi-tiered systems of support (MTSS).

Minor infractions include the following:

Refusal to follow directions the first time they are given.

Failure to remain seated and quiet unless permissions given.

Refusal to keep hands, feet, and all other objects to yourself.

Refusal to show respect for yourself and others-no put downs, talking back, etc.

Dress Code violation.

STUDENT RIGHTS AND RESPONSIBILITIES

Policy JF: Student Rights and Responsibilities Policy specifies acceptable conduct for students while on campus, at school sponsored events, and while riding on school buses or other school-provided transportation. This portion of the policy outlines consequences for student violations of the Rights and Responsibilities policy.

Offenses and consequences listed are not comprehensive and are not limited to the items listed.

Level I: Behavioral Misconduct

Behavioral Misconduct is defined as those activities engaged in by the students which tend to impede orderly classroom procedures/instructional activities/orderly operation of the school, or the frequency or seriousness of which disturb the classroom or the school. This behavior will be handled by the teacher in authority until management options are exhausted. Serious offenses should be referred directly to the administrator. Records will be maintained for all offenses. Repeated Level I offenses may be considered Disruptive Conduct and moved to Level II.

Level II: Disruptive Conduct

Disruptive Conduct is defined as those activities engaged in by the student that are directed against persons or property and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of Disruptive Conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

Level III: Criminal Conduct

Criminal Conduct is defined as those activities engaged in by students which result in violence to oneself or another's person or property or which pose a direct threat to the safety of oneself or others. These activities usually require administrative action, which results in immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board. Student Categories Suggested varying levels, which take into account the number of prior offenses, establish consequences a student has committed. Administrators have the option of moving to a higher consequence level in severe cases or moving to a lower consequence level if the situation warrants.

HOWARD ALTERNATIVE PLACEMENT PROGRAM LEVEL SYSTEM

All levels should be documented in the ABE system. A level system will be used to implement the school's discipline plan. The following levels are:

Level I

Students at this level have the following privileges:

All Level II privileges.

Transition to regular school

Level II

Students at this level have the following privileges:

Socialization permitted at breakfast and lunch

Eligibility for reward activities

Consideration for service learning activity

Level III

Students at this level have NO privileges; they are required to eat silent breakfast and lunch and will receive no free time/rewards.

Other consequences include Counseling, Behavior Plan/Contract, Suspension, Delayed Breakfast and Lunch, and Expulsion, etc.

Students are assigned levels through a *point system*. Each day, students receive points for the following:

Attendance	(administration) 5 points
Appropriate dress	(administration) 5 points
Behavior in Cafeteria	(administration) 5 points
Completing assigned work	(can receive 5 points per teacher per day, for a total of 20 points)
Respecting others	
Self-discipline	
Following directions	
Active participation	

Total possible points ---- 35 total

Students who average 30-35 points will be designated as Level I students.

Students who average 24-29 points will be designated as Level II students.

Students who average 0-23 points will be designated as Level III students.

All candidates will begin at Level I. Students will then move between levels daily based on points earned or lost. To remain in good standing, students must maintain Level I or II status. All levels should be documented in the ABE system with parent notifications by the teacher. If a student falls to Level III status more than 3 days, the following action may occur:

First Offense: 1 day suspension and parent notification

Second Offense: 3 days suspension and parent notification

Third Offense: 5 days suspension and parent notification

Students will be recommended for expulsion for continuous violations and criminal conduct.

EMERGENCY DRILLS

10 EMERGENCY DRILLS South Carolina law requires schools to conduct at least 1 fire drills per month, 1 active shooter/intruder drill per semester, and two severe weather/earthquake drills with at least one of each drill conducted each semester.

Active Shooter/Intruder Drills Lockdown: Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. A lockdown is usually implemented when it has been determined a threat is within the building.

Lockout: A lockout is called for when there is a threat outside of the building. A lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

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

Tornado Drills Signal: The move-to-shelter signal will be by a prolonged blasting of an air horn. Safe Shelter areas are assigned: Students in the building should move quickly to the areas designated as safe. Tornado Evacuation: 1. The signal to evacuate the building will be the continuous ringing of the school bell. 2. Evacuate the building using routes designated as a post-tornado evacuation route. 3. Note: It is important for safety reasons that everyone is required to be orderly and quiet. Silence should be maintained so that communications to and from the emergency control center will remain open.

Fire Drills: Fire drills are held regularly during the year. Students' cooperation is needed to evacuate the building safely. The signal for a fire drill is one long blast of the bell or an announcement made. At this time, everyone is required to evacuate the building during a fire drill and follow these procedures: 1. Walk single file through the appointed exit into the yard a safe distance from the building. 2. Remain outside until the all-clear signal is given. A fire evacuation plan is posted in each room. Students should be familiar with it. One (1) continuous ring will be the signal for the fire drill. A bullhorn and/or whistle will be used in an emergency. 3. When the fire alarm sounds, students will immediately stand, exit the room, and then the building at the nearest exit. Running or horseplay is not permitted. The first students to reach an outside door are to hold it open until all have left the building.

ALL EVACUATION PROCEDURES ARE EXPLAINED IN DETAIL BY THE TEACHER AND POSTED IN EACH CLASSROOM; FIRE EXIT INSTRUCTIONS ARE POSTED IN EACH CLASSROOM AT THE DOOR.

General Computer and Internet Acceptable Use — Student Form
Georgetown County School District students may have access to the Internet and other electronic networks. However, access is a privilege and not a right and carries with it responsibilities for all involved.

General Computer Usage

The following actions are prohibited:

- Knowingly loading or creating viruses
- Loading or attempting to load software or files onto a school computer without the permission of the school's media specialist
- Loading or attempting to load software or files onto the District network without the permission of the Information Technology Department
- Accessing or modifying data without authorization
- Modifying passwords without authorization
- Computer vandalism, defined as any malicious or unauthorized attempt to harm or destroy equipment or data, files, or other electronic information not belonging specifically to the user

Internet Usage

Access to the internet is made available to authorized users for educational and District operational purposes. All authorized users will receive instruction on proper use of the District's internet system. The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites, in chat rooms, and with e-mail and other direct electronic communications, as well as cyberbullying awareness and response.

The District prohibits the use of its internet system to intentionally access, view, download, store, transmit, or receive any information that contains material which is in violation of any District policy or administrative rule, or any local, state and/or federal laws or regulations. Prohibited material includes, but is not limited to:

- Obscenity or pornography
- Threats
- Material that is intended, or could reasonably be perceived, to be harassing or discriminatory
- Material that is copyrighted or protected by trade secret
- Material used to further any commercial business, product advertising, virus transmission or political activity
- For student use, materials that are inappropriate for or harmful to minors

The District utilizes technology protection measures to block and/or filter Internet access to images that are obscene, depict child pornography, and, for computers utilized by students, are otherwise harmful to minors. In addition, the District will monitor the online activities of minors, as appropriate, when utilizing District computers and internet system. However, the District recognizes that it is impossible to control access to all inappropriate or controversial materials and prevent all unauthorized activities of users.

Therefore, the District will take the appropriate disciplinary action against students and personnel for unauthorized access, including so-called "hacking," other unlawful activities utilizing the District internet system, and violations of this policy.

The District reserves the right to monitor and/or review all uses of the District internet system and users should not have any expectation of privacy in any information accessed, viewed, downloaded, stored, transmitted, or received on the District's internet system.

Violations

All authorized users of District research and communication resources are expected to report any use that is believed to be unauthorized, excessive or otherwise in violation of this administrative rule. District employees who witness, experience, or otherwise learn about a suspected violation should report the matter to their immediate supervisor. Students who witness, experience or otherwise learn about a suspected violation should report the matter to a school administrator. Other authorized users who witness, experience, or otherwise learn about a suspected violation should report the matter to a District administrator.

All suspected violations will be investigated thoroughly. If it is determined that a violation of this administrative rule has occurred, the following disciplinary and/or corrective actions may be taken:

- Review of and possible changes to the level of supervision and the circumstances under which use is allowed
- Limitation, suspension and/or termination of the violator's use privileges
- For student violators, disciplinary measures consistent with the District's student discipline code, up to and including expulsion
- For employee violators, disciplinary measures determined to be appropriate based on the seriousness of the violation, up to and including termination
- Report to law enforcement when the violation is believed to constitute a violation of a Federal or State law or regulation and/or Board policy.

I have read this form and understand the consequences of misuse:

Student Name: _____

School: _____ Grade: _____

Student Signature: _____ Date: _____

As parent or legal guardian of the student named above, I give my permission for him/her to access the school network services, including the Internet:

Parent/Guardian Signature: _____ Date: _____

* For more information, see Georgetown County Board of Education Policy IJND-R

CODE OF CONDUCT CONTRACT

I understand the expectations for student's behavior at Howard Optional Placement Program. I realize that I am responsible for my behavior and that I will be held accountable for my actions. I further understand that I can be transitioned to a "regular school" when I have met my goals in the following areas:

Behavior

Attitude

Attendance

Academics

Parental Support

Student's Name (Please Print): _____

Student's Signature: _____ Date: _____

I understand the expectations for student's behavior at Howard Alternative Placement Program. As the parent/guardian, I will support the school's guidelines and encourage my child to follow the guidelines. I understand that I must attend the Parenting Workshops scheduled during my child's attendance at Howard Alternative Placement Program or my child will not be considered for transitioning to a "regular school".

Parent/Guardian's Name (Please Print): _____

Parent/Guardian's Signature: _____ Date: _____

THIS PAGE MUST BE SIGNED BY THE STUDENT AND PARENT