



RELATED
ARTS
EDUCATOR
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22-23

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Office of Curriculum & Instruction

OCSD Mission

Orangeburg County School District through the use of innovative ideas and practices will prepare our students to become productive members of our society.

OCSD Vision

Orangeburg County School District, a district of innovation, is committed to maximizing the potential of every student to compete worldwide.

Curriculum Division Priorities

- Individualized instructional leadership support to school leaders
- Evidence-based standards-driven instruction
- On-going progress monitoring and revisions of the OCSD District-wide Curricula
- Job-embedded professional development
- Effective communication and service

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Mission, Vision & Beliefs for Related Arts Educators

Mission

The Mission of Orangeburg County School District Related Arts Educators is to provide our students with the best arts experiences in all arts content areas.

Vision

The vision of Orangeburg County School District Related Arts Educators is to become Related Arts Educators that are so astute in providing our students with monumental arts experiences; other Related Arts Educators in our state and nation will imitate our practices.

Beliefs

Students must have excellent teachers, supportive administrators and an engaged community to achieve success in related arts activities.

Code of Ethics for Related Arts Educators

The function of the Related Arts Educator is to educate students through participation in classroom instruction and applied extra-curricular activities that may be experienced on/or away from the school campus. An activity should be relevant to student learning and should also provide opportunities to enhance students' academic success. Each student should be treated with the utmost respect and the student's welfare should be considered in all decisions.

1. The Related Arts Educator to know, communicate and implement district policies, rules and procedures at all times.
2. The Related Arts Educator should be aware of the tremendous influence and overall well-being and education of the student.
3. The Related Arts Educator should never place the value of competition above instilling the highest ideals of character.
4. The Related Arts Educator shall avoid the use of alcohol and tobacco products when in contact with students, staff and parents.
5. The Related Arts Educator shall act in a professional manner in all interactions with students, staff and parents.
6. The Related Arts Educator will follow district-established policies, rules and procedures in ALL financial matters.
7. The Related Arts Educator shall take an active role in the prevention of inappropriate student behavior. demand. Here is an example of an idea from the classics. See if you can guess what book this passage comes from:

Co-curricular/Extra-curricular Activities

Co-curricular/extra-curricular activities shall meet one or more of the following guidelines:

- The activity shall be educationally relevant and reasonable;
- The activity shall reflect and extend instruction;
- The activity shall serve the needs/interests of the learner in meaningful ways.

Co-curricular/extra-curricular activities shall meet all of the following criteria:

- The activity shall promote student engagement in learning through personalization of tasks to fit the students' needs and interests, allowing student choice as appropriate.
- The activity shall be sponsored by a faculty member and administered/supervised by an employee or qualified adult who meets the requirements outlined in the district policy for School Volunteers.
- The activity shall be open to all students who meet the requirements for the activity and who wish to participate.

District Supplement Requirements

Supplements are paid to employees for specified teaching and program responsibilities that fall outside of the scope of the normal teaching contract. Supplemented activities and requirements happen outside of the regular school day.

Orangeburg County School District has specific supplement requirements. Employees receiving a supplement are expected to annually meet all requirements.

GENERAL SUPPLEMENT RULES:

- No employee may receive two supplements for the same activity.
- One supplement will be provided for each position.
- Itinerant teachers are eligible to collect supplements from each school provided all requirements at each location are met. This includes any combination of a high school and a middle school supplement.
- ·LOCAL FUNDS SUPPLEMENTS: Under no circumstances are schools allowed to use additional funds for a position for which a director is already paid with a District supplement. Booster clubs, groups of parents, or individual citizens are NOT allowed to pay any person or director (employee or non-employee) directly for any services rendered as an adjunct instructor. All payments to directors or instructors must come from the District.

Band Director 40 Day Allotment High School

- 10 days – Band Camp
- 7 days – Marching Band Competitions
- 5 days – Home Football Games
- 5 days – Office (June – August)
- 3 days – Extra events/ College Honor Band/Community
- 3 days – All-state, Jazz Band, Solo & Ensemble
- 2 days – Region Band
- 2 days – Edisto Conference
- 2 days – Parades
- 1 day – Concert Performance Assessment

High School Band Director Stipend Requirements

1. Hold a minimum of 2-week, 8 hour per day, band camp prior to the start of school.
 - a. Monday- Friday - 7:30a.m. – 10:30 a.m. (outside) 11:30 – 4:30 p.m. (inside) **Required**
 - b. 6:30 p.m. – 9:30p.m. (inside or outside) ***Optional** - no additional pay is attached to this extra rehearsal time)
 - c. **Required Exhibition: 3-5 min marching and playing exhibition should be scheduled for parents and administration on the last day of band camp.**
2. Attend **all home** football games and provide music in the stands as a minimum
 - a. Star Spangled Banner, Alma Mater, Fight Song + 8 selections- **Required**
3. Participate in at least 1 local marching band competition (Ex. Garden City Classic, Blue Machine Invitational) - **Required**
4. Perform at SCBDA Lower State marching competition
 - a. & State Finals, if selected
5. Prepare students for and perform in 2 Parades
 - a. homecoming - **Required**,
 - b. local, county, holiday, or festival
6. Prepare students for and perform in a Winter Concert and
 - a. Spring Concert or District Expo
7. Prepare students to audition and judge auditions for Region Band
 - a. Students must perform if selected.
8. Prepare students to audition and judge auditions for Edisto Band Conference
 - a. Students must perform if selected.
9. Participate in SCBDA Concert Performance Assessment as a District or school
 - a. A minimum of 30% of your students should participate.
10. Select 1 of the following:
 - a. Prepare students and perform at Solo & Ensemble
 - b. Prepare students and perform at Jazz Festival
 - c. Prepare students and perform at Winter Ensemble

High School Strings Director Stipend Requirements

- Produce a Winter Concert & Spring Concert (or District Expo)
- Participate in SCMEA Concert Performance Assessment
- Prepare students and attend Solo & Ensemble
- Prepare students, judge auditions and attend Region Orchestra
- Prepare students, judge auditions and attend All-State Orchestra (If selected)

High School Choral Director Stipend Requirements

- Produce a Winter Concert & Spring Concert (or District Expo)
- Participate in SCMEA Concert Performance Assessment or adjudicated performance
- Prepare students and participate in District Honor Choir
- Prepare students, judge auditions and attend All-State Choir (If selected)

High School Athletic Coach / Assistant Coach Stipend Requirements

(Based on individual school and requirements and negotiations)

Middle School Athletic Coach / Assistant Coach Stipend Requirements

(Based on individual school requirements and negotiations)

Middle School Band Director Stipend Requirements

- Assist high school marching band for entire band camp.
- Prepare students for and perform in a Winter Concert and
 - Spring Concert or District Expo
- Prepare students to audition and judge auditions for Region Band
 - Students must perform if selected.
- Prepare students to audition and judge auditions for Edisto Band Conference
 - Students must perform if selected.
- Participate in SCBDA Concert Performance Assessment as a District or school
 - A minimum of 30% of your students should participate.
- Prepare students and perform at Solo & Ensemble

Middle School Strings Director Stipend Requirements

- Produce a Winter Concert & Spring Concert (or District Expo)
- Participate in SCMEA Concert Performance Assessment
- Prepare students and attend Solo & Ensemble
- Prepare students, judge auditions and attend All-County Orchestra
- Prepare students, judge auditions and attend Region Orchestra
- Prepare students, judge auditions and attend All-State Orchestra

Middle School Choral Director Stipend Requirements

- Produce a Winter Concert & Spring Concert (or District Expo)
- Participate in a regional, state or national festival (Ex: Carowinds)
- Prepare students and participate with one other off campus adjudicated choral festival.

Consultant Instructors

The definition of “consultant” will be an individual hired to work with a program for a specific service or to accomplish a defined task each school year. The Related Arts Coach/Director will submit the names of consultants to school administration at least three weeks prior to the personnel’s proposed start date to ensure individuals meet school clearance. Consultants are expected to maintain professional behavior at all times consistent with district policies, rules and expectations. Consultants will read, sign and be held responsible for all district policies, rules and expectations, complete a background check.

Consultant Instructor Description

- Temporary instructor hired for a specific service to accomplish a defined task. (ex. percussion instructor, athletic trainer)
- Responsible for a small portion of instruction under the Related Arts Coach’s/Director’s immediate supervision.
(Ex. include but are not limited to: clinicians, artists in residence, college student working camp, strings sectional coaches)
- The Related Arts Coach/Director should always have immediate access to the consultant while he/she works with students, with the right to control or direct the work. However, the means and methods used to accomplish the work are determined by the consultant instructor.

How to Pay Consultants

1. Teacher submits a PO request to his/her school bookkeeper
2. The PO is approved by the principal
3. The consultant does the agreed upon work
4. The consultant submits an invoice to the school bookkeeper
5. The school bookkeeper and finance provide payment to the consultant.

If a consultant is paid over \$500 during the school year by the district, he/she will receive a 1099 tax form at the end of the year. If the consultant has earned less than \$500, a 1099 tax form will not be sent from the district and the consultant is responsible for reporting his/her earnings. Also, a 1099 tax form will not be sent to a consultant who is being paid through his/her incorporated company.

ADJUNCT INSTRUCTORS

For the purposes of all music directors, the definition of “adjunct” will be an individual who is hired to work on an “at will” basis with a program for an extended period of time throughout the school year. Adjuncts are expected to maintain professional behavior at all times consistent with district policies, rules and expectations. Adjuncts will read, sign and be held responsible for all district policies, rules and expectations, complete a background check.

Adjunct Description

- Adjunct instructors carry a higher degree of responsibility than consultants. This includes but is not limited to student supervision, involvement in program coordination, and travel.
- Adjunct instructors may supervise field trips or events (example: summer athletic camp, winter guard competition) with Coach/Director and principal knowledge and approval.

Employing & Paying Adjuncts:

- The adjunct instructor MUST complete all required forms in the "Application for Adjunct Instructor". Once the employee is cleared by HR the employee will be notified by email to set up an orientation date.
- Adjunct instructors MUST complete the district orientation prior to beginning work.
- All of the above items MUST be taken care of BEFORE the adjunct instructor is allowed to work. The deadline to submit Adjunct Applications is June 1.

Adjunct Payment

All adjunct instructors are paid through the district payroll system. Adjuncts fall into one of two categories – 1. Teachers or school-based staff or 2. Adjunct worker only. Those who are teachers or school-based staff will have their total pay divided across 24 paychecks.

Schools wishing to pay for additional instructional staff beyond what's provided by the district supplement may do so by utilizing local funds. Adjuncts being paid using local funds will be paid upfront and the school local funds account will be billed the following month. The school bookkeeper will move funds from the music group's local funds account to pay the bill. Booster organizations wishing to contribute towards the cost of adjuncts may donate to the group's local funds account.

******It is critical that teachers submit accurate adjunct payment information on time.***

Educational Resource Representative & Vendors

When conducting business with outside entities and educational resource representatives/suppliers/vendors, make sure that you are fully aware of your school's policy and district procedure on purchases and proposals. Schools will submit funds after all services have been rendered and all products have been received.

How to Pay Representatives and Vendors

1. Teacher submits a (proposal or quote) request to his/her school bookkeeper
2. The PO (proposal) is approved by the principal
3. The vendor provides the resources and submits an invoice to the Teacher
4. A signed invoice and packing slips will be submitted to the school bookkeeper to verify payment to vendor.
5. The school bookkeeper and finance prepare a check for the Vendor.

Employment Dismissal/Discipline, Suspension and Dismissal of Professional Staff

School administration should operate the schools of Orangeburg County in a manner that will maintain a broad community confidence in and support of the schools. The staff in Orangeburg County School District must strive to model for students the kind of professionalism that will positively influence the students' conduct and behavior and subsequently contribute to an appropriate school environment. ALL employees should recognize that ALL conduct, whether communicated or performed in person, in writing, electronically, in interpersonal relationships, is being continuously observed by students, other employees, parents, and community members, and that their actions and demeanor should not impair their effectiveness as an employee. The personal life of an employee including the employee's personal use of non-District issued electronic equipment outside of working hours (such as through social networking sites and personal portrayal on the Internet), will be the concern of and warrant the attention of the Board if it impairs the employee's ability to effectively perform his/her job responsibilities, or if it violates Local, State, or Federal law or contractual agreements. Unprofessional conduct may subject the employee to disciplinary actions consistent with State law, federal law, and/or Board policy.

No employee will engage in immoral or criminal conduct or commit or attempt to induce students or others to commit an act or acts of immoral conduct or criminal conduct. If it appears an employee may have violated the law, the district will cooperate with law enforcement agencies. All employees shall maintain a professional relationship with students at all times, both inside and outside of school. No employee may engage in inappropriate conduct of a sexual nature with a student at any time. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, or any other telecommunication device, including text messaging, instant messaging, and social networking.

Employees of the District, while on duty and in the presence of students, will not use profanity, will not use tobacco in any form, and will not consume or be under the influence of intoxicating beverages. They will not be involved in drug abuse or drug traffic. Violations of this policy will be grounds for placing an employee on administrative leave, with pay, pending an investigation, and possible recommendation for termination of employment, consistent with District policy and State law. The Superintendent or his/her designee will advise the principal regarding appropriate actions to take. Disciplinary action, up to and including a recommendation of termination, may be taken against any certified employee who is determined to have engaged in unprofessional or inappropriate conduct towards students, parents or staff members. Such conduct may include, but is not limited to, violating District policies or procedures; engaging in criminal conduct; engaging in inappropriate conduct of a sexual nature towards other employees or students; harassment, intimidation, or bullying; or **making inappropriate comments to students.**

Also, if evidence or speculation of coercion of students, staff, or parents in:

- misconduct involving drugs
- sexual misconduct
- the commission of a crime
- immorality· dishonesty
- failure to comply with the provisions of a contract without the written consent of the Board
- other conduct that would constitute grounds for revocation or suspension of the employee's professional certificate.

Classified Personnel and Non-Certificated Professional Personnel Separation

Orangeburg County School District will have in place a procedure that allows a termination decision to be appealed through the administrative levels, up to and including the Superintendent or his/her designee, and the right to request that the Board review the termination decision.

Volunteers

To ensure the safety of all our students, ORANGEBURG COUNTY SCHOOL DISTRICT has implemented additional security checks for school volunteers.

All volunteers must receive district approval prior to volunteering at any school or chaperoning any school field trip. Volunteers that desire to work with school programs will need to all submit an online application to the district to receive clearance. Volunteers must read, sign, and be held responsible for all district policies, rules, and expectations of the district in the related arts handbook and complete a background check.

Please allow up to 4 -weeks for the approval process.

- Once approved the volunteer is notified by email.

Related Arts Educator Portfolio

Sample - [OCSD-Related Arts Portfolio SAMPLE.pptx](#)

Visual and Performing Arts and Physical Education teachers are required to submit a completed electronic portfolio at the end of the school year. *Sample portfolio is attached above.*

Effective 2022-2023 school term, teachers are asked to submit their portfolio compilations 3 times throughout the year before submitting the final product at the end of the year. The dates and required documentation for portfolio submissions are:

- October 14, 2022 – Cover Page, School Info, Canvas Screenshots for courses, Winter presentation Plans.
- December 14, 2022 - Documentation for Winter Presentation and/or student activities, Summer Arts Academy Nominations/School Level auditions, Professional Membership Cards, PD's (district, state, national)
- March 14, 2023 - Documentation of Fitness Gram/local, state, or national health awareness activities, Student Activities (On and Off-campus), Awarded grants, school or district collaborations/ PLCs/PDs, Spring Presentation Plans for showcase/performance/exhibit/presentation or field day
- June 2, 2023-Final Submission - Showcase/performance/exhibit/presentation or field day – documentation and **ALL** other items that would help deem your portfolio to be proficient or exemplary.

Your final portfolio submission will be rated **Complete II**, **Complete I**, or **Incomplete** and the results will be shared with your designated home school principal.

- **Complete II** – Excellent and superior in quality and quantity as outlined in the rubric.
- **Complete I** – Acceptable in quality and quantity as outlined in the rubric.
- **Incomplete** – Does not have enough specific or expected quality or quantity as outlined in the rubric.

Elementary School Related Arts Educator Rubrics

Elementary Music Rubric

ELEMENTARY MUSIC

	School Performances	Events Outside of School	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> Prepare students for all performances as directed by the school administration. Two additional performances (School or community) Or <p style="margin-left: 40px;">Perform on Nine Week Awards Programs, Pep Rallies, DARE Graduation, Character Ed. Programs, Kiwanis Programs, End-of-Year Promotion Programs</p>	<ul style="list-style-type: none"> Prepare students for Year - End District-Wide Arts Expo. Prepare selected group of 4th and 5th students for District Elem. Honor Choir Performance along with middle and high school choirs Community performances Coordinate scheduling of (1) music related field trip. Cultural Event held in the community, local college or university. Prepare students (4th, 5th) to participate in auditions for Summer Arts Consortium Or Prepare students (4th, 5th) to participate in auditions for S.C. Elem. Honor Choir 	<ul style="list-style-type: none"> Attend 3 music professional development sessions each year (district, state or national) to include Webinars offered through NAFME. Collaborate with other arts teachers at school, in the district and colleagues in other districts. Active member of a professional music organization <ul style="list-style-type: none"> SCMEA, Naf ME Attend district sponsored PDs, PLOs.
Complete II	<p>All of the above plus</p> <p>Choose 1 of the following:</p> <ul style="list-style-type: none"> Three or more performances each year (school or community) Coordinate a school Winter and/or Spring (Day or Night) performance. 	<p>All of the above plus</p> <p>Choose 1 of the following:</p> <ul style="list-style-type: none"> Students are selected to participate in the SCMEA Elementary Honor Choir Students are selected to participate in Summer Arts Academy <p>SHOW DOCUMENTS CONTAINING PROGRAMS, LISTS OF PERFORMERS, CONFERENCE REGISTRATION, AND PICTURES THAT WILL SHOW PROOF OF ACTIVITIES.</p>	<p>All of the above plus</p> <p>Choose 2 of the following:</p> <ul style="list-style-type: none"> Attend Concert/Program of colleagues at neighboring schools Attend SCMEA or NAFME professional development conference Present professional development at a state event. Write grants and/or raise additional funds to purchase instruments, equipment, and special music activities Coordinate artist in residence Have an advanced degree Pursuing graduate coursework Evaluator and/or serve as Mentor Practicing Musician outside of school

Elementary Visual Arts Rubric

ELEMENTARY VISUAL ARTS

	School Shows	Events Outside of School	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> One school wide art exhibit Exhibit quality work in the school all year 	<p><u>Choose 2 of the following:</u></p> <ul style="list-style-type: none"> Participate in District Elementary Art Show Exhibit artwork at local venues: (Restaurants, mall, etc.) Nominate and prepare students to participate in Summer Arts Academy Coordinate scheduling of music related field trips at local Cultural Event centers. Write grants and/or raise additional funds to purchase art supplies, etc. 	<p><u>Choose* and 1 other of the following:</u></p> <ul style="list-style-type: none"> Active member state/national art education organization: SCAEA* Collaborate with teachers at school and/or in district Practicing as an artist outside of school Attend 3 professional development sessions each year (district, state, or national)
Complete II	<p><u>All of the above plus</u></p> <ul style="list-style-type: none"> Three or more outside art exhibits each year. Collaborate with other fine arts teachers to host a school-wide fine arts event. 	<p><u>Choices from above plus</u></p> <ul style="list-style-type: none"> Write 2 or more grants and/or raise additional funds to purchase art supplies, etc. Students are selected or participating in Summer Arts Academy 	<p><u>Choices from above plus</u></p> <ul style="list-style-type: none"> Attend state, regional, or national conference Attend and/or present professional development Exhibit of personal artwork Have an advanced degree Pursuing graduate coursework. Evaluator and/or serve as Mentor

ELEMENTARY PHYSICAL EDUCATION

	Events	School Level Instruction/Initiatives	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> Spring and Winter event each year. (Health Awareness and Field Day) 	<ul style="list-style-type: none"> SC FITNESSGRAM required for all elementary students. Required Test results sent to parents. 	<ul style="list-style-type: none"> Attend 3 professional workshops each year (district, state, or national opportunities) Collaborate with other Physical Education teachers at school and in district Active member of state or national Professional organization.
Complete II	<p><u>All of the above plus 1 of the following:</u></p> <p>Content related Field trip.</p> <p>2 or more Health Awareness or Physical Education Event</p>	<p><u>All of the above plus 1 of the following:</u></p> <p>Nominate and prepare students to participate in Middle School Athletics.</p> <p>Participate in the "Walk To School Program" and/or the "Kids Heart Challenge" (Jump Rope for Heart).</p>	<p><u>All of the above plus 1 of the following:</u></p> <p>Coach one or more afterschool athletic teams.</p> <p>Seeks additional professional development in Physical Education.</p>

Elementary Physical Education Rubric

ELEMENTARY DANCE

	Performances & Events	Dance Program	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> 1 Winter and 1 Spring performance each year 	<ul style="list-style-type: none"> Dance at 4-6 grade levels Classes meet at least 1 semester 	<ul style="list-style-type: none"> Attend a professional dance performance or workshops each year (district, state, or national opportunities) Collaborate with other arts teachers at your school or in the district for a public performance. Certified in Dance Education and/or BFA or MFA in Dance.
Complete II	<p>All of the above plus</p> <p><u>Choose 1 of the following:</u></p> <ul style="list-style-type: none"> 2 Field trips to dance performances Dance as guest artist one or more times a year One off campus performance 	<p>All of the above plus</p> <p><u>Choose 1 of the following:</u></p> <ul style="list-style-type: none"> Nominate and prepare students to participate in Summer Arts Academy Students are selected or participating in Summer Arts Academy 	<p>All of the above plus</p> <p><u>Choose 1 of the following:</u></p> <ul style="list-style-type: none"> Member of professional dance organization: (SCDA, NDEO) Seeks additional professional development in dance and/or dance education

Elementary Dance Rubric

Middle School Related Arts Educator Rubrics

Middle School Band Rubric

MIDDLE SCHOOL BAND					
	Program Size	School & Required Performances	Out of School Performances	Awards & Achievement	Teacher Professionalism
Complete I	7% of school population	Winter Concert Spring Concert Or District Arts Expo Recruitment Night	<ul style="list-style-type: none"> County/District Band Auditions & Clinic Region / All-State Band Auditions & Clinic if selected Solo & Ensemble Concert Performance Assessment as District Honor Band 	<ul style="list-style-type: none"> Edisto Band Conference Band 30% of students earn seats. Region Band 10% of students earn seats Solo & Ensemble 30% of students earn Superior Ratings Adjudicated Performance: Excellent or higher for Grade 2 music 	Active member of SCBDA, SCMEA & National Association for Music Education (Naf ME) Attend SCMEA professional development sessions each year.
Complete II	10% or higher of school population	<u>All of the above plus 1 of the following:</u> <ul style="list-style-type: none"> Additional school concerts or performances Collaborate with Choral/Drama for School Musical 	<u>All of the above plus 1 of the following:</u> <ul style="list-style-type: none"> College Honor Band Auditions & Clinic Community Events Adjudicated performances SCBDA Concert Performance Assessment in addition to District Honor Band 	<u>All of the above plus 1 of the following:</u> <ul style="list-style-type: none"> Exceed all required percentages for events. College Honor Band/clinic seats All State Band Callback or students earn 1 or more seats. Concert Performance Assessment: Superior or with Distinction Grade 2 music or higher Outstanding Performance Award 	<u>All of the above plus 1 of the following:</u> <ul style="list-style-type: none"> Serve as a committee member for State or National Organization Write grants and/or raise additional funds to purchase instruments, equipment, and/or special music activities NBCT and/or have an advanced degree Pursuing graduate coursework in field ADEPT Evaluator and/or serve as Mentor

Middle School Choral Music Rubric

MIDDLE SCHOOL CHORAL MUSIC				
	Program Size	School & Required Performances	Out of School Performances	Teacher Professionalism
Complete I	10% of school population	<ul style="list-style-type: none"> • Winter Concert • Spring Concert or District Expo • Recruitment Concert 	<ul style="list-style-type: none"> • Two or more community performances (Churches, Mall, etc.) 	<ul style="list-style-type: none"> • Active member of SCMEA & National Association for Music Education (NAfME) • Attend district, state (SCMEA), national professional development sessions.
Complete II	20% of student population	<p>All of the above plus</p> <ul style="list-style-type: none"> • Additional school concerts • Collaborate with other teachers to present School Musical 	<p>All of the above plus</p> <ul style="list-style-type: none"> • State or National Choral Festivals: 	<p>All of the above plus</p> <p>Choose 2 of the following:</p> <ul style="list-style-type: none"> • Obtain specialized training in Orff, Kodaly, or World Drumming • Attend state or national music and/or education professional development conference • Write grants and/or raise additional funds to purchase equipment, and/or special music activities • Present professional development workshops. • NBCT and/or have an advanced degree • Pursuing graduate coursework • ADEPT Evaluator and/or serve as Mentor

Middle School Visual Arts Rubric

MIDDLE VISUAL ARTS			
	School & Required Performances	Out of School Performances	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> Exhibit quality student work in the school throughout the year One student art exhibit each year 	<ul style="list-style-type: none"> Participate in the district juried middle school art show Participate in a contest or other project that allows student artwork to be seen in the community (SC Poster contest, etc.) 	<ul style="list-style-type: none"> Active member of state/national art education organization. Collaborate with teachers in school and in district Attend 3 district middle school art professional development workshops Collaborate with artists in the district and county. Practicing as an artist outside of school
Complete II	<ul style="list-style-type: none"> All of the above plus Two or more student art shows each year 	<ul style="list-style-type: none"> All of the above plus Students receive recognition/award for artwork at the juried art show or contest County and state fair entries and winners. 	<p>All of the above plus</p> <p><u>Choose 2 of the following:</u></p> <ul style="list-style-type: none"> Attend state, regional or national conference Attend & present professional development Exhibit own artwork NBCT and/or have an advanced degree Pursuing graduate coursework in field ADEPT Evaluator and/or serve as Mentor Attend art specific workshops

Middle School Drama Rubric

MIDDLE SCHOOL DRAMA					
	Class Productions	School Shows & Productions	Festivals/ Adjudication	Program Awards and Achievement	Teacher Professionalism
Complete I	Present 1 production during or after school	Present a winter and spring performance during the school year	Attend a theatre performance or festival during the school year	<ul style="list-style-type: none"> Sponsor a school or Theatre awareness event or festival 	Active member of SC Theatre Association. Attend district, state, or national professional development
Complete II	<u>All of the above plus 1 of the following:</u> View a production outside of school <ul style="list-style-type: none"> Tour a theatre facility Bring in a guest artist 	Present two productions of varying genres or styles (Examples: musical, comedy, drama)	Attend and participate in a theatre festival	All of the above plus Score at least one superior (either in a category or overall) at a theatre festival Establish a Junior Thespian Society	<ul style="list-style-type: none"> Member of at least two state theatre organizations or one state and one national organization Attend national theatre professional development

MIDDLE PHYSICAL EDUCATION

	Events	School Level Instruction/Initiatives	Teacher Professionalism
Complete I	1 Spring event each year. (Field Day)	<ul style="list-style-type: none"> Classes meet at least 9 weeks, totaling <u>225 minutes per week</u> for grades 6-8. Use of State standards and guidelines of Instruction will be utilized. Students will acquire the skills to enjoy basic physical activity. During grades 6- 8, instruction in comprehensive health education will be conducted that includes reproductive health and pregnancy prevention. 	<ul style="list-style-type: none"> Attend 3 professional workshops each year (district, state or national opportunities) Collaborate with other Physical Education teachers at school and in district. Active member of state/national Physical Education organization.
Complete II	<p><u>All of the above plus 1 of the following:</u></p> <p>2 Field trip to College Athletic events</p> <p>1 or more Field trip to Pro Athletic events</p>	<p><i>All of the above plus</i></p> <p><u>Choose 1 of the following</u></p> <ul style="list-style-type: none"> Nominate and prepare students to participate in Middle School Athletics. Students are selected or participating in Middle School Athletics 	<p><u>All of the above plus 1 of the following:</u></p> <p>Coach one or more afterschool athletic teams.</p> <p>Seeks additional professional development in Physical Education.</p>

Middle Physical Education Rubric

Middle School Dance Rubric

MIDDLE SCHOOL DANCE				
	Performances & Events	Dance Program	Awards and Achievement	Teacher Professionalism
Complete I	Spring and Winter Performance each year	<ul style="list-style-type: none"> • Dance at 8th grade level • Balance between performance, skill building and creativity • Attend a dance company performance with students 	<ul style="list-style-type: none"> • PTA Reflections participation • Students created choreography 	<ul style="list-style-type: none"> • Certified in Dance Education and BFA /MFA. • Collaborates with other teachers • Sees professional dance company performances or attends dance workshops • Attend district, state professional development workshops
Complete II	<p>All of the above plus</p> <p>Choose 1 of the following:</p> <ul style="list-style-type: none"> • Field trips or other dance performances • Provides students with evening professional dance performances. • Participates in District or State Dance Convention or Festival • Dance guest artist one or more times a year 	<p>All of the above plus</p> <ul style="list-style-type: none"> • Advanced level class for at least one grade level • At least one grade level meets all year • Has a performing ensemble • Performs for community or other performances outside of school 	<p>All of the above plus</p> <p>Choose 1 from each bullet:</p> <ul style="list-style-type: none"> • NHSDA/NDEO Membership • Establishes other honorary dance organization within the school • Receives public recognition for program: Grant winner, • Receives funding from PTA or other sources to fund performance expenses 	<p>All of the above plus</p> <p>Choose 1 of the following:</p> <ul style="list-style-type: none"> • Member of professional dance organization: (Example: NDEO, SCDA, etc.) • Takes dance related courses • Seeks additional professional development in dance and/or dance education

High School Related Arts Educator Rubrics

High School Band Rubric

HIGH SCHOOL BAND					
	Program Size	School & Required Performances	Out of School Performances	Awards & Achievement	Teacher Professionalism
Complete I	6-9% of student population	<ul style="list-style-type: none"> • Winter Concert • Spring Concert or District Expo • All Home Football Games • Town/Holiday Parades • 8th Grade Marching Band Recruitment Night • Summer Camp Marching Band Exhibition 	<p>* Optional:</p> <ul style="list-style-type: none"> • *College Honor Band Auditions & Clinic • Edisto Band Conference Auditions & Clinic • Region / All-State Band Auditions & Clinic • Solo & Ensemble Concert Performance Assessment as District Honor Band • *Other Adjudicated performances • Local Marching Competitions • SCBDA Lower State Competition 	<ul style="list-style-type: none"> • College Honor Band or Edisto Band Conference Band 30% of students earn seats. • Region Band 10% of students earn seats • Solo & Ensemble 30% of students earn Superior Ratings • Adjudicated Performance: Excellent for Grade 2 music 	<p>Member of SCBDA & National Association for Music Education (NAfME)</p> <p>Attend SCMEA Convention each year</p>
Complete II	10+% of student population	<p>All of the above plus</p> <ul style="list-style-type: none"> • Additional school concerts or performances • Collaborate with Choral/Drama for School Musical 	<p>All of the above plus</p> <ul style="list-style-type: none"> • Community Events • Jazz Band/Festival • SCBDA Marching Band Finals • SCBDA Concert Performance Assessment in addition to District Honor Band 	<p>All of the above plus 1 of the following:</p> <ul style="list-style-type: none"> • Exceed all percentages for events. • All State Callback or earn 1 or more seats. • Concert Performance Assessment: Superior or with Distinction Grade 3 music or higher • Outstanding Performance Award 	<p>All of the above plus 1 of the following:</p> <ul style="list-style-type: none"> • Serve as a State/National Official • Write grants and/or raise additional funds to purchase instruments, and equipment. • NBCT/or have an advanced degree • Pursuing graduate coursework in field <p>ADEPT Evaluator and/or serve as Mentor</p>

High School Choral Rubric

HIGH SCHOOL CHORAL MUSIC					
	Program Size	School Performances	Out of School Performances	Awards & Achievement	Teacher Professionalism
Complete I	3-7% of student population	Winter Concert Spring Concert or District Arts Expo Optional: (Choose 1) Pops Concert, Dinner Theatre, Musical or other	<ul style="list-style-type: none"> District Honors Choir Recruitment/Community Performances All State Chorus Auditions District Honor SC State Choral Festival for Ratings only Solo & Ensemble 	District Honor Choir: 5-10 students All State Chorus Results: 1% of Students selected • SC State Choral Festival: Excellent rating in performance and Good in sight-singing	Member of NAFME & SCMEA Attend SCMEA each year.
Complete II	8% or higher of student population	All of the above plus Optional: (Choose 2) Pops Concert, Dinner Theatre, Musical or other	All of the above plus SC State Choral Festival for Ratings and Rankings	All of the above plus 3 or more Community Performances SC State Choral Festival: Superior rating in performance and Excellent or higher rating in sight singing in addition to District Honor Chorus.	All of the above plus Choose 2 of the following: <ul style="list-style-type: none"> Serve as officer for State or National Organization Write grants and/or raise additional funds to purchase resources and equipment. NBCT and/or have an advanced degree Pursuing graduate Course work ADEPT Evaluator or serve as Mentor

High School Visual Arts Rubric

HIGH SCHOOL VISUAL ARTS				
	School Art Shows	Out of School Shows	Program Awards & Achievement	Teacher Professionalism
Complete I	Display student artwork in-house throughout the year	Submit student work to 3 major local/regional shows Submit student work to 1 minor show/competitions exhibitions	Student submissions sometimes earn recognition in art shows Student work is sometimes accepted into juried shows Have an established art club	Member of SCAEA and NAEA Maintain working relationships with local museums, artists, colleges, organizations, etc. Practicing artist outside of the classroom Attend professional development sessions each year
Complete II	All of the above plus Sponsor a cumulative, program-wide art show 1-2 times per year	Submit student work to 4 major local/regional shows Submit student work to 2 minor shows/competitions/exhibitions	Student submissions often earn recognition in art shows Student work is often accepted into juried shows Have an established National Art Honor Society chapter (NAHS)	All of the above plus Choose 3 of the following: <ul style="list-style-type: none"> • Sponsor a chapter of NAHS • Gifted & Talented certified • Assist with portfolio preparations for students planning to prepare for consortium auditions and students who will major in art in college • Attend regional or national conference • Conduct professional development at the state, region and/or national level • Exhibit own artwork • NBCT and/or have an advanced degree • Pursuing graduate coursework • ADEPT Evaluator or serve as a Mentor

High School Drama Rubric

HIGH SCHOOL DRAMA					
	Class Productions	School Shows & Productions	Festivals/ Adjudication	Program Awards and Achievement	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> Present a production within the school Attend one production outside of school or tour a theatre facility 	<ul style="list-style-type: none"> Present main stage production <u>OR</u> musical each year Present original student work (playwriting, directing) 	Produce a one-act show for adjudication should be produced	Students should score at the excellent in different categories of competition	<ul style="list-style-type: none"> Member of at least one state theatre organization: SC Theatre Association, Palmetto Dramatic Association Attend state theatre professional development
Complete II	<p>Present a production to the public</p> <p>Choose 2 of the following:</p> <ul style="list-style-type: none"> View an outside production Tour a theatre facility Bring in a guest artist 	<p>Present one main stage production each year</p> <p>Present one musical or music review each year</p> <p>Present original student work playwriting/directing to the public in a theatrical format: one-act festival at the school or organized festival</p>	<p>All of the above plus</p> <p>Have students attend and present at a state festival</p>	<p>Students should score at the superior level in different categories of competition</p> <p>Superior directing and/or ensemble work should be recognized in competition</p> <p>Have an established Thespian Honor Society</p>	<p>All of the above plus</p> <p>Choose 3 of the following:</p> <ul style="list-style-type: none"> Member of at least two state theatre organizations or one state and one national organization (Example: International Thespians, Southeastern Theatre Conference) Sponsor a Thespian Honor Society Attend state, regional or national conference Attend professional development at the state and/or national level NBCT and/or have an advanced degree Pursuing graduate coursework in field ADEPT Evaluator or serve as a Mentor

HIGH SCHOOL PHYSICAL EDUCATION

	Events	School Level Instruction/Initiatives	Teacher Professionalism
Complete I	<ul style="list-style-type: none"> • Winter /Spring event each year. (Field Day/ P.E. night/Health Awareness Event <li style="text-align: center;">Or Intramural activities during school 	<ul style="list-style-type: none"> • Classes meet at least 1 semester. • Use of State standards and guidelines of Instruction will be utilized. • Students will acquire the skills to enjoy a lifetime of physical activity by implementing personal fitness data. • During grades 9-12, instruction in comprehensive health education will be conducted that includes 750 minutes of reproductive health and pregnancy prevention. 	<ul style="list-style-type: none"> • Attend 3 professional workshops each year (district, state or national opportunities) • Collaborate with other Physical Education teachers at school and in district. • Active member of state/national Physical Education organization.
Complete II	<p><u>All of the above plus 1 of the following:</u></p> <p>2 Field trips to College Athletic events</p> <p>1 or more Field trip to Pro Athletic events</p>	<p><i>All of the above plus</i></p> <p><u>Choose 1 of the following</u></p> <ul style="list-style-type: none"> • Nominate and prepare students to participate in Middle School Athletics. • Students are selected or participating in Middle School Athletics 	<p><u>All of the above plus 1 of the following:</u></p> <p>Coach one or more afterschool athletic teams.</p> <p>Seeks additional professional development in Physical Education.</p>

High School Physical Education Rubric

High School Dance Rubric

HIGH SCHOOL DANCE				
	Performances & Events	Dance Program	Awards and Achievement	Teacher Professionalism
Complete I	<p>2 Performances each year 1 being the District Arts Expo</p> <p>Informal "sharing" or performances</p>	<p>Dance at all grade levels</p> <p>Sequential courses</p> <p>Balance between performance, skill- building and creativity</p>	<p>Dance class meets the entire school year.</p> <p>Students create compositions and/or choreography</p>	<p>Certified in Dance Education and/or BFA or MFA in Dance</p> <p>Collaborates with other teachers</p> <p>Sees professional dance company performances or attends dance workshops/seminars</p> <p>Attends district dance professional development workshops</p>
Complete II	<p>All of the above plus</p> <p><u>Choose 2 of the following:</u></p> <ul style="list-style-type: none"> • Dance guest artist one or more times a year • Field trips (POP!) or other dance performances during school day • Makes arrangements for students to see evening professional dance performances. • Participates in District or State Dance Convention/Festival • Offers other opportunities for dancers to attend master classes 	<p>All of the above plus</p> <p><u>Choose 2 of the following:</u></p> <ul style="list-style-type: none"> • Advanced level class for at least one grade level • Class by audition for at least one grade level • At least one grade level meets all year • Has a performing ensemble that meets separately from dance classes and/or performance ensemble by audition only • Performs for the community—outside of school performances 	<p>All of the above plus</p> <p><u>Choose 1 from each bullet:</u></p> <ul style="list-style-type: none"> • Has established NDEO chapter for NHSDA/NDEO Membership (National Honor Society for Dance Arts through National Dance Education Organization <p><u>Or</u></p> <ul style="list-style-type: none"> • Establish school-wide honorary dance society/club • Applies for grants from the Metropolitan Arts Council, SC Arts Commission, etc. <p><u>Or</u></p> <ul style="list-style-type: none"> • Publicize program accomplishments on social media or other venue 	<p>All of the above plus</p> <p><u>Choose 1 of the following:</u></p> <ul style="list-style-type: none"> • Member of professional dance organization: (Example: NDEO, SCDA, etc.) • Takes online dance education or dance related courses • Seeks additional professional development in dance and/or dance education

Artistically Gifted and Talented Program

Orangeburg County School District Artistic Gifted and Talented Program:

(Aligned with III. Artistic of the SC Regulation 43-220)

The Orangeburg County Summer Arts Academy

The Orangeburg County Summer Arts Academy for Gifted and Talented students is a resource provided for students that attend school in Orangeburg County School District, Calhoun County School District and Felton Laboratory School. The Arts Academy sponsors an intense and exciting five-week summer program.

The five-week summer session is designed to serve 125 students in visual arts, drama, dance, and vocal and instrumental music.

The program is financed by state funds for gifted and talented education.

Eligible Candidates

125 artistically gifted and talented students in grades four through eleven from Orangeburg County School District, Calhoun County School District and Felton Laboratory Charter School, are eligible to be potential candidates for the five-week summer program.

The Selection Process

The selection process begins during the first semester of each school year. Potential candidates are nominated by teachers and/or parents.

Three screenings are held. The first screening is done at the school level before winter break. The second screening is conducted on the district level in February. Final auditions, usually held in March, are designed to select the students that will participate in the five-week Summer Arts Academy. Requirements for the screening process include performance, improvising, sight-reading, portfolio presentation/ impromptu drawing (depending on the visual art area) and a personal interview. *(Rating sheets are displayed below.)*

The Five Week Summer Session

Students will spend five weeks of intense study in their arts area. The program includes class work, performances, guest artists, field trips, unique events, and participation in the Academy Showcase at the end of the five-week session.

The Staff

The staff is made up of professional artists, outstanding teachers, and a Summer Arts Academy Lead teacher. The staff members create the curriculum, teach classes, direct, conduct, and provide any other duties that will provide students with rigorous experiences.

Selected Candidates

The summer session is usually held from 8:30 a.m. until 3:00 p.m., Monday through Thursday. Students chosen for the program must make a commitment to attend all five weeks. On the last day of the summer session, a culminating activity featuring all students who participated in the summer session will be presented.

GOALS

Provide artistically gifted and talented students with diverse experiences in their art areas.

- Give students an opportunity to learn how all the arts areas are related.
- Provide opportunities for students to meet professional artists, and travel to places that will enhance their individual talents and interests.
- Develop career awareness of all the arts areas.
- Develop communication skills in the arts.
- Provide opportunities for artistically gifted and talented students to share, communicate, and fraternize with other students with similar talents and interests.
- Present a culminating activity to the community that highlights young artists in Orangeburg and Calhoun counties.

Due to participation in this program, we want our students to leave with these enhanced qualities.

INTEGRITY - the quality of being honest and having strong moral principles; moral uprightness.

SELF DIRECTED - or guided by oneself, especially as an independent agent:

GLOBAL PERSPECTIVE - is when someone can think about a situation as it relates to the rest of the world.

PERSEVERANCE - persistence in doing something despite difficulty or delay in achieving success.

WORK ETHIC- the principle that demanding work is intrinsically virtuous or worthy of reward.

INTERPERSONAL SKILLS - are the behaviors and tactics a person uses to interact with others effectively



102 Founders Court
Orangeburg, South Carolina 29115
(803) 534-5454

ARTISTICALLY GIFTED AND TALENTED PROGRAM Parent/Teacher/Student Nomination Form and Rating Sheets

Dear Parents/Guardians, Teachers, and Students:

Orangeburg County Schools Visual and Performing Arts Department will begin its selection process to identify students from grades 4-11 for participation in the Summer Arts Academy. This program is designed for students artistically gifted and talented in music, dance, theater, and/or visual arts.

Typical characteristics of students who will be enrolled in this program are:

- Students who are interested in drama, music, dance, and/or visual art.
- Students who initiate unique ideas and responses.
- Students who are sensitive to their environment.
- Students who observe the unusual (that which may be overlooked by others).
- Students who are willing to try new activities.
- Students who follow through in work that initially excites them.

To participate in the Summer Arts Academy, students must be nominated and then undergo a three-round screening process (school-level, district-level and final screening). Your child's art or music teacher will notify him/her of when the first round will take place. Because you can observe special interests, skills, and qualities of your child in a non-school setting and if you believe that your child possesses the special characteristics listed above, please complete this nomination form.

Should your child successfully complete the audition process and enroll in the program, parents/guardians will be responsible for transporting students to and from classes each day, if district transportation is not provided. Details regarding dates, location and time of the program will be shared with parents and students who qualify. All forms must be completed and returned to your child's MUSIC OR ART TEACHER (or to the designated person at their school)

Thank you

Deedra O. Wright
Orangeburg County School District Coordinator of Related Arts
6030 Slab Landing Road
Cope, South Carolina 29038.

Office - 803 -534-8081



SUMMER ARTS ACADEMY
PARENT – TEACHER - STUDENT NOMINATION FORM

DUE DATE:

Student Nominated by _____ Parent _____ Self _____ Teacher

Student's Name _____

Current Grade Level _____ School's Name _____

Parent/Guardian's Name _____

Mailing Address _____

Zip Code _____

Parent/Guardian Email _____

Telephone () _____ Other Contact# () _____

Area of Interest: (Please check ONE area)

_____ Visual Arts

_____ Dance

_____ Drama

_____ Vocal

_____ Instrument; which instrument? _____

PARENT/GUARDIAN'S SIGNATURE OF CONSENT FOR SON/DAUGHTER TO PARTICIPATE IN THE AUDITION PROCESS

_____ DATE _____

(PARENT/GUARDIAN SIGNATURE)

ACADEMY LEVEL SCREENING

Visual Arts Audition Rating Sheet

Grades 4-11

Student _____ Grade _____
School _____

TASK ONE

STUDENT PORTFOLIO – Rate: 0-----1

- A Portfolio Carrying Case made or bought by the student _____
- 2 still life drawings completed at the school and/or district level screenings – Matted _____
- 1 additional piece of artwork completed in class this school year – Matted _____

Points Earned _____ **of 3**

TASK TWO – The following rubric will rate the portfolio's contents.

USE OF ART FUNDAMENTALS – Rate the collection of artworks for **CREATIVE** use of the elements and principles listed below. Rate: 0-----2

SHAPES/LINES

Line quality is varied to suggest movement _____

TEXTURE/PATTERNS

Texture patterns have been created _____

VALUE/COLOR

Degrees of lightness and darkness, use of contrasting color _____

BALANCE/SPACE

The positive and negative spaces have been used effectively _____

EMPHASIS

There is a center of interest or focal point in the composition _____

UNITY

There is a sense of oneness or belonging among the items _____

Points Earned_____ of 12

TASK THREE – Overall Technical Strength of Portfolio Rate: 0_____5

(Degree of Difficulty) **Points Earned**_____5

TASK FOUR 4 – Interview Questions – 1 point per question

Attitude/Interest –

Questions 1 _____

Questions 2 _____

Points Earned_____ of 2

Knowledge/Skills-

Questions 1 _____

Questions 2 _____

Points Earned_____ of 2

TOTAL POINTS EARNED _____ of 24

ACADEMY LEVEL SCREENING
Drama Audition Rating Sheet
Grades 4-11

Student _____ Grade _____ School _____

TASK ONE – Monologue

Students will perform a short 2 MINUTE memorized monologue of their choice.
Character Props are NOT allowed.

Rate: 1-----2

Articulation _____
Expression _____
Projection _____
Characterization _____

Points Earned _____ of 8

TASK TWO – Improvisation/ Imagination

Students will be asked BY THE JUDGE to demonstrate their interpretation of 1 situation or character using various emotions, physical jesters and techniques. Character Props are NOT allowed.

Rate: 1-----4

Creativity _____
Expression _____
Movement _____

Points Earned _____ of 12

TASK THREE – Interview Questions – 1 point per question

Attitude/Interest –

Questions 1 _____

Questions 2 _____

Points Earned _____ of 2

Knowledge/Skills-

Questions 1 _____

Questions 2 _____

Points Earned _____ of 2

TOTAL POINTS EARNED _____ of 24

ACADEMY LEVEL SCREENING

Dance Audition Rating Sheet

Grades 4-11

Student _____ Grade _____

School _____

TASK ONE

Led by one of the judges, students will participate in a group dance to warm-up and to evaluate their ability to follow sequences and work with others.

Rate: 1-----2

Ability to reproduce sequences accurately _____

Appropriate use of space _____

Points Earned _____ of 4

TASK TWO

The student will perform an original 1:30-2:00 minute dance prepared for auditions, dressed in proper dance attire (leotards, tights/leggings, and jazz dance shoes). They must provide their own musical accompaniment.

Rate: 1-----2

Originality _____

Appropriate use of space _____

Effectiveness of Movement Design _____

Correct Timing _____

Fine Motor Coordination _____

Articulation of body parts _____

Confidence _____

Shows Joy in Movement _____

Points Earned _____ of 16

TASK 3 – Interview Questions – 1 point per question

Attitude/Interest –

Questions 1 _____

Questions 2 _____

Points Earned _____ of 2

Knowledge/Skills-

Questions 1 _____

Questions 2 _____

Points Earned _____ of 2
TOTAL POINTS EARNED _____ of 24

ACADEMY LEVEL SCREENING

Instrumental Audition Rating sheet

Grades 4-11

Name _____ School _____

Grade _____ Instrument _____

TASK 1 – SOLO PERFORMANCE

ETUDE

Rating	Poor	Fair	Average	Excellent	Superior	Score
Score Range	0-6	7-12	13-18	19-24	25-30	30
Student' Score	0 1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16 17 18	19 20 21 22 23 24	25 26 27 28 29 30	

TONE

Rating	Poor	Fair	Average	Excellent	Superior	Score
Score Range	0-3	4-6	7-9	10-12	13-15	15
Student' Score	0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

Task 2 – SCALES

WIND INSTRUMENTS

Rating	Poor	Fair	Average	Excellent	Superior	Score
Score Range	0-4	5-8	9-12	13-16	17-20	21
Student' Score						

Student' Score	0 1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20 21	
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PERCUSSION INSTRUMENTS

	5 stroke roll	7 stroke roll	11 stroke roll	Flam Tap	Single Roll	Double Roll	Score
Score Range	0-3	0-3	0-3	0-3	0-3	0-3	21
Student' Score	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

TASK 3 – SIGHT-READING

Rating	Poor	Fair	Average	Excellent	Superior	Score
Score Range	0-6	7-12	13-18	19-24	25-30	30
Student' Score	0 1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16 17 18	19 20 21 22 23 24	25 26 27 28 29 30	

TASK 4 – Interview Questions – 1 point per question

Attitude/Interest –

Questions 1 _____
 Questions 2 _____
 Points Earned _____ of 2

Knowledge/Skills-

Questions 1 _____
 Questions 2 _____
 Points Earned _____ of 2

TOTAL POINTS EARNED _____ of 24

ACADEMY LEVEL SCREENING

Vocal Music Audition Rating Sheet

Grades 4-11

Name _____ School _____

Grade _____ Vocal Range _____

Task 1- SOLO PERFORMANCE

Student will sing one of the appropriate songs listed below:

(GR.4-5 America/ Twinkle, Twinkle)

(GR.6-8 America the Beautiful/ Simple Gifts)

(GR.9-11 The Star-Spangled Banner/ Somewhere over the Rainbow)

The following rubric will be used to rate the audition

Performance Feature

Solo Performance

Pitch and Rhythm

Melody and rhythm accurately performed	3
Melody and rhythm performed with some accuracy	2
Melody and rhythm mostly performed inaccurately	1

Tone

Free, clear head tone with good breath support	3
Tone somewhere free, clear, and supported	2
Tone unclear, tight, raspy, and unsupported	1

Maintaining Key

Maintains key throughout	3
Changes key once	2
Changes key more than once	1

Points Earned _____ of 9

Task 2- IMPROVISATION

Sing the same selection again with 3 or more changes in regard to creativity

- 3 or more changes 5
- 2 Changes 3
- 1 Change or attempt 1
- No attempt 0

Points Earned _____ of 5

Task 3- LISTENING Using Pitch & Rhythm Only

Judge will play or sing echo patterns given below for elementary and middle students who will match pitch and rhythm by singing the pattern on the syllable "loo." High School students (GR. 9-11) will match patterns #1 and #2. Sight read #3. Students will receive a **score** for each correct response.

ECHO Pattern #1	1
ECHO Pattern #2	2
ECHO Pattern #3	3

Points Earned _____ of 6

TASK 4 – Interview Questions – 1 point per question

Attitude/Interest –

Questions 1 _____

Questions 2 _____

Points Earned _____ of 2

Knowledge/Skills-

Questions 1 _____

Questions 2 _____

Points Earned _____ of 2

TOTAL POINTS EARNED _____ of 24

DANCE SAMPLE INTERVIEW QUESTIONS

DANCE KNOWLEDGE AND SKILL

Rated on a one-point system

1. Who, in your opinion, is the most outstanding dancer and why?
2. What do you have to do to become a good dancer?
3. What is the role of a choreographer, and do you have a favorite?
4. Why have so many different dance styles been developed over time?

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. How do you view your commitment to dance?
2. Are you interested in learning different styles of dance? Why?
3. Which style of dance do you do the best?
4. How much time do you spend practicing your dance styles?
5. How much formal training have you received?
6. Would you want a career as a dancer? Why?

Sample Music Interview Questions

MUSIC KNOWLEDGE AND SKILL

Rated on a one-point system

1. What is music?
2. Who makes music?
3. How do composers write music?
4. What do you usually do when you listen to music?

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. Why do you like music?
2. Who is your favorite musician? Why?
3. What are some kinds of music?
4. What do you want to do with your music when you grow up?
5. What formal music training have you received?
6. How much time do you spend with your music?

DRAMA SAMPLE INTERVIEW QUESTIONS

DRAMA KNOWLEDGE AND SKILL

Rated on a one-point scale

1. Why do you have an intermission?
2. Who has the final word in a play, why?
3. Name some different kinds of theatrical presentations.
4. What are some things one must know in order to be a good actor or actress?

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. Why do you want to participate in the gifted and talented drama program?
2. How do you view your commitment to drama?
3. What would you do if you forgot your lines in a play?
4. How have you involved yourself in drama?
5. Would you like to make acting a career? Why? Why not?
6. Have you ever seen a play on stage? If so, what was your reaction?

Visual Art Sample Interview Questions

Questions – Attitude/Interest

1. Why do you want to participate in the Gifted and Talented visual arts program?
2. How do you view your commitment to art?
3. Of the works presented in your portfolio, which is your favorite?
4. What motivates you to engage in making art?
5. Explain the worst or best experience you have ever had in art class?
6. How much time do you spend creating art?

Questions – Knowledge/Skill

1. Who in your opinion is the most outstanding contemporary artist and why?
2. What is your favorite medium (drawing, painting, sculptures, etc.) and why?
3. Illustrate positive and negative space using one of your artworks?
4. Name 2 principles of art and tell how you have used them in your artwork?
5. What are the names of the primary colors?
6. What makes art enjoyable to observe?

STUDENT INTENT LETTER

TO: Student and Parents
FROM: ORANGEBURG COUNTY SCHOOL DISTRICT SUMMER ARTS ACADEMY

CONTACTS: Deedra O. Wright, OCS D RELATED ARTS COORDINATOR

SUBJECT: Participation in the Summer Arts Program

We are currently in the process of making plans for the **Summer Arts Academy**. To plan successfully, we need to know your intent to participate in the program. the program will **start the second week in June and will end the second week July 8:30 AM to 3:30 PM.**

If you plan to participate, please indicate by checking the appropriate box below. Also, please provide the requested information so that we can verify and update your personal file. Please email or call in your response to **(803)534-8081** or mail your response to the address below.

Deedra O. Wright – OCS D Related Arts Coordinator
deedra.wright@ocsdsc.org
6030 Slab Landing Road
P.O. Box 68
Cope, SC 29038

I **PLAN to PARTICIPATE** in the Summer Arts Academy

I **WILL NOT** be able to participate in the Summer Arts Academy

Student's Name _____ Sex _____ Grade _____ Age _____

RACE _____ School _____ Cell Phone _____

Address _____

Email Address _____

Art Area _____ If Band, Instrument _____

Parent(s) Name _____

Email Address _____

Related Arts Instructional/Behavioral Procedures

Makeup Assignments for Performance Based Co-Curricular Classes

After-school activities, such as performances and rehearsals, are considered co-curricular and are an extension of curricular subjects. In the absence of specific guidelines or regulations related to performance assessments required in courses with co-curricular activity, Orangeburg County School District recommends the following:

Subject areas in Related Arts are to be recognized as "performance-based" subjects, in that performance of a learned skill is the required outcome and a performance-based assessment is required to determine mastery.

Chorus

Theatre & Musical Theatre

Orchestra

Band (all ensembles)

Instrumental Music courses (Piano, Guitar, etc.)

Dance

Physical Education

Teachers of performance-based courses are to seek approval from their principal prior to scheduling activities or performances outside of the regular school day.

All rehearsals and performance dates should be communicated to the school administration and to parents by listings in handbooks, posted on the school calendar and/or should be listed in the class syllabus. Teachers should obtain parent and student signatures at the beginning of the school year stating that they are aware of performance dates, they agree to attend and understand that the performance is directly tied to a grade in the class.

A student who has an excused absence from an after-school practice, rehearsal or performance cannot have his or her grades penalized due to the absence. The criteria for an excused absence must be approved by the principal, communicated to parents and students at the beginning of the term, and in accordance with school and district attendance policies.

Performance assessment is one part of a student's overall grade in a performance-based class. Alternate assignments for students who are not able to attend an activity scheduled outside of the regular school day are appropriate in that students who miss tests and quizzes in other academic classes are given the opportunity to "make-up" those quizzes and tests.

An alternate assignment in a performance-based class, as in other academic classes, must reflect the objectives being assessed.

Conduct for Students Who Participate in Co-curricular Activities

Participants in a performance group, club, or organization represent not only themselves and their families, but also their teammates, their directors or sponsors, their schools, and the Orangeburg County School District. Additionally, co-curricular activities often draw high public interest, visibility and focus of attention in the media. The students' behavior commands a public interest and attention that is unique in its capacity to elevate or denigrate the school district, the school, and the team or organization. Since public support is an essential ingredient of public education, the behavior of students who participate in extracurricular activities has a significant impact on the school district's pursuit of its mission. Standards of conduct and citizenship are essential precepts of the school district's extracurricular program. These standards include instilling students with a positive attitude, building strong character, teaching responsibility, and demanding integrity. Participants must set a positive example and be role models for all. To maintain lofty standards a firmly enforced code of conduct is necessary. Therefore, all participants shall abide by a code of conduct specifically for co-curricular activities.

Unacceptable Conduct

A. The prohibition of unacceptable conduct:

Certain conduct by any participant is unacceptable and will not be tolerated. Examples of such unacceptable conduct include, but are not limited to, theft, vandalism, disrespect, hazing, harassment, violation of alcohol, tobacco and illegal substances restrictions, major infractions of The Student Code of Conduct, or violations of law. This unacceptable conduct rule shall be in force twelve months of the year. This means that the school district may penalize or punish a participant who engages in unacceptable conduct during the school term, over a holiday break, or while school is out of session. This also means that the school district may impose sanctions for unacceptable conduct which occurs at school, at a school sponsored event, or off school grounds. The penalty for engaging in unacceptable conduct will be consistent with established district and school policies.

B. Definitions of specific kinds of unacceptable conduct:

- Theft- stealing or taking private property that belongs to another person, school, team, or organization.
- Vandalism- willful or malicious breaking, destruction, or defacement of public or private property.
- Disrespect- actions that show or express a lack of high regard or respect for others (fellow students, teachers, directors, administrators, parents, or adults).
- Hazing- any action that humiliates, degrades, abuses, or endangers another person, regardless of that person's willingness to participate. These actions may include initiation rituals into a performance/athletic group, club or organization.
- Harassment- actions, comments, threats, verbalizations, coercion, jokes, teasing, or intimidation that is based on or takes place because of the race, color, sex, sexual preference or identity, religion, or national origin of another person, who reports the actions as unwelcome.
- Alcohol, tobacco, and illegal substances restrictions – Any illegal use or possession of alcohol, tobacco, or use, sale, possession, or purchase of any illegal or controlled substance, including prescription drugs.

This list of examples is not intended to be exhaustive, and the appropriate staff members may impose disciplinary action for conduct not listed here.

Punishment for Unacceptable Conduct:

When a school official has reason to believe that a student participant has engaged in unacceptable conduct as described in this code of conduct, the responsible school official shall notify the student of the violation and provide the student with the opportunity to present his or her account and explanation. The responsible school official will then confer with the principal or designated administrator to determine the appropriate sanction or penalty to be imposed. The level of discipline imposed is at the school official's discretion, and sanctions may range from reprimands to suspension from the class.

Out-of-School Suspension (OSS) – During the period that any participant is serving an out-of-school suspension, the student will not be allowed to participate in after school events. The participants may return to participation in any activity only after being readmitted to school and attending school for one day.

Attendance Rule – A student shall not participate in a contest or practice on the day he/she has been absent from school without just reason. Just reason shall be anything beyond the control of the student (ex: school field trip, doctor/dental appointments, bereavement, religious holiday, etc.). However, confirmation notes will be required by the Coach/Director of that activity.

Individual School/Teacher/Sponsor/Coach/Director Rules – Individual schools, teachers, coaches, directors, or sponsors may establish additional rules and regulations for their programs with the approval of the principal.

Bullying

The district expects students, directors, and anyone associated with school activities to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees are responsible for knowing and respecting the school and District's policies, rules, and regulations.

As provided in the South Carolina Safe School Climate Act, the District prohibits acts of harassment, intimidation or bullying of a student by another student or students, staff, or third parties that interferes with or disrupts 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.

The district expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. Students and employees are responsible for knowing and respecting the school and District's policies, rules, and regulations. Definitions "Harassment, intimidation, or bullying" is defined as a gesture, an electronic communication, or a written, verbal, physical, or sexual act that a reasonable person should know will have the effect of:

a) Harming a student, physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or damage to his property; or

b) Insulting or demeaning a student or group of students in a way that causes substantial disruption in, or substantial interference with, the school's orderly operation.

All complaints will be investigated promptly, thoroughly, and confidentially. The investigation shall include appropriate steps to determine what occurred and to take actions calculated to end the harassment, intimidation, or bullying and prevent such misconduct from occurring again. The student and his/her parent(s) shall be informed that appropriate actions were taken and shall be advised how to report any subsequent problems.

Consequences for Engaging in Harassment, Intimidation, or Bullying

If the investigation determines that harassment, intimidation, or bullying has occurred, the administration shall take effective corrective action. Examples of corrective action include, but are not limited to, disciplinary action against the aggressor, up to and including termination of an employee or expulsion of a student; special training or other interventions; apologies; dissemination of statements that the school does not tolerate harassment, intimidation, or bullying; independent reassessment of student work; and/or tutoring.

Individuals, including students, employees, parents, and volunteers, may also be reported to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Consequences for Retaliation or False Accusations

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 anyone from falsely accusing another of harassment, intimidation, or bullying. The consequences and appropriate remedial action for such conduct will be determined by the principal or his/her designee and may range from positive behavioral interventions to disciplinary actions, up to and including suspension or expulsion for students and termination for employees.

Notification and Distribution of District Expectations

The principal of each school annually will ensure that appropriate staff members review the policy on harassment, intimidation, and bullying with all students. Information on these topics should be shared in an age-appropriate manner and may occur during student assemblies, in the classroom setting, or in group or individual sessions with a guidance counselor or school resource officer.

Annually, this policy will be disseminated to all staff members, students, and parents along with a statement explaining that it applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at District or school-sponsored functions, on school buses or other District vehicles, and at school bus stops.

Law Regarding Charter & Home School Students Participating

In Extra & Co-Curricular Activities

Directors are expected to follow state law and district guidelines concerning student participation in performance groups.

(a) A charter school is eligible for federally sponsored, state-sponsored or district-sponsored interscholastic leagues, competitions, awards, scholarships, grants, and recognition programs for students, educators, administrators, staff, and schools to the same extent as all other public schools.

A charter school student can compete for, and if selected, participate in extracurricular activities not offered by the student's charter school offered at the resident public school he would otherwise attend. A charter school student is eligible to compete for, and if selected, participate in an activity governed by the South Carolina High School League offered at the resident public school he would otherwise attend if the league governed activity is not offered at the student's charter school.

(c) A charter school student is eligible for extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students at the resident public school.

(d) A school district or resident public school may not impose additional requirements on a charter school student to participate in extracurricular activities not imposed on full-time students at the resident public school.

(e) Charter school students shall pay the same fees as other students to participate in extracurricular activities.

(f) Charter school students shall be eligible for the same fee waivers for which other students are eligible.

These same conditions apply to home schooled students, but do not apply to private school students.

Field Trip District Policy

To support the value of field trips as opportunities for student academic and social growth, teachers should include well planned and executed field trips to enhance classroom learning through real life contact with the topic of study. Field trips must relate to the academic standards being addressed in classroom learning.

Principals are responsible for approving plans for field trips taken at their schools. Before approval is granted, the following guidelines should be met:

- The field trip relates to and enhances relevant standards-based learning objectives.
- The field trip plan includes the purpose and date of the field trip, place to be visited, method of transportation, cost of the field trip, and the name(s) of the person(s) supervising participating and nonparticipating students.
- Staff members requesting the field trip have carefully prepared students for the learning experience, have arranged suitable opportunities for students to gain maximum learning during the trip, and have planned useful follow-up activities.
- Chaperones will be screened and approved
- Adequate supervision will be provided.
- Conditions that could foreseeably place students at risk have been identified and reasonable precautions taken to avoid danger.
- The student's parent or legal guardian has submitted a signed/ written consent form for the student's participation.
- Provision has been made to assist students who may not be able to participate due to inability to pay.
- Appropriate written instructional plans have been provided for non-participating students who remain at school.

Principals shall ensure that the number of days a student in Grades 3–12 is on a field trip does not exceed four consecutive school days. There will be no overnight field trips for students in K5–Grade 2.

The superintendent must approve field trips of unusual length or cost.

This policy shall be reviewed in accordance with the Board policy review process.

I. General Regulations

- A. Field trips shall be considered as instructive and planned as such with definite objectives determined in advance. The trip shall be preceded and followed by appropriate instruction related to the trip.
- B. All field trips shall originate and terminate at a location approved by the principal.
- C. Field Trips requiring school bus transportation shall be scheduled so as not to interfere with regularly scheduled transportation of students. Requests for school bus transportation must be forwarded to the transportation office in sufficient time to permit approval and scheduling.
- D. Written approval of the parent or guardian is required for student participation in each field trip.
- E. Request for field trips must be submitted to the principal for prior approval. Requests must specify a clear purpose for the trip and the relationship of the trip to the class curriculum. In addition, requests must include the date of the trip, the place to be visited, the method of transportation, the cost, provisions for safety and supervision (including the names(s) of any supervising adult(s)), plans for assisting students who lack funds to participate, and appropriate written instructional plans for nonparticipating students who remain at school (including the name(s) of person(s) supervising students who do not participate).
- F. A teacher or other certificated school employee must accompany students on all field trips and must exercise reasonable care for students' conduct and safety both in planning and in conducting the trip.
- G. A plan must be developed for the administration of medication or the provision of accommodation in accordance with applicable law for any student requiring such assistance on the field trip. Applicable permission forms must be completed by the parent or guardian prior to the field trip.
- H. If students are transported in a chartered bus or vehicle, such chartered bus or vehicle must be provided by a sufficiently bonded and insured carrier selected from a list of District-approved vendors.
- I. If completion of the field trip is not possible within fourteen (14) hours, an overnight stay is required.
- J. The Superintendent must approve any out-of-country field trip prior to school engaging in any preparation for such field trip.

II. Educational Criteria

A. Each trip should be closely correlated with classroom instruction, though it may be connected to a culminating activity.

B. The purpose of the field trip should be clearly defined.

C. Background experiences, such as research prior to making the trip will enable students to make the most of the opportunity.

D. Trips should be followed by class discussions in which questions about the trip can be answered and significant facts emphasized.

E. The principal has a responsibility to see that the cost is reasonable, and funds are sufficient.

F. Since movies presented in commercial theaters can be made available after school hours, they are appropriate for field trips during the school day only when the film is clearly an extension of the classroom learning experience. A written rationale explaining the educational value of the film and its relationship to current units of classroom study shall be submitted by the teachers requesting the field trip to the principal involved at least 10 days before the preferred date of dismissal. The principal shall approve such a request only if, in his judgment, the movie in question is clearly an extension of the classroom learning experiences.

The enforcement of certain guidelines is required. The guidelines are as follows:

1. A committee of teachers and/or administrators has previewed the movie and believes it to be appropriate for the grade level of students who are involved.
2. The total membership of the class is eligible to attend without paying admission.
3. The performance will be available at exclusive group rates.
4. The performance is a "special showing" and no concession stand is in operation.

III. Access to Field Trips

- A. A teacher may not deny participation in a field trip because of an incident of misconduct. The principal may exclude a student from a field trip, if the period of a student's suspension covers the date (s) of the trip or the student's pattern of behavior would foreseeably disrupt the orderly execution of the trip and lessen its educational value for other students.
- B. The principal must approve all decisions to deny the student access to a field trip.
- C. Students who are excluded from field trips must be given appropriate assignments.
- D. Students will not be penalized academically for not being allowed to participate in a field trip.
- E. No student will be denied the right to participate in any field trip because of his disability. Persons planning field trips must ensure equal accessibility in all aspects of the trip for any student eligible to participate
- F. No student will be denied the right to participate in any field trip because he is unable to pay the assessed cost. Persons planning field trips must make provision for all students to participate, including those who cannot pay.

IV. Non-School Sponsored Trips

- A. A non-school sponsored field trip is defined for purposes of this section as a trip or tour organized or sponsored in any part by 1) an individual employee or group of employees acting as private citizens and not as school employees or 2) by a high school non-curriculum-related student group formed in accordance with Board Policy. The District assumes no responsibility or liability for non-school sponsored trips.
- B. Non-school sponsored trips may only occur under the following conditions:
 - 1. The employee or student group informs the principal or building director of the anticipated trip prior to any solicitation of interest or distribution of trip related information.
 - 2. The employee or student group must notify any individual interested in the trip in writing, by using the form attached, that the trip is not sponsored by the school or the District and that neither the school nor the District will assume any responsibility or liability for the trip. A copy of the completed form must be retained by the school. Any communication to interested individuals shall not use the name of a school or the District to promote the trip.
 - 3. The employee does not solicit students during the school day or plan the trip while employed with the District.
- C. Violation of any requirement contained in this section by an employee shall result in disciplinary action up to and including termination of employment.

Out-Of-State & Overnight Trips

Coaches/Directors will adhere to district policies regarding long trips and submit all required forms and documentation to his/her principal. It is recommended that directors have written policies and procedures for out-of-state and overnight events. Procedures should include:

· A written letter to parents communicating the following:

- Notification of days, dates, and times (if available), and location of the competitions
- Specific reference to the possibility of Sunday competition (if applicable)
- A brief itinerary denoting departure time, sample daily schedule, and estimated arrival time upon return
- Name/location/phone number of lodging place (if staying overnight)
- Cell phone number of the director and chaperones
- Mode of transportation
- Rules of conduct for the students

The following forms in addition to other forms must be present:

- Parent permission form
- Orangeburg County Field Trip Permission Form
- Medical forms

Use of Private Vehicle for Student Transportation District Policy

A. The use of private automobiles for student transportation by non-employees, including for field trips, is permitted only when specifically approved by the principal. When private automobiles must be used, the driver must submit to the principal in advance of the field trip a completed form shown as an exhibit to this rule. A written request signed by the parent or guardian granting permission for a student to ride in a private vehicle, also attached as an exhibit to this administrative rule, must be submitted. Students are not permitted to transport other students for field trips. Additionally, the District cannot direct or require but may instead allow students upon written request to be transported by an individual, such as a parent or guardian of another student, who is not a District employee or who is not the actual parent/guardian of that student in accordance with the requirements of this administrative rule and with the completion of the necessary form(s) attached to this administrative rule.

B. All drivers must provide a copy of his or her valid driver's license.

C. A vehicle used must have adequate seating capacity to accommodate all passengers and the driver with seat belts. All vehicles used must comply with all safety requirements contained in state and federal law, including South Carolina's Jacobs Law.

D. The driver must provide a copy of the insurance coverage and be informed that the vehicle's insurance, to the extent applicable, will provide primary coverage over any applicable District coverage.

E. Two adults should be assigned to each vehicle if possible.

F. Drivers must adhere to all traffic regulations and must contact a school administrator if any unsafe mechanical or road condition occurs while transporting students.

G. District employees may not use private vehicles to conduct employment duties and activities, including transporting students on field trips, unless specifically authorized to do so in advance by the principal, site administrator, or department head and in furtherance of his or her job classification and responsibilities. The applicable authorization form attached to this Administrative Rule must be completed by the employee and approved by the appropriate supervisor prior to the use of the private vehicle. However, employees may transport students in emergency situations, including when such transportation is for the safety, health and welfare of the students without completing this form in advance. In such cases, employees must attempt, if possible, based upon the circumstances, to contact a student's parent or guardian before transporting that student. The employee must also notify his or her supervisor of the situation. The supervisor will review the matter, and if necessary, contact the parent or guardian to implement procedures to eliminate the need to provide transportation for future emergency situations.

Bus Transportation

Transportation:

1. Bus requests should be submitted at least 2 weeks prior to the event.
2. For trip postponements due to inclement weather or for cancellations, communicate with your bookkeeper/secretary and the bus center.
3. Confirm bus details in advance and have contact information for the driver, bus center and school administration (Principal and/or Assistant Principal).
4. There is to be at least one adult monitor for every thirty passengers on all trips.
5. Maintain a head count log to ensure that only authorized passengers are riding the bus.
6. The school must provide transportation for students on field trips and cannot require students to drive themselves.
7. District bus transportation may not be available before 9:00a.m. and is not available after 2:30p.m. on a regular school day. If your trip falls outside of these times an alternative method of transportation (charter bus, etc.) must be used. Most charter companies book well in advance so plan accordingly.

Facilities

Teachers should always respect school facilities and shared spaces. Teachers should lead students by example by maintaining an orderly and safe work environment. Shared spaces should be maintained in such a way that does not hinder use of the space by other classes. Examples: stage areas, shared classrooms, practice facilities, storage areas.

It is expected that band directors will communicate with school administration and athletic directors to coordinate a consistent outdoor practice field. Band directors should communicate band camp air conditioning needs to their plant engineer before the end of the school year and follow up at least a week before camp to ensure proper air conditioning is provided.

All performing arts teachers should be trained in the use and proper care of school's lighting and sound equipment.

Use of School Facilities

The buildings and properties of the school district shall be available for community use, including meetings of nonprofit civic and service clubs, churches and religious organizations, and governmental agencies under those conditions prescribed or permitted by law and in accordance with this policy.

1. School buildings and facilities are available for community use at no expense to the individual or organization, provided that:
 - a. The building's use is scheduled for hours it is normally open and staffed;
 - b. The normal instructional program is in no way disrupted by the use of the building;
 - c. No attempt is made to raise money during the time of use;
 - d. The request for use of the building for a designated purpose is approved by the superintendent or his designee; and,
 - e. Permission to use a building shall not extend for more than twelve months and may be revoked at any time.
2. School buildings and facilities are available for use by the community when a building is usually closed, provided a reasonable fee is charged to cover extra costs created by the use and the group or individual enters into a written agreement with the school district consistent with this policy.
3. School buildings and facilities are available to community groups for money-raising ventures at a fee which shall include cost plus a specific amount for each type of facility used.
4. The group or individual using the building must agree in advance to pay for or restore to its original condition any property lost or damaged through excessive abuse or through carelessness. The principal or appropriate director shall be the sole judge of excessive abuse and carelessness regarding school property.
5. Requests for use of the school buildings must be submitted in writing at least 30 days prior to the date for which the use of the facility is requested. Requests should set forth complete information as to the purpose for which the use is desired. The requests must also stipulate the time, date, and individual or organization responsible for compliance with the foregoing requirements. The superintendent shall develop rules for the processing of requests.
6. Recognized school support groups, including parent and booster organizations, are exempt from the requirements of this policy.
7. The school district shall not be liable for injuries to persons or property arising out of the use of school facilities under this policy. Before using any district facility, the user must agree in writing to indemnify and hold the district harmless for any accidents, injuries, or causes of action arising from the user's use of the facility.

Use of Facilities by Employees Outside of the Scope of Their Job

Employees shall not use district time or facilities in connection with any personal activity for financial profit outside the regular school program. Any violation of this provision will be held to be willful insubordination. This policy is applicable to any camps or clinics open to youth run by coaches or teachers wherein they are making a personal financial profit and are either doing it during district time OR using district facilities.

Band Instruments

Funding is provided for new instrument purchases for band programs. Purchases alternate between high school one year and middle school the next. The amount provided to each program is calculated on a per pupil expenditure.

Band Instrument Repair

Orangeburg County School District provides an instrument repair budget for middle and high school band programs. The budget amount is determined based upon the total program enrollment. Allocated repair funds can only be used to repair district owned instruments and is not intended to be used for supplies. Teachers are expected to keep a running balance of their repair account and know the amount available.

Damage to district owned instruments caused by student negligence is the sole financial responsibility of the parent and student and will not be covered by district funds. Teachers are responsible for ensuring that parents and students sign and return an instrument use agreement form.

Instrument Repair Procedures

1. The teacher will get an estimate for the repair of the instrument from the vendor in writing.
2. The vendor will email a written estimate on the company letterhead that includes an estimate amount, the instrument make/model, serial number, and cost to repair to the Band Director.
3. The vendor will be emailed the Purchase Order number when approved.
4. The vendor may begin repairs when a Purchase Order number is received.
5. The vendor will email the Band Director when the repair is complete.
6. The vendor will give the Band Director the completed repair and invoice for them to sign and give to the school level bookkeeper.
7. The school level bookkeeper will submit a signed invoice from the Band Director for payment.

Transportation

Each middle and high school is provided transportation funding for extra & co-curricular arts and academic groups. The amount is divided at the principal's discretion. These funds are sent straight to the school and are accessed through the school bookkeeper.

Handling Money

School Funds

- Directors may choose to do fundraisers [outside of the booster club] in order to supplement the music program's budget. These types of fundraisers must run through the school and be handled by the school bookkeeper.
- Communicate your desire to run a fundraiser and get all details and requirements from your school bookkeeper. Do not commit to doing a fundraiser at the school level without obtaining approval in advance from school administration
- Directors are responsible for following school and district fundraiser procedures. See the school bookkeeper for all the details.
- All money received from students must be documented with a receipt. A receipt must be given to the student the same day the money is received. The bookkeeper must receive the money by the daily deadline from the teacher/adult. Money cannot be held overnight by the teacher or in the teacher's classroom. Under no circumstances should money be taken home overnight.

Booster Club Funds

- School district employees are not allowed to handle booster club funds/money at any time.
- Money must be received by booster club authorized member and cannot stay in the school overnight.
- It is recommended that booster club officers consult with the school administration concerning collection of funds (i.e., have treasurer receipt money in person).
- It is the director's responsibility to communicate district financial policies and procedures to the booster club.

Purchasing and Requisitions

1. Fill out a "local funds" Purchase Order (from your school's bookkeeper) and give it to your school bookkeeper.
2. When approved by the principal, it will be given to you to fax, mail, or call in to your vendor
3. When the invoice (bill) for the item(s) arrives:
 - check to make sure the items in the order have been received by comparing it to the "packing list"
 - If there are any discrepancies between the packing list and invoice, please note these to your bookkeeper.
 - If received, mark the invoice as "approved for payment" and initial with your initials.
 - Give the "approved for payment" invoice to your bookkeeper for payment.

Receiving and Recording:

When equipment and materials arrive at your school, you should follow the steps below:

1. Check for damaged packaging before opening;
2. Open and compare the contents with the "packing" or "shipping" slip (usually on outside of package);
3. Keep the "packing" slip to give to your bookkeeper, so that you can compare it with the invoice (bill). Remember, a packing slip is NOT an invoice (bill).
4. When the invoice arrives (Usually this arrives separately from the packages and, is sent directly to your bookkeeper), make sure you have received all the items that are named on the invoice before authorizing payment by your bookkeeper;
5. You should mark each item you receive with some type of indelible marker whenever this is possible. It is strongly recommended that you use a code that includes the year of purchase ("10-1; 10-2," etc. for each line of items).

IMPORTANT NOTE: If any item you ordered with local funds, was bought with booster funds or was donated costs more than \$500 (for each item), contact the district finance office for proper procedure.

Student Fees, Fines & Charges

The district is committed to its legal responsibility to provide free public schools open to all children. Accordingly, students should receive a basic, formal education at public expense. South Carolina law also authorizes local school boards to charge and collect matriculation and incidental fees from students. The charges and collections must consider the students' ability to pay and must hold the fee to a minimum reasonable amount. In addition to any fees charged at a school, all students (and their parents or guardians) are responsible for the cost of replacing materials or property that they lose or damage.

Certain fundraising projects are necessary to support extracurricular and other school-sponsored activities. Acceptable fundraising practices will be those which promote and encourage recreation, entertainment, and social involvement of parents, students, and faculty. Some examples are:

- Car washes
- Concerts
- Intra-school athletic contests
- Pageants
- Student Pictures
- Food Sales
- Talent shows
- Workdays
- Newspaper and Yearbook Ads

The following regulations are provided as a guide to help principals make appropriate decisions relative to fundraising.

1. No fundraising activities will be permitted during school hours that would disrupt or interfere with instruction;
2. The principal must approve any projects of the PTA or Booster Clubs where students will be involved in the activity;
3. All activities must have prior written approval of the principal.

Parent & Support Organizations

The Board of Trustees believes that school support groups, including parent and booster organizations, are an integral part of the District and the development of its students. The Board recognizes that these groups work closely with schools to promote educational and extracurricular programs. The Board encourages the administration to support and collaborate with these groups for the benefit of the students. Accordingly, the Board authorizes the Superintendent to establish an administrative rule to provide support for these groups, including implementing requirements necessary to utilize effective, efficient, and consistent financial procedures and practices.

District Owned Instruments

Schools maintain an inventory of district owned instruments. These instruments can be used on a loaner basis by students. Each school is expected to keep an accurate, current inventory of all instruments assigned to their building. Students are expected to maintain the instrument and use it with reasonable care. Students using school owned instruments are financially responsible for repairs and replacements, as necessary.

- Instruments that cannot be transported on a school bus should be available to students for use during the school day: tubas, cellos, basses, timpani and other large percussion equipment.
- All band instruments must fit comfortably in a student's lap and not interfere with the driver's visibility in monitoring the students using the mirrors.
- It must also not create a safety issue in the event the bus must be evacuated.
- The student bringing an instrument must be respectful of the other students' space (limited space as it is with book bags and such) to ride without being interfered with by another student's instrument. Bigger instruments like tubas, cellos, drums, etc. and alike are not acceptable.]
- Band and strings programs will be provided with a repair budget based upon program enrollment. Repairs exceeding the allocated budget must be paid for by the school or booster club.
- **Directors are expected to keep an accurate inventory of make, model and serial numbers of all school owned instruments.**
- Whether school owned instruments are to be used in the classroom or loaned to the student for home use, all students using school owned instruments should submit a "Use of School Instrument Contract."
- Instruments and/or equipment donated to a school remain its property. If the school closes, the donated item should be transferred to the school to which most of the closing school's students have been assigned.
- When moving instruments or equipment from one school to another, directors must coordinate this through the Band Director and Deedra Wright, Coordinator of Related Arts.

SAMPLE Contract for Student Use of School Owned String or Band Instrument

After careful consideration of your individual situation regarding the acquisition of an instrument for your child, the principal of your school and I have agreed to loan your child a county-owned string or band instrument for use in class this year. Students selected for this privilege must abide by the following regulations:

1. Attend rehearsals regularly, practice assignments at home, and complete all class assignments.
2. Participate in all performances
3. Maintain a letter grade average minimum of "C" in class each grading period.
4. Demonstrate reasonable care of the instrument issued.

Parents are responsible for usual maintenance of this instrument, which generally includes string breakage, rosin, and bow repair for strings and cork repairs, bent keys, dent removal, valve maintenance etc. for band. Greenville County expects reasonable care to be exercised while this instrument is under contract.

Parents are financially responsible for damage or theft of the instrument and will be expected to have the damage repaired or the instrument replaced within a reasonable timeframe.

In addition to the responsibilities listed above, your fair share for use of this instrument for the school year will be \$50 (this amount can be adjusted based on the needs of the school).

If you agree to these requirements, your child will be issued an instrument if one is available.

By signing this contract, I am indicating my intent to abide by the regulations for use of a school-owned instrument. I understand that all school instruments are property of The School District of Greenville County, and that violations of the regulations above or a lack of proper care for the instrument may subject me to withdrawal of the property assigned.

School Name:	Band Director:	Student's Name
Parent's Name.	Parent's Signature Date	Address:

INSTRUMENT INFORMATION

Instrument Size Make Serial Number

Date instrument delivered to student Condition:

Date form returned Date instrument returned

Teachers: Keep a copy of this contract on file with the District Instrument Inventory

Important Outdoor Rehearsal District Guidelines

– Heat Guidelines

Guidelines adopted from the National Athletic Trainers Association (NATA) and the Virginia High School League

HEAT INJURIES CAUSE MULTIPLE DEATHS EACH YEAR IN HIGH SCHOOL SPORTS. Heat illness and injury can range from a simple muscle cramp to life threatening heat stroke. Catastrophic heat injuries are preventable. Following the recommendations found in this document, the risk of heat injuries can be reduced significantly. The most important components in preventing heat injury are the prevention of dehydration and limiting activity when temperature and humidity make it near impossible for the body to cool through evaporation of sweat.

The body produces heat at rest. This heat production increases 10 to 20 times with exercise. Evaporation is the major method of cooling the body during exercise. Evaporation of sweat dissipates the heat from the core of the body, keeping the internal organs cool. Exercising in a dehydrated state reduces the ability to sweat, therefore compromising the ability to cool. Dehydration also causes a reduction in blood volume, compromising cardiac output. The air temperature and humidity directly affect the efficiency of this cooling process. Based on the effects of dehydration and exercising in the heat and humidity, the following guidelines have been established to provide administrators, coaches, and athletic training staff with a sound plan to prevent heat injury.

It is strongly recommended that each school system develops and adheres to specific heat guidelines appropriate for their student activity population and facilities based on scientific research. Guidelines should also apply to activities such as marching band and for gyms and indoor facilities without air conditioning.

Signs and Symptoms of Heat Problems:

The following are common signs and symptoms related to heat illness but are not intended to represent a complete list. In the event an athlete is suffering from one or more of the following, the athlete should be referred to appropriate allied health care or medical professional for full evaluation.

- Muscle spasms/cramps
- Heavy or profuse sweating
- Skin is flushed or cool and pale
- Headache
- Dizziness
- Rapid pulse, nausea, weakness
- Disoriented, confusion
- Elevated body core temperature
- Cessation of sweating
- Red, dry skin
- Shallow breathing and rapid pulse

- Loss of consciousness

Heat Illness/Injury Facts:

- Adolescents take longer to acclimatize to the heat than adults
- Dehydration of 1% to 2% of body weight begins to impact athletic performance
- Dehydration greater than 3% of body weight significantly increases the risk of heat related illness.
- 1.5 times the amount of water lost must be consumed to replace lost weight.
- Unrelated illnesses causing vomiting and/or diarrhea will increase the risk of heat related illnesses. These conditions should be brought to the ATC and/or coaching staff's attention prior to participation and close monitoring of these individuals should take place during practice sessions and competition.
- Athletes taking certain medications including diuretics, antihistamines, beta blockers and anti-cholinergic are at higher risk for heat illnesses. Common medications among teens such as Ritalin and Adderall are within these high-risk categories.
- Wear lightweight, light-colored clothing. Light colored breathable clothing can assist the body in cooling.
- Athletes who are overweight, poorly conditioned, recovering from illness, lacking in sleep, or taking medications are at added risk for heat illnesses and should be monitored closely and/or have their participation level modified.
- Sports drinks should contain less than 8% carbohydrates (check label!). Carbohydrate content greater than 8% compromises the rate of gastric emptying and should be avoided.
- Early morning commonly produces a humid environment and lower temperatures. Usually, as the sun rises, the temperature will increase and the humidity decreases. As the evening hours approach, the temperature decreases, and the humidity will rise. Often, the most critical times to monitor athletes' ability to exercise in hot weather occurs when the temperature rises quickly during the early morning prior to the sun burning off the humidity or during storms when the humidity remains high due to cloud cover, etc.
- A mild breeze can reduce the humidity on a particular field, as well as improve the evaporative process.
- Field watering after practice sessions is complete can help reduce the ambient humidity on or near an athletic field, thus reducing the heat stress on athletes.

Environmental factors:

Ambient air temperature and humidity have a direct effect on the ability for a body to cool itself through the evaporation of sweat. When the air temperature is above 90, and/or the relative humidity is high, the body is at a higher risk to not effectively stay cool, which may be compounded by the level of dehydration of the body's fluids.

Recommendations for Fluid Replacement:

- All schools should establish a Fluid Replacement Protocol for their facility and programs. (See recommendations below)
- All athletes should inform their coaches and/or athletic training staff of any pre-existing heat illness, gastro-intestinal condition and/or medical complication prior to exercising in the heat.
- Weigh athletes before and after each practice during hot weather. Athletes should conform to a restricted activity schedule if not within 1% of the previous day's PRE-EXERCISE weight.
- Replace fluids at a rate of 24 fluid ounces for every pound of body weight lost after exercise
- Athletes should be educated in hydrating themselves 24 hours a day.
- Athletes should begin every athletic activity well hydrated. We suggest drinking plenty of water as they arrive to get ready for practice and before they go onto the field or court.
- During exercise, the average person should drink 8 – 12 oz. of fluid every 20 to 30 minutes.
- Urine color is an easy method to determine hydration status. Light yellow to clear urine indicates a well-hydrated athlete.
- Water should always be available to athletes and never be withheld from exercising individuals.
- Fluid replacement should be at a rate of 24 oz. for every pound of body weight lost after exercise.
- Light colored, loose clothing is suggested during activity in hot weather.

- Adequate fluid supply should be available during activity in hot weather.
- Individuals poorly acclimatized (especially those who come out for a team after the 1st week), or poorly conditioned are at increased risk for heat related illness/injury and should be monitored closely or placed on a modified participation schedule.
- Athletes having a pre-existing dehydrated state or on medications (recent fever or gastro-intestinal illness) or pre-existing heat injury are at a much higher risk for heat related illness/injury and should be monitored closely or placed on a modified participation schedule.
- Medications including Ritalin, Adderall, diuretics, antihistamines, beta blockers and anti-cholinergic increase the risk of heat illness/injury.
- Overweight athletes are at increased risk for heat illness/injury and should be monitored closely.
- Energy, ergogenic, and dietary supplements such as Creatine may cause an increase in dehydration and heat related illness and/or injury.

National Athletic Trainers Association's (NATA) Recommendations on Fluid Replacement:

- Educate athletes on the effects of dehydration on physical performance.
- Inform athletes on how to monitor hydration status.
- Convince athletes to participate in their own hydration protocols based on sweat rate, drinking preferences, and personal responses to different fluid quantities.
- Encourage coaches to mandate rehydration during practices and competitions, just as they require other drills and conditioning activities.
- Have a scale accessible to assist athletes in monitoring weight before, during, and after activity.
- Provide the optimal oral rehydration solution (water, CHOs, electrolytes) before, during, and after exercise.
- Implement the hydration protocol during all practices and games, and adapt it as needed.
- Finally, encourage event scheduling and rule modifications to minimize the risks associated with exercise in the heat.

Acclimatization to Heat:

Another way to help prevent heat stress is to become acclimatized to the weather.

Acclimatization means becoming adapted to the weather or climate. The process takes 7 to 12 days (about 1 week 5 days). Studies have shown adolescents take longer to acclimatize to heat than adults. As a result of acclimatization, the sweating mechanism of a person is enhanced:

The following chart is a simple method to determine the amount of increased risk with variations of heat and humidity, and subsequent suggestions to modify participation in physical activities. This chart is to be used when there is no mechanical (sling) or digital psychrometer available. This chart can be used by inputting the temperature and humidity available via local radio stations, Internet locations, etc. Simply cross-reference the relative humidity (top row) with the temperature (first column) to determine the humidity. Follow guidelines outlined below.

Humiture or Apparent Temperature Chart RELATIVE HUMIDITY (%)

Temp	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
105°	100	105	113	123	135	149				
104°	98	104	110	120	132	143				
102°-103°	97	101	108	117	125	139				
100°-101°	95	99	105	110	120	132	144			
98°-99°	93	97	101	106	110	125	132			
96°-97°	91	95	98	104	108	120	128			
94°-95°	89	93	95	100	105	111	122	128		
92°-93°	87	90	92	96	100	106	115	122		
90°-91°	85	88	90	92	93	100	106	114	122	130
88°-89°	82	86	87	89	93	95	100	106	115	125
86°-87°	80	84	85	87	90	92	96	100	109	111
84°-85°	78	81	83	85	86	89	91	95	99	105
82°-83°	77	79	80	81	84	86	89	91	95	96
80°-81°	75	77	78	79	81	83	85	86	89	91
78°-79°	72	75	77	78	79	80	81	83	85	86
76°	70	72	75	76	77	77	77	78	79	80

HUMITURE Orangeburg County Schools REGULATIONS

105° and up (Red blocked areas/white #s): No outside activities *

95° to 104° (Yellow blocked areas): No equipment (helmets, pads, etc.) be used during activity.

90° to 94° (Blue blocked areas): Equipment to be removed as often as possible (during rest breaks, on sideline, etc.). Careful monitoring of all athletes for signs of heat problems.

Below 89° (Clear or white blocked areas): Adequate water supply at all practices and competitions with breaks every 20 to 30 minutes for rehydration.

* NOTE: Also applies to indoor activities held in non-air-conditioned facilities.

Page Break

NOTE: The "Heat Index" is computed by adding the Wet Bulb Temperature (taken by the psychrometer) to the ambient (dry bulb) temperature and then dividing by two. Wet bulb readings represent the temperature, including the effect of evaporative cooling. These readings are more commonly acquired using a sling psychrometer (available through medical suppliers for under \$40) or digital psychrometer (for under \$100). The use of these devices allows for more accurate monitoring of actual conditions found at an athletic facility.

HEAT INDEX		Recommended Duration of Practice	Attire	Fluid Consumption	Regulations
1 st Two Weeks	3 rd Week and after				
81.9 & Below	82.9 & Below	No Precautions* 3 hours maximum	Full gear	Insist that adequate fluid be ingested	Never restrict water consumption
82 to 85.9	83 to 86.9	No Precautions* 3 hours maximum	Full gear permissible. However, helmets off if not in an active drill	Insist that 6 – 8 oz. minimum water be ingested every 20 minutes. Suggest you have a watering station available for small groups to use at will for this purpose. For a full two-hour practice, we recommend at least two full water breaks** in addition to the water stations.	Remove helmet unless active in drill. Breaks in the shade if possible. Minimum 5-minute breaks
86 to 86.9	87 to 87.9	Reduce your practice time to under two hours if possible. To do this, shorten the periods by 3-5 minutes each.	Helmets and shoulder pads off!	Insist that 8 – 10 oz. water be ingested every 15 minutes. Suggest you have a watering station available for small groups to use at will for this purpose. For a full two-hour practice, we recommend at least two full water breaks** in addition to the water stations.	Helmets and shoulder pads off! Shorten practice times by shortening each period to 3-5 minutes.
87 and Above	88 and Above	NO PRACTICE OUTSIDE. Move your practice times either to an earlier time in the morning or to a later time in the afternoon. Practice inside is permitted. However, heat guidelines must still be followed unless your venue inside is air-conditioned.			

• Should the heat index change during practice by moving upward to a more serious zone, then immediately follow the guidelines prescribed for the more serious zone. Should the heat index move downward during practice to a less serious zone, then coaches may adapt immediately to the lesser zone by eliminating the prescribed precautions and/or lengthening practice. However, since players were already exposed to the more serious zone, coaches and trainers should continue increased fluid ingestion and close monitoring of the athletes.

**A "Full Water Break" means that cups (9 oz. or greater) of water (preferably with ice) are provided, and players have access to and are allowed to refill their cups at least one or multiple additional times. If cups are not available, a watering station with multiple drinking stations should be used with athletes allowed multiple visits during the break.

Lighting Protocol

Below are the "Guidelines on Handling Contests during Lightning Disturbances" that are found in all National Federation of High Schools rules books. Please make sure all your coaches are aware of these guidelines. Please consider them as our official protocol for making decisions on suspending play or practices at any outdoor event in our schools.

1. Either you or a staff person should be assigned to monitor local weather conditions before and during athletic events.
2. Criteria for suspension and resumption of play or practice (from NFHS rules books):
 - A 30-second or less "Flash-to-Bang" count calls for removal of the athletes from the field to an appropriate shelter.
 - 30-minute rule: Once play or practice has been suspended, wait at least 30 minutes after the last flash of lightning is witnessed OR thunder is heard prior to resuming play.
3. Develop or have an evacuation plan, including identifying appropriate nearby shelters.
4. Hold periodic reviews for appropriate personnel.