2025-2026
FINE ARTS
MANUAL

Curriculum & Instruction

Johnnie Smith





ORANGEBURG COUNTY SCHOOL DISTRICT





OCSD Mission

The mission of Orangeburg County School District, the catalyst of innovation and excellence, is to ensure all students discover and develop their person, purpose and platform through high-quality educational experiences distinguished by:

- a culture of collaboration, equity and inclusion
- a creative learning environment with inspiring opportunities
- a commitment to nurture the academic, physical, social and emotional well-being of all.

Beliefs

We believe that …

- honoring individuality through respect and empathy empowers and promotes acceptance, which builds family and community.
- effective communication is key to understanding others.
- purpose is the core of existence.
- moral values shape who we are.
- a servant's heart encompasses love that is manifested in action and deed toward self and mankind.
- freedom is an inherent right.
- time is life's most valuable asset.
- growth mindset is necessary to adapt and embrace change.

Strategic Objectives

- Every student will discover his/her inner self while creating a blueprint demonstrating his/her unique purpose.
- Every student will have the confidence and competency to use his/her voice to positively impact the community and world.
- Every student will live an extraordinary life dedicating his/her person to a noble purpose from his/her chosen platform.

Strategies

- We will sustain a culture that ensures collaboration, equity and inclusion.
- We will provide high-quality and engaging opportunities through academics, arts, athletics and activities.
- We will recruit, train, and retain highly effective faculty and staff.
- We will ensure stakeholders' voices are heard and honored in our school system.
- We will provide high-quality, state-of-the-art facilities for our students and community.

Contents

Mission, Vision & Beliefs for 5

Related Arts Educators 5

Mission 5

Vision 5

Beliefs 5

Code of Ethics for Related Arts Educators 5

Co-curricular/Extra-curricular Activities 6

Cadre Leaders 7

District Supplement Requirements 9

Consultant Instructor Description 15

How to Pay Consultants (once approved by the Related Arts Coordinator) 15

Adjunct Description 15

Employing & Paying Adjuncts: 15

Adjunct Payment 16

Educational Resource Representatives and Vendors 17

How to Pay Representatives and Vendors 17

Employment Dismissal/Discipline, Suspension and Dismissal of Professional Staff 17

Classified Personnel and Non-Certificated Professional Personnel Separation 18

Volunteers 19

Elementary School Rubrics 20

Middle School Rubrics 24

High School Rubrics 30

Artistically Gifted and Talented Program 36

The Orangeburg County Summer Arts Academy 36

Parent/Teacher/Student Nomination Form and Rating Sheets 38

Related Arts Instructional/Behavioral Procedures 50

Makeup Assignments for Performance Based Co-Curricular Classes 50

Expectations of Conduct for Students Who Participate in Co-curricular Activities 51

Bullying 53

Consequences for Engaging in Harassment, Intimidation, or Bullying.....53
Law Regarding Charter & Home School Students Participating.....55
Field Trip District Policy.....56
Field Trip.....57
Band Instruments.....64
Transportation.....65
Handling Money.....65
Important Outdoor Rehearsal District Guidelines.....70
HUMITURE Orangeburg County Schools REGULATIONS.....74
Lighting Protocol.....76
Reproductive Health Letter.....77
2025-2026 Arts Portfolio Information and Requirements.....78

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.

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.

Cadre Leaders

(Leader of a small group of people specially trained for a particular purpose or profession.)

High School Band
Michael McClain, OW High: Michael.McClain@ocsdsc.org

Middle School Band
Herman Marsh, North Middle High: Herman.Marsh@ocsdsc.org

Chorus
Sheneice Smith, Lake Marion High: Sheneice.Smith@ocsdsc.org

Music
Beverly Parler-Rice, Elloree Elementary: Beverly.ParlerRice@ocsdsc.org

Visual Arts
Tunisha Summers, Edisto High: Tunisha.Summers@ocsdsc.org

Physical Education
Tequila Allen, East Lake Elementary: Tequila.Allen@ocsdsc.org

Dance
Charity Moore, Lake Marion High: Charity.Moore@ocsdsc.org

Theatre
Karyn Moss, Carver-Edisto Middle, Karyn.Moss@ocsdsc.org

Roles and Responsibilities

1. **Instructional Leadership**
   - Serve as a content-area lead and support.
   - Facilitate professional learning to improve instructional strategies.
   - Provide mentoring and coaching to new or developing teachers.
   - Model best practices in arts instruction.

2. **Curriculum and Assessment**
   - Collaborate in the development/alignment and review of curriculum with state and national standards.
   - Provide feedback on instructional resources and materials.
   - Assist in the creation and implementation of common assessments and performance rubrics.

3. Professional Development

- Identify and communicate professional learning needs.
- Design/facilitate relevant professional development opportunities.
- Share innovative practices and tools.

4. Communication and Advocacy

- Serve as a liaison between the district coordinator and school staff.
- Advocate for the needs, accomplishments and visibility of the arts in school and district initiatives.
- Help promote arts events, performances, exhibitions, and accomplishments across the school community.
- Represent the arts department in relevant meetings, committees or cross-curricular planning groups.

5. Program Support and Logistics

- Support coordination of arts events, festivals, adjudications and exhibitions.
- Assist with scheduling, resource allocation, and inventory management of arts supplies and equipment.
- Ensure documentation of student participation and achievement in fine arts programs.
- Support compliance with district/state policies, safety procedures and instructional time guidelines.

6. Innovation and Program Growth

- Collaborate on strategic planning for expanding arts offerings or pathways (e.g., arts integration, STEAM, magnet programs).
- Support grant writing and special initiatives that enhance arts learning opportunities.
- Stay informed of trends, research, and innovations in arts education.

Qualifications/Expectations for Cadre Leaders

- Demonstrated expertise in a discipline (music, visual arts, dance, theatre, media arts, physical education, etc).
- Proven leadership skills and ability to collaborate across disciplines.
- Commitment to equity and excellence in arts education.
- Willingness to serve beyond regular instructional duties (some meetings, planning sessions, and events may occur after school hours).

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.
- Itinerate 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.
- All supplements must be approved during budget

HIGH SCHOOL BAND DIRECTOR

- 40 Day Allotment – Daily Rate of Pay
- $4,500 Base Supplement

10 days –Band Camp
10 days – Marching Band Competitions and Preparation
5 days – Home Football Games
3 days – Community/Extra Events
7 days- Honor Bands such as

- All-state, Jazz Band, Solo & Ensemble
- Region Band
- Edisto Conference
- OCSD District Honor Band

2 days – Parades
3 days – Concert Performance Assessment/Jazz Performance Assessment

1. Hold a minimum 2-week band camp prior to the start of school.
    a. *Required Exhibition: 3-5 min marching/playing exhibition should be scheduled for parents and administration on the last day of band camp.*
2. Perform at **all home** football games and provide music in the stands.
3. Participate in a local marching band competition (Ex. Garden City Classic, Blue Machine Invitational) - **Required**
4. Perform at or attend a SCBDA Lower State marching competition if feasible due to funding
    a. Perform at 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 Spring Concert/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 local clinics and Honor Band
    a. Students must perform if selected.
9. Participate in SCBDA Concert Performance Assessment as a District or school
    a. Select 1 of the following
        - Prepare students and perform at Solo & Ensemble
        - Prepare students and perform at Jazz Festival
        - Prepare students and perform at Winter Ensemble

ASSISTANT BAND DIRECTOR

Assistant Band Director (*District Employee*, Certified in Music)

- 25 Day Allotment - Daily Rate of Pay
- $2,000 per Semester Base Supplement

Requirements:
10 days – Band Camp
7 days – Marching Band Competitions
5 days – Football Games
3 days – Parades/Special Event

- Assist Band Director in preparing students for Campus, Local, and Community Performances.
- Assist Band Director in preparing students for and/or adjudicate at SCBDA Region/All-State/Jazz Events.
- Assist Band Director in preparing students for Community/District/College Honor Band.
- Assist Band Director in preparing students for Concert Performance Assessment.
- Assist Band Director in preparing students for Winter Ensemble Events.
- Assist Band Director in preparing students for Solo and Ensemble.

Assistant Band Director (Non-Certified in Music or Non-District Employee)

- 25 Day Allotment - Flat Rate of $4500
- $1,500 Base Supplement

Requirements:
10 days – Band Camp
7 days – Marching Band Competitions
5 days – Football Games
3 days – Parades/Special Event

- Assist Band Director in preparing students for and/or adjudicate at SCBDA Region/All-State/Jazz Events.
- Assist Band Director in preparing students for Community/District/College Honor Band.
- Assist Band Director in preparing students for Concert Performance Assessment.
- Assist Band Director in preparing students for Winter Ensemble Events.
- Assist Band Director in preparing students for Solo and Ensemble.

All High Schools will be allowed:

- 1 Band Director
- 1 Assistant Band Director with an additional assistant director after each 45 students (ex. 46-90 , 2 assistants; 91-135, 3 assistants… etc.)
- 1 Color Guard Instructor – Flat Rate of $4000 per semester
    - 1st Semester Requirements
        - 10 days – Band Camp
        - 7 days – Marching Band Competitions
        - 5 days – Football Games
        - 3 days – Parades
    - 2nd Semester Requirements
        - 15 days – Rehearsals
        - 7 days – Competitions
        - 3 days – Special Performances
- 1 Percussion Instructor – Flat Rate of $4000 per semester
    - 1st Semester Requirements
        - 10 days – Band Camp
        - 7 days – Marching Band Competitions
        - 5 days – Football Games
        - 3 days – Parades
    - 2nd Semester Requirements
        - days – Rehearsals
        - 7 days – Competitions
        - 3 days – Special Performances

All other instructors and consultants will be compensated by the Band Program.

MIDDLE SCHOOL BAND DIRECTOR

Middle School Band Director (District Employee Certified in Music)

- 10 Day Allotment - Daily Rate of Pay

Requirements:
4 days County/Honor/Region/All-State Band Events
3 days Auditions for Competitive Events
3 days Special Rehearsals/Performances

Middle School Band Director (Certified in Music) will also receive $2000 Base Supplement if the following requirements are completed:

- Adjudicate and/or prepare students for and participate in SCBDA Region/All-State Events.
- Prepare students for and participate in Community/District/College Clinic Honor Band.
- Prepare students for and participate in Concert Performance Assessment.
- Prepare students for and participate in Solo and Ensemble.

MUSIC CONSULTANTS/TECHNICIANS

- Flat Rate - $3250

Music Consultants/ Technical Assistants duties can include, but are not limited to:

- Adjudicate and/or prepare students to participate in SCBDA Region/All-State Events.
- Prepare students to participate in Community/District/College Clinic Honor Band.
- Prepare students to participate in Concert Performance Assessment.
- Prepare students for and participate in Solo and Ensemble.

CHORAL DIRECTOR

High School Choral Director (Certified in Music)

25 Day Allotment - Daily Rate of Pay
Requirements:

4 days County Rehearsals
4 days Region/All-State Rehearsals
5 days Special Campus, Local, and Community Performance Rehearsals
3 days Clinics/State Events
4 days Auditions for Various Competitive Events
5 days Special Performances

High School Choral Director (Certified in Music) will also receive $1500 Annual Stipend if the following requirements are completed:

- Prepare students for and participate in District Honor Choir.
- Prepare students for and participate in All- State Choir (if selected)
- Prepare students for and participate in Concert Performance Assessment.
- Prepare students for and participate in District Arts Expo.

High School Choral Director (Not Certified in Music)

- 25 Day Allotment - Flat Rate of $4,500
- $1,500 Base Supplement

Requirements

4 days County Rehearsals
4 days Region/All-State Rehearsals
5 days Special Campus, Local, and Community Performance Rehearsals
3 days Clinics/State Events

4 days Auditions for Various Competitive Events
5 days Special Performances
High School Choral Director (Not Certified in Music) will also receive a Flat Rate of $1000 if the following requirements are completed:

- Prepare students for and participate in District Honor Choir.
- Prepare students for and participate in All- State Choir (if selected)
- Prepare students for and participate in Concert Performance Assessment.
- Prepare students for and participate in District Arts Expo.

Full-time Piano Lab Instructor (Non-Certified)

- 25 Day Allotment - Flat Rate of $4,500
- $1,500 Base Supplement

Requirements:

15 days Weekly After-school Piano Class
5 days Competition Preparation
3 days Local and State Recitals
2 days Auditions

Full-time Piano Lab Instructors are required to complete the following:

- Prepare students for and participate in SC Governors School of the Arts Summer Piano Ensemble
- Prepare students for and participate in the SC Music Educators Association Piano Division Solo and Ensemble
- Prepare students for and participate in SCMEA Fall and Spring Piano Festivals
- Prepare students for and participate in school, local and state recitals/productions.

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 Coordinator 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.
- Responsible for a small portion of instruction under the Related Arts Coordinator's immediate supervision.
  (Ex. include but are not limited to: clinicians, artists in residence, college student working camp, strings sectional coaches)
- The Related Arts Coordinator 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 (once approved by the Related Arts Coordinator)

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 cuts a check 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 will not be sent from the district and the consultant is responsible for reporting his/her earnings. Also, a 1099 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 Representatives and 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 PO (proposal) request to his/her school bookkeeper
2. The PO (proposal) is approved by the Principal
3. The vendor submits an invoice to the Related Arts Educator
4. A signed invoice will be submitted to the school bookkeeper for payment to vendor.
5. The school bookkeeper cuts a check to the Vendors.

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 to 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.

Elementary School Rubrics

ELEMENTARY MUSIC			
	School Performances (1 of 2)	**Events Outside of School** (3 of 6)	**Teacher Professionalism** (3 of 5)

Required	• Prepare students for all programs as directed by school administration.
	• Two additional performances
	  ○ (school or community) Or Perform on Nine Week Awards Programs, Pep Rallies, DARE Graduation, Character Ed. Programs, Kiwanis Programs, End-of-Year Promotion Programs
		• 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
		• Prepare students (4th,5th) to participate in auditions for S.C. Elem. Honor Choir
			• 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 music professional organization
			  ○ SCMEA, NAfME
			• Attend district sponsored PLOs and PDs.
			• Support each other by attending neighboring schools' concert and/or program.

Exemplary	All of the above plus **<u>Choose 1 of the following</u>:** • Three or more performances each year (school or community) • Coordinate a school Winter and/or Spring (Day or Night) performance.	All of the above plus **<u>Choose 1 of the following</u>:** • Students are selected to participate in the SCMEA Elementary Honor Choir • Students are selected to participating in Summer Arts Consortium **CREATE A PORTFOLIO CONTAINING PROGRAMS, LISTS OF PERFORMERS, CONFERENCE REGISTRATION, AND PICTURES THAT WILL SHOW PROOF OF ACTIVITIES.	All of the above plus **<u>Choose 2 of the following</u>:** • Attend SCMEA(state)or NAfME (national) music 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 in field • Evaluator and/or serve as Mentor • Practicing Musician outside of school

ELEMENTARY VISUAL ARTS

	School Shows	Events Outside of School	Teacher Professionalism
Required	• One school wide art exhibit • Exhibit quality work in halls throughout year	**Choose 2 of the following:** • Participate in District Art Show/Gallery • Exhibit artwork at local venues: (Restaurants, mall, etc.) • Nominate and prepare students to participate in Summer Arts Consortium • Coordinate scheduling of fine arts related field trips at local Cultural Event centers. • Write grants and/or raise additional funds to purchase art supplies, etc.	**Choose of the following:** • Active member state/national art education organization: SCAEA* • Collaborate well with teachers at school and in district • Practicing artist outside of school • Attend 3 art professional development sessions each year (district, state or national opportunities)
Exemplary	All of the above plus • Three or more outside art exhibits each year. • Collaborate with other fine arts teacher to host a school-wide fine arts event/night.	**Choices from above plus** • Write 2 or more grants and/or raise additional funds to purchase art supplies, etc. • Students are selected or participating in Summer Arts Consortium	**Choices from above plus** • Attend state, regional or national conference • Attend and/or present professional development • Exhibit your own artwork • Have an advanced degree • Pursuing graduate coursework in field. • Evaluator and/or serve as Mentor

ELEMENTARY PHYSICAL EDUCATION

	Events	School Level Instruction/Initiatives	Teacher Professionalism
Required	1 Winter event each year (Health Awareness) 1 Spring event each year. (Field Day)	SC FITNESSGRAM required for all elementary students. 5th grade test results will be sent to parents. Classes meet all year	• 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 and/or national Physical Education organization.
Exemplary	**All of the above plus 1 of the following:** 2 field trips to Health Awareness Athletic events 1 or more Field trip to Pro Athletic events	**All of the above plus 1 of the following:** Nominate and prepare students to participate in Middle School Athletics. Participate in the "Walk To School Program" and/or the "Kids Heart Challenge" (Jump Rope for Heart).	**All of the above plus 1 of the following:** Coach one or more afterschool athletic teams. Seeks additional professional development in Physical Education.

ELEMENTARY DANCE

	Performances & Events	Dance Program	Teacher Professionalism
Required	• 1 Winter and 1 Spring performance each year • 1 performance outside of school	• Dance at 4-6 grade levels • Classes meet all year	• Attend 3 professional dance company performances or workshops each year (district, state or national opportunities) • Collaborate with other arts teachers at school and in district. • Certified in Dance Education and/or BFA or MFA in Dance.
Exemplary	All of the above plus **<u>Choose 1 of the following</u>:** • 2 Field trips to dance performances • Dance as guest artist one or more times a year	All of the above plus **<u>Choose 1 of the following</u>:** • Nominate and prepare students to participate in Summer Arts Consortium • Students are selected or participating in Summer Arts Consortium	All of the above plus **<u>Choose 1 of the following</u>:** • Member of professional dance organization: (SCDA, NDEO) • Seeks additional professional development in dance and/or dance education

Middle School Rubrics

MIDDLE SCHOOL BAND

	Program Size	School & Required Performances	Out of School Performances	Awards & Achievement	Teacher Professionalism
Required	7% of school population	• Winter Concert • Spring Concert or District Arts Expo • Recruitment Night	• Honor Band Auditions & Clinics • Region / All-State Band Auditions & Clinic if selected • Solo & Ensemble • Concert Performance Assessment as District Honor Band	• District Honor Band Audition: 20% of students earn 75% or higher. • 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 (NafME) Attend SCMEA professional development sessions each year.
Exemplary	10% or higher of school population	**All of the above plus 1 of the following:** • Additional school concerts or performances • Collaborate with Choral/Drama for School Musical	**All of the above plus 1 of the following:** • College Honor Band Auditions & Clinic • Community Events • Adjudicated performances • SCBDA Concert Performance Assessment in addition to District Honor Band	**All of the above plus 1 of the following:** • 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	**All of the above plus 1 of the following:** 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

	Program Size	School & Required Performances	Out of School Performances	Teacher Professionalism
Required	10% of student population	• Winter Concert • Spring Concert or District Expo • Recruitment Concert	• Two or more community performances (Churches, Mall, etc.)	• Active member of SCMEA & National Association for Music Education (NAfME) • Attend SCMEA professional development sessions each year.
Exemplary	20% of student population	All of the above plus • Additional school concerts • Collaborate with Other Related Arts for School Musical	All of the above plus State or National Choral Festivals:	All of the above plus **<u>Choose 2 of the following</u>:** • 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 in field • ADEPT Evaluator and/or serve as Mentor

MIDDLE VISUAL ARTS

	School & Required Performances	Out of School Performances	Teacher Professionalism
Required	• Exhibit quality student work around the school throughout the year • One student art show each year	• Participate in District Art Show/Gallery • Participate in a contest or other project that allows student artwork to be seen in the community (SC Poster contest, etc.)	• 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 artist outside of school
Exemplary	• All of the above plus • Two or more student art shows each year	• 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.	All of the above plus **<u>Choose 2 of the following</u>:** • 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

	Class Productions	School Shows & Productions	Festivals/ Adjudication	Program Awards and Achievement	Teacher Professionalism
Required	Present 1 production during or after school	Present one musical/production each year	• Attend a theatre festival	• Sponsor a mock school or Theatre Festival	Member of SC Theatre Association. Attend state theatre professional development
Exemplary	**<u>All of the above plus 1 of the following:</u>** View a production outside of school • 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	• 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
Required	1 Spring event each year. (Field Day)	• Classes meet at least 9 weeks, totaling 225 minutes per week 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.	• 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.
Exemplary	**All of the above plus 1 of the following:** 2 Field trip to College Athletic events 1 or more Field trip to Pro Athletic events	*All of the above plus* **Choose 1 of the following** • Nominate and prepare students to participate in Middle School Athletics. • Students are selected or participating in Middle School Athletics	**All of the above plus 1 of the following:** Coach one or more afterschool athletic teams. Seeks additional professional development in Physical Education.

MIDDLE SCHOOL DANCE

	Performances & Events	Dance Program	Awards and Achievement	Teacher Professionalism
Required	1 Performances each year	• Dance at 8th grade level • Balance between performance, skill building and creativity • Attend a dance company performance with students	• PTA Reflections participation • Students created choreography	• Certified in Dance Education and BFA /MFA. • Collaborates with other teachers • Sees professional dance company performances or attends dance workshops • Attend state dance professional de velopment work shops
Exemplary	All of the above plus **<u>Choose 1 of the following</u>:** • Field trips or other dance performances • Provides students with e vening professional dance performances. • Participates in District or State Dance Convention or Festival • Dance guest artist one or more times a year	All of the above plus • 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	All of the above plus **<u>Choose 1 from each bullet</u>:** • 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	All of the above plus **<u>Choose 1 of the following</u>:** • 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 Rubrics

HIGH SCHOOL BAND

	Program Size	School & Required Performances	Out of School Performances	Awards & Achievement	Teacher Professionalism
Required	6-9% of student population	• 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	• District Honor Band Auditions & Clinics • Region / All-State Band Auditions & Clinic • Solo & Ensemble • Concert Performance Assessment as District Honor Band • *Other Adjudicated performances	• District Honor Band Audition: 20% of students earn 75% or higher. • Region Band 10% of students earn seats • Solo & Ensemble 30% of students earn Superior Ratings • Adjudicated Performance: Excellent for Grade 3 music	Member of SCBDA & National Association for Music Education (NAfME) Attend SCMEA Convention each year
Exemplary	10+% of student population	All of the above plus • Additional school concerts or performances • Collaborate with Choral/Drama for School Musical	All of the above plus • Community Events • Jazz Band/Festival • SCBDA Marching Band Finals • SCBDA Concert Performance Assessment in addition to District Honor Band • Local Marching Competitions • SCBDA Lower State Competition	All of the above plus **1 of the following**: • Exceed all percentages for events. • All State Callback or earn 1 or more seats. • Concert Performance Assessment: Superior or with Distinction Grade 4 music or higher • Outstanding Performance Award	All of the above plus **1 of the following**: • Serve as an officer for State or • National Organization • Write grants and/or raise additional funds to purchase instruments, equipment. • NBCT/or have an advanced degree • Pursuing graduate coursework in field ADEPT Evaluator and/or serve as Mentor

HIGH SCHOOL CHORAL MUSIC

	Program Size	School Performances	Out of School Performances	Awards & Achievement	Teacher Professionalism
Required	5-7% of student population	Winter Concert Spring Concert or District Arts Expo Optional: (Choose 1) Pops Concert, Dinner Theatre, Musical or other	• District Honors Choir • Recruitment/Community Performances • All State Chorus Auditions • District Honor SC State Choral Festival for Ratings only • Solo & Ensemble	District Honors Choir: 5-10 students All State Chorus Results: 5% Students selected • SC State Choral Festival: Excellent rating in performance and Good in sight-singing	Member of NAfME & SCMEA Attend SCMEA each year.
Exemplary	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 **<u>Choose 2 of the following</u>:** • Serve as officer for State or National Organization • Write grants and/or raise additional funds to purchase instruments, equipment. • NBCT and/or have an advanced degree • Pursuing graduate • Course work in field • ADEPT Evaluator or serve as Mentor

HIGH SCHOOL VISUAL ARTS

	School Art Shows	Out of School Shows	Program Awards & Achievement	Teacher Professionalism
Required	Display student artwork in-house throughout the year	Participate in District Art Show/Gallery 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 art professional development sessions each year
Exemplary	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 **<u>Choose 3 of the following</u>:** • 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 a professional development at the state, region and/or national level • Exhibit own artwork • NBCT and/or have an advanced degree • Pursuing graduate coursework in field • ADEPT Evaluator or serve as a Mentor

HIGH SCHOOL DRAMA

	Class Productions	School Shows & Productions	Festivals/ Adjudication	Program Awards and Achievement	Teacher Professionalism
Required	• Present a production within the school • Attend one production outside of school or tour a theatre facility	• Present main stage production OR 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	• Member of at least one state theatre organization: SC Theatre Association, Palmetto Dramatic Association • Attend state theatre professional development
Exemplary	Present a production to the public **Choose 2 of the following:** • View an outside production • Tour a theatre facility • Bring in a guest artist	Present one main stage production each year Present one musical or music review each year Present original student work playwriting/directing to the public in a theatrical format: one- act festival at the school or organized festival	All of the above plus Have students attend and present at a state festival	Students should score at the superior level in different categories of competition Superior directing and/or ensemble work should be recognized in competition Have an established Thespian Honor Society	All of the above plus **Choose 3 of the following:** • 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
Required	1 Winter event each year. (Health Awareness) 1 Spring event each year. (Field Day) or P.E. night Or Intramural activities during school	• 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.	• 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.
Exemplary	**<u>All of the above plus 1 of the following:</u>** 2 Field trips to College Athletic events 1 or more Field trip to Pro Athletic events	*All of the above plus* **<u>Choose 1 of the following</u>** • Nominate and prepare students to participate in Middle School Athletics. • Students are selected or participating in Middle School Athletics	**<u>All of the above plus 1 of the following:</u>** Coach one or more afterschool athletic teams. Seeks additional professional development in Physical Education.

HIGH SCHOOL DANCE

	Performances & Events	Dance Program	Awards and Achievement	Teacher Professionalism
Required	2 Performances each year 1 being the District Arts Expo Informal "sharing" or performances	Dance at all grade levels Sequential courses Balance between performance, skill- building and creativity	PTA Reflections participation Students create compositions and/or choreography	Certified in Dance Education and/or BFA or MFA in Dance Collaborates with other teachers Sees professional dance company performances or attends dance workshops/seminars Attends district dance professional development workshops
Exemplary	All of the above plus **<u>Choose 2 of the following</u>:** • 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	All of the above plus **<u>Choose 2 of the following</u>:** • 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	All of the above plus **<u>Choose 1 from each bullet</u>:** • Has established NDEO chapter for NHSDA/NDEO Membership (National Honor Society for Dance Arts through National Dance Education Organization **<u>Or</u>** Establish school-wide honorary dance society/club • Applies for grants from the Metropolitan Arts Council, SC Arts Commission, etc. **<u>Or</u>** • Publicize program accomplishments on social media or other venue	All of the above plus **<u>Choose 1 of the following</u>:** • 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. The Arts Academy sponsors an intense and exciting four-week summer program.

The four-week summer session is designed to serve 125 students in the areas of 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 Four 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 concentrated 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, 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 interest.
- Present a culminating activity to the community that highlights young artists in Orangeburg and Calhoun counties.

As a result of 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.

PERSEVERENCE - 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, SC 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:

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

Johnnie Smith
OCSD Coordinator of Fine and Related Arts
6030 Slab Landing Road
Cope, South Carolina 29038
Office - 803 -534-8081

SUMMER ARTS ACADEMY
PARENT – TEACHER - STUDENT NOMINIATION FORM

Nomination Window:
October 21, 2025 - November 21, 2025

Complete this QR code or fill out and return this form.



Student Nominated by: _____Parent _____Self _____Teacher

Student's Name: _____

Current Grade Level: _____ School's Name: _____

Parent/Guardian's Name: _____

Mailing Address: _____

Parent/Guardian Email: _____

Telephone ( )_____ Other Contact# ( ) _____

Area of Interest: (Please check the 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

_____ _____

(PARENT/GUARDIAN SIGNATURE) *(DATE)*

ACADEMY LEVEL SCREENING DANCE: RATING SHEET

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 ***2-minute*** dance routine. 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 Drama: RATING SHEET

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 Visual Arts: RATING SHEET

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/district level screenings – Matted _____
- 1 additional piece of artwork completed in class this school year – Matted _____

Points Earned _____ of 3

TASK TWO – The following will be used to rate the portfolio contents.
– 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 Vocal Music: RATING SHEET

Name_____ **Grade**_____
School_____ **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 AND 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. – **2 points each**

ECHO Pattern #1 _____
ECHO Pattern #2 _____
ECHO Pattern #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

ACADEMY LEVEL SCREENING Instr. Music: RATING SHEET

Name_____ Grade_____
School_____ 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	0-5	6-9	9-12	13-16	17-20	20
Student' Score	0 1 2 3 4 5	6 7 8 9	9 10 11 12	13 14 15 16	17 18 19 20	

Task 2 – SCALES
WIND INSTRUMENTS

Rating	Poor	Fair	Average	Excellent	Superior	Score
Score Range	0-4	5-8	9-12	13-16	17-20	20
Student' Score	0 1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20	

PERCUSSION INSTRUMENTS

	5 stroke	7 stroke	11 stroke	Flam Tap	Single Roll	Double Roll	Score
Score Range	0-3	0-3	0-4	0-3	0-3	0-4	20

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 100

Name_____ **School**_____
Grade_____

TASK 1 – SOLO PERFORMANCE

The student will play for the judges one prepared section. The student should provide copies of the prepared selection for the judges. The following rubric will be used to rate the audition.

PERFORMANCE FEATURE

Expression Solo Performance

Student played with accurately with expression	3
Student played accurately with little expression	2
Student played inaccurately with little or no expression	1

Ease & Agility

Student played with excellent ease & agility	3
Student played with some ease & agility	2
Student played with much difficulty	1

Performance Poise

Maintained excellent poise throughout	3
Composure lost only once during performance	2
Composure lost more than once	1

Points Earned _____ of 9

TASK 2 – IMPROVISTION

Play the same selection again with 3 or more changes in regards to creativity

3 or more changes	5
2 changes	3
1 change or an attempt	1

Points Earned _____ of 5

TASK 3 – SIGHT-READING

The judge will provide the student with a short simple selection, that is appropriate for his or her ability level, to play on the piano at the sight.

Student played accurately/no mistakes	6
Student played with some accuracy/ 2 or 3 mistakes	3
Student played mostly inaccurately	1

Points Earned _____ of 6

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

STUDENT INTENT LETTER

TO: Student and Parents
FROM: OCSD SUMMER ARTS ACADEMY

CONTACT: Johnnie Smith, OCSD 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 as it relates to participating with the program. It will take place during the month of June from **8:00 AM to 2:30 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 complete the QR Code, email or mail your response to the address below.
Johnnie Smith: OCSD Related Arts Coordinator - Johnnie.smith@ocsdsc.org
6030 Slab Landing Road, P.O. Box 68, Cope, SC 29038

2026 Location

William J. Clark Middle School
919 Bennett Street
Orangeburg, SC 29115

Tentative Dates

June 1 – 30, 2026



☐ 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 _____

Emergency Contact Name _____

Emergency Contact Phone Number _____

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)
Music (Instrumental/Vocal)
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.

Expectations of 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. High standards of conduct and citizenship are essential precepts of the school district's extracurricular program. These high 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 high standards for all co-curricular programs throughout the entire school district, a firmly and fairly 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 local 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 specifically 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 have a responsibility to know and respect the policies, rules and regulations of the school and District.

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 have a responsibility to know and respect the policies, rules and regulations of the school and District. 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 such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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 referred 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 any person from falsely accusing another as a means 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.
B. A charter school student is eligible to compete for, and if selected, participate in any extracurricular activities not offered by the student's charter school which are 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 of 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 that are not imposed on full-time students of 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 or designee must approve field trips of unusual length or cost.

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

Field Trip

I. **General Regulations**

A. Field trips shall be considered as instruction 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 an 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 a 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 considered to be 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 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 believe 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 regard to the ability to pay admission.
3. The performance will be available at special 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 as a consequence 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 do not have the ability to 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 in any way to promote the trip.
    3. The employee does not solicit students during the school day or otherwise plan the trip in the course of his/her employment 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 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

At all times, teachers should be respectful of 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 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 with regard to school property.

5. Requests for use of 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. Prior to using any district facility, the user must agree in writing to indemnify and hold the district harmless for any and all accidents, injuries, or causes of action arising in any way from the user's use of the

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 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 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 school level bookkeeper.

7. The school level bookkeeper will submit 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 type 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 school bookkeeper for all details.
- All money taken from students must be receipted the same day it is received and turned in to the bookkeeper by the daily deadline. 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 designee and cannot stay in the school overnight.
- It is recommended that booster club officers consult with school administration concerning collection of funds (i.e., have a safe and/or lockbox or treasurer receipting money all day 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 below steps:

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
- Drama
- Intra-school athletic contests
- Pageants
- Student Pictures
- Food Sales
- Talent shows
- Work Days
- 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 firmly 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 extra-curricular 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 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 a repair budget based upon program enrollment. Repairs that exceed the allocated budget will need to be paid for either 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 that are donated to a school remain the property of that school. In the event that the school closes, the donated item should be transferred to the school to which a majority 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 damages 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 have a direct effect on 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 risk of heat related illnesses. These conditions should be brought to the attention of the ATC and/or coaching staff 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 light weight and 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 the process of hydrating themselves as a 24 hour a day process.
- 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 be available to athletes at all times 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 readily available at all times 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. 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 humiture. 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.

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. It should be noted that 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
1st Two Weeks	3rd 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 watering stations.	**Remove helmet unless active in drill.** Breaks in 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, suggest you shorten 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 watering stations.	**Helmets and shoulder pads off!** Shorten practice times by shortening each period 3-5 minutes.
87 and Above	88 and Above	**NO PRACTICE OUTSIDE**. Suggest you move your practice times either to an earlier hour in the morning or to a later hour 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 of your coaches are made 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 of appropriate nearby shelters.
4. Hold periodic reviews for appropriate personnel.

Reproductive Health Letter

ORANGEBURG COUNTY SCHOOL DISTRICT
We Are One

Office of Curriculum and Instruction

July 1, 2025

Dear Parent/Guardian,

We are writing to inform you that your child will be participating in a series of lessons as part of their health class curriculum, focusing on Reproductive Health and Human Sexuality. These lessons are aligned with the South Carolina State Health Education Academic Standards and are mandated by the South Carolina Comprehensive Health Education Act.

The curriculum will cover topics including anatomy, personal hygiene, healthy relationships, the consequences of risky behavior, sexually transmitted infections, goal-setting and character development, with a strong emphasis on the practice of abstinence.

The curricula and topics are listed below:

Middle School: **Draw the Line, Respect the Line and Making a Difference,** are evidence-based curricula. Topics include reproductive systems, puberty and increased decision-making skills, sexually transmitted infections and reducing the risks of sexually transmitted diseases.

High School: **Be Proud, Be Responsible and Reducing the Risk,** are evidence-based curricula. The curriculum includes handling peer pressure, dating, relationships, analyzing media, decision-making, pregnancy prevention and sexually transmitted diseases.

We recognize and support your role as the primary educator for your child. If you prefer to excuse your child from the Reproductive Health and Human Sexuality portion of their class, they will be exempted without penalty and provided with an alternative assignment. To do so, please complete and return the attached form to your child's Comprehensive Health teacher before the designated start date of the lessons.

If you have any questions or need further information, please do not hesitate to contact the Comprehensive Health teacher or the principal.

Sincerely,

Johnnie Smith, Arts Coordinator

Dr. Bernard E. Frost, Assistant Superintendent for Curriculum and Instruction

Dr. Shawn Foster, Superintendent for Orangeburg County School District

102 Founders Court ~ Orangeburg, South Carolina 29118
Telephone: 803.534.8081 Fax: 803.534.5415

OCSD Related Arts Department

Arts Portfolio

2025 -2026

Visual and Performing Arts and Physical Education teachers are required to submit a completed electronic portfolio at the end of the 2025–2026 school year. Portfolios will be uploaded in CANVAS. A portfolio rubric is attached for your reference.

To ensure portfolios meet the rubric's expectations for organization, completeness and demonstration of growth, teachers must submit portfolio components at three checkpoints during the year before submitting the final product at the end of the year. Due dates can be found below and correlate with district report card dates.

The required documentation for each submission is outlined below:

October 14, 2025 - First Submission

- ☑ Cover Page
- ☑ School Information
- ☑ Canvas Screenshots for all courses
- ☑ Winter Performance/Presentation Plans
- ☑ Draft of Teaching/Program Goal(s)

January 06, 2026 - Second Submission

- ☑ Documentation of Winter Performances/Presentations or Student Activities (photos, programs, etc.)
- ☑ Summer Arts Academy Nominations/School-Level Auditions
- ☑ Professional Membership Cards
- ☑ Professional Development Documentation (District, State, National)

March 17, 2026 - Third Submission

- ☑ Fitness Gram or Local/State/National Health Awareness Activities Documentation
- ☑ Additional Student Activities (On- and Off-Campus)
- ☑ Awarded Grants Documentation
- ☑ Evidence of School/District Collaborations, PLCs, or PDs
- ☑ Spring Performance/Presentation Plans (Showcase, Concert, Exhibit, Presentation, Field Day)

May 28, 2026 - Final Submission

- ☑ Final Documentation of Spring Showcase/Performance/Exhibit/Presentation or Field Day
- ☑ Reflection & Self-Assessment
- ☑ All Other Items Needed to Meet the Portfolio Rubric for Proficient or Exemplary Rating

The final portfolio should clearly demonstrate your teaching goals, student impact, professional growth and community engagement. See the attached rubric's 'Proficient' or 'Exemplary' levels.

Arts Portfolio Rubric

Component	4 – Exemplary	3 – Proficient	2 – Needs Improvement	1 – Unsatisfactory
Organization & Presentation	Portfolio is exceptionally well-organized, complete, neat, and easy to navigate. All sections are clearly labeled with supporting visuals where appropriate.	Portfolio is organized and complete with minor formatting or labeling issues. Easy to navigate.	Portfolio is partially organized; sections are missing labels or are incomplete. Some difficulty navigating.	Portfolio is disorganized, incomplete, or difficult to follow.
Teaching Goals	SMART goals aligned to standards/student needs. Strong evidence of goal progress.	SMART goals aligned to standards/student needs and some evidence of progress.	SMART Goals are vague or lack alignment to standards/program development; limited reflection on progress.	No SMART goals provided, or goals are unrelated to instruction/program development.
Student Work & Performances	Multiple high-quality examples of student work, performances, or activities with clear explanations. Shows wide range of skills and standards mastery.	Some examples of student work or performances demonstrating student learning.	Few or low-quality examples; limited variety.	No student work or performance evidence included.
Assessment & Data	Clear, diverse assessment tools and rubrics provided; strong evidence of using data to drive instruction and demonstrate student growth.	Some assessment tools and student data provided with some evidence of analysis.	Minimal assessment evidence; limited or unclear data use.	No assessment or data evidence provided.
Professional Development	Extensive documentation of PD, certificates, memberships, and clear evidence of applying new learning in practice.	Some PD documentation and evidence of application in classroom.	Limited PD documentation; minimal evidence of implementation.	No PD activities documented.

Performances, Events & Exhibits	Comprehensive documentation of events/performances with programs, photos, and descriptions showing impact and engagement.	Some documentation of performances/events with basic descriptions.	Limited event documentation with minimal details.	No evidence of performances, events, or exhibitions.
Community & Collaboration	Strong evidence of partnerships, interdisciplinary work, and parent/community communication.	Some evidence of collaboration and outreach.	Limited evidence of collaboration; minimal outreach shown.	No evidence of community or collaborative efforts.
Reflection & Self-Assessment	Thoughtful, honest reflection that highlights strengths, areas for growth, and clear actionable plans for improvement.	Basic reflection with general strengths and next steps.	Limited reflection; lacks depth or next steps.	No reflection included.
Overall Completeness & Professionalism	Portfolio is complete, polished, and demonstrates high professionalism.	Portfolio is mostly complete and professional.	Portfolio is incomplete or inconsistently professional.	Portfolio is missing major sections; lacks professionalism.