

BOARD AGENDA

Code **BEDB** Issued **3/12**

Purpose: To establish the basic structure for board preparation of and adherence to its meeting agenda.

The superintendent, in cooperation with the board chairman, will prepare the agenda for the regular meetings. The agenda will include references to the board's policies, where appropriate.

Items of business may be suggested by board members and/or staff members. The superintendent and board chairman may decide whether or not to include those items. The final agenda must be approved by the board. If approved, the agenda will allow time for the remarks of persons who have requested to appear before the board.

The board will follow the order of business set by the agenda, unless the order is altered by a majority vote of the members present. The board may amend the agenda during any meeting by a two-thirds vote of the members present if the matter is a discussion item. If the matter is one in which final action will be taken without prior notice to the public, the agenda may only be amended by a two-thirds vote and a finding via a vote that an emergency or exigent circumstance exists. ~~Items of business not on the agenda may be discussed and acted upon if a majority of the board agrees to consider them.~~

Materials distributed to the board which reflect staff recommendations in their final form are open to the public unless exempt from disclosure by law or are of a personal nature such that public disclosure thereof would constitute unreasonable invasion of personal privacy.

Adopted prior to 1974; Revised 9/26/77, 10/23/78, 1/25/93, 3/26/12

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 30-4-80 -Notice of meetings of public bodies; posting of agendas.

BUS SAFETY PROGRAM

Code **EEAE** Issued **8/12**

Purpose: To establish the basic structure for a drug and alcohol misuse prevention program for all employees subject to CDL requirements.

Physical Exam

Before operating a school bus, a driver candidate will have a physical examination, certified by a medical examiner (i.e., medical physician, osteopathic physician, physician assistant, advanced practice nurse or chiropractor.) The certification must be made on forms provided by the State Department of Education or the United States Department of Transportation. The bus driver candidate will provide the testing administrator with the certified physical examination before taking the school bus driver physical performance test and the commercial driver's license skills test. The bus driver candidate will provide a copy of the certification to the district.

Bus drivers are expected to have a physical examination every two years as required by state law. The district may require additional physical examinations as necessary.

Alcohol and Drug Testing

The Omnibus Transportation Employee Testing Act of 1991 requires alcohol and drug testing for persons required to have a commercial driver's license (CDL). The superintendent or his/her designee will implement this program.

The term "drugs" as used in this policy refers to controlled substances as covered by the Omnibus Act including marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

The district prohibits all employees subject to CDL requirements from the following.

- The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement from said individual that the substance does not adversely affect the employee's ability to safely operate a motor vehicle or perform other safety-sensitive functions.
- Reporting for or remaining on duty when the driver uses any controlled substances.
- The use of alcohol under these conditions.
 - reporting for or remaining on duty while having a blood-alcohol concentration of .04 or greater
 - possessing alcohol while driving
 - using alcohol while driving
 - driving within four hours after using alcohol
 - using alcohol for eight hours following an accident, if the driver is required to take a post-accident alcohol test

Under the testing program, the district will do the following.

- Test drivers for alcohol and controlled substances before employment. Test drivers for alcohol and controlled substances after certain accidents; any time a supervisor has

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reasonable suspicion that a driver has violated federal rules; on a random, unannounced basis; and as part of a follow-up or return to duty program.

Procedures for this testing will include an evidential breath-testing device for alcohol testing. Controlled substance testing will require urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services.

- Notify the driver orally or in writing before performing an alcohol or drug test that federal regulations require this test.
- Maintain records of district alcohol misuse and drug use prevention programs.
- Prohibit a driver from working if the driver violates these rules.
- Provide detailed information about drug and alcohol misuse to employees, as well as copies of the district policy, testing requirements, and how and where drivers can get help for substance abuse. The district will maintain testing results and records under strict confidentiality and release them only in accordance with law.
- Furnish supervisors with at least one hour of training on alcohol misuse and another hour of training on drug misuse.

The district will pay for all pre-employment drug and alcohol testing costs. The district will pay for all current employee drug and alcohol testing including reasonable suspicion, random and post-accident testing.

The district will make all offers of employment or transfer to covered positions with the district contingent upon drug testing results. The district will not hire or transfer an individual who tests positive nor will the district consider individuals who refuse drug testing.

The district will regard current employees refusing to comply with testing requirements as testing positive. In accordance with board policy, the district will immediately discipline and may dismiss current employees who fall into this category.

Adopted 1/1/74; Revised 3/22/93, 1/23/95, 9/22/97, 11/26/07, 8/27/12

Legal references:

A. Federal legislation:

1. Omnibus Employee Testing Act of 1991, Public Law 102-143, Title V.
2. 49 CFR Part 40 - Procedures for Transportation and Workplace Drug and Alcohol Testing Programs; Part 382 - Controlled Substance and Alcohol Use and Testing; Part 391 - Qualification of Drivers.

B. State Board of Education Regulation:

1. R 43-80 - Operation of public pupil transportation services.

SCHOOL YEAR

Code **IC** Issued **1/13**

Purpose: To establish the basic structure for the length of the school year.

The school year will consist of 190 days. The district will use 180 days for student instruction.

The district will use no more than two of the ten remaining days for preparation for opening of school. The district must use three days for professional development based on the state academic achievement standards. The remaining five days may be used for teacher preparation and planning, academic plans and parent conferences.

The district will not begin classes for students prior to the third Monday in August. This does not apply to schools operating on a year-round modified school calendar. The district may request a waiver from this requirement under certain conditions outlined in law.

School calendar

The superintendent, in consultation with the staff, will prepare the school calendar. The calendar will set forth starting dates; ending dates; days of attendance for students; days of inservice and organizational meetings for teachers; holidays and vacation periods; days of reports to parents; and other schedules of importance to the staff and public. The superintendent will present the proposed calendar to the board for approval in the spring of each year.

Make-up days

~~The district will make up all days lost due to snow, extreme weather conditions or other disruptions. The board will designate at least three days within the school calendar as make-up days on the superintendent's recommendation. If those days have been used or are no longer available, the board may adjust the calendar by adding days to the instructional year.~~

The district will make up all days lost due to snow, extreme weather conditions or other disruptions. The board will designate at least three days within the school calendar as make-up days on the superintendent's recommendation. If those days have been used or are no longer available, the board may lengthen the school day by no less than one hour per day for the total number of hours missed with the prior approval of the South Carolina Department of Education or operate schools on Saturday. However, if the board authorizes make-up days on Saturday, tutorial instruction normally offered on Saturday for students in grades seven through 12 must be scheduled at an alternative time.

After the district has made up three days or the appropriate number of missed hours using one of the options listed above, the board may waive up to three days by a majority vote of the board. If, after the waiver by the board, the district has additional days to make up, the board may request that days be forgiven by the state department. The state department can waive an additional three days upon the request of the board after a majority vote by the board agreeing to submit the request.

The district must submit a report at the end of the school year to the state department detailing the number of days missed, the reason why the days were missed, the number of days made up, and the number of days waived.

Legal references:

A. S.C. Code, 1976, as amended:

1. Section 59-19-90(12) - General powers and duties of board; establish an annual calendar.
2. Section 59-1-370 - Closing of educational institutions on general election day.
3. Section 59-1-425 - School terms, school days, make-up days.

B. State Board of Education Regulations:

1. R43-234 - Defined program, grades 9-12.

HEALTH EDUCATION

Code **IHAM** Issued **9/14**

Purpose: To establish the board's vision for health education.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades kindergarten through 12.

Comprehensive health education includes instruction that maintains, reinforces or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Health education will consist of appropriate, sequential instruction in health that is delivered as part of existing courses or as a separate course. Instruction will promote knowledge and skills that promote wellness, health maintenance and disease prevention. Instruction will be consistent with the *South Carolina Academic Standards for Health and Safety Education*, and will cover the following.

- community health
- consumer health
- environmental health
- growth and development
- nutritional health
- personal health
- prevention and control of diseases and disorders
- safety and accident prevention
- substance use and abuse
- dental health
- mental and emotional health
- reproductive health education
- instruction on sexual abuse and assault awareness and prevention
- domestic violence

Reproductive health education, pregnancy prevention education and family life education will be delivered in accordance with state law.

The administration will develop a method whereby principals notify parents/legal guardians of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases (if this is a separate component) and pregnancy prevention. The notice will inform parents/legal guardians of their option to exempt their child from this instruction.

Teachers who provide instruction in health education will have professional preparation in the subject area, either at the pre-service or in-service level.

Teaching about drugs, alcohol and tobacco

All schools in the district will teach the nature of alcohol, narcotics and tobacco and their effects upon the human system. Schools should help students develop an awareness of the consequences of the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects, physiological effects and the impact upon the total

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community. Schools will present drug education as thoroughly, and in the same manner, as all other required subjects.

Teaching about HIV/AIDS and sexually transmitted diseases

The district will provide professional development opportunities for teachers responsible for teaching students about the dangers of the Human Immunodeficiency Virus infection (HIV) and its prevention. The district will develop an HIV/AIDS prevention education program in consultation with teachers, students, administrators, parents/legal guardians and other community members including, but not limited to, persons from medical, public health and mental health organizations and agencies.

The curriculum for HIV/AIDS prevention education will be designed to teach students not only about behaviors that put people at risk for HIV and other sexually transmitted diseases, but also about the methods and skills needed to avoid the risk of infection.

Cf. EBBA, GBGA, JLCC

Adopted 4/25/94; Revised 11/25/96, 5/7/02, 1/28/13, 9/22/14

Legal references:

A. S. C. Code, 1976, as amended:

1. Section 59-10-10, et seq. - Students Health and Fitness Act of 2005.
2. Sections 59-29-20, 59-29-30, 59-29-40 - Instruction required regarding the effects of alcohol and narcotics.
3. Section 59-32-10, *et seq.* - Comprehensive Health Education Act.

B. State Board of Education Regulations:

1. R43-231 - Defined program, grades K-5.
2. R43-232 - Defined program, grades 6-8.
3. R43-234 - Defined program, grades 9-12.

CHARTER SCHOOLS

Code **IHBH** Issued **1/13**

Purpose: To establish the basic structure for the establishment and operation of charter schools within the district.

To achieve its goal of promoting diversity, educational improvement and academic excellence for all students, the board supports the establishment of charter schools within the district.

A charter school is a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates by sponsorship of a public school district, the South Carolina Public Charter School District or a public or independent institution of higher learning, but is accountable to the board, or in the case of technical colleges, the area commission, of the sponsor that grants its charter.

A charter school is considered a public school and will meet the following conditions.

- Be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services (by law, however, a single gender charter school may be formed without regard to the gender makeup of the charter school). Enrollment must not differ from the racial composition of the district or that of the targeted student population of the charter school by more than 20 percent.
- Open enrollment to any child who resides in the district subject to space limitations. The charter school will not charge tuition or charges of any other kind unless allowed by the sponsor and as comparable to the charges of the district in which the charter school is located.
- Assume responsibility for its own operation including preparation of a budget, contracting for services, audits, curriculum and personnel matters.
- Have an education program, curriculum and student achievement standards that meet or exceed any content standards adopted by the state board of education and the sponsor.
- Follow the application process as required by law. In the case of sponsorship by the South Carolina Public Charter School District or a public or independent institution of higher learning, the applicant must provide notice of the application to the district for informational purposes only.

All board members and employees are subject to the ethics and government accountability requirements for public members and public employees.

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 other public schools.

A charter school student is eligible to compete for, and if chosen, participate in any extracurricular activities not offered by the student's charter school which are offered at the resident public school he/she would otherwise attend, as well as any activities governed by the South Carolina High School League not offered at the charter school. Eligibility requirements

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and fees for these activities will be the same as those applied to full time students of the resident school and the district may not impose any additional requirements for participation on charter school students that are not imposed on full time students.

If the board has information that an approved application by the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor adversely affects the other students in the district, as defined in state regulation, or that the approval of the application fails to meet the spirit and intent of the law, the board may appeal the granting of the charter to the state administrative law court.

The performance of students attending a charter school sponsored by the district will be reflected on a separate line on the district's report card and will not be included in the overall performance ratings of the district.

The sponsor may deny, revoke or not renew a charter under certain conditions outlined in the law. This decision may be appealed to the state administrative law court for review according to the provisions of law.

Cf. JJ

Adopted 10/23/06; Revised 9/22/08, 9/24/12, 1/28/13,

Legal references:

A. S.C. Code of Laws, 1976, as amended:

1. Section 59-5-60 - General powers of board.
2. Sections 59-40-10 through 59-40-210 - South Carolina Charter Schools Act of 1996, as amended by the Charter Schools Act of 2005 and the South Carolina Public Charter School District Act amendments (2012).
3. Section 59-18-900 - Annual report cards and performance ratings.
4. Section 59-18-920 - Requirements of report cards.
5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

B. State Board of Education Regulations:

1. R43-601 - Procedures and standards for review of charter school applications.

GRADUATION REQUIREMENTS

Code **IKF-R** Issued **9/14**

A student must earn 24 units of credit in state-approved courses for graduation.

The unit requirements are distributed as follows.

<u>Subject</u>	<u>Credit units</u>
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
PE or junior ROTC	1
Computer science (including keyboarding)	1
Foreign language or Career and technology education	1
Electives	7
Total	24

The student must complete a study of and pass a final examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist papers and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course U.S. History and Constitution or within another course.

The student must take the U.S. Citizenship and Immigration test as part of the U.S. government class provided there is no cost to the school or district for administering the test. Students are not required to meet a minimum score.

The student must pass a high school credit course in science and a course in United States history in which an end-of-course examination is administered.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation except in case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.

The student must earn the required number of prescribed units.

Awarding of high school credit

A school also may award and accept credit towards a high school diploma for the following.

- in units of one-fourth, one-half and a whole; for example, an academic-standards based course that requires a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-half unit) and 30 hours of instruction (one-fourth unit)
- a course that has been approved by the state department of education in a proficiency-based system

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- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades nine through 12
- a course that is approved by the district - whether the school offers the particular course or not - if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses and CATE courses under conditions as outlined in state board regulation
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the one-half unit of credit carried by the keyboarding course for half the required computer science unit
- the American Sign language course as the required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement

Adult education

For adult education students receiving a diploma, the unit requirements are distributed as follows.

<u>Subject</u>	<u>Credit units</u>
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
Computer science (including keyboarding*)	1
Electives	9
Total	24

**Keyboarding may count up to one-half of the computer science requirement.*

A student may transfer credit earned in the adult education program to a secondary school to count towards the units of credit required for a state high school diploma if, for each unit being transferred, the student has spent a minimum of 120 hours in class time in that subject at that level and the teacher was properly certified to teach the course.

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High school credit for college work

Students in grades nine through 12 and/or adult education programs can earn credits for college course work that can be applied to the required number of units for a state high school diploma.

The following conditions apply.

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by the board of education of that state or the appropriate regional accrediting agency (the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI), North Central Association of Colleges and Schools, Western Association of Colleges and Schools or Northwest Association of Colleges and Schools) qualify.
- Tuition costs and any other fees will be at the expense of the student or his/her parent/legal guardian.

Individualized graduation plan (IGP)

An individual graduation plan (IGP) is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or other post-secondary educational experiences. The IGP is designed to assist students in making intelligent choices to meet their own future educational and career goals by guiding students in the following areas.

- attaining their educational achievement and performance levels needed to reach their personal and career goals
- creating and managing a career plan that meets their career goals
- accurately using current and unbiased career information during career planning and management
- mastering academic, occupational and general employability skills in order to obtain employment
- integrating changing employment trends, societal needs and economic conditions into their career plans

Components

Each student will begin the development of his/her IGP during his/her 8th grade year. Each IGP will be complete prior to the end of the student's 10th grade year. The IGP will be individualized for each student with a concentration on his/her general field of interest, as identified by clusters of study, and will include the following.

- approval by a certified guidance professional and the student's parent/legal guardian
- review each year by parent/legal guardian and the school

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- be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to post-secondary education based on the student's selected cluster of study
- align career goals with the student's course of study
- indicate required high school courses with a recommended sequence
- indicate required courses in that field of interest (cluster of study) for a concentration in that field
- strongly recommended courses related to that field of interest (cluster of study)
- be incorporated in individual education plans, as appropriate
- extended learning options related to that field of interest (cluster of study) that include career oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education and service learning
- plan for a minimum of two years of transition beyond high school to post secondary (two or four year), military, private sector training or work

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