

CONCUSSIONS AND STUDENT ATHLETES

Code **JLCEF** Issued **9/13**

Purpose: To establish the basic structure for the identification, management and return to play of student athletes with suspected concussions.

The board recognizes that concussions may be serious and potentially life threatening and that such injury may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries.

Consistent with South Carolina law, the district will utilize guidelines and procedures developed by the South Carolina Department of Health and Environmental Control and the State Department of Education and other pertinent information to inform and educate coaches, student athletes and their parents or legal guardians of the nature and risk of concussions, including the dangers associated with continuing to play after a concussion.

If a coach, athletic trainer, official, or physician suspects that a student athlete under their control has sustained a concussion or brain injury in a practice or in an athletic competition, the student athlete must be removed from practice or competition at that time.

A student athlete who has been removed from play may return to play if, as a result of evaluating the student athlete on site, the athletic trainer, physician, physician assistant pursuant to scope of practice guidelines, or nurse practitioner pursuant to a written protocol determines in his/her best professional judgment that the student athlete does not have any signs or symptoms of a concussion or brain injury.

A student athlete who has been removed from play and evaluated and who is suspected of having a concussion or brain injury may not return to play until he/she has received written medical clearance by a physician.

Parent/Legal guardian information

Annually, the district will distribute a concussion information sheet to all coaches, volunteers, student athletes and their parents/legal guardians. The concussion information sheet will provide information on the nature and risk of concussion and brain injury and on the risks associated with continuing to play after a concussion or brain injury.

The parent/legal guardian's receipt of the information sheet will be documented in writing or by electronic means before the student athlete is permitted to participate in an athletic competition or practice. This information sheet may be incorporated into the parent permission sheet which permits students to participate in extracurricular athletics.

Adopted 9/23/13

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-63-75 *et seq.* – Concussions and student athletes.

CONCUSSIONS AND STUDENT ATHLETES

Code **JLCEF-R** Issued **9/13**

Consistent with South Carolina law, the district is establishing guidelines and procedures regarding the identification and management of suspected concussions in student athletes. These are based on the model guidelines and procedures posted on the website of the South Carolina Department of Health and Environmental Control and developed in consultation with the State Department of Education. These model guidelines and procedures are found at the below Internet address:

http://www.scdhec.gov/health/chcdp/injury/student_athlete_concussions_law.htm

Definitions

As defined by the Centers for Disease Control and Prevention, a *concussion* is a type of traumatic brain injury caused by a bump, blow, or jolt to the head, face or neck that can change the way the brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Most concussions occur without loss of consciousness. Proper management is essential to the immediate safety and long-term future of the injured individual. A concussion can be difficult to diagnose, and failing to recognize the signs and symptoms in a timely fashion can have dire consequences.

Student athlete is defined in South Carolina law to include cheerleaders.

Signs of concussion

The following signs of a concussion may be observed by a coach, athletic trainer, game official, school/team physician, school nurse or physical therapist.

- appears dazed, stunned, or disoriented; demonstrates decreased alertness
- forgets plays, or demonstrates short-term memory difficulty
- slurs words
- exhibits difficulties with balance or coordination.
- answers questions slowly or inaccurately
- exhibits seizures or vomiting
- changes in level of consciousness

Symptoms of concussion

The following symptoms of concussion may be reported by the student athlete to a coach, athletic trainer, game official, school/team physician, school nurse or physical therapist.

District Five Schools of Spartanburg County

(see next page)

PAGE 2 - JLCEF-R - CONCUSSIONS AND STUDENT ATHLETES

- headache
- nausea
- balance problems or dizziness
- double vision or changes in vision
- sensitivity to light or sound/noise
- feeling sluggish or foggy
- difficulty with concentration and short-term memory
- sleep disturbance
- irritability or changes in personality and behavior

Concussion management

Evaluation

If a coach, athletic trainer, official or physician suspects that a student athlete, under the control of the coach, athletic trainer, official or physician, has sustained a concussion or brain injury in a practice or in an athletic competition, the student athlete will be removed from practice or competition at that time.

- A student athlete displaying signs or symptoms of concussion will be evaluated by a healthcare provider as outlined in state law (physician, athletic trainer, nurse practitioner or physician assistant).
- If no approved healthcare provider is available, the student athlete will not be returned to participation until evaluation by an approved healthcare provider can be conducted.
- A healthcare provider must use a standardized concussion assessment instrument.

Return to play (RTP)

A student athlete who has been removed from play may return to play if, as a result of evaluating the student athlete on site, the athletic trainer, physician, physician assistant pursuant to scope of practice guidelines or nurse practitioner pursuant to a written protocol determines in his best professional judgment that the student athlete does not have any signs or symptoms of a concussion or brain injury.

A student athlete who has been removed from play and evaluated and who is suspected of having a concussion or brain injury may not return to play until the student athlete has received written medical clearance by a physician.

Any student athlete determined to be concussed may not RTP on the same day of injury.

PAGE 3 - JLCEF-R - CONCUSSIONS AND STUDENT ATHLETES

The parent or legal guardian of a student athlete determined to be concussed will be contacted and counseled regarding management of the injury.

A student athlete who has been cleared to RTP must ~~obtain from his/her physician~~ follow an appropriate graduated RTP protocol as well as any specific instructions concerning classroom work.

Adopted 9/23/13

School Year: _____

**District Five Schools of Spartanburg County
Concussion / Traumatic Brain Injury (TBI)
Annual Statement and Acknowledgement Form**

I, _____ (student), acknowledge that I have to be an active participant in my own health and have the direct responsibility for reporting all of my injuries and illnesses to the appropriate school staff (e.g., coaches, athletic training staff, and school nurse). I further recognize that my physical condition is dependent upon providing an accurate medical history and a full disclosure of any symptoms, complaints, prior injuries and/or disabilities experienced before, during or after athletic activities.

By signing below, I/We acknowledge:

- My school has provided me with specific educational materials including the CDC Concussion fact sheet (<http://www.cdc.gov/concussion>) on what a concussion is and has given me an opportunity to ask questions.
- I/We have fully disclosed to the school medical staff any prior traumatic brain injuries (TBI)/concussions and will also disclose any future conditions.
- There is a possibility that participation in my sport may result in a head injury and/or concussion. In rare cases, these concussions can cause permanent brain damage, and even death.
- A concussion is a brain injury, which I/We am/are responsible for reporting to the coach, athletic trainer, school nurse, or other appropriate school medical staff member.
- A concussion can affect my ability to perform everyday activities, and affect my reaction time, balance, sleep, and classroom performance.
- Some of the symptoms of concussion may be noticed right away while other symptoms can show up hours or days after the injury.
- If I suspect a teammate has a concussion, I will make every effort to report the injury to the appropriate school staff and/or school medical staff member.
- I will not return to play in a game or practice if I have received a blow to the head or body that results in concussion related symptoms.
- I will not return to play in a game or practice until my symptoms have resolved AND I have written clearance to do so by a qualified health care professional.

I represent and certify that I and my parent/guardian have read the entirety of this document and fully understand the contents, consequences and implications of signing this document.

Student Athlete must print their name, then sign and date below:

Print Name: _____ Signature: _____

Date: _____

Parent/Guardian must print their name, then sign and date below:

Print Name: _____ Signature: _____

Date: _____

James F. Byrnes High School

Return to Play Post – Concussion Release

Name: _____

Date of Birth: _____

Date of Concussion: _____

Sport: _____

Did the Student Athlete Have?	Circle one	Duration/Resolution	
Loss of consciousness or unresponsiveness	Yes / No	Duration _____	
Seizure or convulsive activity	Yes / No	Duration _____	
Balance problems/unsteadiness	Yes / No	If yes, has this resolved	Yes / No
Dizziness	Yes / No	If yes, has this resolved	Yes / No
Headache	Yes / No	If yes, has this resolved	Yes / No
Nausea	Yes / No	If yes, has this resolved	Yes / No
Emotional Instability (abnormal laughing, crying, smiling, anger)	Yes / No	If yes, has this resolved	Yes / No
Confusion	Yes / No	If yes, has this resolved	Yes / No
Difficulty concentrating	Yes / No	If yes, has this resolved	Yes / No
Vision problems	Yes / No	If yes, has this resolved	Yes / No
Other _____	Yes / No	If yes, has this resolved	Yes / No

Stage	Exercise	Date	Completed/Comments	Supervised By
1	20-30 minutes of cardio activity (bike, walking)			
2	30 minutes of cardio activity, jogging at medium pace. Body weight lifting			
3	Plyometric Exercises, Sprinting/ Sport specific activity			
4	Non-contact drills. Warm up and participate in team activities			
5	Full contact, no limitations			

I have evaluated the above mentioned student athlete and the student athlete is:

_____ **NOT** cleared to participate in any sports-related activities (including gym class) until seen for a follow-up exam

_____ Cleared, as of today, to return to all activities, including sports, without restrictions

_____ Cleared to return to all activities, including sports, without restrictions, on the following date* - _____

 (Signature of Health Care Provider) (Date)

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code **GCB** Issued **9/13**

Purpose: To establish the basic structure for professional staff contracts and compensation.

Compensation

The board will attempt to pay its professional employees at a level that will attract and hold personnel dedicated to education.

The compensation of certificated personnel is based on the state salary schedule with local supplements as approved by the board. The schedule takes into consideration the levels of professional training and years of service in the district.

The effective date for annual salary changes as determined by the salary schedule or by action of the board is July 1.

Contracts

~~Upon recommendation of the superintendent, the board awards teacher contracts on or before April 15th of each year. Teachers must give written acceptance of their contracts to the superintendent on or before April 25th. Failure to give such notification constitutes contract rejection.~~

Upon recommendation of the superintendent, the board will notify teachers in writing of their employment status on or before the date the district extends offers of teaching employment for the following school year. Teachers must give written acceptance of their contracts to the superintendent. Failure to give such notification by specified date approved by the district may constitute contract rejection.

The board will award administrative contracts on the recommendation of the superintendent.

Teacher and Employee Retention Incentive Program (TERI) participants

Should a mid-year vacancy occur in a contract position held by a TERI employee, the board authorizes the superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.

When issuing contracts, the district will offer TERI employees working under TERI agreements that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.

Contract releases

For release of teachers from contracts, see policy GCQC/GCQD.

PAGE 2 - GCB - PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Adopted 8/28/75; Revised 9/27/93, 11/24/08, 11/26/12, 9/23/13

Legal references:

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

1. Section 59-19-80 - Requirements as to purchases and teacher employment (teacher contracts to be awarded in public).
2. Section 59-19-290 - Contracts in excess of apportioned funds void.
3. Section 59-20-50 - Minimum salary schedule.
4. Section 59-21-20 - Teacher contracts to be based on school term of 190 days.
5. Section 59-25-410 - Notice to teacher of employment status.
6. Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.
7. Section 59-25-710 - Salary complaints.
8. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.

EVALUATION OF INSTRUCTIONAL STAFF

Code **GCOA** Issued **11/12**

Purpose: To establish the basic structure for the evaluation of the professional instructional staff in the district to ensure accountability.

The appropriate personnel will evaluate the performance of every instructional employee fairly and on a periodic basis in an effort to improve the quality of all work performance.

The superintendent will enforce the rules, regulations and procedures necessary for conducting an efficient, effective program of employee performance evaluation.

The elements of the performance evaluation program are as follows.

- Every employee is informed of the criteria by which his/her performance is evaluated.
- Every employee has the right to be informed of his/her performance evaluation.

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System

The district will use the ADEPT System to evaluate all certified teachers employed under induction, annual and continuing contracts. The district will base all evaluations on the ADEPT performance standards in accordance with state board of education ADEPT implementation guidelines.

The district will develop plans and procedures for teacher evaluation based on the following components of ADEPT.

Induction programs

The district will develop or adopt induction programs to provide teachers with comprehensive guidance and assistance throughout each induction year. These programs must contain criteria and/or requirements necessary for teachers to complete the induction contract year. No person may be employed as an induction teacher for more than three years. A teacher who is completing a third year of induction is eligible for employment at the annual contract level.

Annual contract

The district must use a valid and reliable process for evaluating and assisting teachers employed under annual contracts in accordance with state board of education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district and supportive of district strategic plans and school renewal plans.

The district must establish criteria or requirements to be met by teachers to successfully complete the first annual contract year to include a formal performance evaluation or being provided with diagnostic assistance. An annual contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria and/or requirements set by the board is eligible for a diagnostic assistance year at the annual contract level. The district may provide this during the teacher's first annual contract year or during the annual contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic assistance

year. A diagnostic assistance year must be followed by formal (summative) evaluation at the annual contract level during the teacher's next year of teaching employment. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with state board of education regulations.

Teachers may not be employed under an annual contract for more than four years.

Continuing contract

Teachers employed under continuing contracts must be evaluated on a continuing basis. The district will decide whether the evaluation will be formal or informal (i.e., goals-based). Continuing contract teachers who are being recommended for formal evaluation the following year must be notified in writing on or before the date the district issues the written offer of employment or reemployment.

The district will develop a plan in accordance with state board of education ADEPT implementation guidelines to continuously evaluate teachers who are employed under continuing contracts. At a minimum, the district ADEPT plans for these teachers must address formal and informal evaluations and individualized professional growth plans.

Teachers employed from out of state

Teacher employed from out of state who receive a South Carolina professional teaching certificate based on reciprocity are eligible for employment under an annual contract. At the annual contract level, teachers may receive either a diagnostic assistance year or a formal evaluation. Teachers must successfully complete the formal evaluation at the annual contract level before they are eligible to receive a continuing contract.

Teachers employed in charter schools

If a charter school operating within the district elects to implement the ADEPT system for evaluating their teachers, it must do so in compliance with all provisions of law and state board of education regulation and implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor must include an ADEPT provision. All certified teachers in the charter school must be assisted and evaluated consistent with the sponsor's state board of education approved ADEPT plan for induction, formal evaluation and goals-based evaluation.

The charter school ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the system and the sponsor's responsibility in terms of staff training and program implementation. The provision must be included in the sponsor's ADEPT plan and approved by the state board of education prior to implementation. The sponsor agrees to disseminate all ADEPT-related information from the state department of education to the charter school and to report charter school teacher data as required.

Teachers who hold a limited professional certificate

An educator who holds a valid South Carolina limited professional certificate is eligible for employment at a "regulated" public school at the annual contract level and may receive either a diagnostic-assistance year or a formal evaluation. Teachers must successfully complete the formal evaluation at the annual contract level before they are eligible to move from a limited professional certificate to a full professional certificate and be employed under a continuing contract.

PAGE 3 - GCOA - EVALUATION OF INSTRUCTIONAL STAFF

Training and reporting

The district must provide appropriate training for all personnel responsible for conducting the evaluation process.

The district must meet all reporting requirements as outlined in law and state board regulation.

Adopted 1/02; Revised 9/26/11, 9/23/13

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-26-10 through Section 59-26-40 - A system for the training, certification, initial employment, evaluation and continuous professional development of public educators.
 - B. State Board of Education Regulations:
 - 1. R-43-205.1 - Assisting, Developing, and Evaluating Professional Teaching (ADEPT).
 - C. State Board of Education:
 - 1. Guidelines for Implementation of ADEPT.
-

DISTANCE, ONLINE AND VIRTUAL EDUCATION

Code **IJNDAA** Issued **9/13**

Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

District courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K-12.

Grades nine through 12

A student may earn credit for a distance, online or virtual learning course under the following circumstances.

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended medical homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.
- The student must be enrolled in a school in the district and, if applicable, will take the course during the regular school day at the school site.
- The student may be required to cover the costs of courses depending on reasons for enrollment, such as acceleration of graduation.

The school must receive an official record of the final grade before awarding credit toward graduation.

Application for courses

Students applying for permission to take a technology-delivered course must do the following.

PAGE 2 - IJNDAA - DISTANCE, ONLINE AND VIRTUAL EDUCATION

- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations and signed student agreements. (*District may want to add consequences to JICDA, Student Behavior Code*).
- Adhere to attendance requirements of the district.
- Adhere to all procedures for participation in Spartanburg / District Five Virtual School.

District review committee

The superintendent will establish a committee to review all technology-delivered courses prior to use by the district.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards as well as student satisfaction. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

The district will establish guidelines for fees/tuition for students who are permitted to take technology-delivered courses in alternative settings.

Students will have access to sufficient library media resources such as a “virtual library” available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in technology-delivered courses.

South Carolina Virtual School Program

~~Under this state-run program offering technology-driven courses, students enrolled in the district's high school may be awarded a maximum of three online initial credits in a school year and no more than 12 online initial credits throughout high school. The board, however, may grant a waiver to exceed this limit through an appeal to the state board of education.~~

~~The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.~~

~~Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.~~

~~Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.~~

Cf. IHBG, IHBH, JICDA

PAGE 3 - IJNDAA - DISTANCE, ONLINE AND VIRTUAL EDUCATION

Adopted 2/25/13, Revised 9/23/13

Legal references:

- A. South Carolina Code of Laws 1976, as amended:
 - 1. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

DISTANCE, ONLINE AND VIRTUAL EDUCATION

Code **IJNDAA-R** Issued **9/13**

South Carolina Virtual School Program (SCVSP)

In order to participate in the South Carolina Virtual School Program, the district or a school will adhere to the following.

Sponsorship criteria

In order to become a sponsor, the district or school must register with the virtual education program by meeting the following requirements.

- Have a program of studies that leads to a diploma.
- Comply with the policies governing online courses established by the SCVSP.
- Identify an individual within the school system who will advise the student regarding the courses he/she will need to earn a diploma.
- Identify an individual within the school system who will assist the student in resolving any technology issues that may arise.
- Identify an individual within the school system who will be responsible for submitting the names of those students who will need to access the student technology proficiency assessment.

Student responsibilities

The student must secure approval to take a specific course from the sponsor.

The student must furnish his/her own computer or have access to one and have Internet access in order to take the virtual education program courses. ~~The district may provide these for the student.~~

In-school students (in membership in a public school including medical homebound, home-placed and off-campus students, and students enrolled in an adult education program) must have approval from the school principal or his/her designee.

Out-of-school students [those who have not officially withdrawn from a particular school and are entered in the student database as non-funded (includes expelled students)] must have approval from the superintendent. The district must allow credit to be recorded on an out-of-school student's transcript for a student to be approved to take a virtual education program course.

The student must successfully complete the student technology proficiency assessment in order to enroll in the SCVSP for the first time.

The student must agree to abide by policies and expectations posted on the SCVSP website, as well as indicate a willingness to abide by the acceptable use policy.

PAGE 2 - IJNDAA-R - DISTANCE, ONLINE AND VIRTUAL EDUCATION

Applications for the program must be completed online. Upon approval, the student must contact his/her instructor within three days of the start of class.

Parental approval for a student to take a course with the SCVSP is required for a student 17 years of age or younger. The parent/legal guardian must also agree that the student will abide by the acceptable use policy.

A student who is taking a course for which an End-of-Course Examination Program (EOCEP) is required must take the test online in the district where the student resides. If an online testing location is unavailable, the district's test coordinator **must may** find a location in a nearby district.

Sponsor responsibilities

As a registered sponsor, the district or school must do the following.

- Verify that the student is a legal resident of the state of South Carolina before allowing enrollment in the program and retain these residency records for three years.
- Keep sponsor registration information up to date.
- Respond to a student's request to enroll in a virtual education program course.
- Not approve a student to retake a course through the SCVSP if a unit of credit for that particular course is already recorded in the student's official transcript.
- Award the numeric grade and unit value to a student enrolled in a virtual education program course by recording it on the student's transcript in his/her permanent record in the same manner as with any other course the student takes.
- Ensure that the final examination for each course is conducted in a proctored environment.
- Inform the SCVSP when a student is taking a virtual education program course under a district "content recovery" program.
- Report to the SCVSP the reason for a student's withdrawal from a course at the time the student withdraws.

Issued 9/23/13

GRADUATION REQUIREMENTS

Code **IKF-R** Issued **9/13**

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 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 pass both parts of the South Carolina high school exit examination in addition to earning 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

- 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.

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](#)/SCACS 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
- 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

Issued 4/25/94; Revised 11/25/96, 5/21/01, 5/07/02, 1/28/05, 10/26/09, 2/25/13, 9/23/13

STUDENT RECORDS

Code **JRA-R** Issued **9/13**

General provisions

A student's "education records" are those records directly related to a student and maintained by the school district or a party acting for the school district.

"Parent" refers to a parent, a legal guardian, a person acting as a parent, a surrogate appointed in accordance with laws regulating programs for disabled students or a student who is 18 years of age or over, or a student who is attending an institution of postsecondary education on a full-time basis.

"Written consent" as used in this policy and administrative rule includes signed and dated written consent in electronic format that does the following.

- identifies and then indicates a particular person as the source of the electronic consent
- indicates the person's approval of the information in the electronic consent

Whenever a student is 18 or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student unless the school district has received notice that a court has awarded legal guardianship beyond the age of majority or the student is dependent on the parent/legal guardian for support and is claimed as dependent for tax purposes under the Internal Revenue Code. The school will document such notice.

In maintaining student records, the schools will follow applicable state and federal laws and regulations.

Location of the student records

The school or the district records office (if a student is no longer enrolled) will maintain a cumulative record folder that contains directory information, scholastic information, standardized test data, health records, discipline records and other information. This cumulative record will include, but not be limited to, the following information.

- name (last, first and middle), also the preferred name (nickname)
- date of birth (verified) along with the sex and ethnic background
- address and telephone number
- names of parents and/or legal guardians
- health record, including surveys for vision, speech and hearing
- standardized test scores
- end of year assessment scores
- attendance and scholarship record card
- special services contact report
- reading and mathematics continual record
- appropriate correspondence with parents
- discipline records
- criminal record (if convicted of certain crimes)
- incident reports relating to charges for certain offenses outlined in the Juvenile Justice Code, and relating to other offenses if requested by the principal

- other information in the form of notice by a law enforcement agency that a child has been charged with an offense as outlined in the Juvenile Justice Code, or upon final disposition of a case as outlined in the code

Except as provided in paragraph 4 of this section, the district maintains copies of psychological reports and related records if the district has given psychological evaluations to the student as follows.

- in the office of special services
- in the student's school in a file especially for psychological reports

The appropriate personnel in the district office and/or the appropriate school will keep records concerning students who have had administrative hearings.

Once a student graduates, the district files the student's records in the high school. If a student drops out of school before graduation, the school will file his/her records for five years and then transfer the records to the district's central location for record storage.

Directory information

Schools will treat each student's education records as confidential and primarily for local school use. The exception to this rule is for directory information, which includes the following information about a student.

- name
- address
- telephone number
- date and place of birth
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance
- diploma or certificate and awards received
- electronic mail address
- photographs, digital images, images on videotape and other electronic images (as related to school-sponsored or district-sponsored events, activities and special recognitions)
- grade level
- most recent previous educational agency or institution attended by the student
- other similar information which may appear in newspaper articles, on television, in radio broadcasts, on displays, on the world wide web or in district or school promotional pieces

The district will not release directory information to any person or agency for commercial use. The district expects its employees to use good judgment in releasing directory information so it serves the best interests of the student.

Within 15 days after the annual distribution of notification of privacy rights, the parent of the student or the eligible and currently enrolled student has the right to refuse to permit the designation of any or all of the categories of personally identifiable information as directory information. The parent/eligible student's notification must be in writing. The written notification will become part of the student's education record. The principal of the school the student is attending is responsible for notifying appropriate personnel of the request, filing the request in the student's cumulative folder and marking the folder as specified by the superintendent or his/her designee.

This notification of privacy will include notice to parents that military recruiters are entitled to some student directory information and that parents have the right to deny this access.

Release of school records

District Five Schools of Spartanburg County

The Family Education and Privacy Act of 1974 requires the following procedures in the release of school records.

- The district cannot release school records to any person or agency (employer, government agency, etc.) without the written consent of a student's parent. If the student is 18 years of age, he/she may sign for the release of his/her records.
- The district will release school records, without prior written consent of parent or eligible student, to officials of other educational institutions in which the student seeks or intends to enroll. The school will notify the student's parent of the transfer only if he/she has requested this exception to the district's policy.

The USA PATRIOT Act authorizes the district to release student records without parental consent to federal law enforcement officials in some circumstances relevant to a terrorism investigation.

Records made by an employee

A school district employee's personal records on a student are not part of the student's education record as long as that person keeps the notes solely for his/her own use and maintains them separately from the school files.

A substitute who performs the employee's duties on a temporary basis may use these personal records. However, the employee may not pass the records on to a successor.

Management of records

The district will protect the confidentiality of personally identifiable data on children during collection, storage, disclosure and destruction.

School district personnel, school psychologists under contract with the school district and other eligible state and federal employees who need the records to carry out their assigned duties and who have a legitimate educational interest will have access to or may receive information from the education records. The superintendent will maintain a current list of such individuals. The district will also give access to parents and eligible students as provided below.

The appropriate administrative head of each group collecting or using personally identifiable information will give instruction regarding these regulations to the group.

Students transferring to another school

When a student transfers to another school or a school district, the school will send the student's permanent school records, including incident reports relating to charges for certain offenses outlined in law and the discipline record of suspensions and expulsions, to the receiving school and notify the parent of the transfer.

Schools must transfer these records as soon as possible, but no later than 10 business days, upon receiving the written request from the school to which the student is transferring. Schools may not withhold the transfer of records to a school for fees owed by the student.

Disclosure (except for directory information)

The school district has the right to disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is immediately necessary to protect the health or safety of the student or other individuals.

The school will require a written request or consent from a parent or eligible student for each act of release of information. Blanket authorization for release of information is not permissible. Written requests or consent will include the types of information to be released, the purpose(s) for the disclosure, the parties or class of parties to whom the disclosure may be made, the date signed and the signature of the parent or eligible student.

The district will not require prior consent for disclosure when state and federal officials request the information as authorized by statutes or regulations implementing statutes.

The district will not require prior consent to disclose information to organizations conducting studies for, or on behalf of, the district for the purpose of developing, validating or administering predictive tests, administering student aid programs, and improving instruction as long as students and/or their parents are not personally identified and the records are destroyed when no longer needed for the prescribed purpose.

The district will not require prior consent when disclosing information to accrediting organizations in order for them to carry out their accrediting functions.

The district will not require prior consent when disclosing information in order for the school district to comply with a request from a judicial order, a lawfully issued subpoena, or a family court judge or his/her duly authorized representative acting in an official capacity.

Except as provided elsewhere in this administrative rule, the school district will keep a record of disclosures not authorized by the parent, eligible student or this administrative rule.

The student's cumulative folder will provide the following information.

- name of the party receiving the information
- data released
- legitimate purpose for which the data was requested

On the same day, the person releasing the information must mail written notification of the above to the parent or eligible student at the last known address if there is no evidence that the parent or eligible student is aware of the release of information.

Students in foster care

Upon enrollment of a child in foster care, the Department of Social Services (DSS) will provide a copy of the court order to the school district for inclusion in the student's records.

The district will request school records of a student in foster care within two days of placement into a school and will transfer records within two days of receiving a request for school records of a student in foster care.

The district may permit an authorized representative of DSS to have access to the records of a child in foster care for the purpose of fulfilling educational case management responsibilities required by law and to assist with the school transfer or placement of the child.

Annual notification of rights

Each school will distribute annual notice of privacy rights to parents and eligible students in attendance at the time of notification.

Request for inspection

Anyone who wants to inspect the records must make the request for inspection (or an explanation or interpretation) of a student's record to the principal of the school in which the student is enrolled or where the record is housed.

Principals or designated district office administrators will set a time and place for the inspection of such records within a reasonable period of time, but in no case more than 45 days after the request has been made. If a hearing concerning the student is pending, the employee will honor the request for inspection of the student's record prior to the hearing.

At the inspection, the principal will have appropriate personnel available to interpret information on the records.

The school district is responsible for the maintenance of each student's record. Therefore, school personnel are not to turn the original record or microfilmed copy of a record over to any person or organization unless they have a specific, written judicial order for such action.

If the parent or eligible student believes that the information in the education record is inaccurate, misleading or violates the privacy or other rights of the student, he/she can request an amendment to the record. The school official receiving the request will either amend the record, if appropriate, or notify the parent or eligible student within 15 working days in writing that the request is denied and that he/she has the right to request a hearing as provided below.

Each parent of a child has the right to inspect and review the child's record unless the school district has written evidence that there is a legally binding instrument or a court order governing such matters as divorce, separation or custody which provides to the contrary. The same applies to parental requests for disclosure to other individuals and to organizations.

A parent or an eligible student has the right to give written authorization for a representative to inspect and review the education records of the student.

Hearings to challenge information in students' records

Parents or eligible students will make requests for hearings to the principal where the record is housed. The principal or his/her designee may conduct the hearing.

Principals or administrators will set a date, time and place for the hearing and notify the requester in writing of the date, time and place. The principal will establish the hearing date within five working days of receipt of the request. The principal must mail written notice of the hearing to the parent or eligible student at least 10 days prior to the hearing.

A school district official who does not have a direct interest in the outcome will conduct the hearing.

At the hearing, the principal or administrator will try to have present the person who has entered the information in question if the person is known and reasonably available. The parent or student who requested the hearing will have the right to question that person if present and be able to show evidence that would correct inaccurate, misleading or otherwise inappropriate information. Such evidence will become a permanent part of the student's record.

The parent of the student or the eligible student will have a full and fair opportunity to present relevant evidence, and may be assisted or represented at their expense by legal counsel.

If, as a result of the hearing, the school district decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it will inform the parent or eligible student in writing that he/she has the right to place in the education record a statement commenting upon the information in the record and/or setting forth any reasons for disagreeing with the decision. Any such statement must remain with the record as long as the contested portion remains in the record. Disclosure of the contested portion must include the statement of the parent or eligible student.

The school district will send its decision (including a summary of the evidence), the reasons for the decision and the right to a judicial appeal in writing to the parent or eligible student within five working days after the conclusion of the hearing. The school district will base its decision solely on evidence.

Destruction of education records

The school district may destroy data that are no longer needed for providing direct educational services as long as the following conditions apply.

- There is no outstanding request to inspect and review the education record.
- The district keeps the record of disclosures as long as it maintains the education record to which it relates.
- The data do not concern the referral, evaluation, staffing and placement of a disabled student or a student suspected at one time of having a disability. Such data will be sent to the office of programs for the disabled when no longer needed for providing direct educational services to a student.

No one may remove the following items from a student's cumulative record at any time.

- name (last, first and middle), also the preferred name (nickname)
- date of birth (verified), along with the sex and ethnic background
- address and telephone number
- names of parents
- health record, including surveys for vision, speech and hearing
- standardized test scores
- end of year assessment scores
- attendance and scholarship record card

Special service contact report is to be removed from a student's cumulative record at the end of five years if the student is not enrolled in a special program. The curriculum coordinator or guidance counselor will remove this record. The continual reading and mathematics records K through eight are to be removed and made a part of the record keeping system to be in force for grades nine through 12. Correspondence with parents should be reevaluated and thrown away after five years. Any materials relating to a child's preschool and kindergarten experiences should be discarded after second grade.

Record provided by the department of juvenile justice

A person's juvenile criminal record must be provided by the department of juvenile justice to the principal of the school which the juvenile is eligible to attend immediately upon the person's release from the department of juvenile justice.

The principal will ensure that the student's juvenile criminal record is maintained in the school disciplinary file or other such confidential location. Access to the record will be restricted to school personnel having need for such information in order to adequately address the educational needs of the student.

These records must be destroyed upon the student's completion of secondary school or upon reaching 21 years of age.

Fingerprint records

In accordance with law, the county will provide each school in the county with the forms and ink pads necessary to record each student's fingerprints in kindergarten through grade 12.

The district schools with the assistance of the State Law Enforcement Division and/or local law enforcement agencies will fingerprint school children in kindergarten and grades one through 12 when the parent of a child requests in writing that his/her child be fingerprinted for identification purposes for the child's protection.

The school will give the fingerprints to the student's parents.

The Family Educational Rights and Privacy Act Office

Parents/Legal guardians and eligible students have the right to file written complaints concerning alleged violations of the Family Educational Rights and Privacy Act. Written complaints should be sent to the following address.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

This office has the responsibility for investigating, processing and reviewing alleged violations. This office will refer appropriate cases to a review board for adjudication.

Issued 8/28/75; Revised 8/27/84, 4/25/94, 10/23/95, 9/22/08, 4/22/13, 9/23/13