

PHYSICAL EDUCATION

Code **IHAE** Issued **1/13**

Purpose: To establish the board's vision for physical education in the schools.

The board believes that one goal of public education is to assist all students in reaching their full academic potential and that a student's health impacts his/her school attendance, readiness to learn, potential learning and achievement.

Therefore, the school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education. One component of health education is physical education.

The district will do the following.

- Provide students in grades K through five with the appropriate amount of physical activity and physical education as required by law and based on the South Carolina Physical Education Curriculum Standards including an appropriate student-to-PE teacher ratio.
- Ensure that each school designates a physical education teacher as the physical education activity director to plan and coordinate opportunities for additional physical activity for students to exceed the designated weekly PE instruction.
- Provide professional development to teachers and volunteers on the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles.
- Report an individual student's fitness status to his/her parent/legal guardian during the student's fifth grade, eighth grade and high school physical education courses.

One unit of high school physical education is required for high school graduation. The district will offer the required unit of physical education that meets statutory requirements including the personal fitness and wellness component and the lifetime fitness component.

Exemptions

The board may grant a waiver to a student exempting him/her from physical education requirements based on one of the following criteria.

- The student presents a physician's statement indicating that participation in physical education will jeopardize the student's health and well-being.
- The parent/legal guardian or student must be a member of a recognized religious faith that objects to physical education as part of its official doctrine or creed. Further, the parent/legal guardian and student must show that attending these classes would violate their religious beliefs and not be merely a matter of personal objection.
- JROTC may be substituted for physical education.

PAGE 2 - IHAE - PHYSICAL EDUCATION

- Marching band may be substituted for physical education if the instruction incorporates the South Carolina Academic Standards for Physical Education.

Adopted 5/02; Revised 1/28/13, 9/24/18

Legal references:

A. Federal Legislation:

1. The Child Nutrition and WIC Reauthorization Act of 2004.

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

1. Section 59-29-100 - Supervision of administration of physical education program.
2. Students Health and Fitness Act of 2005, Sections 59-10-10 through 60 - Physical education standards.

C. State Board of Education Regulations:

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

HEALTH EDUCATION

Code **IHAM** Issued **9/16**

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 well-being. 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
- lifesaving techniques
- opioid abuse prevention

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

District Five Schools of Spartanburg County

(see next page)

PAGE 2 - IHAM - HEALTH EDUCATION

All schools in the district will provide instruction on the nature of alcohol, narcotics, and tobacco and their effects on the human body. 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 entire 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 instructing 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.

CPR/AED Instruction

The district will include an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) as part of the physical or health education curriculum in grades nine through 12, including hands-only CPR. The curriculum will incorporate into the instruction the psychomotor skills necessary to perform CPR and utilize an AED as developed by the American Heart Association, the American Red Cross, or an instructional program that is nationally recognized and based on the most current national evidence-based emergency cardiovascular care guidelines for CPR and awareness in the use of an AED. CPR certification is not required, but when seeking certification, the training must be taught by an authorized CPR/AED instructor.

This requirement will be waived for the following:

- students absent on the day or days this instruction occurs
- students with disabilities whose individualized education program (IEP) indicates that the student is unable to complete all or a portion of the hands-only CPR requirement
- students whose parent/legal guardian completes an opt-out form

Cf. EBBA, GBGA, JLCC

Adopted 4/25/94; Revised 11/25/96, 5/7/02, 1/28/13, 9/22/14, 9/28/15, 9/26/16, 9/24/18

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 K-5.
2. R43-232 - Defined program 6-8.
3. R43-234 - Defined program, grades 9-12 and graduation requirements.

District Five Schools of Spartanburg County

GRADING/ASSESSMENT SYSTEMS

Code **IKA-R** Issued **11/17**

The primary purpose of grading is to keep parents/legal guardians and students fully informed of a student's progress and to provide continuous and accurate records of each student's achievement for use in instruction. Grading is not to be influenced by pressure from parents/legal guardians. It is not to be used as a weapon for disciplinary purposes.

Grading Scales

Elementary/Intermediate/Middle schools (grades kindergarten through eight)

Letter, number, and standards based assessments will be used for report cards in the elementary, intermediate, and middle school grades based on the following scale:

Kindergarten (four and five-year-old) and first grade will use standards-based progress reports.

Second grade will use a combination of letter/number grades and standards-based progress reports.

Grade three through six will use the following:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
U	59 and below
I	Incomplete

Grades seven and eight will use the following:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

Where alternative assessments are being utilized, special administrative permission may be given for alternative forms of reporting to parents/legal guardians.

Those students placed in below grade level groups will receive actual grade earned. However, the fact that the child is performing below grade level **MUST** be clearly stated during each reporting period. This information must be communicated to the parents/legal guardians on all report cards, interim reports, and during all conferences.

PAGE 2 - IKA-R - GRADING/ASSESSMENT SYSTEMS

High school (grades nine through 12)

Student progress in grades nine through 12 is reported for all subjects as follows:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

State Uniform Grading Scale (Grades Nine through 12)

Carnegie-bearing courses

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follow.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100

PAGE 3 - IKA-R - GRADING/ASSESSMENT SYSTEMS

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken. The grading scale must be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student’s record:

- A = 95
- B = 85
- C = 75
- D = 65
- F = 50

PAGE 4 - IKA-R - GRADING/ASSESSMENT SYSTEMS

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a 65 numerical grade.

If the transcript shows that the student has earned a grade of "P" (passing) or "F" (failing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P."

If no numerical average can be obtained from the sending institution on the "F," the grade entered will be a 50.

The district will consider a student's transcript along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits from homeschools.

For international students, the district will attempt to gather as much course information as possible from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

End-of-Course Testing and the Credit Recovery Option

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time, and all requirements will apply.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in

PAGE 5 - IKA-R - GRADING/ASSESSMENT SYSTEMS

other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Transfer courses

Home school, private school, or out-of-state non-public school students will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the College Board's AP courses and to IB courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the quality point above the CP weighting.
- A standard-level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

PAGE 6 - IKA-R - GRADING/ASSESSMENT SYSTEMS

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates, to include valedictorian or salutatorian, and may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal, but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences, the school may record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

PAGE 7 - IKA-R - GRADING/ASSESSMENT SYSTEMS

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the retake grade will be used in figuring the student's GPA.

Academic Honors*

Students graduating early will be ranked as members of the senior class.

Byrnes High School will identify a valedictorian, a salutatorian, marshals, honor graduates, and highest rank in each class as follows:

- *Valedictorian* - the student who has the highest class rank in the graduation class after the interim of the eighth semester.
- *Salutatorian* - the student who has the second highest class rank in the graduation class after the interim of the eighth semester.
- *Marshals* - the 20 juniors who have the highest class rank at the interim of the sixth semester.
- *Honor graduates* - the top 10 percent of the senior class at the interim of the eighth semester.
- *Highest rank in each class (for recognition at graduation)* - the highest ranking students in ninth, tenth, and eleventh grades at the interim of the current semester. (The interim grades will be used as the projected end-of-course grades.)

In order to be ranked for honors, students must have been in attendance at the high school a designated number of semesters (including the semester in which rank was projected). These will be as follows:

- ninth grade two semesters
- tenth, eleventh, and twelfth grades three semesters

Transfer Students

Students transferring into a high school in this district from a school accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools will be eligible to receive extra quality points for Honors Level, Advanced Placement, and International Baccalaureate courses as long as the transferring courses are clearly labeled.

Students transferring into the high school from a school not accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools will not be eligible to receive extra quality points.

In the event of a situation not covered by this procedure, the administration will determine the proper procedure.

PAGE 8 - IKA-R - GRADING/ASSESSMENT SYSTEMS

Spartanburg County Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School

*Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School graduates will be included in the overall class rank at Byrnes High School, but will not be eligible to be recognized as Byrnes High School valedictorian, salutatorian, marshals, or ushers. They may be recognized as Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School honor graduates and receive all other appropriate rights and privileges due to their class rank.

The college credit hours earned in the Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School may or may not transfer to other institutions of higher education. Applicants should research institutions of higher education to determine acceptance of these hours of credit.

Issued 10/24/88, Revised 4/25/94, 11/25/96, 6/12/00, 9/25/00, 11/03, 3/26/07, 2/25/13, 9/26/16, 9/25/17, 11/20/17

CONTENT AND CREDIT RECOVERY

Code **IKADD-R*** Issued **5/18**

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Grading

Content recovery assignments must be completed no later than the official course completion date. Seniors must complete any content recovery assignments no later than the official date teachers submit final senior grades. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade by replacing individual classroom grades with the corresponding individual content recovery grades.

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade of 52 or higher in the initial credit course, or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Students may take no more than four credit recovery courses per year.

PAGE 2 - IKADD-R* - CONTENT AND CREDIT RECOVERY

Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students enrolled in a fall semester credit recovery course are not permitted to remain in a credit recovery course past the official fall course completion date. Students enrolled in a spring semester credit recovery course must complete the credit recovery course within two weeks of the official last day of school. Students enrolled in a credit recovery course during summer school are not permitted to remain in the credit recovery course past the official summer school course completion date.

Credit recovery courses taken during the final semester of the school year must be completed no later than two weeks following the last day of the academic year. Graduating seniors must complete credit recovery courses no later than the day prior to graduation. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 15th to count for the current academic year. Other students enrolled in credit recovery courses during a summer session may extend past August 15th, but the course credit will be recorded in the next academic year.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. ~~but will be marked to not count in the GPA calculation if the student recovers the credit successfully.~~ If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" nor the "NP" grade designation will impact the student's GPA. ~~transcribed as the numeric grade equivalent to the GPA quality points of the student's cumulative GPA at the time they complete the credit recovery course, including the failing grade in the initial credit course. If the student's cumulative GPA is an "F," then the grade entered for passing the credit recovery course is the lowest passing grade, 60.~~

Cost

PAGE 3 - IKADD-R* - CONTENT AND CREDIT RECOVERY

Credit recovery courses are typically provided to students without charge. However, a student's parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

Issued 5/21/18

**Spartanburg School District Five
CREDIT RECOVERY APPLICATION**

Student name: _____ Grade level: _____

Name of course(s) to be recovered: _____

To be completed by the student

I understand that Spartanburg School District Five's credit recovery program is designed to allow me the opportunity to earn credits towards graduation for courses I have previously taken and failed.

I understand that because this program is individualized to include only the course content I have not yet mastered and does not include the full course content, a passing grade I receive for completion of the program will be entered as "P" on my transcript. If I do not earn a passing grade at the program's conclusion, the failing grade I receive will be entered as "NP" on my transcript. Neither the "P" nor the "NP" grade designation will impact my GPA. My failing grade in the initial course will remain on my transcript as well.

I understand participation in the credit recovery program is likely to affect my eligibility for National Collegiate Athletic Association (NCAA) eligibility.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

Student's signature

Date of application

To be completed by the parent/legal guardian

I, the parent/legal guardian of the above named student, do hereby give my consent for my child to participate in Spartanburg School District Five's credit recovery program.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

Parent/Legal guardian's name (please print)

Parent/Legal guardian's signature

GRADUATION REQUIREMENTS

Code **IKF-R** Issued **9/15**

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
U.S. Government	1/2
Other social studies	1
PE, junior ROTC, <i>or Marching Band</i>	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

PAGE 2 - IKF-R - GRADUATION REQUIREMENTS

- 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
U.S. 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.

PAGE 3 - IKF-R - GRADUATION REQUIREMENTS

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
- flexibility to allow change in the course of study but be sufficiently structure to meet graduation requirements and admission to post-secondary education based on the student's selected cluster of study

PAGE 4 - IKF-R - GRADUATION REQUIREMENTS

- alignment of career goals with the student's course of study
- indication of required high school courses with a recommended sequence
- indication of 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)
- incorporation 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, 9/22/14, 9/28/15, 9/24/18

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB** Issued **3/13**

Purpose: To establish the basic structure for released time for students for religious instruction.

The board will release a student in grades seven through eight from school, at the written request of his/her parent/legal guardian, for the purpose of religious instruction for no more than one class period per week. The student will attend school at least the legal minimum school day.

The board will only allow the student to miss instructional time from a non-Carnegie unit exploratory class for the purpose of religious instruction.

When approving the release of a student for religious instruction, the board assumes no responsibility for the program or liability for the students involved. Its attitude will be one of cooperation with the various sponsoring groups of the school district.

The sponsoring group or the student's parent/legal guardian is completely responsible for transportation to and from the place of instruction. The district assumes no responsibility or liability for such transportation.

Religious instruction must take place away from school property and at a regularly designated location.

District officials will ensure that no public funds will be expended to support a released time program and that district staff and faculty will not promote or discourage participation by district students in a released time program.

Transfer Credit

The district may accept released-time transfer of credits without individually assessing the quality or subject matter of the class when the transfer is from an accredited private school.

Adopted 4/24/07; Revised 3/25/13, 9/24/18

Legal references:

- A. S. C. Code of Laws, 1976, as amended:
 - 1. Section 59-1-460 - South Carolina Released Time for Religious Education Act.
 - 2. Section 59-39-112 - South Carolina Released Time Credit Act.

- B. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

NONDISCRIMINATION/EQUAL OPPORTUNITY

Code **AC** Issued **2/12**

Purpose: To establish the basic structure for conduct of district programs in compliance with applicable laws.

The district is required by federal and state laws, executive orders, rules and regulations not to discriminate on the basis of race, religion, color, disability, sex, age, national origin, immigrant status or English-speaking status, or marital status. The district, therefore, commits itself to nondiscrimination in all its education and employment activities.

Further the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and/or harassment.

The district is committed to a policy of nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, personnel, and community members who participate or seek to participate in its programs or activities. Therefore, the district does not discriminate against any individual on the basis of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law.

~~Harassment/Discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, religion, national origin, immigrant status or English-speaking status, sex or disability of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.~~

Resolution of discrimination complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; and Titles I and II of the Americans with Disabilities Act of 1990 (referred to as "civil rights grievances").

Cf. GBA, GBAA, GBK, JB, JI, JII

Adopted 2/27/12, 9/24/18

Legal references:

A. Federal statutes:

1. Title VI of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000d - Prohibits discrimination by recipients of federal financial assistance on the basis of race, color or national origin.
2. Title IV of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000c-6 - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
2. Title VII of the Civil Rights Act of 1964 - Prohibits employment discrimination on the basis of race, color, national origin, religion or sex.
3. Section 504(b) of Rehabilitation Act of 1973 - Prohibits discrimination against "otherwise qualified" handicapped persons by federal grantees.
4. Title IX of the Education Amendments of 1972 - Prohibits sex discrimination by federal education grantees.
6. Equal Pay Act of 1972 - Nondiscrimination as to wages on basis of sex.

7. Age Discrimination in Employment Act - Nondiscrimination on the basis of age in employment.
 8. Americans with Disabilities Act - Prohibits discrimination in employment and access to programs and facilities on the basis of disability.
- B. South Carolina Code of Laws, 1976 as amended:
1. Section 1-13-80 - Unlawful employment practices.
- C. U.S. Supreme Court:
1. Plyler vs. Doe, 457 U.S. 202 (1982).

DRAFT

NON-DISCRIMINATION AND NON-RETALIATION IN EMPLOYMENT

Code **GBA** Issued **10/12**

Purpose: To establish the basic structure for the hiring of all personnel.

The district is an equal opportunity employer.

The district will recruit, hire, train, promote, and make other employment decisions on the basis of individual merit and without discrimination because of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law.

~~As required by applicable state and federal laws, the district will recruit, hire, train, promote and make other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, disability, gender, age, alienage or national origin.~~

The district also prohibits retaliation against an individual because he/she has either opposed an alleged unlawful employment practice or has made a charge, testified, assisted or participated in an investigation, proceeding or hearing regarding an alleged incident of illegal discrimination or harassment.

The superintendent will establish guidelines for organization of the teaching, administrative and other certified staff and will select, hire and promote such staff with approval of the board. The superintendent will select, hire and promote all other district employees. The superintendent will direct the work of district employees.

The district maintains a policy of equal opportunity in the following areas.

- recruitment
- selection and hiring criteria and practices
- transfer and promotion
- demotions, terminations, layoffs and recalls
- compensation
- working conditions
- benefits and privileges of employment
- training

Cf. AC, JB

Adopted 2/7/91; Revised 3/22/93, 10/22/12, 9/24/18

Legal references:

A. United States Code:

1. Title VII of Civil Rights Act of 1964, as amended, 42 USC 2000e - Prohibits discrimination in employment on basis of race, color, national origin, religion or sex.
2. Section 504(b) of Rehabilitation Act of 1973 - Prohibits recipients of Federal assistance from discriminating in employment of handicapped.

PAGE 2 - GBA - OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

3. Title IX of the Education Amendments of 1972, 20 USC 1681, et seq. - Prevents discrimination on the basis of sex by any educational program or activity receiving federal funds.
4. 42 USC, Section 12101-12213 - Americans with Disabilities Act of 1990.

PROFESSIONAL STAFF RECRUITMENT

Code **GCE** Issued **11/12**

Purpose: To establish the basic structure for recruitment of high-quality professional staff.

It is the policy of the board to recruit and hire professional personnel on the basis of qualifications and merit. Personnel recruitment and selection are the responsibility of the superintendent. Principals and directors will assist as needed.

The district will not discriminate on the basis of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law. The district is committed to nondiscrimination in its employment practices.

~~The district is required by federal and state laws, executive orders, rules and regulations not to illegally discriminate on the basis of race, religion, color, disability, sex, age, alienage or national origin. The district is committed to nondiscrimination in its employment practices.~~

District policies and practices regarding equal opportunity employment apply to all levels and phases of personnel administration. These include recruitment or recruitment advertising.

Minority educators will receive fair and equal treatment under each program and each section of the Education Improvement Act of 1984 including, but not limited to, employment opportunities and selection for training programs.

Adopted 6/24/85; Revised 9/27/93, 11/24/08, 9/26/11, 11/26/12, 9/24/18

Legal references:

A. United States Code:

1. 20 U.S.C. Sections 1681-86 - Prohibits discrimination on the basis of sex.
2. 42 U.S.C. 2000e, et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.
3. Equal Pay Act of 1972 - Nondiscrimination as to wages on basis of sex.
4. 29 U.S.C. 621 et seq. - Age Discrimination in Employment Act - Nondiscrimination on the basis of age in employment.
5. 42 U.S.C. 12101, et seq. - Americans with Disabilities Act - Prohibits discrimination in employment and access to programs and facilities on the basis of disability.
6. The Uniformed Services Employment and Reemployment Rights Act of 1994 (P.L. 103-353; 38 U.S.C. 4301).

B. Code of Federal Regulations:

1. Title 41, Chapter 60, Part 60-20 - Prohibits discrimination on the basis of sex.

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

1. Section 1-1-550 - Public employees shall give preference to employment of honorably discharged veterans.
2. Section 1-13-80 - Unlawful employment practices; exceptions.
3. Section 59-1-510 - Guidelines and regulations for recruitment and hiring staff in professional areas.
4. Section 59-1-520 - Intervention by state department of education for non-compliance.
5. Section 59-26-40 - "Prior to the initial employment of a teacher, the school shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of any crime listed in Chapter 3 of Title 16, Offenses Against the Person, any crime listed in

PAGE 2 – GCE – PROFESSIONAL STAFF RECRUITMENT

Chapter 15 of Title 16, Offenses Against Morality and Decency and for the crime of contributing to the delinquency of a minor, contained in section 16-17-490."

POSTING AND ADVERTISING OF PROFESSIONAL VACANCIES

Code **GCEC** Issued **11/12**

Purpose: To establish the basic structure for posting and advertising professional vacancies.

The board believes it has the obligation to provide the best administrative and supervisory personnel available for the district regardless of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law.

~~The board believes it has the obligation to provide the best administrative and supervisory personnel available for the district regardless of race, color, creed, sex, age, disability or national origin.~~

Except in extreme emergencies, the administration will advertise all job vacancies within the district.

Promotional positions

The board declares its support of a policy to give teachers from its present staff consideration with respect to the filling of promotional vacancies. Promotional positions are those positions which are administrative in nature, such as principal, assistant principal, etc.

- The district will advertise through the district webpage and other professional employment listings when appropriate.
- No promotional vacancy will be filled until it has been posted for at least three school days.

Adopted 11/26/12, 9/24/18

PROFESSIONAL STAFF HIRING

Code **GCF** Issued **11/12**

Purpose: To establish the basic structure for the hiring of high quality district staff.

The superintendent will make recommendations to the board for employment. The superintendent will establish that all persons nominated for employment meet the qualifications set out for the particular position. Principals should be actively involved in the hiring of personnel for their school.

The district board will make the final decision regarding employment of professional personnel in the district.

All vacancies will be filled on the basis of fitness, qualifications, and suitability for the specific position. There will be no discrimination in making such appointments by virtue of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law. The quality of the educational program is enhanced by staff members with a wide variation in background, culture, educational preparation, and previous experience.

The superintendent may use a "Letter of Intent" to assure a prospective employee of a forthcoming recommendation to be hired.

The district will not employ any candidate without a personal interview.

Federal and state laws prohibit employers from hiring aliens not legally eligible to work in the United States. They also require all new employees to present evidence of employment eligibility and require employers to verify that eligibility. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. Newly hired employees must complete the required I-9 form no later than three days following their first working day.

Should a vacancy occur in a position during the year, the board authorizes the superintendent to fill such vacancies for the remainder of the school year in which the vacancy occurs pursuant to a letter of agreement, when appropriate. The superintendent or his/her designee may determine whether advertising the vacancy is necessary or whether the position may be filled through some other means.

The superintendent is authorized to hire retired employees to work in the district on an "as needed" basis when their employment would serve the best interests of the school system. In such cases, the superintendent will notify the employee of the at-will status of his/her employment. The continued employment of retired employees will be at the discretion of the superintendent who will make such decisions in the best interests of the district. The decision to employ or not employ retired employees will not be subject to the district's grievance procedures.

For issuance of contracts at the conclusion of the TERI program participation, see policy GCB, Professional Staff Contracts and Compensation.

For required criminal record checks on new employees, see policy GBEBDA, Criminal Record Checks.

Cf. GBEBDA

PAGE 2 - GCF - PROFESSIONAL STAFF HIRING

Adopted 6/24/85; Revised 9/27/93, 11/24/08, 9/26/11, 11/26/12, 9/24/18

Legal references:

A. United States Code:

1. 20 U.S.C. Sections 1681-86 - Prohibits discrimination on the basis of sex.
2. 42 U.S.C. 2000e, et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.
3. 42 U.S.C. 12101, et seq. - Prohibits employment discrimination on the basis of disability.
4. Public Law 107-110 - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title 1, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.
5. Public Law 99-603 - Immigration Reform and Control Act of 1986.
6. Public Law 104-208 - Illegal Immigration Reform and Immigrant Responsibility Act of 1996.

B. Code of Federal Regulations:

1. 41-CFR 60-20 (1998) - Prohibits discrimination on the basis of sex.

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

1. Section 1-1-550 - School districts shall give preference to employment of honorably discharged veterans.
2. Section 59-1-510 - Guidelines and regulations for recruitment and hiring staff in professional areas.
3. Section 59-1-520 - Intervention by State Department of Education for non-compliance.
4. Section 59-19-80 - Requirements as to purchases and teacher employment (teaching contracts to be issued in public meeting).
5. Section 59-25-410, et seq. - Employment and Dismissal Act - Teachers to be notified of employment status by April 15th.
6. Section 59-26-40(M) - Before initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina State Law Enforcement Division for past convictions of any crimes.
7. Section 59-18-1300 - District accountability system.
8. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.
9. Section 9-1-1790 - Amount which may be earned upon return to covered employment.
10. South Carolina Illegal Immigration Reform Act (Act 280 of 2008).
11. Section 16-1-60 - Violent crimes defined.
12. Section 23-3-115 - Fees for criminal record searches conducted for charitable organizations.
13. Section 23-3-130 - Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations.
14. Section 23-3-430 - Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration.
15. Section 59-19-117 - Background checks.
16. Section 59-25-150 and 160 - Revocation or suspension of certificate; "just cause" defined.

D. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.

SUPPORT STAFF HIRING

Code **GDF** Issued **11/12**

Purpose: To establish the basic structure for the hiring of support staff.

The superintendent employs all support staff.

It is the superintendent's responsibility to ensure that all persons employed meet the qualifications established for the particular position. The superintendent will establish an interview and selection procedure that will allow principals or supervisors an opportunity to be actively involved in the selection of an employee for their school. However, the superintendent will make or approve the final selection.

The superintendent will consider all candidates based on the needs of the district as well as on their merits and qualifications. The district will not discriminate or give preferential treatment with regard to race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law. The district will make reasonable accommodations to known physical or mental limitations of otherwise qualified disabled persons where such accommodations would not impose an undue hardship on the operation of district programs.

~~The superintendent will consider all candidates based on the needs of the district as well as on their merits and qualifications. The district will not discriminate or give preferential treatment with regard to race, age, national origin, sex, handicap, alienage or religion. The district will make reasonable accommodation to known physical or mental limitations of otherwise qualified disabled persons where such accommodation would not impose an undue hardship on the operation of district programs.~~

The district will not employ any candidate without a personal interview by the appropriate supervisor.

Federal and state laws prohibit employers from hiring aliens not legally eligible to work in the United States. They also require all new employees to present evidence of employment eligibility and require employers to verify that eligibility. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. Newly hired employees must complete the required I-9 form no later than three days following their first working day.

Should a vacancy occur in a position during the year, the board authorizes the superintendent to fill such vacancies for the remainder of the school year in which the vacancy occurs pursuant to a letter of agreement, when appropriate. The superintendent or his/her designee may determine whether advertising the vacancy is necessary or whether the position may be filled through some other means.

The superintendent is authorized to hire retired employees to work in the district on an "as needed" basis when their employment would serve the best interests of the school district. In such cases, the superintendent will notify the employee of the at-will status of his/her employment. The continued employment of retired employees will be at the discretion of the superintendent, who will make such decisions in the best interests of the district. The decision to employ or not employ retired employees will not be subject to the district's grievance procedures.

PAGE 2 - GDF - SUPPORT STAFF HIRING

For required criminal record checks on new employees, see policy GBEBDA Criminal Record Checks.

Cf. GBEBDA

Adopted 8/28/75; Revised 9/27/93, 11/24/08, 11/26/12, 9/24/18

Legal references:

A. United States Code:

1. 20 U.S.C. Sections 1681-86 - Prohibits discrimination on the basis of sex.
2. 42 U.S.C. 2000e, et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.
3. 42 U.S.C. 12101, et seq. - Prohibits employment discrimination on the basis of disability.
4. Public Law 107-110 - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title 1, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.
5. Public Law 99-603 - Immigration Reform and Control Act of 1986.
6. Public Law 104-208 - Illegal Immigration Reform and Immigrant Responsibility Act of 1996.

B. Code of Federal Regulations:

1. 41 CFR 60-20 (1998) - Prohibits discrimination on the basis of sex.

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

1. Section 1-1-550 - School districts shall give preference to employment of honorably discharged veterans.
2. Section 59-18-1300 - District accountability system.
3. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.
4. Section 9-1-1790 - Amount which may be earned upon return to covered employment.
5. South Carolina Illegal Immigration Reform Act (Act 280 of 2008).
6. Section 16-1-60 - Violent crimes defined.
7. Section 23-3-115 - Fees for criminal record searches conducted for charitable organizations.
8. Section 23-3-130 - Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations.
9. Section 23-3-430 - Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration.
10. Section 59-19-117 - Background checks.

D. State Board of Education Regulations:

1. R43-209 - Support personnel/paraprofessional personnel positions, qualifications and duties.

OPT-OUT INFORMATION FOR PARENTS/LEGAL GUARDIANS OF ALL STUDENTS IN GRADES NINE THROUGH TWELVE

Dear Parent/Legal Guardian:

Federal law requires each district, upon request of a military recruiter or an institution of higher education, to allow access to names, addresses, and telephone numbers of high school students. A parent/legal guardian may submit a request in writing to the district that such student information may not be released without prior written consent of the parent/legal guardian.

If you wish to provide written consent prior to the release of this information, you may use the below form and return it to your child's school. However, please be aware that if you choose not to return the form at this time, you may do so at any time during your child's school career. The request will be honored and it will be saved as a student record.

Sincerely,

Principal

PARENTAL REQUEST FOR PRIOR WRITTEN CONSENT

You may complete the following if you do not consent to the release of your child's information (name, address, and telephone number) to military recruiters and institutions of higher education until you have given written permission for the release of the requested information. You must do so in writing and this is an example.

Student Name: _____

Student's Official Class: _____

Name of School: _____

I am requesting that my child's name, address, and telephone number NOT be shared with the below without my express written consent:

_____ Military Recruiters and Institutions of Higher Education

Parent/Legal Guardian: _____

Signature

_____ Date

_____ Print Name