

## PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Code **GCD** Issued **11/12 4/25**

Effective July 1, 2025

Purpose: To establish the basic structure for professional staff vacations and holidays.

### School year personnel

The school calendar, as adopted by the board, establishes the school recess periods and holidays for instructional staff members employed on a school-year basis.

### Administrators and year round personnel

~~Regular full-time administrators employed on a full-year basis (52 weeks) and year round instructional personnel will receive vacations and holidays as follows:~~

#### ~~Vacations~~

- ~~• All district employees who are 12-month employees accrue leave at the rate of 5/6th day per month for a total of 10 days per year.~~
- ~~• Employees must obtain the prior approval of their supervisor before using accrued leave.~~
- ~~• Vacation leave may not be accrued beyond the fiscal school year without superintendent's approval.~~

Staff employed on a 12 month basis are entitled to vacation days exclusive of school holidays. Vacation accrual for service in the district of full-time staff will be as follows:

- 0 - five years - 5/6th day per month - 10 days
- after five years - 1 day per month - 12 days
- after ten years - 1.25 days per month - 15 days

Vacation days may be taken as accumulated, subject to the approval of the immediate supervisor. Vacation should be arranged as far in advance as possible so as not to disrupt the continuity of the educational process. Anything beyond five consecutive days must be approved by the superintendent. Any accumulated vacation days in excess of 24 days will be forfeited at the end of the fiscal year. Any accumulated vacation will be lost at the termination of employment unless other specific arrangements are agreed upon in writing by the superintendent or his/her designee. Upon retirement from the district, a staff member will be compensated up to 24 days of accrued vacation.

## *Holidays*

Independence day	one day
Labor Day	one day
Thanksgiving	three days
Election Day	one day (general election-even years)
Christmas/New Year's	number of days varies by school year <i>(maintenance employees and full-time custodians will work five days)</i>
Martin Luther King	one day
Spring vacation	five days <i>(maintenance employees and full-time custodians will work three days)</i>
Memorial Day	one day
<u>Juneteenth</u>	<u>one day</u>

If an employee's job requires him/her to work on a holiday, the employee may take that day at a later date.

Administrative personnel and district office level personnel who are 12-month employees will observe the school calendar holidays.

Adopted 3/22/93; Revised 9/27/93, 2/7/02, 10/24/05, 9/25/06, 6/23/08, 11/26/12, 4/28/25

## SUPPORT STAFF VACATIONS AND HOLIDAYS

Code **GDD** Issued **~~11/12~~ 4/25**

Effective July 1, 2025

Purpose: To establish the basic structure for support staff vacations and holidays.

### School year personnel

The school calendar, as adopted by the board, establishes the school recess periods and holidays for staff members employed on a school-year basis.

### Administrators and year round personnel

Regular full-time administrators employed on a full-year basis (52 weeks) and year round instructional personnel will receive vacations and holidays as follows.

#### *Vacations*

- ~~• All district employees who are 12-month employees accrue leave at the rate of 5/6th day per month for a total of 10 days per year.~~
- ~~• Employees must obtain the prior approval of their supervisor before using accrued leave.~~
- ~~• Vacation leave may not be accrued beyond the fiscal school year without superintendent's approval.~~

Staff employed on a 12 month basis are entitled to vacation days exclusive of school holidays. Vacation accrual for service in the district of full-time staff will be as follows:

- 0 - five years - 5/6th day per month - 10 days
- after five years - 1 day per month - 12 days
- after ten years - 1.25 days per month - 15 days

Vacation days may be taken as accumulated, subject to the approval of the immediate supervisor. Vacation should be arranged as far in advance as possible so as not to disrupt the continuity of the educational process. Anything beyond five consecutive days must be approved by the superintendent. Any accumulated vacation days in excess of 24 days will be forfeited at the end of the fiscal year. Any accumulated vacation will be lost at the termination of employment unless other specific arrangements are agreed upon in writing by the superintendent or his/her designee. Upon retirement from the district, a staff member will be compensated up to 24 days of accrued vacation.

## *Holidays*

Independence day	one day
Labor Day	one day
Thanksgiving	three days
Election Day	one day (general election-even years)
Christmas/New Year's	number of days varies by school year <i>(maintenance employees and full-time custodians will work five days)</i>
Martin Luther King	one day
Spring vacation	five days <i>(maintenance employees and full-time custodians will work three days)</i>
Memorial Day	one day
<u>Juneteenth</u>	<u>one day</u>

If an employee's job requires him/her to work on a holiday, the employee may take that day at a later date.

Administrative personnel and district office level personnel who are 12-month employees will observe the school calendar holidays.

Adopted 3/22/93; Revised 9/27/93, 2/7/02, 10/24/05, 9/25/06, 6/23/08, 11/26/12, 4/28/25

## **SERVICE ANIMALS (STAFF)**

*Code GBGAA Issued 4/25*

It is the desire of the board to ensure that individuals with disabilities can participate in and benefit from all district services, programs, and activities and that the district does not discriminate against individuals on the basis of disability. Staff members with disabilities will be permitted to utilize service animals in district buildings, on district property, and in vehicles that are owned, leased, or controlled by the district in accordance with this policy and applicable laws and regulations.

Because some individuals are highly allergic to or fearful of certain animals, and because animals have the potential to spread disease or behave in dangerous or unpredictable ways that can cause injury to persons with whom they come into contact, the superintendent or his/her designee will develop and disseminate procedures to implement this policy and accommodate staff with disabilities requesting the use of a service animal. While the district will consider the available options and attempt to accommodate both the handler and the individual(s) with allergies, fears, etc., generally, these issues will not result in automatic exclusion or removal of a service animal.

A designated administrator will ensure that all individuals involved in a situation where a service animal will regularly accompany an individual with disabilities are informed of this policy and its accompanying procedures.

### **Definitions**

*Service animal* means a dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, will not be authorized as a service animal, with the exception of miniature horses in limited instances as outlined in law and regulation.

The work or tasks performed by a service animal will be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, the following:

- assisting an individual who is visually impaired with navigation and other tasks
- alerting an individual who is deaf or hard of hearing to the presence of people or sounds
- pulling a wheelchair
- assisting an individual during a seizure
- alerting an individual to the presence of allergens
- retrieving items such as medicine or a communications device
- providing physical support and assistance with balance and stability to an individual with mobility disabilities
- helping a person with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors

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The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

*Handler* means the individual responsible for caring and supervising the service animal, which includes toileting, feeding, grooming, and veterinary care. The district is not obligated to supervise or otherwise care for a service animal.

### **Request for Use of a Service Animal**

The Americans with Disabilities Act (ADA) does not give staff members a right to bring service animals to work on district property. Rather, a staff member's request for use of a service animal will be considered on a case-by-case basis, pursuant to the legal standard applicable to reasonable accommodations for a staff member who is a qualified individual with a disability, in order for the staff member to perform the essential functions of his/her position, or to enjoy the benefits of employment in a manner comparable to similarly situated, non-disabled staff members. The determination as to whether a request constitutes a reasonable accommodation will include a determination as to whether use of the service animal would pose an undue hardship on the district.

Requests from district staff to utilize a service animal must be submitted to the director of human resources. The request will be handled in the same manner as any other request for accommodation under the ADA and supporting medical documentation may be required.

No staff member may bring a service animal onto district property without the prior written approval of the appropriate administrators.

Documentation from a licensed veterinarian that the service animal is currently in good health, free from parasites, and has received all recommended vaccinations to ensure that the service animal does not pose a health or safety threat to any student, staff member, or the public will be required prior to the service animal being admitted onto district property.

Requests for use of a service animal must be renewed at the beginning of each school year.

### **Responsibilities of the Handler**

The handler of an approved service animal will be solely responsible for the following:

- supervision and care of the animal, including any feeding, exercising, cleaning up, and stain removal
- control of the animal at all times through the use of a harness, leash, tether, or by other effective means
- damages to district buildings, property, and vehicles caused by the animal
- injuries to students, staff members, volunteers, and visitors caused by the animal

### **Exclusion of a Service Animal**

The service animal must be under the control of its handler at all times. The district may ask the handler to remove his/her animal from the premises if the animal is out of control and the handler does not take effective action to control it or if the animal is not housebroken.

**District Five Schools of Spartanburg County**

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Additionally, if the presence of the animal poses a direct threat to the health or safety of others or would require a fundamental alteration to the services, programs, or activities of the district, the district may exclude the service animal.

### **Emotional Support Animals**

The use of an emotional support animal, sometimes referred to as a comfort animal, may be considered a request for a reasonable accommodation under the ADA. A request for the use of an emotional support animal must be supported by recent, reliable, objective, medical documentation. Only domesticated animals will be considered as an emotional support animal. Documentation regarding an emotional support animal may be required to address legitimate safety requirements necessary for the safe operation of district services, programs, or activities. All guidelines and procedures found in board policy that apply to service animals will also apply to emotional support animals.

### **Complaint Process**

The following person has been designated to handle inquiries, questions, and grievances regarding the district's service animal policy:

*Director of Personnel*  
*P.O. Box 307*  
*Duncan, SC 29334*  
*Telephone: 864-949-2350*

Any individual who believes that he/she is being denied access to buildings or programs, or discriminated against based on disability, should contact:

*Director of Special Services*  
*P.O. Box 307*  
*Duncan, SC 29334*  
*Telephone: 864-949-2309*

Adopted 4/28/2025

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#### **Legal References:**

- A. United States Code of Laws, as amended:
  - 1. Americans with Disabilities Act, 42 U.S.C.A. Section 12101, *et seq.*
  - 2. Individuals with Disabilities Education Act, 20 U.S.C.A. Section 1400, *et seq.*
  - 3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*

## **SERVICE ANIMALS (STUDENTS)**

Code **JLCDD** Issued **4/25**

It is the desire of the board to ensure that individuals with disabilities are able to participate in and benefit from all district services, programs, and activities and that the district does not discriminate against individuals on the basis of disability. Students with disabilities will be permitted to utilize service animals in district buildings, on district property, and in vehicles that are owned, leased, or controlled by the district in accordance with this policy and administrative rule and applicable laws and regulations.

Because some individuals are highly allergic to or fearful of certain animals, and because animals have the potential to spread disease or behave in dangerous or unpredictable ways that can cause injury to persons with whom they come into contact, the superintendent or his/her designee will develop and disseminate procedures to implement this policy and accommodate students with disabilities requesting the use of a service animal. While the district will consider the available options and attempt to accommodate both the handler and the individual(s) with allergies/fears, etc., generally, these issues will not result in automatic exclusion or removal of a service animal.

A designated administrator will ensure that all individuals involved in a situation where a service animal will regularly accompany an individual with disabilities are informed of this policy and its accompanying procedures.

### **Definitions**

*Service animal* means a dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, will not be authorized as a service animal, with the exception of miniature horses in limited instances outlined in law and regulation.

The work or tasks performed by a service animal will be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, the following:

- assisting an individual who is visually impaired with navigation and other tasks
- alerting an individual who is deaf or hard of hearing to the presence of people or sounds
- pulling a wheelchair
- assisting an individual during a seizure
- alerting an individual to the presence of allergens
- retrieving items such as medicine or a communications device
- providing physical support and assistance with balance and stability to an individual with mobility disabilities
- helping a person with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors

The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

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*Handler* means the individual responsible for caring for and supervising the service animal, which includes toileting, feeding, grooming, and veterinary care. The district is not obligated to supervise or otherwise care for a service animal.

### **Request for Use of a Service Animal**

A student with a disability, or a parent/legal guardian on behalf of the student, may request to bring a service animal to school for educational purposes as outlined in the administrative rule accompanying this policy.

### **Responsibilities of the Handler**

Students with disabilities will be permitted to be accompanied by their service animal in all areas of the district facilities necessary for participation in services, programs, or activities. However, the district may impose legitimate safety requirements as necessary for the safe operation of its services, programs, or activities. Such requirements will be based upon actual risks, not on mere speculation, stereotypes, or generalizations about students with disabilities and/or service animals.

The handler of a service animal will be solely responsible for the following:

- supervision and care of the animal, including any feeding, exercising, cleaning up, and stain removal
- control of the animal at all times through the use of a harness, leash, tether, or by other effective means
- damages to district buildings, property, and vehicles caused by the animal
- injuries to students, staff members, volunteers, and visitors caused by the animal

### **Exclusion of a Service Animal**

The service animal must be under the control of its handler at all times. The district may ask the handler to remove his/her animal from the premises if the animal is out of control and the handler does not take effective action to control it or if the animal is not housebroken. Additionally, if the presence of the animal poses a direct threat to the health or safety of others or would require a fundamental alteration to the services, programs, or activities of the district, the district may exclude the service animal.

### **Complaint Process**

The following person has been designated to handle inquiries, questions, and grievances regarding the district's service animal policy:

*Director of Special Services  
P.O. Box 307  
Duncan, SC 29334  
Telephone: 864-949-2309*

### **PAGE 3 - JLCDD - SERVICE ANIMALS (STUDENTS)**

Any individual who believes that he/she is being denied access to buildings or programs, or discriminated against based on disability, should contact:

*Chief Administrative Officer*  
*P.O. Box 307*  
*Duncan, SC 29334*  
*Telephone: 864-949-2350*

Adopted 4/28/25

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#### **Legal References:**

- A. United States Code of Laws, as amended:
  - 1. Americans with Disabilities Act, 42 U.S.C.A. Section 12101, *et seq.*
  - 2. Individuals with Disabilities Education Act, 20 U.S.C.A. Section 1400, *et seq.*
  - 3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*

## **SERVICE ANIMALS (STUDENTS)**

*Code* **AR-JLCDD-R** *Issued* **4/25**

The following procedures have been established for requesting student use of a service animal on district property and for evaluating such requests on a case-by-case basis.

### **Requests for Use of a Service Animal**

Absent exceptional circumstances, the parent/legal guardian of a student with disabilities must submit a written request for use of a service animal as outlined below before a service animal will be allowed in a district building, on district property, or in district vehicles. Requests should be made at least 10 business days prior to bringing the service animal to school or a school function.

Documentation from a licensed veterinarian that the service animal is currently in good health, free from parasites, and has received all recommended vaccinations to ensure that the service animal does not pose a health or safety threat to any student, staff member, or the public must be submitted with the request.

School administrators may inquire whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform but will not ask for a special ID card or training documentation for the animal or ask that the animal demonstrate its ability to perform the work or task.

Requests for use of a service animal must be renewed at the beginning of each school year.

#### *Students currently served by a Section 504 Plan or an individualized education program (IEP)*

A student with a disability or a parent/legal guardian on behalf of the student who believes use of a service animal in the school environment is necessary to receive a free and appropriate public education will notify the building principal or the Section 504 or IEP team.

The appropriate team will then evaluate the request to use the service animal in school, gather necessary information, and determine whether the student requires the service animal during the school day or at school activities. This may include a request for parental permission to formally assess the student's education-based needs that might include alternative methods of accommodation. Any service animal accompanying a student with a disability to school or school activities will be handled and cared for in a manner detailed in the student's IEP or Section 504 plan.

A service animal will not be denied access solely because the accommodation is not included in the student's IEP or Section 504 plan.

#### *Students not currently served by a Section 504 Plan or an IEP*

A student with a disability or a parent/legal guardian on behalf of the student who is not currently served by a Section 504 Plan or IEP may request to bring a service animal to school.

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## **PAGE 2 - AR-JLCDD-R - SERVICE ANIMALS (STUDENTS)**

The building principal will, in consultation with other school staff, as appropriate, determine whether the animal meets the criteria for a service animal. As appropriate, the student will be assessed for eligibility for special education and/or related services.

### **Implementation Plan**

As part of the implementation plan for service animals, the district will collaborate with the student and parent/legal guardian to:

- familiarize the service animal and/or handler with the campus prior to the actual start date
- orient the service animal to school faculty and students, mainly those in the student's classroom
- establish a school wide educational program to instruct others on how to behave correctly around a service animal
- establish water or feeding breaks for the service animal
- create a place for the service animal to urinate/defecate and a location for the handler to correctly dispose of the service animal's waste
- establish a rest place for the service animal when not working (e.g. gym, lunch, and recess)
- ensure that the handler and service animal actively participate in emergency drills and evacuations

### **Transportation**

If a student with an approved service animal uses district transportation services, the following considerations will also be made.

#### *Prior to the first transport of the student and the service animal*

The driver and any bus attendant will be introduced to the service animal's handler or owner and his/her parent/legal guardian where appropriate. The handler or owner is responsible for providing information to the driver and any bus attendant regarding critical commands needed for daily communication and emergency/evacuation. The service animal's owner or handler and his/her parent/legal guardian, where appropriate, will support the district's transportation department staff in informing other students riding the bus with the service animal about the animal's functions and how students should interact with the service animal. The service animal's owner will ensure the service animal practices the bus evacuation drills with the student.

On the bus, the handler will ensure that the service animal is positioned on the floor at the student's feet. The animal must be secured by a harness, leash, or other tether, unless such harness, leash, or other tether would interfere with the service animal's safe, effective

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### **PAGE 3 - AR-JLCDD-R - SERVICE ANIMALS (STUDENTS)**

performance of work or task; in such a case, the service animal must otherwise be under the handler's control.

#### *Cessation of transportation*

Situations that would cause a cessation of transportation of the service animal include, but are not limited to, the following:

- the service animal's behavior poses a threat to the health or safety of others as determined by the district
- the service animal urinates or defecates on the bus
- the service animal does not remain in the designated area

Issued 4/28/2025

# **INSTRUCTIONAL SERVICES FOR MULTILINGUAL LEARNERS**

Code **IHBEA** Issued **4/25**

The board believes that all students, Multilingual learners (MLs), should receive a high-quality education within the district. As such, ML students will be identified, have meaningful access to school programs, attain English proficiency, develop high levels of academic achievement in English, and meet the state academic standards.

ML students refers to learners who are identified as still in the process of acquiring English as an additional language and students who may not speak English at all or, at least, do not speak, understand, and write English with the same skill as their classmates because they did not grow up speaking English.

ML students who are able to demonstrate that they can read, write, and comprehend English well enough to participate meaningfully in the district's programs, as assessed by the district, will be reclassified. The district will monitor newly reclassified students for four academic years to ensure that students continue making progress.

## **Compliance**

The superintendent or his/her designee will be responsible for implementing procedures to comply with federal and state laws. Procedures will be established to do the following:

- Identify and assess all students whose primary language is not English and, therefore, have or may have difficulty performing ordinary class work in English.
- Maintain adequate records of the educational level and progress of each child identified as a candidate for ML services and make those records available to appropriate staff members and parents/legal guardians.
- Objectively assess the progress of ML students in order to determine when reclassification or transfer to fully English proficient programs is appropriate. Standards for exit from ML services are state mandated and should be objectively based and should be designed to determine whether ML students are able to read, write, and comprehend English well enough to participate meaningfully without such services.

Monitor reclassified students' academic achievement to determine whether reclassified students are able to succeed in all-English programs based on their English language proficiency.

## **Assessment**

A home language survey must be administered to all students. Based on the information in the survey, schools must give a standardized language assessment to potential ML and migrant students to determine needs and provide alternative language program services.

ML students will be placed with students of the same age. Classroom teachers will accommodate instruction, assignments, and grades to meet the needs of such students.

An ML student will be advanced along with his/her peers unless there is evidence that the student was held back for factors other than English proficiency.

ML students are eligible to participate in all age-appropriate school programs and to receive all available services.

Students will be monitored for four years after students have exited alternative language services. Such services may be reinstated after being reassessed if the MLP team deems it necessary.

Parents/Legal guardians may contact the South Carolina Department of Education to file a complaint if they believe their children have been denied educational opportunities due to their English-speaking status.

Cf. JFAA

Adopted 04/28/25

#### Legal References:

A. United States Code of Laws, as amended:

1. Every Student Succeeds Act of 2015, Pub. L. No. 114-95, 129 Stat. 1802.
2. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, et seq.
3. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d.

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

1. Section 59-63-40 - Discrimination on account of race, creed, color, or national origin prohibited.

C. Federal Cases:

1. *Plyler v. Doe*, 457 U.S. 202 (1982).

# **INSTRUCTIONAL SERVICES FOR MULTILINGUAL LEARNERS**

*Code* **AR-IHBEA-R** *Issued* **4/25**

In order for Multilingual learners (MLs) to attain the highest levels of academic achievement, the district will adhere to the procedures set forth below.

## **Assessment**

Parents/Legal guardians will be notified, with a parent notification letter, no later than thirty (30) days after the start of the school year or within two weeks if enrolled during the school year, if their child has been screened for the ML program notifying them if their child is eligible for participation in the district's ML services.

The district must ensure parents/legal guardians are aware of the following:

- reasons for the identification of the student as ML and the need for placement in a language instruction educational program
- student's level of English proficiency, how this level was assessed, and the status of the student's academic achievement
- method of instruction used in the services in which the student is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and the student's native language
- services in which the student is, or will be, participating and how they will meet the educational strengths and needs of the student
- how the services will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- specific exit requirements for the services, the expected rate of transition from the services into classrooms that are not tailored for limited English proficient students, and the expected rate of graduation from secondary school for the services
- in the case of a student with a disability, how the program meets the objectives of the individualized education program (IEP) of the student

The district will inform parents/legal guardians in writing of the right to remove their child immediately from such services upon their request and the right to decline to enroll their child in the services. Parents/Legal guardians must also be informed of their right to choose another program or method of instruction, if available. Instructional accommodations for the student are still available in the general education setting even if parents waive ML services. Participation of ML students in the annual English language proficiency assessments cannot be waived.

Issued 4/28/2025

## SUMMER SCHOOL

Code **IHCA** Issued **~~9/17~~ 4/25**

~~Purpose: To establish the basic structure for summer instruction of students.~~

The district will offer a summer school program whenever there is enough interest ~~by~~ from students and parents/legal guardians for such a program. The district will operate the summer program in accordance with State Board of Education regulations and standards required by the South Carolina Department of Education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (~~AdvancED~~ COGNIA /SACS CASI). The instruction offered in the summer school program will meet the same rigor and standards required during the regular school year.

~~For students in grades nine through 12, a school may award credit only for courses in summer school programs, either districtwide or school-site, that meet all regulatory requirements.~~

Schools may charge students a fee to cover the expenses of staffing, providing instructional materials and textbooks, and other expenses directly related to the instructional ~~program aspect~~ of the summer school program.

For grades one through eight, a school may promote students only for courses in summer school programs, either district-wide or school-site, which meet all regulatory requirements. For students in grades nine through 12, a school may award Carnegie units of credit only for courses in summer school programs, either district-wide or school-site, which meet all regulatory requirements. All students taking a course for one unit of initial credit must receive at least 120 hours of instruction in that subject area. Students may earn up to two credits during one summer school session. Additional credits may be earned with prior approval from the building level principal.

Summer Credit Recovery programs will adhere to policy IKADD.

### Summer Reading Camp

Students who are significantly below third-grade reading proficiency at the end of third grade will be subject to mandatory retention under state law. These students will be provided with the opportunity to attend a district-wide summer reading camp to receive intensive instructional services and support. The summer reading camp will offer students 96 additional hours of reading instruction, progress monitoring, and ongoing access to a school library/media center. Transportation will be provided at no cost. The district may elect to invite students in other grade levels who are not progressing towards grade-level proficiency in reading to attend summer reading camp. Parents/Legal guardians of eligible students will make the final decision on whether their child will participate.

Students who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate third grade reading proficiency by scoring the equivalent of

## PAGE 2 - IHCA - SUMMER SCHOOL

“Approaches Expectations” or above the lowest level on the state summative assessment or a non-referenced alternative assessment approved by the South Carolina Department of Education through either a reading portfolio or an alternate assessment that the student’s mastery of the state standards is above the lowest level on the state reading assessment, may be eligible for a good cause exemption from state-mandated third grade retention.

\*Beginning in the 2025-2026 school year first grade students not exhibiting grade-level reading proficiency will be required to enroll in a summer reading camp. Beginning in the 2026-2027 school year second year students will be required to enroll in a summer reading camp.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IKE, IKF, JLD, KB

Adopted 1975; Revised 4/25/94, 1/28/13, 9/25/17, 4/28/25

### Legal References:

- A. S.C. Code, 1976, as amended:
  - 1. Section 59-155-110, *et seq.* - South Carolina Read to Succeed Act of 2014.
- 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.
  - R43-240 - Summer programs.

## USE OF TECHNOLOGY RESOURCES ~~IN INSTRUCTION~~

Code **IJNDB** Issued **~~2/17~~ 4/25**

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

### Acceptable Use Policy

~~The district is providing employees and students with the privilege of access to the district's electronic communication system, which includes Internet access.~~

~~The district system has a limited educational purpose. The purpose of the district system is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people from throughout the world. Additionally, the system will be used to increase district intra-communication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers. The district system will also assist the district in sharing information with the local community including parents/legal guardians, social service agencies, government agencies, and businesses.~~

The primary purpose of the district's network and systems is to support educational activities and enhance learning by providing students with electronic access to information and communication tools that prepare them for success in the 21st century. These resources are intended for educational use and must align with the district's instructional goals. Additionally, the system facilitates internal district communication, enabling the exchange of information with peers. The district system also serves as a platform for sharing educational and relevant district-related information with the local community, including parents/legal guardians, social service agencies, government entities, and businesses.

Users may not use the district system for commercial purposes, defined as offering or providing goods or services. District acquisition policies will be followed for district purchase of goods or services through the district system.

Users may not use the system for political lobbying. District employees and students may use the system to communicate with their elected representatives and to express their opinions on political issues.

The term "educational purpose" includes use of the system for classroom activities, professional or career development, and limited high-quality self-discovery activities.

### *District responsibilities*

The ~~chief technology officer~~ Director of Technology will serve as the coordinator to oversee the district system and will work with other regional or state organizations as necessary.

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The principal will serve as the building-level coordinator for the district system, ~~will~~ approve building-level activities, ~~and~~ ensure teachers receive proper training in the use of the system and the requirements of this policy. Additionally, the principal will establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the district's acceptable use policy at the building level. The principal will also submit approval requests to the Director of Technology as required.

*Technical services provided through district system*

### District network

~~Users will have access to district-connected servers that support secure file storage and sharing, access to cloud-based and locally hosted applications, and printing services. The network system is designed to ensure seamless integration of digital resources to enhance educational and administrative functions, connected through local area networks (LAN) at the individual schools and a wide area network (WAN) which connect schools together within the district. The system will provide for file storage and sharing, access to programs and applications, and access to printing services.~~

### Email

~~Email access will be restricted to ensure a secure and focused educational environment. Students will only be able to email district staff and individuals from a locally approved whitelist of contacts or domain names. The Director of Technology is responsible for approving users and domains on this list. Additionally, users may subscribe to approved mailing lists for group discussions related to educational subjects.~~

~~Email will allow employees and students to communicate with people from throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.~~

### Internet access

~~Students will have access only to the World Wide Web (WWW) through the district's internet, which is secured by a firewall and a content filtering system to ensure compliance with educational and safety standards. Any requests for access to internet services beyond the WWW, such as file transfer, remote access, or other online communication tools, must be submitted to the Director of Technology for approval. Only requests that support educational objectives and maintain a safe digital environment will be considered. Any attempts to bypass or circumvent these security measures to access non-educational or unauthorized content will be considered a violation of district policy and may result in disciplinary action.~~

~~Users will be provided access to Internet resources, including the World Wide Web (WWW), Telnet, File Transfer Protocol (FTP), newsgroups and Internet Relay Chat (IRC), and distance learning resources such as video and audio conferencing. Access to these Internet resources may be restricted as deemed necessary.~~

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### Blocking software

~~The district will maintain software designed to filter access to certain sites.~~

The district will implement filtering software to restrict access to certain websites based on user profiles, ensuring compliance with educational and safety standards. District-provided computers will be subject to these filtering measures both on and offsite, maintaining a secure and appropriate online environment regardless of location.

### Access to the system

The district's acceptable use policy will govern all use of the district system. Student use of the system will also be governed by the school's disciplinary code. Employee use will also be governed by district policy

### World Wide Web

After the acceptable use policy has been signed, district employees and students will have access to the ~~web-~~ internet through the district's networked computers. Parents/Legal guardians may specifically request that their child not be provided such access by notifying the district in writing.

### Individual email accounts for students

Students will be provided with individual email accounts. An agreement will be required for an individual email account. This agreement must be signed by the student and his/her parent/legal guardian.

### Individual email accounts for district employees

District employees will be provided with an individual network account which will include email. A signed employee agreement will be required for access to the system.

### Parental notification and responsibility

The district will notify the parents/legal guardians about the district network and the policies governing its use. Parents/Legal guardians must sign an agreement to allow their student to have an individual account. Parents/Legal guardians may request alternative activities for their child which do not require Internet access.

Parents/Legal guardians have the right at any time to investigate the contents of their child's email files. Parents/Legal guardians have the right to request the termination of their child's individual account at any time.

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The district acceptable use policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents/legal guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/legal guardians to specify to their child what material is and is not acceptable for their child to access through the district system.

The district will provide students and parents/legal guardians with guidelines for student safety while using the Internet.

### District limitation of liability

The district makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage users may suffer including, but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for legal or financial obligations arising through the unauthorized use of the system.

### Due process

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the district system.

~~In the event there is an allegation that a student has violated the district acceptable use policy, the student will be provided with a written notice of the alleged violation and an opportunity to present an explanation before an administrator or will be provided with notice and opportunity to be heard in the manner set forth in the school's disciplinary code.~~

In the event of an allegation that a staff member or student has violated the district's Acceptable Use Policy, the individual will receive written notice of the alleged violation and will be given an opportunity to provide an explanation before an administrator. Alternatively, they will be provided notice and an opportunity to be heard in accordance with the procedures outlined in the school's disciplinary code.

~~Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the school's disciplinary code, the violation will be handled in accord with the applicable provision of the school's disciplinary code.~~

Disciplinary actions will be tailored to address the specific concerns related to the violation and, for students, to support the development of self-discipline necessary for appropriate behavior on an electronic network. If the alleged violation also involves a breach of other provisions of the school's disciplinary code, it will be addressed in accordance with the applicable provisions of the disciplinary code. Staff violations will be handled in accordance with district policies and

## **PAGE 5 - IJNDB - USE OF TECHNOLOGY RESOURCES ~~IN~~ INSTRUCTION**

employment regulations. Employee violations of the district acceptable use policy will be handled in accord with district policy.

~~Employee violations of the district acceptable use policy will be handled in accord with district policy.~~

### Search and seizure

System users have a limited privacy expectation in the contents of their personal files on the district system.

Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the district acceptable use policy, the school's disciplinary code, or the law.

An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the school's disciplinary code. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

District employees should be aware that their personal files are discoverable under the state public records laws.

### Copyright and plagiarism

District policies on copyright will govern the use of material accessed through the district system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

District policies on plagiarism will govern use of material accessed through the district system. Teachers will instruct students in appropriate research and citation practices.

### Academic freedom, selection of material, student rights to free speech

Board policies on academic freedom and free speech will govern the use of the Internet.

When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend student access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

### District website

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The district will establish a website and will develop web pages that will present information about the district. The district public relations director will be designated the webmaster, responsible for maintaining the district website.

### School or class web pages

Schools and classes may establish web pages that present information about the school or class activities. The principal or his/her designee, with approval of the public relations director, will be responsible for managing the school website. Teachers will be responsible for maintaining their class site.

### Published work

With the approval of the principal, students may establish personal web pages. Material presented in the student's portfolio must be related to the student's educational and career preparation activities. Student portfolios must include the following notice: "This is a student web page. Opinions expressed on this page will not be attributed to the district."

### Extracurricular organization web pages

With the approval of the public relations director, extracurricular organizations may establish web pages. The public relations director will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material. Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page will not be attributed to the district."

### District acceptable use policy

~~The following uses of the district system are considered unacceptable:~~

The purpose of this policy is to establish guidelines for appropriate access and use of District Five of Spartanburg County's technology systems by all staff and students. The district provides access to Student Information Systems (SIS), Learning Management Systems (LMS), various software, security camera systems, financial software, HR databases, and IT infrastructure to support educational and administrative functions. Access is a privilege, not a right, and must be used in a manner consistent with District Five policies and applicable laws.

### Personal safety

- Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, financial information, etc.

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- Users will not agree to meet with someone they have met online without their parent/legal guardian's approval and participation.
- Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

### Illegal activities

- Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Vandalism of computer hardware will result in disciplinary action and restitution.
- Users will not use the district system to engage in any other illegal act such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of other person(s), etc.

### System security

- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his/her password to another user.
- Users will immediately notify the technology specialist if they have identified a possible security problem. Users will not go looking for security problems because this may be construed as an illegal attempt to gain access.
- Users will avoid the inadvertent spread of computer viruses by following the district virus protection procedures if they download software.
- District Five is committed to ensuring that staff access to technology resources is aligned with job responsibilities, while maintaining the confidentiality, integrity, and security of district data in compliance with the Family Educational Rights and Privacy Act (FERPA), the Children's Internet Protection Act (CIPA), the Health Insurance Portability and Accountability Act (HIPAA), and other applicable state and federal laws.

All staff access to district systems shall be role-based, with permissions set at the minimum necessary level, following the Principle of Least Privilege. Users are strictly prohibited from accessing, modifying, or retrieving any information outside the scope of their authorized job responsibilities. However, due to software limitations or operational requirements, there may be rare instances where designated district personnel must authorize additional access to

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sensitive data beyond an employee's standard permissions. In such cases:

- Any additional access must be formally approved by the Director of Technology /or designated administrative personnel.
- Users must strictly limit their actions to the approved purpose and may not access or share any information beyond what is necessary for their assigned tasks.

### **Unauthorized Access & Disciplinary Actions**

Any attempt—whether intentional or negligent—to access, modify, or retrieve information beyond the scope of one's job responsibilities is a direct violation of this policy and:

- May result in disciplinary action, up to and including termination of employment.
- May result in legal consequences, including penalties under FERPA, HIPAA, and state data protection laws.
- Could lead to personal liability if unauthorized access results in a data breach or misuse of confidential information.

The district will conduct regular security audits, implement data protection safeguards, and enforce compliance measures to mitigate the risk of unauthorized access.

### **Inappropriate language**

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
- Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Users will not post information that, if acted upon, could cause damage or a danger of disruption.
- Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.

### **Respect for privacy**

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- Users will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Users will not post private information about another person.

### Respecting resource limits

- Users will use the system only for educational and professional or career development activities (no time limit) and limited, high quality, self-discovery activities.
- Users will not download files without specific permission from their technology specialist. If permitted, users will download the file at a time when the system is not being heavily used and will delete the file when no longer needed.
- Users will not install software on district computers without specific approval from the school principal or his/her designee. The district reserves the right to remove software, regardless of approval status, from computers owned by the district.
- Users will not connect hardware or peripherals that do not belong to the district ~~to district~~ computers or to the district network without specific approval from the Director of Technology. ~~principal or his/her designee~~. The district reserves the right to remove equipment, regardless of approval status, from district computers and the district network.
- Users will not engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people.
- Users will check their email frequently and delete unwanted messages promptly.
- Users will subscribe only to high quality discussion group mail lists that are relevant to their education or professional/career development.

### Plagiarism and copyright infringement

- Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the users should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

### Inappropriate access to material

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity or child pornography or are

## **PAGE 10 - IJNDB - USE OF TECHNOLOGY RESOURCES ~~IN~~ INSTRUCTION**

harmful to minors; that advocates illegal acts; or that advocates violence or discrimination towards other people (hate literature). For students, a special exception may be made for hate literature if the purpose of such access is to conduct research and access is approved by both the teacher and the parent/legal guardian. District employees may access the above material only in the context of legitimate research.

~~The district will use technology protection measures to protect students from inappropriate access.~~

The district will implement technology protection measures to safeguard all users from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

If a user inadvertently accesses such information, he/she should immediately disclose the inadvertent access in a manner specified by his/her school. This will protect users against an allegation that they have intentionally violated the acceptable use policy.

### Reporting

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

### Online behavior

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The superintendent or his/her designee will develop a program to educate students on these issues.

### Off-campus conduct

Students, parents/legal guardians, teachers, and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

Adopted 8/25/97; Revised 5/7/02, 2/27/06, 2/25/13, 2/27/17, 4/28/25

Legal references:

A. Federal Law:

1. Children's Internet Protection Act of 2000, 47 U.S.C.A. Section 254(h).

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2. The Digital Millennium Copyright Act of 1998, 17 U.S.C.A. Section 512 - Limitations on liability relating to material online.
- B. S.C. Code, 1976, as amended:
1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
  2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
  3. Section 16-15-305 - Disseminating, procuring, or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.

## FIELD TRIPS

Code **IJOA** Issued **2/13 4/25**

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~~Purpose: To establish the board's vision and the basic structure for conducting student field trips.~~

~~The board defines a field trip as any learning activity which a school sponsors, approves and supervises and which requires the student(s) to leave the school grounds.~~

The board recognizes the educational value of school-sponsored trips as a means of enhancing the curriculum and providing first-hand learning experiences. *Field trip* is defined as any learning activity which a school or the district sponsors, approves, and supervises and which requires the student(s) to leave the school grounds. Participation in such trips is entirely voluntary. No extra credit should be awarded for participation and there should be no loss of credit for not attending a field trip.

Regularly scheduled academic, athletic, ROTC and band events do not follow the procedures outlined in this policy. The principal will approve schedules for all athletic and band events.

Instructional staff may request that field trips which directly relate to concepts and objectives of the approved curriculum for the particular subject area, club or grade level be scheduled as part of the instructional day. Field trips, like any other instructional activity, must be wisely chosen, thoroughly planned and carefully conducted. Sponsors of field trips must give special attention to clarifying the purposes and objectives of a field trip and to providing meaningful follow-up discussion and activities after the trip.

Teachers and principals will be expected to consider the following factors in planning and approval of field trips:

- objectives of the proposed trip and the anticipated learning outcomes
- specific learning activities to be experienced during the trip
- suitability of the activity and distance traveled to the age of students
- mode and availability of transportation, with school bus transportation arranged so as not to disrupt school bus schedules
- arrangements for meals (if applicable)
- availability of funding for all necessary expenses

### Regulations

- The school principal must approve all field trips. ~~Trips to destinations outside of South Carolina also will be approved by the superintendent or his/her designee.~~
- The school board must approve foreign travel.

## PAGE 2 - IJOA - FIELD TRIPS

- ~~The principal will make recommendations for all out-of-state overnight trips, which must then be approved by the superintendent or his/her designee. The principal of the school involved will be consulted in the decision-making process. Sponsors must submit a request for such trips in advance to allow sufficient time for review before final approval. The board does not permit overnight group trips, whether in-state or out-of-state, to exceed three consecutive school days. The principal will recommend and the superintendent must approve all out of state and overnight trips. He/She will seek the recommendation of the principal of the school involved. Sponsors must submit a request for such overnight or out of state trips in advance to permit enough time for study prior to final action. The board will not permit overnight group trips, in-state or out-of state, for more than three consecutive school days.~~
- Each student who goes on a field trip must have written parental permission on the district approval form.
- Sponsors may ask students to pay all or part of the expenses of field trips provided arrangements can be made for the payment of trip expenses for those unable to do so.
- Students must be in good standing at their respective school in order to participate in the activity.
- Field trip participants will follow the board approved administrative rule IJOA-R in all cases.

No employee may use his/her position or the name of the school to promote trips other than those approved by the superintendent. This prohibition also applies to trips during vacation periods or during the summer months.

For required criminal record checks on individuals serving as chaperones, see policy GBEBDA, Criminal Record Checks and the administrative rule that accompanies this policy.

Cf. GBEBDA

Adopted 3/1/65; Revised 4/25/94, 9/27/04, 2/25/13, 4/28/25

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Legal references:

- A. S. C. Code, 1976, as amended:
  - 1. Section 59-67-510 - Use of transportation equipment for special events, office of Adjutant General and armed services reserve component functions and other educational purposes.
  - 2. Section 16-1-60 - Violent crimes defined.
  - 3. Section 23-3-115 - Fees for criminal record searches conducted for charitable organizations.
  - 4. Section 23-3-130 - Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations.
  - 5. Section 23-3-430 - Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration.
  - 6. Section 59-19-117 - Background checks.
- B. State Board of Education Regulations:
  - 1. R-43-80 - Operation of public pupil transportation services.

**District Five Schools of Spartanburg County**

## FIELD TRIPS

Code **AR IJOA-R** Issued **~~2/13~~ 4/25**

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The board provides the following guidelines to outline responsibilities and procedures involved in planning and conducting field trips.

### **Supervision of field trips**

A field trip will be under the direct supervision of a school certificated employee. The employee may ask parents/legal guardians to serve as chaperones. The employee will brief chaperones before each trip as to their responsibilities.

School to work activities will be governed by procedures established through state regulation rather than field trip procedures.

The number of chaperones must be adequate for the type of group and the nature of the activity.

- All discipline problems or other concerns should be referred to district personnel for handling.
- For groups of male and female students, the board recommends both male and female chaperones.
- A minimum of one adult will ride in each vehicle.
- Trips that are long, overnight or of an unusual nature may require more than the usual number of chaperones. The building principal will determine this number.
- The district will perform a National Sex Offender Registry check on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all volunteers who work in a school on an interim or regular basis as mentors, coaches, chaperones or any other capacity resulting in direct interaction or contact with students. The district will not permit individuals whose names appear in the National Sex Offender Registry or individuals who have been required to register as sex offenders pursuant to state law to work or serve in the district in any capacity. If an individual is denied employment in the district as a result of information appearing on the name-based background check, the person may be given an opportunity to respond to the reasons.
- Volunteers involved in activities taking place in a public setting where there is no solitary time with a student, and where volunteers are within unobstructed view of school staff or multiple adults, are not required to undergo a SLED check. These may include resource speakers, chaperones for daytime field trips, clerical assistants, PTO workers, concession stand workers, outdoor projects (landscaping), reading volunteers, lunch buddies in a large group/ cafeteria setting, field day supervision, school fairs, etc. Mentoring situations that occur off school campus and/or school time must have the written consent of the parents/legal guardians.

- Volunteers involved in activities that entail some times in which they may be outside of view of school staff or multiple adults, or have solitary time with students, will be screened through SLED and DSS. These include situations illustrated by the following examples: athletic coach, volunteers working in small group sessions, individual tutoring, chaperone for overnight field trips, health room assistants, mentors, etc.

### **Water-related field trips**

Because of the distinct nature of water-related field trips, additional oversight is required to ensure student safety. Water-related field trips include those dealing with swimming, boating, or any other activity that will take place in or around water, including those overnight trips during which a student may have access to a hotel swimming pool.

In addition to providing written consent for a student to attend a water-related field trip, a parent/legal guardian will include a statement indicating the student's swimming ability.

All staff and chaperones counting towards the chaperone-to-student ratio for water-related field trips must be able to swim.

### **Principal's responsibility**

The teacher will not discuss a field trip with students and/or parents/legal guardians until it has been approved by the principal and/or the superintendent or his/her designee when applicable. ~~Overnight trips or trips that are outside South Carolina must also be approved by the superintendent.~~

The principal must assume responsibility for a field trip as he/she would for any other aspect of the instructional program.

The principal will thoroughly screen each field trip request to determine that the learning objectives of the trip directly relate to the concepts and objectives of the subject area.

### **Request forms**

All field trip request forms should be completed no less than three weeks before the possible trip date. A separate request must be submitted for each trip. The trip must be approved by the principal then sent to the transportation department. If the trip is out of state or overnight, the superintendent must also approve it. All requests must be in writing. Trips should not be discussed with students until the request is approved with all signatures and returned to the school. No field trip using school buses will leave before 8:30 a.m. or return after 1:30 p.m.

The principal will submit to the superintendent on the proper form any request for trips that require his/her approval.

The principal will take care to assure that the number of teachers to be away from school will not substantially disrupt the instructional programs for those students who remain at school.

## **District Five Schools of Spartanburg County**

## **Permission slips**

A permission slip signed by the parent/legal guardian is required for each student to attend a field trip [see IJOA-E(1)]. A copy of this form is to stay at the school with the original going with the teacher or nurse on the trip in case of an emergency. Each school must use the provided permission slip run on school stationery. No medication will be given without the authorization of the school nurse.

For seasonal activities with regular schedules, athletes, cheerleaders, JROTC and band members may obtain one standard seasonal permission form covering these events. (The form required by the South Carolina High School League will meet the requirements of this provision.) ~~Teachers utilizing the SCALE site should use the SCALE permission form.~~

Parents/Legal guardians must provide the nurse with medication to be administered one week prior to overnight field trips.

## **Teacher's responsibility**

The teacher must be thoroughly familiar with the policies and regulations governing field trips.

The teacher should plan and discuss with the principal, well in advance, his/her interest in providing a field trip.

The teacher must submit the formal request for a trip to the principal on the proper form with sufficient time for study and discussion. As a routine, this should be no less than three weeks prior to the trip date

After the principal approves the request, the teacher will make a list of all participants and their parent/legal guardians' telephone numbers. The teacher will submit completed permission forms and a copy of the list of participants to the principal and attendance clerk who will file them for a reasonable time.

The teacher will be sure that a student who does not participate (whether by parent or school decision) has appropriate activities and supervision at school during the absence of the group from school.

The teacher requiring a substitute teacher will submit a professional leave form.

The teacher will provide supervision to assure proper conduct and safety of the students.

In the event of any unusual circumstances occurring on the trip, the teacher should submit to the principal a written report stating all pertinent facts as soon as possible.

## **Bus drivers**

~~The teaching assistants are our bus drivers. Alternate drivers who are not teaching assistants will be used on a first come first serve basis. When an alternate driver is used, the school should include the bus driver per hour pay as part of the cost of the trip. All expenses (food, etc.) incurred by bus drivers must be covered by the school.~~

## **District Five Schools of Spartanburg County**

## **Student identification**

Every student must wear some type of visible identification at all times while on a field trip to identify him/her as part of the group. However, personal identifiable information should not be visible to the public.

## **Student standing**

Student good standing is as follows.

- Student has no suspensions during the year.
- Student has no excessive absences.
- ~~Student must meet the same academic requirements as for competitive events under the EIA.~~

The principal may approve exceptions for subject related trips when the principal feels the trip is in the best interest of the child academically.

## **Transportation**

The board encourages groups to use district activity buses or state-owned vehicles when possible. If not possible, groups should use commercial carriers approved by the district. Groups must not use private vehicles without special permission. Students will not drive private vehicles.

~~Vans are not available for student transportation. Students are not allowed on any van with a capacity of 10 or more.~~

Sponsors must submit requests for ~~district activity~~ buses promptly using the district process, and on the approved forms.

~~Sponsors must submit requests for state-owned buses to the district bus supervisor~~

Persons licensed to drive state-owned buses or activity buses must be on the district drug test roster.

The teacher will assist the bus driver in enforcing all rules and regulations pertaining to safe use of school buses.

## **Cost factors**

Whenever entrance fees, food, lodging or other costs are involved, these costs will be assumed by the student unless otherwise stipulated by the school board.

## **Overnight trips**

### *Student health forms*

A student health form ~~HOA-E(2)~~ must be completed and signed by the parent/legal guardian for all overnight trips. A copy of this form will remain at the school with the original going with the nurse on the trip in case of an emergency.

## **District Five Schools of Spartanburg County**

### *Adult health forms*

Anyone going on an overnight trip as a part of a school function must complete a medical health form. A copy of this form will remain at the school with the original going with the nurse or administrator on the trip.

### *Medications*

Any medications to be given by district employees while on a field trip must be to the nurse one week prior to leaving on the field trip. When more than 30 medications are required to be administered on any three-day or longer overnight field trip, at least two nurses will need to go on these trips.

Standing orders must be followed for all non-prescription medications to be administered on field trips.

### *Field trips for medically needy students*

When medically needy students are planning to participate in overnight field trips and a nurse is needed to assist these students, these procedures will be followed.

- At the principal's request for their school, the school nurse may accompany the student(s) on the three-day maximum overnight field trip at the regular nurse's salary.
- Expenses of the school nurse (motels, food, etc.) will be paid by the school or students.
- The school is to pay for the sub-nurse that fills in at the school while the regular nurse is on the field trip.
- If a school nurse goes on more than one of the overnight field trips or the trip lasts longer than three days, the nurse is to be compensated by the school with a stipend determined by the district.
- If personal hygiene assistance is needed for any special needs child, one person will be assigned to assist this student with any of these needs.

Issued 4/25/94; Revised 5/7/02, 8/18/04, 9/27/04, 6/25/07, 3/22/10, 8/23/10, 2/25/13, 4/28/25

# PROMOTION AND RETENTION OF STUDENTS

Code **IKE** Issued **9/17 4/25**

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Purpose: To establish the basic structure for the promotion and retention of students.

School District Five affirms academic excellence for students. This policy establishes the basic structure for promotion and retention. It is intended for use as a foundation in making decisions regarding assignment of students to the next grade level.

This policy is applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Program (IEP). The district will administer this policy fairly, equitably, and consistently in the schools.

~~District students in kindergarten who meet the minimum standards as stated in the administrative rule may be promoted at the end of the school year.~~

District students in grades ~~one~~ kindergarten through 12 who meet the minimum standards as stated in the administrative rule will be promoted at the end of the school year.

## Read to Succeed State-Mandated Retention

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing mid-year that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement ~~may~~ will enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parents/Legal guardians of a retained student will be offered supplemental tutoring for the student in scientifically based services provided outside of the instructional day. ~~may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child.~~

## *Good cause exemptions*

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to those:

- who are classified as English learners and have less than two years of instruction in an English program

## PAGE 2 - IKE - PROMOTION AND RETENTION OF STUDENTS

- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency
- who demonstrate third-grade reading proficiency by scoring the equivalent of “Approaches Expectations” or above the lowest level, on the state summative assessment or on an alternative assessment approved by the State Board of Education for use in summer reading camps, and which teachers may administer following the administration of the state assessment of reading
- who have received two years of reading intervention and were previously retained
- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate reading proficiency by achieving “Approaches Expectations” or at least above the lowest level on the state summative reading assessment. demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio
- ~~who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student’s mastery of the state standards is above the lowest level on the state reading assessment~~

### Information to Parents/Legal Guardians

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students of this policy through newsletters, student handbooks, PTO meetings, letter to third grade parents, and/or parent nights.

The Spartanburg County School District Five administrative rule is consistent with all state and local laws. ~~including the South Carolina Accountability Act of 1998 (see HHE-R).~~

Adopted 10/27/86; Revised 2/24/92, 1/25/99, 10/27/08, 5/23/11, 2/25/13, 9/25/17, 4/28/25

### Legal References:

- A. S.C. Code, 1976, as amended:
  - 1. Section 59-155-160 - South Carolina Read to Succeed Act, Mandatory retention.
- B. State Board of Education Regulations:
  - 1. R43-240 - Summer programs.
- C. South Carolina Department of Education:
  - 1. *Intervention Guidance Document, Kindergarten through Grade Five* (2017).
  - 2. *Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).

### District Five Schools of Spartanburg County

## PROMOTION AND RETENTION OF STUDENTS

Code **AR IKE-R** Issued **5/24-4/25**

### Promotion and Retention

#### *Kindergarten*

~~The following criteria will determine promotion to first grade:~~

- ~~● maturity level~~
- ~~● mastery of kindergarten skills to include state standards~~
- ~~● ability to function independently~~
- ~~● regular attendance~~

~~If a parent/legal guardian's wishes conflict with the recommended action of the school with regard to promotion/retention, a letter of appeal should be submitted to the principal. The principal should consult with district administrators before granting the promotion/retention request. If the child is promoted/retained based upon the parents/legal guardian's wishes, a statement to that effect will be signed by the parent/legal guardian and placed in the child's permanent record.~~

#### *Grades one through five*

##### Grades kindergarten through two

Any decision to retain a student in grades kindergarten through two will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies and/or grade level reading proficiency. The action of retention will be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel and the principal.

~~Each school examines students' progress in these grades on an individual basis. Promotion is the goal for every child, but it is recognized that retention may allow some students the necessary additional instructional time at a grade level to be successful. Retention decisions may be made by utilizing the following criteria:~~

- ~~● progress toward mastery of the grade-level academic standards defined by the state of South Carolina~~
- ~~● age, social/emotional/physical maturity~~
- ~~● assessment data (state and district)~~
- ~~● attendance (see attendance policy)~~
- ~~● academic history~~

## PAGE 2 - AR IKE-R - PROMOTION AND RETENTION OF STUDENTS

### Grade three ~~Read to succeed state-mandated third grade retention~~

Early in the school year and/or when a third grade student transfers to a district or school, parents/legal guardians will be given a general notice regarding the requirements for promotion and retention.

#### Retention conference

Mid-year of the third grade, parents/legal guardians of students that are not demonstrating third-grade reading proficiency will be notified in writing that their child is being considered for retention. A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's intensive instruction and intervention plan. Within two weeks following the parent/teacher conference, copies of the plan will be provided to the principal, parent/legal guardian, teacher, and other school personnel who are working with the child on literacy.

If a parent/legal guardian is unable to attend the conference after two varied attempts at contact, the parent/legal guardian should be mailed a copy of the student's intensive instruction and intervention plan.

An additional parent/teacher conference may be held during the third nine-week grading period for students still being considered for retention.

#### Retention determination

The principal, classroom teacher, and other school personnel who are working with the child on literacy will review the recommendation for retention and provide suggestions for supplemental instruction. Recommendations and observations of the principal, teacher, parent/legal guardian, and other school personnel who are working with the student on literacy will be considered when determining whether to retain the student.

If it is determined that retention is appropriate, the student ~~may be eligible to~~ must enroll in a summer reading camp provided by the district. District summer reading camps will be operated in accordance with the guidelines provided by the South Carolina Department of Education. Parents/Legal guardians may elect to ~~opt~~ their child out of participation in summer reading camp, with the understanding that the child will be unable to qualify for a good cause exemption on that ground. Information regarding the summer camp will be provided by the school or can be requested from the district office.

#### Good cause exemption determinations

To request an exemption for good cause, the teacher of a student identified as potentially meeting one of the state-approved exemptions will submit documentation to the principal on the proposed exemption and include evidence that promotion of the student is appropriate based on the student's academic record. This evidence will be limited to the student's Individualized Education Program (IEP), ~~alternative performance on state-wide summative~~ assessments, or ~~student reading portfolio performance on an alternative assessment~~.

## PAGE 3 - AR IKE-R - PROMOTION AND RETENTION OF STUDENTS

The principal will review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal will submit a written recommendation for promotion, which will include an individualized reading plan that offers additional support to ensure reading proficiency. After reviewing the recommendation, the superintendent will make the final determination. to the superintendent for final determination.

The superintendent will determine whether a student may be exempted from the mandatory retention policy. The superintendent's acceptance or rejection of the principal's recommendation and the student's individualized reading plan will be in writing and a copy will be provided to the child's parent/legal guardian.

### ~~Good cause exemption determinations for students with disabilities~~

~~A third grade student with disabilities will be exempt from the mandatory retention policy if the student is eligible to take a South Carolina alternative assessment and receives instruction aligned to the state's alternative achievement standards, or the student has received intensive remediation in reading for more than two years.~~

~~To demonstrate intensive remediation in reading, there must be:~~

- ~~• documentation that the student's present levels of academic achievement and functional performance have resulted in one or more annual goals and that the student received specialized instruction and/or related services in the area of reading for two or more years~~
- ~~• documentation of intensive general education interventions in the area of reading for two or more years~~
- ~~• a combination of special education services and intensive general education intervention in the area of reading for two or more years~~

~~Any evidence submitted to document intensive remediation or evidence-based interventions will be in addition to the student's 90 minutes of daily reading and writing instruction as required by law.~~

### Appeal of a ~~grade three~~ retention determination

A parent/legal guardian may appeal the decision to retain a student to the superintendent if there is a compelling reason why the student should not be retained. To initiate an appeal, the parent/legal guardian must notify the superintendent in writing within two weeks after receiving notification of the retention decision. The letter must be addressed to the superintendent and must include the reasons why the student should not be retained. The superintendent will render a final, written decision and provide copies to the parent/legal guardian and the principal.

### Appointment of an education advocate

Parents/Legal guardians are permitted to designate another person as an education advocate to act on their behalf to receive notification of their child's level of reading proficiency and to assume the responsibility of promoting the reading success of the child. Parents/Legal guardians will be offered supplemental

## PAGE 4 - AR IKE-R - PROMOTION AND RETENTION OF STUDENTS

tutoring for their child in scientifically based services outside the instructional day. Parents/Legal guardians interested in appointing such an advocate should contact the principal in writing to make their request.

### Grades four and five

Any decision to retain a student in the same grade level will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies. The action of retention will be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel, with the ultimate decision made by the principal.

### Grades six through eight

Decisions regarding promotion/retention of students in grades six through eight will be based on the above criteria in addition to the following requirements.

- Students ~~must pass who fail~~ English or math will be retained or required to successfully complete summer school for promotion. ~~and/or math to be promoted to the next grade.~~
- ~~Students must earn a minimum number of points, as defined by the administration, to be promoted to the next grade.~~
- ~~Students who fail three or fewer core subjects in grade seven or two or fewer core subjects in grade eight may attend summer school and, upon successful completion, be promoted to the next grade.~~
- Students who fail ~~four core subjects (Language Arts, Math, Science and Social Studies) in grade seven or three core subjects in grade eight~~ will may be retained or required to successfully complete summer school for promotion. ~~and not allowed to attend summer school for the purpose of promotion.~~

### Appeal procedures for grades kindergarten through two and four through eight one through eight

If a parent/legal guardian's wishes conflict with the recommended action of the school with regard to promotion/retention, the parent/legal guardian should submit a letter of appeal to the district administration by July 1.

The appeal will be considered by a committee consisting of the assistant superintendent of instruction, director of elementary/secondary education, and a school psychologist. The district committee will render a promotion/retention decision in writing to the parent/legal guardian.

Should the parent/legal guardian wish to appeal the decision of the district committee to the superintendent district board of trustees, they should submit a letter of appeal to the superintendent. The superintendent will ~~submit the request for promotion/retention to the board of trustees. The board will~~ make a final determination regarding the appeal.

### Grades nine through twelve

To be promoted to the next grade students must earn the following units required for graduation.

- Tenth Grade: one English, one math, and four other units for a total of six.

## **District Five Schools of Spartanburg County**

## **PAGE 5 - AR IKE-R - PROMOTION AND RETENTION OF STUDENTS**

- Eleventh Grade: two English, two math, one science, one social studies, and six other units for a total of 12.
- Twelfth Grade: 18 units and enrolled in all courses needed to graduate in May.

Issued 10/27/86; Revised 2/24/92, 5/21/01, 10/27/08, 5/23/11, 2/25/13, 9/25/17, 5/20/24, 4/28/25

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## COMMUNITY USE OF SCHOOL FACILITIES

Code **KF** Issued ~~5/13~~ **4/25**

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Purpose: To establish the basic structure for the use of school facilities by the community.

As a service to the community, the board will allow responsible and properly organized community groups to use school facilities in keeping with the following general policies.

- The board provides public school facilities through the use of taxpayers' funds collected for educational purposes. Therefore, use of school facilities by the schools and by school related organizations takes precedence over all other uses, and requests by local agencies and by other agencies/organizations for the use of facilities for educational purposes take priority over other requests for the use of facilities.
- The board restricts the use of facilities to recognized community organizations. The board will not rent any building or part thereof to an individual or group for private or corporate gain, except when the activity is considered to be a desired part of the school curriculum and the school does not offer the activity in its curriculum. Both the principal of the school and the superintendent must approve any such use or rental where a profit could be realized.
- The use of a school building, facility or other school property for any non-school purpose must not interfere with the school program.
- Non-school groups may not use school facilities for money-raising events. (Exception: generally recognized civic organizations such as Ruritans, Lions, etc.).
- Some city, county and state government entities may use some facilities without charge upon approval of the principal and superintendent.
- Organizations using school facilities are responsible for the proper conduct of all persons attending the event, providing police protection, immediate restoration of school property in the event of any damage, ensuring the presence of adequately trained district staff and all liabilities of all persons in attendance. The district will set forth all terms in a contract which an official representative of the organization must sign.
- The administration will set up a schedule of fees which takes into consideration the purpose of the event. Fees will be sufficient to cover operational expenses and a reasonable amount for overhead.
- A political party or the state election commission may conduct a primary or election, without charge, in a school facility based upon availability as determined by the board.
- When school facilities are used by non-school persons, a school district employee must be present while the facility is in use. The employee's services will be paid for by the group using the facility, except when a primary or election is conducted in a school facility. Athletic fields may be exempt at the discretion of the district.

## PAGE 2 - KF - COMMUNITY USE OF SCHOOL FACILITIES

- Non-school groups wishing to use any school kitchen must have members of the kitchen staff from that particular school present. Kitchen staff members will be paid for their services by the organization using the facility.
- The administration will establish and the board will approve detailed regulations pertaining to public use of school facilities in keeping with this policy. However, the board will not allow groups to use school facilities if they advocate unconstitutional or illegal acts, if the presence of this organization would be materially disruptive to the community or if their activities are contrary to the best interests of the public schools or to the educational welfare of its students.
- The board will not allow groups to use school facilities when the proposed function presents an obvious danger to the safety of persons and property.
- The board directs the administration to seek board approval prior to administrative action in any case of doubt.
- The school ~~athletic-director~~ Principal may arrange for use of athletic facilities free of charge by non-profit youth sports organizations that serve primarily District Five students. The school ~~athletic-director~~ Principal is responsible to ensure the facilities are maintained.
- No citizen/group of the district may rent a facility for a citizen/group outside of the district in an attempt to circumvent any portion of this policy.
- No alcoholic drinks will be sold, distributed or used on school property at any time by anyone.

Adopted 9/26/77; Revised 4/25/94, 8/24/09, 3/22/10, 9/27/10, 5/20/13, 4/28/25

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### Legal references:

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

1. Section 7-9-110 - Conducting elections or primaries in a facility that receives state funds.
2. Section 59-1-370 - Closing of educational institutions on general election day.

#### B. Court cases:

1. Child Evangelism Fellowship of South Carolina v. Anderson School District Five, 470 F.3d 1062 (4th Cir. 2006).

# COMMUNITY USE OF SCHOOL FACILITIES

Code **AR KF-R** Issued **~~5/13~~ 4/25**

## Fee schedule

Any group requesting the use of school facilities must apply to the school building principal or designated district personnel. The principal retains the right to approve or reject requests for daily use from all local groups (with refusals being subject to review by the superintendent), not to exceed four days. Requests exceeding four days for use of buildings must be approved by the superintendent.

Applications will be made on form KF-E(3) completed and signed by the applicant (a copy of the application form is attached). The principal, or designated district personnel, will receive the request for use of these facilities. If approval is granted, he/she will collect the fees and submit the completed form along with the fees to the bookkeeper at the respective school, in the office of the superintendent.

<u>Facilities</u>	<u>Rental fees</u>
<b><del>Stadium (per day)</del></b>	<del>\$250 without lights or \$350 with lights plus 1.5 x the hourly rate for a district employee</del>
<del>James F. Byrnes (Nixon Field)</del>	
<b><del>Auditorium and Gymnasiums (per day)</del></b>	
R. Nelson Schofield Gym	<u>\$500 for first 6 hours and \$100 per hour after, max of 12 hours, plus 1.5 x the hourly rate for a district employee</u> <del>\$300 plus 1.5 x the hourly rate for a district employee</del>
James F. Byrnes <u>Auxiliary Gyms</u> <del>old gym</del> <u>Byrnes Freshman Academy Gym</u> <u>All Middle School Gyms</u> <del>D.R. Hill Middle School Gym</del> <del>Florence Chapel Middle School Gym</del>	<b><u>COMPETITION:</u></b> <u>\$300 for first 6 hours and \$100 per hour after, max of 12 hours, plus 1.5 x the hourly rate for a district employee</u> <u>\$225 plus 1.5 x the hourly rate for a district employee</u> <b><u>PRACTICE:</u></b> <u>\$100 for two hours</u>
<del>District Five Fine Arts Center</del>	<del>See KF-E(1) or E(2)</del>
Elementary/ <del>Intermediate</del> Gyms	<b><u>COMPETITION:</u></b> <u>\$225 for first 6 hours and \$100 per hour after, max of 12 hours, plus 1.5 x the hourly rate for a district employee</u>

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	<del>\$175 plus 1.5 x the hourly rate for a district employee</del> <b><u>PRACTICE:</u></b> \$100 for two hours
<b>Cafeteria facilities (per day)</b>	
All schools	
Dining Room Only	<del>\$200 for 6 hours and \$100 per hour after, max of 12 hours, plus 1.5 x the hourly rate for a district employee</del> <del>\$100 plus 1.5 x the hourly rate for a district employee</del>
Dining Room and Kitchen	<del>\$300 for 6 hours and \$100 per hour after, max of 12 hours, plus 1.5 x the hourly rate for a district employee (no rental of kitchen without dining room)</del> <del>\$150 plus 1.5 x the hourly rate for a district employee</del>

*Prior to receiving permission for use of kitchen facilities, the user must agree to employ and pay local cafeteria manager or workers at a rate which is acceptable to both user and manager.*

<b>Classrooms (per day)</b>	
All schools	<del>\$25 each</del> <u>\$50 per hour per room, max of 4 hours</u> , plus 1.5 x the hourly rate for a district employee
<del>Baseball facilities (per day)</del>	<del>\$100 without lights</del>
	<del>\$175 with lights plus 1.5 x the hourly rate for a district employee</del>
<del>Tennis courts (per day)</del>	<del>\$75</del> <u>\$20 per hour</u> plus 1.5 x the hourly rate for a district employee
<b><u>Football/Soccer Fields-Track and/or fields (per day)</u></b>	
Byrnes Freshman Academy ( <u>without lights</u> )	<u>\$200 for first 6 hours and \$100 per hour after, max of 12 hours, plus 1.5 x the hourly rate for a district employee</u>
<u>All Middle Schools (without lights)</u> <u>Beech Springs Intermediate School</u> <u>D.R. Hill Middle School</u> <u>Florence Chapel Middle School</u>	<del>\$100 plus 1.5 x the hourly rate for a district employee</del>
<b><u>Track and/or soccer field (per day)</u></b>	

## PAGE 3 - KF-R - COMMUNITY USE OF SCHOOL FACILITIES

<del>James F. Byrnes High School</del>	<del>\$200 without lights or \$300 with lights plus 1.5 x hourly rate for a district employee</del>
Grass fields <del>(per day)</del>	\$50 <u>for the first 6 hours and \$25 per hour after</u> , plus 1.5 x the hourly rate for a district employee
<del>Softball field (upper)</del>	<del>\$50 without lights or \$125 with lights plus 1.5 x the hourly rate for a district employee</del>
<del>Softball field (girls)</del>	<del>\$75 without lights or \$150 with lights plus 1.5 x the hourly rate for a district employee</del>

*The administration has the authority to waive or reduce fees based on the requesting organization's actual or in kind contributions to District Five Schools.*

Issued 10/4/99; Revised 2/07/02, 8/24/09, 5/20/13, 4/28/25

## FEE SCHEDULE FOR COMMUNITY NON-PROFIT USE DISTRICT FIVE FINE ARTS CENTER

A community group is a recognized local, state or national organization whose primary purpose is service and/or support. A non-profit refers to organizations that are eleemosynary and recognized as such by the IRS and the South Carolina Department of Revenue. Non-profit groups may be asked to document their 501(c)(3) status. These groups will be subject to the following fees.

Base fee for event/performance (all areas)	<del>\$500</del> <u>\$750</u> (up to four hours)
Each additional hour above four hours	<del>\$100</del> <u>\$125</u> per hour
Lobby area only	<del>\$250</del> <u>\$325</u> (up to four hours)
Base fee for rehearsal	<del>\$150</del> <u>\$200</u> (up to two hours)
Each additional hour above two hours	<del>\$100</del> <u>\$125</u> per hour

~~The above fees apply from load-in to load-out and include compensation for one events supervisor and one custodian. If there is a need for more than "basic" sound and lighting, additional technical staff may be required at a rate of \$40 per hour, per person. Use of the following items will also incur additional charges as noted:~~

A D5FAC Technician will serve as the event supervisor and be in charge of the facility for the duration of the rental at a rate of \$50 an hour. If there is a need for more than basic sound and lighting, qualified D5FAC technical staff will be required at a rate of \$50 per hour, per person. Custodial services will be scheduled by the D5FAC Director and will be billed at \$35 an hour.

### Equipment and furnishings

- lectern with microphone - no additional charge\* ~~if technician is not required~~
- conductor's podium - no additional charge\*
- conductor's music stand - no additional charge\*
- performance chairs - no additional charge\* ~~(user set up and take down)\*~~
- music stands - no additional charge\* ~~(user set up and take down)\*~~
- acoustical shell - ~~\$100~~ \$200 per event/day\*
- choral risers - ~~\$100~~ \$200 per event/day\*
- screen - ~~requires approved technician (\$40 per hour)~~ no additional charge\*
- grand piano - ~~\$100~~ \$200 per event/day
- tables and chairs (for lobby area) - ~~\$100~~ \$200 (for up to 10 tables, \$25 per table after 10)

~~\* D5FAC staff will set up acoustical shells, chairs, music stands, choral risers and/or conductor's system for a fee of \$100 per service. Entire setup diagram must be approved at least 24 hours in advance.~~

## Sound equipment

- handheld microphone - ~~no additional charge if technician is not required~~
- lavalier microphone - ~~no additional charge if technician is not required~~
- performance microphones - ~~requires approved technician (\$40 per hour)~~
- CD player, DVD player, projector - ~~requires approved technician (\$40 per hour)~~

## Lighting equipment

- lighting presets - no additional charge\*
- follow spot (one or two) - ~~\$25~~ \$50 per light, per day (~~plus wage for operator~~ \$50 per hour for wage of operator)
- reset lighting - ~~requires approved technician (\$40~~ \$50 per hour)
- ~~access to catwalks - requires approved technician (\$40 per hour)~~

~~If Security is required for all events at the D5FAC. The user is responsible for paying the fee of \$50 per hour, per officer. The District Five Administration will determine the appropriate numbers of officers required based on anticipated event attendance. (will be determined by the administration), the user is responsible for paying the fee as set by the security officer and/or their agency.~~

\* D5FAC must be involved in the set-up of equipment. A minimum set-up fee of \$50 per hour will be charged.

Updated 4/28/25

## FEE SCHEDULE FOR COMMERCIAL USE OF DISTRICT FIVE FINE ARTS CENTER

For-profit groups, organizations, associations, companies, corporations, entertainers, etc. will be subject to the following fees.

Base fee for event/performance	<del>\$1000</del> <u>\$1250</u> (up to four hours)
Each additional hour above four hours	<del>\$150</del> <u>\$160</u> per hour
Lobby area only	<del>\$500</del> <u>\$625</u> (up to four hours)
Base fee for rehearsal	<del>\$300</del> <u>\$375</u> (up to two hours)
Each additional hour above two hours	<del>\$100</del> <u>\$125</u> per hour

~~The above fees apply from load-in to load-out and include compensation for one events supervisor and one custodian. If there is a need for more than "basic" sound and lighting, additional technical staff may be required at a rate of \$40 per hour, per person. Use of the following items will also incur additional charges as noted:~~

A D5FAC Technician will serve as the event supervisor and be in charge of the facility for the duration of the rental at a rate of \$50 an hour. If there is a need for more than basic sound and lighting, qualified D5FAC technical staff will be required at a rate of \$50 per hour, per person. Custodial services will be scheduled by the D5FAC Director and will be billed at \$35 an hour.

### Equipment and furnishings

- lectern with microphone - no additional charge\* ~~if technician is not required~~
- conductor's podium - no additional charge\*
- conductor's music stand - no additional charge\*
- performance chairs - no additional charge\* ~~(user set up and take down)\*~~
- music stands - no additional charge\* ~~(user set up and take down)\*~~
- acoustical shell - ~~\$100~~ \$200 per event/day\*
- choral risers - ~~\$100~~ \$200 per event/day\*
- screen - ~~requires approved technician (\$40 per hour)~~ no additional charge\*
- grand piano - ~~\$100~~ \$200 per event/day
- tables and chairs (for lobby area) - ~~\$100~~ \$200 (for up to 10 tables, \$25 per table after 10)

~~\* D5FAC staff will set up acoustical shells, chairs, music stands, choral risers and/or conductor's system for a fee of \$100 per service. Entire setup diagram must be approved at least 24 hours in advance.~~

### Sound equipment

The following sound equipment is included with the D5FAC rental fee:

- handheld microphone ~~no additional charge if technician is not required~~
- lavalier microphone ~~no additional charge if technician is not required~~
- performance microphones - ~~requires approved technician (\$40 per hour)~~
- CD player, DVD player, projector - ~~requires approved technician (\$40 per hour)~~

### District Five Schools of Spartanburg County

## Lighting equipment

- lighting presets - no additional charge\*
- follow spot (one or two) - ~~\$25~~ \$50 per light, per day (~~plus wage for operator~~ \$50 per hour for wage of operator)
- reset lighting - ~~requires approved technician~~ (~~\$40~~ \$50 per hour)
- ~~access to catwalks - requires approved technician (\$40 per hour)~~

~~If Security is required for all events at the D5FAC. The user is responsible for paying the fee of \$50 per hour, per officer. The District Five Administration will determine the appropriate numbers of officers required based on anticipated event attendance. (will be determined by the administration), the user is responsible for paying the fee as set by the security officer and/or their agency.~~

\* D5FAC must be involved in the set-up of equipment. A minimum set-up fee of \$50 per hour will be charged.

Updated 4/28/25

## APPLICATION FOR USE OF SCHOOL BUILDINGS AND/OR FACILITIES

## 1. General information

Requesting organization	
Individual submitting request	
Street address/P.O. number	
City	
State/Zip	
Daytime telephone number	
Email address or Fax Number	

## 2. Specific information regarding the request

Facility(s) requested	
Dates(s) facility needed	
Time(s) facility needed	
Purpose for request	

The following district employee will be responsible for the facility and present for the entire event as required by Policy KF: \_\_\_\_\_

## 3. Certification of request

It is understood that upon approval of this application, the applicant will assume all liability of property damage or bodily injury caused by facility use. Applicant agrees (a) to reimburse the district for property repair/replacement damaged during the event, and (b) to indemnify, defend, and hold harmless the district (including Board of Trustees and employees) from any claims, including but not limited to, property damages, personal or bodily injuries, losses, attorney's fees, and expenses resulting from the event.

Applicants who are a political subdivision, government agency, or any other State entity within the definition of the South Carolina Tort Claims Act (S.C. Code § 15-78-10, *et seq.*), will keep in full force and effect the statutorily prescribed liability insurance protection and will assume liability, to the full extent allowed by South Carolina law, for any personal injury or property damage resulting from the applicant's use of the facility.

All approved applicants must have at least ~~\$500,000~~ \$1,000,000 liability insurance protection in effect during the period of use and will file a certificate of insurance with the school/district upon submission of Facilities Use application, if so required, on 10 days written notice. The insurance will be subject to approval.

I (we) the undersigned do certify that I (we) have read District Five Schools of Spartanburg County Policy KF and administrative rule KF-R and meet all criteria.

Signature of individual submitting request	Date
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District use only

\_\_\_\_\_ Approved \_\_\_\_\_ Denied

Principal \_\_\_\_\_ Date \_\_\_\_\_

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Fees \_\_\_\_\_

## **EDUCATIONAL OPPORTUNITIES EDUCATION EQUITY**

Code **ACB** Issued **4/21 4/25**

Purpose: To establish the basic structure for ensuring a quality an-equitable education is offered to all students.

The board is committed to the provision of a quality an-equitable education system reflected in the educational opportunities offered to all students regardless of sex, race, religion, ethnicity, socio-economic status, disability, and/or other characteristics, as well as the intersection of these characteristics. The board prioritizes educational opportunities equity through the allocation of resources based upon individual student needs. As such, the district will identify and address barriers that cultivate achievement and/or opportunity gaps for students.

The superintendent or his/her designee will use quantitative and qualitative district-wide and school-level data to systematically assess which students and/or student groups are experiencing the least achievement, determine the academic needs, and target resources and efforts to address identified needs and improve overall outcomes. The data may include anecdotal information from staff members, as well as formally collected and reported data. ~~Data will be disaggregated and intersected, where feasible, based on available demographics.~~

In the pursuit of a quality education educational-equity for all students, district programs, operations, and functions will be structured to prioritize the following guiding principles:

- The district will provide multiple pathways to success to meet the needs of the diverse student body and will actively encourage, support, and expect high academic achievement and excellence from each student.
- Students will be encouraged and provided opportunities to pursue their goals and interests, to enroll in challenging programs, and to participate in school activities and interscholastic athletics without regard to biases or discrimination. ~~Students' educational achievement will neither be predicted nor predetermined by explicit bias (intentional actions, attitudes, and beliefs about a person or group) or implicit biases (actions, attitudes, or stereotypes that affect understanding, actions, and decisions in a subconscious manner).~~
- ~~Students will be provided equitable access to instructional materials, assessments, curriculum, support, facilities, and other educational resources and services that reflect an appreciation for the diverse cultural perspectives, identities, and the needs of students by strategically differentiating allocations as necessary to remove barriers and improve outcomes.~~
- ~~The district's curriculum will promote equity and respect, reflect the distinctive contributions of a diverse society, embed culturally responsive teaching and practices, and provide opportunities for staff members and students to interact effectively with individuals from other cultures.~~

## PAGE 2 - ACB - EDUCATIONAL OPPORTUNITIES

### EDUCATION EQUITY

- The district will promote a high quality diverse workforce by maintaining an employment process that is free of discrimination and bias; by identifying and addressing barriers to the recruitment, hiring, retention, development, and promotion of district employees. ~~from diverse backgrounds; and by actively recruiting and promoting candidates who are committed to educational equity.~~
- The district will provide professional development opportunities to support regarding cultural competency and proficiency that foster the skills and knowledge to cultivate equity and to create a learning environment that is student-centered and meets the individual and diverse needs of students.
- The district will create a welcoming, inclusive, and bias-free culture and environment that values, reflects, and is responsive to the diversity of students, families, and the community. Respectful and civil discourse and interactions among staff members, students, families, and community members is expected at all times.
- The district will review policies, procedures, programs, professional development, and budget allocations to ensure a quality learning experience is offered to each student. ~~with an equity lens.~~

Staff members will conduct themselves in a manner consistent with the principles of this policy. The superintendent or his/her designee is authorized to develop an action plan and procedures in accordance with these principles.

Adopted 4/26/2021; Revised 04/28/2025