

## CAREER/TRANSITION TO WORK EDUCATION

Code **IHAQ** Issued **8/17**

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Purpose: To establish the board's vision for career/transition-to-work education.

Career education is the development of the skills and knowledge through which individuals may fulfill their own unique needs with regard to their occupational role, citizen responsibility, leisure activity and family development.

The board is committed to and supports the development and implementation of a statewide initiative to provide students with strong academics and real-world problem solving skills to meet the workforce needs of business and industry.

The district will adhere to the Education and Economic Development Act of 2005 through the implementation of the following components.

### **Career clusters and state academic standards**

A curriculum aligned with state academic standards will be provided to students through career clusters with individualized educational, academic and career-oriented choices and greater exposure to career information and opportunities.

### **Career guidance and counseling/development**

The district will lay the foundation for the clusters of study system for students as follows.

- Provide career awareness activities in elementary school ~~(K-5)~~.
- Identify interests and abilities in middle school and align these with clusters of study for the development of individual graduation plans.
- Provide guidance and curricula for high school students to complete individual graduation plans.
- Provide a variety of work-exploration experiences such as traditional mentoring, shadowing, service learning, school-based activities, internships and cooperative education, youth apprenticeships and extended learning opportunities.

The district will utilize the High Schools That Work (HSTW) whole-school reform model in its high schools or obtain approval from the state department of education to use another cluster or major organizational model.

The district will ensure the safety of students who participate in work-based activities requiring them to interact with individuals in the community.

### **Guidance and counseling model**

The district will follow standards and strategies provided by the state department of education's ~~guidance and school~~ counseling model in developing and implementing a comprehensive ~~guidance and school~~ counseling program. This model will include a career guidance component for students at the high school level.

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### **Career specialists**

Each middle and high school in the district will provide students with the services of a qualified career specialist who will work under the supervision of a certified guidance school counselor. Career specialists will carry out specific professional duties in the district as required by law. The student to guidance school counselor personnel ratio will be in accordance with state regulations. A career specialist must be certified to provide classroom instruction.

### **Parental participation**

The district will encourage parental participation in the clusters of study system by requiring annual parent counseling conferences for students beginning with the sixth grade and continuing through high school. The purpose of these conferences will be to assist in the decisions concerning career choices and the creation of individual graduation plans. A mediation process that includes parent advocates must be developed, explained and made available for conferences upon the request of the parent/legal guardian or the student.

The district may provide guidance and school counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

### **Academic assistance programs (at-risk students)**

The district will implement in each high school one or more evidenced-based program models for at-risk students to ensure that these students are given the opportunity to complete the requirements for a state high school diploma and to build skills that prepare them to enter the job market successfully.

Cf. IG, IGCA, IHAK, IHBC, IHCA, IKF, JLD, KB

Adopted 4/25/94; Revised 10/23/95, 5/7/02, 1/28/13, 8/28/17

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### **Legal references:**

- A. S.C. Code of Laws 1976, as amended:
  - 1. Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.
- B. State Board of Education Regulations:
  - 1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
  - 2. R43-234 - Defined program, grades 9-12.
- C. South Carolina State Department of Education:
  - 1. South Carolina Education and Economic Development Act Guidelines (2006).

## **SPECIAL EDUCATION/PROGRAMS FOR DISABLED STUDENTS**

Code **IHBA** Issued **8/17**

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In keeping with its responsibility to educate all students in the district, the board will provide special education programs for students with various disabilities.

The board believes that students with exceptional educational needs should be served in regular classrooms whenever possible. To this extent, the board views special education as an integral part of the general education program offered to all students.

Every student has a right to an appropriate educational program in which he/she can experience success. If a student has a disability, his/her success may be contingent upon an adjustment to the techniques and materials of instruction to meet his/her individual needs.

The district will provide special programs in accordance with state and federal laws and regulations.

### **Educational Rights of Adult Students**

When a student who receives special education services reaches the age of 18, he/she will be entitled to make his/her own educational decisions. However, depending on the nature of the student's disability and the student's wishes and needs, the student's rights will be impacted in one of the following ways:

- The student may elect to make his/her educational decisions with the support and assistance of an adult of his/her choice.
- The student may elect to delegate his/her educational rights to an agent using a delegation form approved by the South Carolina Department of Education or by a duly executed power of attorney.
- A representative may be appointed to represent the educational interests of the student while he/she is enrolled in school using a certification process that involves the attestation of a medical professional that the student is incapable of communicating, with or without reasonable accommodations, his/her wishes, interests, or preferences regarding his/her educational program.
- A guardian may be appointed and assigned the student's educational and other rights by the South Carolina Probate Court.

A principal is required to notify a student in writing if a certification letter is received by the school in which a medical professional has certified that the student is incapable of communicating or otherwise exercising his/her educational rights and the principal must designate an individual to represent the student's educational interests. The notice must inform the student that he/she may challenge the designation of this educational representative. If the student challenges the medical certification and the designation of an educational representative, then the district may not rely upon the educational representative for any decision-making purpose.

An educational representative does not have the authority to remove a student from educational services.

Adopted 4/25/94; Revised 1/28/13, 8/28/17

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**Legal References:**

**A. Federal Law:**

1. Individuals with Disabilities Education Act of 1975 (IDEA), 20 U.S.C.A. Section 1400.
2. McKinney-Vento Homeless Education Improvements Act of 2001, P.L. 107-110, 42 U.S.C.A Sections 11431-11435.

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

1. Sections 59-21-510, *et seq.* - Education of physically and mentally disabled students.
2. Sections 59-33-10, *et seq.* - Special education for disabled students.
3. Sections 59-33-310, *et seq.* - Adult Students with Disabilities Educational Rights Consent Act.

**C. State Board of Education Regulations:**

1. R43-80 - Transportation.
2. R43-243 - Special education; education of students with disabilities; discipline.
3. R43-243.1 - Criteria for entry into programs of special education for students with disabilities.

**DISTRICT FIVE SCHOOLS  
OF SPARTANBURG COUNTY**

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**Delegation of Rights to Make Educational Decisions**

I, \_\_\_\_\_, am 18 years of age or older, and I understand that I have the right to make educational decisions for myself under federal and state law. As of the date that I am signing this form, I have not been declared legally incompetent to make my own decisions, I do not have a guardian appointed by the court system, and I am able to effectively communicate my wishes, interests, and preferences regarding my education program. As provided in S.C. Code Ann. § 59-33-330, I am delegating my right to give consent and make decisions concerning my education to the person named below, who will be considered my "parent" for purposes of the Individuals with Disabilities Education Act (IDEA), other federal education laws, and state education laws. This person will exercise all of the rights and responsibilities concerning my education that are given to a parent/legal guardian of a student who has not yet reached the age of 18.

I understand that my delegate will have full authority in matters relating to participation in the identification, evaluation, Individualized Education Program (IEP) development, placement, disciplinary, and other education processes. I also understand that although I am delegating the person named below to make decisions on my behalf, I still have the right to be invited and attend all IEP meetings and raise any issues or concerns that I have about my education.

This delegation of rights is voluntary and effective until either I withdraw my consent, I am determined to no longer meet the requirements under state law to legally delegate my educational rights to another person, or my delegate is no longer willing or able to carry out his/her responsibilities. I understand that I have the right to terminate the delegation of rights at any time and assume the right to make my own decisions regarding my education. I understand that if I decide to revoke this delegation of rights and make my own decisions or name a different person to act on my behalf, I must notify the school district immediately in writing.

I hereby delegate my right to give consent and make decisions concerning my education to:

Name (print) \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

I hereby agree to serve as the student's delegate:

\_\_\_\_\_  
Signature of delegate

\_\_\_\_\_  
Date

Student's date of birth \_\_\_\_\_ Date of age of majority \_\_\_\_\_

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date



## ADVANCED COLLEGE PLACEMENT

Code **IHCD** Issued **8/17**

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**Purpose:** To establish the basic structure for the district's advanced college placement program.

The district will provide advanced placement course offerings in each high school ~~enrolling an adequate number of academically talented students to support the courses.~~

Students successfully completing advanced placement course requirements and the advanced placement examinations will receive advanced placement credit in post-secondary public colleges in South Carolina or in other states in the manner specified by the South Carolina Commission on Higher Education in conjunction with the South Carolina state board of education.

Adopted 8/27/94; Revised 4/25/94, 1/28/13, 8/28/17

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**Legal references:**

- A. S. C. Code, 1976, as amended:
  - 1. Section 59-29-190 - Advanced placement courses for academically talented students.
- B. State Board of Education Regulations:
  - 1. R43-258.1- Advanced placement.
  - 2. R43-234 - Defined program, grades 9-12.

## ADVANCED COLLEGE PLACEMENT

Code **IHCD-R** Issued **8/17**

Advanced Placement (AP) courses include only classes developed by the College Board. The courses must have prescribed curricula and tests for which students receive high school credit. Students scoring at an acceptable level on the AP examination will be eligible to receive college credit from participating institutions.

Any other course description or designation, such as "honor courses" or "early admission courses" cannot be used to comply with the AP provision under the Education Improvement Act of 1984.

All high schools with both 11th and 12th grades will offer at least one AP course through one of the following methods:

- Provide a course(s) in the school.
- Provide a course(s) through a cooperative agreement with other secondary school(s) within the district(s).
- Provide a course(s) through independent study.
- Provide a course(s) through an agreement with other district(s).

Students become eligible for enrollment in AP courses when they have successfully completed the prerequisite college preparatory course(s). All students enrolled in state-funded AP programs must take the College Board-administered examination.

*Exception: If a student is unable to take the examination, a written explanation of the individual circumstances must be filed as part of the district's end-of-the-year AP report to the South Carolina Department of Education (SCDE).*

### **Requirements for Advanced Placement Teachers**

Each teacher of an AP course will have earned the specialized AP course endorsement in accordance with SCDE requirements. Newly assigned teachers of AP courses will have one calendar year to meet the AP course training requirements.

Issued 8/28/17

## **GUIDANCE AND SCHOOL COUNSELING**

Code **JLD** Issued **8/17**

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**Purpose:** To establish the board's vision for school guidance and counseling.

A comprehensive developmental **guidance and school** counseling program, which provides all students the opportunity for optimum development, is an essential component of the instructional program. Students should develop skills and traits that enable them to become productive citizens. To ensure that this service is provided to all students, the district will establish a **guidance counseling** program in each school.

The **guidance counseling** program is based on the following beliefs.

- All children are unique and are to be treated with respect and dignity.
- Every student can achieve at high levels.
- Learning is a lifelong process.
- A positive self-concept leads to responsible and productive citizenship. Fostering that positive self-concept is the responsibility of the school, home and community.
- The **guidance school counseling** program is an integral part of the educational program and serves as a critical link to the instructional program. The program provides developmental opportunities and experiences as it addresses student development areas: learning to live, learning to learn and learning to work.

The **guidance school counseling** department, working closely with the administration and instructional staff, will accomplish the following.

- Analyze and evaluate students' abilities, interests, skills and achievements to assist students in making individualized educational, academic and career-oriented choices; in setting career goals; and in developing individual graduation plans to achieve these goals.
- Help students adjust to new in-school and out-of-school situations through counseling and support and/or referral to outside agencies.
- Assist teachers, staff and parents/legal guardians in understanding the needs and problems of individuals and groups of students.
- Interpret cognitive, aptitude and achievement test data to students and parents/legal guardians.
- Interpret student records to include grades earned, test data, personal data and career development records.
- Ensure student records are maintained in accordance with state and federal regulations



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### **Career ~~guidance~~ and counseling**

The district will make available to all students a comprehensive system of academic ~~guidance~~ **counseling** and career development that includes career awareness, career exploration and career preparation.

#### *Elementary school*

The district will lay the foundation for the clusters of study system by providing career awareness activities for students in pre-K through fifth grades.

#### *Middle school*

Counseling and career exploration programs on the clusters of study will be implemented by the district and made available to all sixth through eighth grade students.

The process of creating and updating developmentally appropriate career plans will begin with students in grade six and directly involve the parent/legal guardian as well as the student.

Before the end of the second semester of the eighth grade, students will select a preferred cluster of study and begin to develop an individual graduation plan (IGP) in consultation with their parents/legal guardians. The IGP is a student specific educational plan detailing the courses necessary for a student to prepare for graduation and to successfully transition into the workforce or postsecondary education and will meet specific requirements as outlined by the state department of education. A certified school counselor must sign the IGP. The IGP will be reviewed and revised at least annually with the assistance of parents/legal guardians, teachers and counselors.

#### *High school*

Certified school counselors - as well as career specialists under the supervision of these counselors - will advise students during the ninth and tenth grades on further defining their career cluster goals and further refining their IGPs.

Students in their tenth-grade year will declare an area of academic focus, known as a career major, within a cluster of study before the end of the second semester.

Work exploration guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning will be provided to assist students in fulfilling the IGPs. Work exploration activities may include, but are not limited to, the following.

- traditional mentoring experiences
- community and short-term shadowing experiences
- service learning experiences
- school-based activities providing opportunities to explore basic business practices and entrepreneurial enterprises
- internships and cooperative education experiences
- youth apprenticeships for students 16 years and older
- extended learning opportunities to include senior-year projects or community involvement or leadership

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The district will implement the career guidance program model developed by the state department of education or submit a prototype to the department for approval for use by the district in the high schools.

The district will promote increased awareness and career counseling by encouraging students to utilize career guidance counseling technology and by providing access to the South Carolina Occupational Information System (SCOIS) or to another computer-assisted career information system that has been approved by the state department of education.

The district will provide students in middle and high school with the services of a qualified and appropriately trained career specialist as outlined in law. Each middle and high school will have a student-to-guidance personnel ratio of 300:1. Guidance Counseling personnel will include certified school guidance counselors and career specialists.

Guidance Counseling services are available for every student in the district's schools as required by state law, the defined program and other regulations of the state board of education. All students will participate in career development activities regardless of their ~~race, color, national origin, sex or disability~~ race, religion, gender, disability, national origin, or immigrant or English-speaking status.

Materials or tests used for appraising or counseling students will not be different for students on the basis of their ~~sex~~ gender. The use of materials will not require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate ~~sex~~ gender bias.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, KB

Adopted 4/25/94; Revised 5/7/02, 4/22/13, 8/28/17

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### Legal references:

- A. United States Code:
  - 1. Title IX of the Education Amendments of 1972 - Prohibits sex discrimination by federal education grantees.
- B. S.C. Code of Laws 1976, as amended:
  - 1. Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.
- C. State Board of Education Regulations:
  - 1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
  - 2. R43-234 - Defined program, grades 9-12.
- D. South Carolina State Department of Education:
  - 1. South Carolina Education and Economic Development Act Guidelines (2006).

## SCHOOL RESOURCE OFFICERS

Code **KLGA** Issued **8/17**

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In order to provide a safe learning environment for all students, the board supports the use of school resource officers to expand school safety efforts and to conduct community policing services in and around the schools.

### **Definition**

A school resource officer is a sworn law enforcement officer who has completed the state-approved basic course of instruction and is assigned to the school district to act as a law enforcement officer.

### **Jurisdiction**

School administrators and staff will have the primary responsibility for maintaining proper order in schools and for disciplining students for violations of board policies and school rules. A school resource officer is not a school disciplinarian and will not be requested or permitted to intervene in school discipline matters unless authorized by the district code of conduct. The administrator or other school officials may refer Level II misconduct to the school resource officer or other local law enforcement authorities only when the conduct rises to a level of criminality, the conduct presents an immediate safety risk, or the conduct is the third or subsequent act which rises to a level of criminality in that school year.

Upon observation or notification and verification of a criminal offense by district or building-level administration, the administrator will immediately contact the school resource officer, or local law enforcement authorities if the school resource officer is unavailable or circumstances warrant otherwise. When a referral to law enforcement is required, the school resource officer will be the first line of contact for local law enforcement to ensure that the matter is resolved promptly to decrease significant interruption to the learning process.

The school resource officer is granted statewide jurisdiction to arrest any persons committing crimes in connection with a school activity or school-sponsored event, and he/she will be called immediately to handle a disturbance or emergency regarding a visitor or employee who disrupts the learning environment or school activity.

### **Roles and Responsibilities**

As law enforcement, a school resource officer's roles and responsibilities in the school setting will include, but not be limited to, the following:

- Establish and maintain a close partnership with the school administration and staff to maintain a safe and constructive learning environment.
- Enforce local, state, and federal laws.
- Serve as a resource to administrators and staff concerning law enforcement and child welfare issues.
- Serve as a liaison between the schools and the Police or Sheriff's Department in addressing issues of concern to both entities.

- Develop educational programs and activities on topics such as crime prevention that will increase a student's knowledge of and respect for the law and the function of law enforcement agency programs.
- Assist in emergency crisis planning and building security matters including, but not limited to, conducting security inspections to deter criminal or delinquent activities.
- Provide consultation and support to improve school/law enforcement collaboration.

### **Memorandum of Understanding**

The roles and responsibilities listed above are in addition to any outlined in the requisite memorandum of understanding (MOU) executed between the district and the local law enforcement agency that employs the school resource officer. Prior to the placement of a school resource officer in a school district, a MOU must be executed defining the role of the school district, individual schools, local law enforcement agencies, school administration, and the school resource officer. At the beginning of each school year, district administration will review the terms of the MOU with, and provide a written copy to, both the building-level administration and the school resource officer.

Adopted 8/28/17

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#### **Legal References:**

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

1. Section 5-17-12 - School resource officer definition and jurisdiction.
2. Section 59-24-60 - Requires administrators to contact law enforcement.

**B. State Board of Education Regulations:**

1. R43-210 - School resource officers.
2. R43-243 - Special education discipline guidelines.
3. R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.