

*Policy*

**DISCIPLINE, ADMINISTRATIVE LEAVE AND DISMISSAL OF  
SUPPORT STAFF**

*Code* **GDQD** *Issued* **10/23**

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Support staff are considered at-will employees. It will be the policy of this district to discipline and/or dismiss support staff whenever good and sufficient reasons for doing so present themselves. Accordingly, the board authorizes the superintendent to carry out such activities.

As appropriate, the administration is authorized to place an employee on administrative leave, with or without pay, while any necessary inquiry is conducted.

With respect to dismissal, such actions will be based on the recommendation of the employee's principal or immediate supervisor and will occur following a pre-termination opportunity before the superintendent. At such a conference, the employee may present reasons why the recommendation of dismissal should not be accepted by the superintendent.

Should the superintendent decide to dismiss the employee, the notice will be in writing.

**Criminal Charges**

The district may place on administrative leave, with or without pay, a support staff employee who has criminal charges filed against him/her. The district will investigate the actions which led to the employee's arrest and may take further disciplinary action against the employee, up to and including termination, regardless of the resolution of the criminal charges.

Adopted 10/23/2023

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## PROFESSIONAL STAFF PAID PARENTAL LEAVE

Code **AR GCC-R3** Issued **10/23**

~~This policy is effective July 1, 2022.~~

### **Paid Parental Leave for Newborn Biological Child or Foster of a Child**

Eligible district employees who are employed by the district and who give birth are entitled to receive six weeks of paid parental leave upon the occurrence of a qualifying event. Other eligible district employees who do not give birth are entitled to receive two weeks of paid parental leave upon the occurrence of a qualifying event.

- 'Child' means a newborn biological child or foster of a child in state custody and under the age of 18. No child can have more than two parents eligible for paid parental leave.
- 'Eligible District employee' means an employee defined by the Department of Education using the Professional Certified Staff system or any full-time equivalent position categorized as certified staff. ~~occupying any percentage of a full-time equivalent position.~~
- 'Paid parental leave' means six weeks of paid leave at 100 percent of the eligible district employee's base pay or two weeks of paid leave at 100 percent of the eligible district employee's base pay. ~~Leave for part-time eligible district employees must be on a prorated basis corresponding to the percentage of hours they are normally scheduled to work.~~
- 'Qualifying event' means the birth of a newborn biological child to an eligible district employee or after a co-parent's birth of a newborn child or fostering a child in state custody.

### **Paid Parental Leave Usage Includes the Following:**

- The entitlement of this leave expires at the end of the 12-month period beginning on the date of such birth or initial legal placement. An eligible district employee shall receive no more than one occurrence of six or two weeks of paid parental leave for any 12-month period, even if more than one qualifying event occurs. However, nothing in this item prohibits a foster parent from requesting and receiving approval for parental leave in nonconsecutive one-week time periods.
- If the leave is not used by the eligible district employee before the end of the 12-month period after the qualifying event, such leave does not accumulate for subsequent use. Paid parental leave may not be donated. Any leave remaining at the end of the 12-month period or at separation of employment is forfeited.
- Days of paid parental leave taken under this policy must be taken consecutively, except that foster parents may request and receive approval for parental leave in nonconsecutive one-week time periods.
- If both parents are eligible district employees, paid parental leave may be taken concurrently, consecutively, or a different time as the other eligible district employee.
- District holidays and vacation on the District calendar must not be counted against paid parental leave. ~~listed in Board policy will not be counted against paid parental leave.~~
- When an eligible District employee's entitlement to leave under this policy extends beyond their designated term of employment for their contractual term, the employee

may continue their period of paid parental leave in the subsequent contractual term, provided the employee remains an eligible District employee.

- Paid parental leave must run concurrently with leave taken pursuant to the Family Medical and Leave Act and any other unpaid leave to which the eligible district employee may be entitled as a result of the qualifying event. However, leave granted under this policy section is with pay and is not sick/personal leave and therefore does not deduct from the eligible district employee's accrued leave balance. An eligible district employee does not have to exhaust all other forms of leave before being eligible to take leave granted under this policy section. Eligible district employees shall accrue sick/personal leave at the normal rate while on this leave, if applicable.
- The use of paid parental leave by an eligible District employee shall not prevent the eligible District employee from earning a STEP increase the following year. Paid parental leave is considered paid leave and the time must count toward the eligible District employee's years of service.

### **Paid Parental Leave for Adoption of a Child**

Eligible district employees who are employed by the district and are primarily responsible for furnishing the care and nurture of the child, are entitled to six weeks of paid parental leave upon the occurrence of a qualifying event. Eligible district employees who are employed by the district who are not primarily responsible for furnishing the care and nurture of the child, are entitled to two weeks of paid parental leave upon the occurrence of a qualifying event.

- 'Child' means a child initially legally placed for adoption and under the age of 18. No child can have more than two parents eligible for paid parental leave.
- 'Eligible district employee' means an employee defined by the Department of Education using the Professional Certified Staff system or any full-time equivalent position categorized as a certified staff. ~~occupying any percentage of a full-time equivalent position.~~
- 'Paid parental leave' means six weeks of paid leave at 100 percent of the eligible district employee's base pay or two weeks of paid leave at 100 percent of the eligible district employee's base pay. ~~Leave for part-time eligible district employees must be on a prorated basis corresponding to the percentage of hours they are normally scheduled to work.~~
- 'Qualifying event' means the initial legal placement of a child by adoption.

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- If the leave is not used by the eligible district employee before the end of the 12-month period after the qualifying event, such leave does not accumulate for subsequent use. Paid parental leave may not be donated. Any leave remaining at the end of the 12-month period or at separation of employment is forfeited.
- Days of paid parental leave taken under this policy must be taken consecutively.
- If both parents are eligible district employees, paid parental leave may be taken concurrently, consecutively, or a different time as the other eligible district employee.

- District holidays and vacation on the District calendar must not be counted against paid parental leave. listed in Board policy will not be counted against paid parental leave.
- When an eligible District employee's entitlement to leave under this policy extends beyond their designated term of employment for their contractual term, the employee may continue their period of paid parental leave in the subsequent contractual term, provided the employee remains an eligible District employee.
- Paid parental leave must run concurrently with leave taken pursuant to the Family Medical and Leave Act and any other unpaid leave to which the eligible district employee may be entitled as a result of the qualifying event. However, leave granted under this policy section is with pay and is not sick/personal leave and therefore does not deduct from the eligible district employee's accrued leave balance. An eligible district employee does not have to exhaust all other forms of leave before being eligible to take leave granted under this policy section. Eligible district employees shall accrue sick/personal leave at the normal rate while on this leave, if applicable.
- The use of paid parental leave by an eligible District employee shall not prevent the eligible District employee from earning a STEP increase the following year. Paid parental leave is considered paid leave and the time must count toward the eligible District employee's years of service.

Issued 9/26/22; Revised 10/23/23

## SUPPORT STAFF PAID PARENTAL LEAVE

Code **AR GDC-R3** Issued 10/23

~~This policy is effective July 1, 2022.~~

### **Paid Parental Leave for Newborn Biological Child or Foster of a Child**

Eligible district employees who are employed by the district and who give birth are entitled to receive six weeks of paid parental leave upon the occurrence of a qualifying event. Other eligible district employees who do not give birth are entitled to receive two weeks of paid parental leave upon the occurrence of a qualifying event.

- 'Child' means a newborn biological child or foster of a child in state custody and under the age of 18. No child can have more than two parents eligible for paid parental leave.
- 'Eligible District employee' means an employee in any full-time equivalent position categorized as classified staff. ~~occupying any percentage of a full-time equivalent position.~~
- 'Paid parental leave' means six weeks of paid leave at 100 percent of the eligible district employee's base pay or two weeks of paid leave at 100 percent of the eligible district employee's base pay. ~~Leave for part time eligible district employees must be on a prorated basis corresponding to the percentage of hours they are normally scheduled to work.~~
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- When an eligible District employee's entitlement to leave under this policy extends beyond their designated term of employment, the employee may continue their period of

paid parental leave in the subsequent year, provided the employee remains an eligible District employee.

- Paid parental leave must run concurrently with leave taken pursuant to the Family Medical and Leave Act and any other unpaid leave to which the eligible district employee may be entitled as a result of the qualifying event. However, leave granted under this policy section is with pay and is not sick/personal leave and therefore does not deduct from the eligible district employee's accrued leave balance. An eligible district employee does not have to exhaust all other forms of leave before being eligible to take leave granted under this policy section. Eligible district employees shall accrue sick/personal leave at the normal rate while on this leave, if applicable.
- The use of paid parental leave by an eligible District employee shall not prevent the eligible District employee from earning a STEP increase the following year. Paid parental leave is considered paid leave and the time must count toward the eligible District employee's years of service.

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- 'Child' means a child initially legally placed for adoption and under the age of 18. No child can have more than two parents eligible for paid parental leave.
- 'Eligible district employee' means an employee in any full-time equivalent position categorized as a classified staff. ~~occupying any percentage of a full-time equivalent position.~~
- 'Paid parental leave' means six weeks of paid leave at 100 percent of the eligible district employee's base pay or two weeks of paid leave at 100 percent of the eligible district employee's base pay. ~~Leave for part-time eligible district employees must be on a prorated basis corresponding to the percentage of hours they are normally scheduled to work.~~
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- Paid parental leave must run concurrently with leave taken pursuant to the Family Medical and Leave Act and any other unpaid leave to which the eligible district employee may be entitled as a result of the qualifying event. However, leave granted under this policy section is with pay and is not sick/personal leave and therefore does not deduct from the eligible district employee's accrued leave balance. An eligible district employee does not have to exhaust all other forms of leave before being eligible to take leave granted under this policy section. Eligible district employees shall accrue sick/personal leave at the normal rate while on this leave, if applicable.
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Issued 9/26/22; Revised 10/23/23

*Policy*

## **GAVIN'S LAW IMPLEMENTATION**

*Code* **GBEBE/JICFB** *Issued* **10/23**

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Gavin's Law (S.C. Code Ann. Section 16-15-430) is legislation that makes sexual extortion, the act of blackmailing someone using sexually explicit images or videos, a felony offense and an aggravated felony if the victim is a minor, vulnerable adult, or if the victim suffers great bodily injury or death directly related to the crime.

Gavin's Law requires the District to collaborate with the State Department of Education, the South Carolina Law Enforcement Division, and the Attorney General's office, as appropriate, to implement a policy to educate and notify students of the provisions of this law, which includes adequate notice to students, parents or guardians, the public, and school personnel.

In accordance with Gavin's Law, the District shall notify students of the provisions of this act through providing age-appropriate instruction on the dangers and consequences of sexual extortion. Additionally, notification shall be provided to parents/guardians, the public, and school personnel regarding the law.

Any student who engages in sexual extortion will be subject to disciplinary action consistent with the District's Student Code of Conduct. Any employee who engages in sexual extortion will be subject to disciplinary action consistent with the District's policies governing staff conduct. School administrators shall notify law enforcement immediately of any allegations of such conduct, as required by State law and District policy.

Adopted 10/23/23

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Legal references:

- A. S.C. Code, 1976, as amended:
  - 1. S.C. Code Ann. § 16-15-430 – Gavin's Law.



## CODE OF CONDUCT

Code **AR JICDA-R** Issued **10/23**

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### Level I - Behavioral Misconduct

Behavioral misconduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.

Acts of behavioral misconduct may include, but are not limited to, the following:

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students
- failure to complete assignments or carry out directions
- failure to comply with directives from school/district personnel or agents (to include volunteer aides or chaperones)
- use of forged notes or excuses
- cutting class
- school tardiness
- truancy (three consecutive unlawful absences from school or a total of five unlawful absences)
- possession of an electronic communications device as defined by and in conflict with district policy
- other acts of behavioral misconduct as determined and communicated by the administration

Staff will follow these basic enforcement procedures in instances of behavioral misconduct and will maintain a complete record of the procedures.

When a staff member observes, or is notified of and has verified, acts of behavioral misconduct, the staff member will take immediate action to rectify the misconduct. Verification is defined as self admittance by the student, witnessed involvement of the student by staff, parental admission of student involvement, or evidence obtained through an investigation. The staff member will impose an appropriate consequence and maintain a record of the misconduct and the consequence.

If, either in the opinion of the staff member or according to policy, a certain misconduct is not immediately rectifiable, the staff member should refer the problem to the appropriate administrator for action specified by policy.

The administrator should meet with the reporting staff member, and, if necessary, the student and the parent/legal guardian, and impose the appropriate consequence and/or establish an intervention plan and/or behavioral contract.

Consequences that may be applied in cases of behavioral misconduct may include, but are not limited to, the following:

- verbal reprimand
- parental contact
- withdrawal of privileges
- demerits
- detention (silent lunch, after school, weekends, or another time that does not interfere with the instructional day)
- other consequences as approved and communicated by the administration

## **Level II - Disruptive Conduct**

Disruptive conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative consequences and court proceedings.

The administration may reclassify behavioral misconduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three or more times.

Acts of disruptive conduct may include, but are not limited to, the following:

- violation of a Level I intervention plan and/or behavioral contract
- use of an intoxicant
- fighting
- harassment, intimidation, or bullying
- vandalism (minor)
- stealing
- threats against others
- trespassing
- abusive language to staff
- repeated refusal to comply with directives from school personnel or agents (such as volunteer aides or chaperones)
- possession or use of unauthorized substances, as defined by law and/or local school board policy
- illegally occupying or blocking school property in any way with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- hazing
- inappropriate use of technology (e.g., bullying, harassing, or intimidating other students or district employees; plagiarizing copyrighted materials; and accessing inappropriate websites)

- other acts as determined and communicated by the administration

Staff will follow these basic enforcement procedures in instances of disruptive conduct and will maintain a complete record of the procedures.

When an administrator observes, or is notified of and has verified an offense, the administrator will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences.

The administrator will notify the parent/legal guardian of the student's misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian, confer with them about the student's misconduct, and impose the appropriate disciplinary action.

The administrator may refer the student to the appropriate intervention team to establish behavioral management strategies (e.g., restorative justice, counseling, service learning projects) and propose the appropriate disciplinary action.

The administrator or school official may refer Level II misconduct to the school resource officer or other law enforcement authorities only when the conduct rises to the level of criminality and the conduct presents an immediate safety risk to one or more people or it is the third or subsequent act which rises to the level of criminality during the school year.

The administration may apply consequences in cases of disruptive conduct which may include, but are not limited to, the following:

- temporary removal from class
- alternative education program
- in-school suspension
- out-of-school suspension
- transfer
- referral to outside agency, including law enforcement when involving possible criminal conduct
- expulsion
- restitution of property and damages, where appropriate
- other consequences as approved and communicated by the administration

### **Level III - Criminal Conduct**

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of the students themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the school resource officer or other law enforcement authorities, and/or action by the board.

Acts of criminal conduct may include, but are not limited to, the following:

- sexual extortion (S.C. Code Section 16-15-430)
- assault and battery
- extortion
- threat of the use of a destructive device (bomb, grenade, pipe bomb, or similar device)
- possession, use, or transfer of dangerous weapons
- sexual offenses
- vandalism (major)
- theft, possession, or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by law and/or board policy
- furnishing, selling, or possession of controlled substances (drugs, narcotics, or poisons)
- illegal use of technology (e.g., communicating a threat of a destructive device, weapon, or event with the intent of intimidating, threatening, or interfering with school activities; maliciously transmitting sexual images of minors, other than images of the student or images transmitted with the uncoerced consent of the individual in the images)
- threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family

Staff will follow these basic enforcement procedures in instances of criminal conduct and will maintain a complete record of the procedures.

When an administrator observes, or is notified of and has verified, a criminal offense, the administrator must contact the school resource officer or local law enforcement authorities immediately.

An administrator will notify the student's parent/legal guardian as soon as possible.

An administrator will impose the appropriate disciplinary action. If warranted, the administrator should immediately remove the student from the school environment. Staff will follow established due process procedures when applicable.

The administration may apply consequences in cases of criminal conduct which may include, but are not limited to, the following:

- out-of-school suspension
- assignment to alternative schools
- referral to an outside agency
- expulsion
- restitution of property and damages, where appropriate (should be sought by school authorities)
- other consequences as approved and communicated by the administration

### **Extenuating or Mitigating Circumstances**

The board may confer upon the appropriate administrator the authority to consider extenuating or mitigating circumstances which may exist in a particular case of misconduct, excluding criminal

conduct. The administrator should consider such circumstances in determining the most appropriate sanction.

The board may also confer upon the appropriate administrator the authority to consider aggravating circumstances which may exist in a particular case of misconduct or criminal conduct. Such circumstances should be considered in determining the most appropriate sanction.

### **Discipline of Students with Disabilities**

Students with disabilities are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other students in the program. However, federal and state laws and regulations require schools to meet the individual educational needs of such students to the extent possible.

The process of disciplining a student who receives special education services involves both administrative authorities who are responsible for discipline and the special education department, including teachers and administrators who have been assigned specific responsibilities in the implementation of the student's Individualized Education Program (IEP).

#### *Program prescriptions*

An IEP team may prescribe or prohibit specified disciplinary measures for an individual student by including appropriate provisions in the student's IEP. The committee must take into consideration the student's disabling condition when deciding whether or not staff may use a particular form of discipline. Administrative authorities will observe any such provisions contained in a student's IEP.

#### *Suspensions*

The administration may suspend a student with a disability unless a suspension is prohibited by the student's IEP. At the end of the suspension, the school will return the student to the same educational placement, if appropriate.

The school may suspend a student for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change in placement under the law).

However, students who bring weapons to school or a school function, knowingly possess or use illegal drugs, or solicit the sale of controlled substances, or inflict serious bodily injury upon another person while at school or a school function may be removed for up to 45 days at a time. If school officials believe that a student with a disability is substantially likely to injure him/herself or others in the student's regular placement, they may ask an impartial hearing officer to order that the student be removed to an interim alternative educational setting for a period up to 45 days.

### *Expulsions*

Expulsion of a student with a disability is equivalent to a change in educational placement and, therefore, requires special procedures. Before such a student may be expelled, a multi-disciplinary team must determine whether or not there is a connection or causal relationship between the disabling condition and the misconduct. If so, then expulsion resulting in cessation of educational services for the student is not the appropriate discipline.

The district will continue to provide a free and appropriate education as set forth in a student's IEP to expelled students with disabilities.

### *Immediate removal*

Nothing contained in this administrative rule will be construed as limiting an administrator's ability to remove a student with a disability from school immediately under emergency conditions.

Issued 6/24/85; Revised 9/23/91, 2/7/02, 3/25/13, 5/21/18, 10/23/23

*Policy*

## **SURVEILLANCE ON DISTRICT PROPERTY**

*Code EBCB Issued 10/23*

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Surveillance equipment may be installed by the School District to monitor public spaces including, but not limited to, meeting rooms, hallways and parking lots. Surveillance equipment may also be installed aboard buses.

- Surveillance equipment will not be installed in individual offices or classrooms without the specific authorization of the Superintendent or his/her designee.
- Recorded images and/or audio made on District property are the exclusive property of the School District

The Superintendent or his/her designee will develop rules and regulations for

- recording,
- use of recordings,
- custody of recordings,
- access to recordings,
- reporting violations of use of recordings,
- penalties for improper use,
- notifying students, parents/legal guardians and employees of recording procedures and
- use of recordings in disciplinary proceedings.

Adopted 10/23/23

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Legal references:

- A. Federal Legislation
  - 1. 20 U.S.C. § 1232g – Family Educational Rights and Privacy Act

*Administrative Rule*

**SURVEILLANCE ON DISTRICT PROPERTY REGULATIONS**

*Code AR EBCB-R Issued 10/23*

**Video Surveillance Equipment**

Video surveillance equipment may be installed to monitor public spaces including, but not limited to, meeting rooms, hallways and parking lots.

Cameras may also be installed aboard buses.

Cameras will not be installed in individual offices or classrooms without the specific authorization of the Superintendent or his/her designee.

**Custody of Video Footage**

The Superintendent or his/her designee will have custody of and maintain video footage recorded in public spaces. The Superintendent or his/her designee will have custody of and maintain video footage recorded on buses. All video footage must be maintained in a secure location to which students do not have access. No video footage will be released or shared with anyone without the specific authorization of the Superintendent or his/her designee.

**Access to Video Footage**

Video footage recorded on District property and buses are the exclusive property of the District.

The District will release or allow viewing of video footage only in certain defined situations, consistent with State and federal law, including the Family Educational Rights and Privacy Act.

Video footage will not be loaned, sold, rented, leased, released, shown, or otherwise made available outside the District without written permission from the Superintendent or his/her designee. A media request for video footage should be routed through the Superintendent's office.

A parent/legal guardian may request to review video footage of an alleged incident involving his/her child. The principal or his/her designee will consult with the Superintendent or his/her designee and/or legal counsel to determine whether and to what extent a video may be shown or shared with a parent/legal guardian. The Superintendent or his/her designee will be present when the parent/legal guardian reviews the tape. The parent/legal guardian may view only that portion of the tape that pertains to his/her child.

Parents/Legal guardians and others may not duplicate or make any type of recording of any video.

**DISTRICT FIVE SCHOOLS OF SPARTANBURG COUNTY**



Video footage shall not be copied or released without the specific authorization of the Superintendent or his/her designee.

Video footage may generally be recycled or reused after a period of fourteen days.

However, if an incident is reported or a request is made to view or copy video footage, the video footage will be secured and maintained as long as needed, including time for any appeals resulting from disciplinary or other actions.

### **Reporting Violations**

Any person who has reason to believe that a video camera is being used in violation of the policy or this administrative rule or in an otherwise improper manner should immediately notify the Superintendent's office. The Superintendent or his/her designee will investigate the allegations and take appropriate remedial or disciplinary actions as necessary.

### **Penalties for Improper Use**

Any employee who violates the terms of the policy or this administrative rule or otherwise misuses a video camera will be subject to disciplinary action, up to and including discharge. Students who violate the terms of the policy or this administrative rule or otherwise misuse a video camera will be subject to disciplinary action in accordance with the District's student behavior code.

Violations of the laws of the United States or the State of South Carolina may subject a person to criminal prosecution.

The District will recover the cost to repair damaged equipment from either the student(s)' parent/legal guardian or the employees, whichever is applicable.

### **Notice Requirements**

Students, parents/legal guardians, and employees must be notified annually that students, employees, and visitors are subject to being videotaped in public spaces, including hallways, meeting rooms, parking lots, and on buses at any time. Additionally, notices must be conspicuously posted on school property at all regular entrances and all other access points on school grounds. These notices should advise individuals that they are subject to being videotaped in any public spaces, including hallways, meeting rooms, parking lots, and on buses at any time.

### **Discipline Proceedings**

The District may use video footage as evidence in student disciplinary proceedings. The parents/legal guardians will be notified that the District intends to introduce video footage in advance of a disciplinary proceeding and the District will provide parents/legal guardians an opportunity to view the video footage prior to the proceeding.

## **Utilization**

Video footage may be used for legitimate training purposes inside the District.

Original video footage required as evidence in criminal, family, or other court actions will be maintained by the Superintendent or his/her designee. Video footage used as evidence in a criminal or family court proceeding will be maintained by the Superintendent or his/her designee for a period of two years after the conclusion of the proceeding.

In the event of an incident resulting in injuries or fatalities, the video footage will be secured as soon as is practicable. The Superintendent or his/her designee and/or legal counsel will determine disposition of the video footage.

Video footage that shows potential evidence of criminal activity will be evaluated by the Superintendent or his/her designee and/or the school resource officer for evidentiary value and referral to the appropriate law enforcement agency.

Adopted 10/23/23

## ~~CORPORAL PUNISHMENT/PHYSICAL FORCE~~

~~Code JKA Issued 9/22~~

~~Purpose: To establish the board's vision for the use of corporal punishment/physical force for the discipline of students.~~

~~The use of corporal punishment, defined as any act of physical force upon a student for the purpose of punishing that student, is prohibited in this district and will not be tolerated as a disciplinary measure.~~

~~The board will permit the use of reasonable and necessary physical force under the following circumstances:~~

- ~~● to quell a disturbance which threatens physical injury to persons, including those students involved, or which threatens serious damage to property~~
- ~~● to obtain possession of weapons or other dangerous objects upon the person or within the control of a student~~
- ~~● to defend one's self~~
- to remove a student from a classroom or other school property when the student's continued presence poses a threat of danger to other persons or property

Adopted 9/26/77; Revised 4/25/94, 2/7/02, 4/22/13, 9/26/22; 10/23/23

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### Legal References:

- A. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-63-260 - Corporal punishment.
- B. Federal Cases:
  - 1. *Ingraham v. Wright*, 430 U.S. 651 (1977).
  - 2. *Ware v. Estes*, 328 F. Supp. 657 (N.D. Tex. 1971) aff'd., 458 F. 2d 1360 (5th Cir. 1972).
- C. South Carolina Department of Education:
  - 1. Guidelines on the Use of Seclusion and Restraint (2012).

## **RESTRAINT, SECLUSION, AND INTENTIONAL PHYSICAL CONTACT**

Code **JKA** Issued **10/23**

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The board recognizes that one of its primary responsibilities is to ensure schools foster a learning environment that is safe and healthy for all students and staff. The use of restraint, seclusion, and/or physical force by district staff will only be authorized in the extremely narrow set of circumstances outlined below. School resource officers are authorized to respond to situations that present imminent danger of physical harm according to protocols established by their law enforcement agency.

### **Restraint and/or Seclusion Techniques**

Restraint and/or seclusion techniques will not be utilized in the district except in situations where a student's behavior poses imminent danger of serious physical harm to himself/herself or others, and the student is not responsive to verbal directives or less intensive de-escalation techniques or these directives or techniques have not mitigated the imminent danger of physical harm.

Only staff members who have been properly trained will be authorized to utilize these techniques and will use extreme caution in applying them.

The superintendent or his/her designee will develop and implement detailed written procedures governing the use of restraint and/or seclusion techniques, which will, at minimum, comply with the South Carolina Department of Education Guidelines on the Use of Seclusion and Restraint and include a plan for training staff on the appropriate use of restraint and/or seclusion and the establishment of a system for reporting and documentation to be followed when a restraint and/or seclusion technique has been used on a student.

School staff will provide a student's parent/legal guardian with written or oral notice on the same day that an incident necessitating the use of a restraint and/or seclusion technique occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice will be given within twenty-four (24) hours after the incident.

### **Safety Emergencies**

The board will permit the use of reasonable and necessary intentional physical contact by any staff member under the following circumstances when such circumstances constitute a safety emergency:

- to quell a disturbance which threatens physical injury to persons, including those students involved, or which threatens serious damage to property
- to obtain possession of weapons or other dangerous objects upon the person or within the control of a student

## Policy

- to defend one's self
- to remove a student from a classroom or other school property when the student's continued presence poses a threat of danger to other persons or property

### **Corporal Punishment**

No staff member or other person will subject a student to corporal punishment, defined as any act of physical force upon a student for the purpose of punishing that student, or condone the use of corporal punishment by any person under his or her supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent/legal guardian or district official.

Adopted 9/26/77; Revised 4/25/94, 2/7/02, 4/22/13, 9/26/22; 10/23/23

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#### Legal References:

- D. S.C. Code of Laws, 1976, as amended:
  - 2. Section 59-63-260 - Corporal punishment.
- E. Federal Cases:
  - 3. *Ingraham v. Wright*, 430 U.S. 651 (1977).
  - 4. *Ware v. Estes*, 328 F. Supp. 657 (N.D. Tex. 1971) aff'd., 458 F. 2d 1360 (5th Cir. 1972).
- F. South Carolina Department of Education:
  - 2. Guidelines on the Use of Seclusion and Restraint (2012).

## GRADUATION REQUIREMENTS

Code **AR IKF-R** Issued **10/23**

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

The unit requirements are distributed as follows:

<u>Subject</u>	<b>Credit Units</b>
English/Language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
PE, Junior ROTC, or Marching Band	1
Computer science	1
<del>Foreign World</del> language or Career and technology education	1
<u>Personal Finance</u>	<u>1/2</u>
Electives	<del>7</del> <u>6.5</u>
<b>Total</b>	<b>24</b>

\*Beginning in the 2023-24 school year, incoming freshman will be required to earn one half credit in Personal Finance.

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

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

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

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

The student must earn the required number of prescribed units.

### **Awarding of High School Credit**

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

- in units of one-fourth, one-half, and a whole; for example, an academic standards-based course that requires a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-half unit), and 30 hours of instruction (one-fourth unit)
- a course that has been approved by the South Carolina Department of Education in a proficiency-based system
- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades nine through 12
- a course that is approved by the district, whether the school offers the particular course or not, if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses, and CATE courses under conditions as outlined in State Board of Education regulations
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the American Sign Language course as the required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement
- the one unit of credit carried by CATE Personal Finance for one-half credit for Financial Literacy

## Adult Education

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

<u>Subject</u>	<u>Credit Units</u>
English/Language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
Computer science	1
<b>Personal Finance</b>	<b>1/2</b>
Electives	<b>9 8.5</b>
<b>Total</b>	<b>24</b>

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

## High School Credit for College Work

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

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

## District Five Schools of Spartanburg County



## **Individualized Graduation Plan (IGP)**

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

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

### *Components*

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

- approval by a certified guidance professional and the student's parent/legal guardian
- review each year by parent/legal guardian and the school
- flexibility to allow change in the course of study but be sufficiently structure to meet graduation requirements and admission to post-secondary education based on the student's selected cluster of study
- alignment of career goals with the student's course of study
- indication of required high school courses with a recommended sequence
- indication of required courses in that field of interest (cluster of study) for a concentration in that field
- strongly recommended courses related to that field of interest (cluster of study)
- incorporation in individual education plans, as appropriate
- extended learning options related to that field of interest (cluster of study) that include career oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning

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

- plan for a minimum of two years of transition beyond high school to post secondary (two or four year), military, private sector training, or work

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