

**Section I
INSTRUCTION**

NEW CODE	HEADING	OLD CODE	NOTES
IA	Instructional Goals and Learning Objectives	IA, IB	First two paragraphs are the model. Philosophy of education and goals are your information from '94. Anything newer?
IB	Academic Freedom	IAA	These are model goals; similar to yours (left out the capable teachers one; covered in section G).
IC	School Year	AE	This is model to include language regarding when to begin classes. Updated legal references.
ID	School Day	AF, -R	This is model; don't recommend including details in rule.
IE	Organization of Instruction	AC	This is model (note options) with your organizational pattern included.
IG	Curriculum Development, Adoption and Review	IC, ID	This is model with newer language combining all components of curriculum.
IGCA	Service Learning	IDDJ	This is model which includes EEDA language.
IHA	Basic Instructional Program	IDA	This is model with general language and serves as an introduction to the individual curriculum policies which follow.
IHAA	English/Reading/Writing/Language Arts Education	New policy	This starts a series of individual policies dealing with separate curriculum areas. The majority of these are new to you.
IHAB	Mathematics Education	New policy	This is model.

NEW CODE	HEADING	OLD CODE	NOTES
IHAC	Social Studies Education	IDAA	This is model with updated language for Constitution and Citizenship Day.
IHAD	Science Education	New policy	This is model.
IHAE	Physical Education	IDB	Replaced with model to comply with changes in law and regulations.
IHAF	Arts Education	New policy	This is model.
IHAG	Music Education	New policy	This is model with choices for district.
IHAH	Foreign Language Education	New policy	This is model.
IHAJ	Computer/Technology Literacy	New policy	This is model.
IHAK	Character Education	IHAK (new code)	This is model with option.
IHAL	Teaching About Religion	IKC	This is your policy.
IHAM	Health Education	IDA (part of it), IDBB	This is model revised with assistance of SDE.
IHAN	Driver Training	IDDE (you don't have)	This is model.
IHAO	Environmental Education	New policy	This is model.
IHAP	Consumer Education	New policy	This is model.
IHAQ	Career/Transition-to-Work Education	IDDG	Replaced with model to include components of EEDA.
IHBA	Special Education/Programs for Disabled Students	IDDF	This is model with general program language.

NEW CODE	HEADING	OLD CODE	NOTES
IHBB, -R, -E	Gifted and Talented Education	IDDD, -R, -E	This is model policy (note different grade span). The rule and exhibit are your information. If these are not current, we recommend deleting.
IHBC	Programs for at-Risk/Disadvantaged Students	New policy	This is model.
IHBF	Medical Homebound Instruction	IDDC	This is model; same as yours.
IHBG, -R	Home Schooling	IEK, -R	This is model policy and rule. Added readiness for first grade and reporting paragraphs in rule.
IHBH	Charter Schools	IHBH (new code)	This is your policy (adopted 9/12 under the new code).
IHBIB, -R	Primary/Pre-Primary Education (Child Development)	IDDH, -R (you don't have)	These are models.
IHCA	Summer School	IDCA	This is model.
IHCD, -R	Advanced College Placement	IDCE, -R	These are models with updated language to include student eligibility and teacher requirements.
IHCF	Childcare Programs	IDC	This is model.
IHD	Adult/Community Education	IDG	This is model (doesn't have your first paragraph).
IIA	Grouping for Instruction	IEA (you don't have)	This is model.
IJ, -E	Instructional Resources and Materials	IFA, -E	This is your same information updated with "video media." Revised notification language in exhibit.
IJJ	Textbook Selection and Adoption	IFAA	This is model with added language regarding the content of textbooks and "management" language.

INSTRUCTIONAL GOALS AND LEARNING OBJECTIVES (PHILOSOPHY OF EDUCATION)

Code **IA** Issued **DRAFT/12**

Purpose: To establish the board's vision for and philosophy of education in the district.

The district will support the academic standards set out in the state adopted curricula, as well as rules and regulations in the defined program.

The district will strive to provide a quality education program to meet the needs of all students by providing the best personnel, physical environment, materials, curriculum, instruction and motivation possible for the children, youth and adults served by the district.

Philosophy of education

The philosophy of the schools of the district addresses itself to the true meaning of quality in education. It is relevant to the lives of learners of any age whether they are in formal institutions of learning, in programs of continuing education or in any environment where learning is taking place. Each learner who has the potential and inner strength should strive toward the ideal implicit and explicit in each goal.

The philosophy of the schools will define performance objectives for learners, identify tasks to be performed in giving life to those objectives, and help to determine means for evaluating learners' progress toward the objectives. This philosophy, then, expresses the quest for quality, reaching for ideal and reality in education.

Physical and emotional well-being

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Basic communication skills

Education should develop in each learner the basic skills needed for communication, perception, evaluation and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Effective uses of knowledge

Education should provide access to man's cultural heritage, should stimulate intellectual curiosity, and should promote intellectual development.

Capacity and desire for lifelong learning

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

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Citizenship in a democratic society

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

Respect for the community of man

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences, which advance mutual respect for humanity and for the dignity of the individual, and which are respectful of cultural diversity.

Occupational competence

Education should provide the learner with the skills, experience, attitudes and the guidance for initial job placement; it is even more important for the learner to develop a capacity to adapt to changing conditions.

Understanding of the environment

Education should provide each learner with knowledge and understanding of the social, physical and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

Creative interests and talents

Education should provide each learner with varied opportunities to nurture interest, to discover and to develop natural talents, and to express values and feelings through various media.

Individual values and attitudes

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Specifically, the district will implement the following goals.

- to gain the greatest possible understanding of self
- to gain an appreciation of his worth as an individual and as a member of society
- to gain an understanding and appreciation of persons belonging to all social, cultural, and ethnic groups
- to master the basic skills in the use of words and numbers
- to have a positive attitude toward education and the learning process
- to develop the habits and attitudes associated with responsible citizenship
- to develop good health habits which will maintain physical, mental and emotional well-being
- to have both the opportunity and the encouragement to be successful and creative in many undertakings

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- to understand the opportunities open to him/her for a productive happy life
- to enable him/her to take full advantage of life's rewarding opportunities
- to understand and appreciate human achievement in the natural sciences, the social sciences, the humanities and the arts
- to prepare for life in a world of rapid change and of unforeseeable demands

Adopted 4/25/94; Revised 5/02, ^

ACADEMIC FREEDOM

Code **IB** Issued **DRAFT/12**

Purpose: To establish the board's vision for academic freedom in the district.

The board believes that academic freedom is essential to the fulfillment of the purposes of the school system. Board policy must protect teachers from any censorship or restraint which might hinder their duty to perform their classroom functions. The district will maintain an atmosphere of academic freedom in the schools. Therefore, the board sets out the following positions on academic freedom.

- Citizens of our American democracy must be able to listen to all sides of a controversial issue. They must be able to sort out the facts and to arrive at independent conclusions. The schools must expose students to current issues which are within their intellectual grasp.
- Teachers will not attempt, directly or indirectly, to limit or control students' judgement concerning any issue. Teachers will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.
- The right of students to be exposed to these issues carries obligations. These obligations are imposed upon the board, teachers, administration and the community.
- The community has a right to expect that teachers will present controversial issues in a fair and unbiased manner. The community also has a right to communicate concerns regarding these matters through proper channels to the board.
- Teachers will consult with the administration on the appropriateness of discussing any planned controversial issues with students.

Adopted 4/25/94; Revised ^

SCHOOL YEAR

Code **IC** Issued **DRAFT/12**

Purpose: To establish the basic structure for the length of the school year.

The school year will consist of 190 days. The district will use 180 days for student instruction.

The district will use no more than two of the ten remaining days for preparation for opening of school. The district must use three days for professional development based on the state academic achievement standards. The remaining five days may be used for teacher preparation and planning, academic plans and parent conferences.

The district will not begin classes for students prior to the third Monday in August. This does not apply to schools operating on a year-round modified school calendar. The district may request a waiver from this requirement under certain conditions outlined in law.

School calendar

The superintendent, in consultation with the staff, will prepare the school calendar. The calendar will set forth starting dates; ending dates; days of attendance for students; days of inservice and organizational meetings for teachers; holidays and vacation periods; days of reports to parents; and other schedules of importance to the staff and public. The superintendent will present the proposed calendar to the board for approval in the spring of each year.

Make-up days

The district will make up all days lost due to snow, extreme weather conditions or other disruptions. The board will designate at least three days within the school calendar as make-up days on the superintendent's recommendation. If those days have been used or are no longer available, the board may adjust the calendar by adding days to the instructional year. lengthen the school day by no longer than one hour per day for the total number of hours missed with the prior approval of the state department of education or operate schools on Saturday. However, if the board authorizes make-up days on Saturday, tutorial instruction normally offered on Saturday for students in grades seven through twelve must be scheduled at an alternative time.

Adopted 11/03; Revised ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-19-90(12) - General powers and duties of board; establish an annual calendar.
 - 2. Section 59-1-370 - Closing of educational institutions on general election day.
 - 3. Section 59-1-425 - School terms, school days, make-up days.
- B. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

SCHOOL DAY

Code **ID** Issued **DRAFT/12**

Purpose: To establish the basic structure for the length and uses of the school day.

State laws and regulations require that the length of the instructional day for middle and high school students must be at least six hours, or its weekly equivalent, excluding lunch. The length of the school day for elementary school students must be at least six hours, or its weekly equivalent, including lunch.

Schools may reduce the length of the school day to not less than three hours on not more than three days each school year for staff development or for the purpose of administering end-of-semester and end-of-year examinations.

The number of hours in an instructional day may vary as determined by the board and does not have to be uniform among the schools in the district. The district must consult with parents and faculty and obtain board approval before varying the length of the school day.

The schools must give priority to teaching and learning tasks and may interrupt classes only for emergencies.

Moment of silence

All schools will provide for a minute of mandatory silence at the beginning of each school day.

Adopted prior to 1974; Revised 3/24/75, 8/27/84, 1/25/93, 10/23/95, 2/2/02, ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-1-425 - School terms, school days, make-up days.
 - 2. Section 59-1-443 - Moment of silence.
- B. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

ORGANIZATION OF INSTRUCTION

Code **IE** Issued **DRAFT/12**

Purpose: To establish the basic structure for instruction in the district.

The board is legally responsible for meeting the needs of persons of all ages for elementary and secondary education.

In establishing an educational structure to provide the required programs, the board chose the following organizational pattern.

- elementary schools - grades pre K-4
- intermediate school - grades 5-6
- middle school - grades 7-8
- high school - grades 9-12

The district also maintains/shares a ~~district~~ technical center that serves students in ~~the middle and~~ high schools interested in career and technology training.

The district also maintains/shares an alternative school that serves students in grades six through twelve.

The district will provide preschool, child development and adult/community programs structured to meet the needs of the citizens of the district.

Adopted 1/1/74; Revised 1/25/93, 2/7/02, 11/26/07, ^

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Code **IG** Issued **DRAFT/12**

Purpose: To establish the basic structure for the development, adoption and review of curriculum in order to maintain the board's vision for instruction concurrent with the mission of the district and accountability to the community it serves.

Curriculum development and the implementation of change are intricate processes. They require the close cooperation of instructional personnel and other people involved as well as use of internal and external research, experimentation and critical analysis. Generally speaking, curriculum development concerns itself with what is to be taught -- its scope and sequence. Instruction is the how, where, when and by whom curriculum is implemented. The board strives to continuously provide a dynamic instructional program. Such a program may require constant change in the curriculum and courses of study.

The board expects the administration, with the assistance of appropriate staff, to implement a curriculum aligned with state content standards and organized around a career cluster system that provides students with strong academics as well as real-world problem solving skills. The district will provide students individualized educational, academic and career-oriented choices and greater exposure to career information and opportunities by doing the following.

- Laying the foundation for the clusters of study system in the elementary grades through career awareness activities.
- Providing programs in middle school that allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans.
- Providing students in grades nine through twelve with guidance and curricula that will enable them to complete successfully their individual graduation plans, thus preparing them for a seamless transition to relevant employment, further training or post-secondary study.

This system must promote the involvement and cooperative effort of parents/legal guardians, teachers and school counselors in assisting students in making appropriate choices, setting career goals and developing individual graduation plans to achieve these goals.

~~The administration will not eliminate basic courses or add new courses without approval of the board. The board must approve significant alteration or reduction of a course of study.~~

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

Adopted 4/25/94; Revised 2/7/02, ^

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. R43-234 - Defined program, grades 9-12.
- C. South Carolina State Department of Education:
 1. South Carolina Education and Economic Development Act Guidelines (2006).

District Five Schools of Spartanburg County

SERVICE LEARNING

Code **IGCA** Issued **DRAFT/12**

Purpose: To establish the board's vision for and the basic structure of service learning.

The board supports the concept of service learning as a teaching methodology and work-exploration experience and encourages its use in the schools. As used in this policy, "service learning" is an instructional strategy in which community service opportunities are integrated into the curriculum with the goal of enhancing the core curriculum and helping students meet academic standards and develop a sense of civic responsibility.

Citizenship, academic subjects and skills are taught through learning activities based on a curriculum aligned with state content standards as well as character education and/or local performance standards and organized around a career cluster system.

The superintendent or his/her designee will develop a service learning plan which does the following.

- Integrates service learning into one or more of the core academic areas of science, English, social studies or mathematics at each grade span (K-5, 6-8 and 9-12) and includes instructional formats planned by teachers and students.
- Ensures that the service learning opportunities offered by the district help meet identified community needs and include a balance of on-campus and off-campus activities.
- Involves administrators, students, teachers, parents/legal guardians and community members in the development, implementation and evaluation of the district's plan, including a determination as to how projects will be evaluated as well as how supervision and transportation issues will be addressed.

The superintendent or his/her designee will provide the board with regular reports on the implementation of the plan and its effectiveness in meeting the district's goals for service learning.

(Add additional district information here.)

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

Adopted 5/7/02; Revised ^

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).

BASIC INSTRUCTIONAL PROGRAM

Code IHA Issued DRAFT/12

Purpose: To establish the board's vision for basic instruction in the district.

The district will provide and implement an appropriate curriculum for children.

It is the policy of the board that a basic curriculum is in place to provide for the intellectual growth of students, pre-kindergarten through the 12th year. It is the goal of the district to meet each child's potential with personalized instruction. The curriculum will give all students a basic body of understanding, attitude and knowledge for living in a democracy which acknowledges that learning experiences and achievement may vary according to individual needs.

This policy will ensure that students have the opportunity to develop intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation during their school years in such a manner that they will be used throughout their lifetime. The curriculum will be based on the South Carolina curriculum standards insuring preparation for the statewide assessment program.

The professional staff of the district will provide the basic instructional program for the district's schools. The superintendent and board must approve the program.

In compliance with state and federal regulations, the district will not exclude, deny benefits to or prohibit students from course offerings on the basis of sex, race, religion, color, immigrant status or English-speaking status, or national origin.

Issued 4/25/94; Revised 11/25/96, 5/7/02, ^

Legal references:

A. Federal statutes:

1. Title VI of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000d - Prohibits discrimination by recipients of federal financial assistance on the basis of race, color or national origin.
2. Title IV of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000c-6 - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
3. Title IX of the Educational Amendments of 1972, 20 U.S.C. Section 1681, et seq.

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

1. Section 59-5-60 - State Board of Education to adopt minimum standard of education.
2. Section 59-5-65 - High schools to offer a college preparatory program.
3. Section 59-29-10 - Boards required to insure that subjects required by law and State Board regulation are taught.
4. Section 59-28-180 - Parent expectations.
5. Section 59-39-170 - High schools to emphasize teaching as a career opportunity.
6. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.

C. State Board of Education Regulations:

1. R-43-231 through 239 - Elements of the basic program to be offered.

D. U.S. Supreme Court:

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

SOCIAL STUDIES EDUCATION

Code **IHAC** Issued **DRAFT/12**

Purpose: To establish the board's vision for social studies education.

Informed citizen participation in public life is essential to the health of our democratic system. A variety of experiences (including those using interdisciplinary approaches) in the social sciences of economics, sociology, psychology, geography, political science, anthropology and history enables students to function effectively and contribute constructively within society. These experiences must include both learning about and using the tools of the social sciences. An effective social studies program must prepare young people to live, work, compete and solve problems in our increasingly diverse nation and interdependent world.

The social studies program will provide the opportunity for each student to acquire the knowledge of content and concepts, develop the critical thinking skills and processing skills, and adopt values necessary for responsible social, political and economic participation in a diverse, interdependent and changing world.

The district will develop a curriculum to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address kindergarten through twelfth grade.

Constitution and Citizenship Day

In accordance with federal law, the district will offer educational opportunities each year on September 17 to commemorate the September 17, 1787, signing of the United States Constitution (if this date falls on a Saturday, Sunday or holiday, Constitution Day will be held during the preceding or following week). The superintendent will establish guidelines ensuring that the district observes Constitution day in a manner befitting the importance of the event in the history of the United States of America.

Veteran's Day

All schools in the district will provide one hour of class time or assembly time to honor veterans and to study the United States Constitution and the Declaration of Independence. This hour of study will be on November 11, Veteran's Day, or as close as possible to this date if schools are closed.

Schools may allow students to attend activities to honor veterans on this day as part of the instructional day. Parents/legal guardians may request in writing that their child be excused from participation in such activities.

Adopted 4/02, Revised ^

Legal references:

A. Federal statute:

1. 36 USC Section 106 (2004) - Constitution Day and Citizenship Day.

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

1. Section 59-29-120 - Instruction required; attendance at Veteran activities.
2. Section 59-29-55 - Instruction on Black history.

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3. Section 59-29-165 - Instruction in personal finance.
 4. Sections 59-29-410 through 430 - Financial literacy instruction.
 5. Sections 59-29-440 through 570 - South Carolina Financial Literacy Initiative.
- C. State Board of Education Regulations:
1. R43-234 - Defined program, grades 9-12.

PHYSICAL EDUCATION

Code **IHAЕ** Issued **DRAFT/12**

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

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

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

The district will do the following.

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

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

Exemptions

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

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

Adopted 5/02; Revised ^

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Legal references:

A. Federal Legislation:

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

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

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

C. State Board of Education Regulations:

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

ARTS EDUCATION

Code **IHAF** Issued **DRAFT/12**

Purpose: To establish the board's vision for arts education.

The study of the arts is an integral curriculum requirement for all students in grades pre-kindergarten through six. The arts program for the elementary school is child-centered to develop intellectual, creative, and aesthetic growth through curriculum experiences in the arts, the history of the arts, art criticism, and an understanding of his/her cultural heritage. The district will offer an arts program composed of elective courses in grades seven through 12. The program will reflect to the extent feasible the state curriculum for arts education.

Adopted ^

Legal references:

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

WORLD LANGUAGE EDUCATION

Code **IHAH** Issued **DRAFT/12**

Purpose: To establish the board's vision for world language education.

The board supports the strengthening of world language education throughout the schools. The district will teach a world language as an elective in secondary grades (most state four-year colleges/universities require a minimum of two units of the same world language with several requiring a minimum of three units for admission).

As resources permit, the district will also teach world language in grades ~~six~~ one through eight.

Adopted ^

Legal references:

- A. S. C. Code of Laws, 1976, as amended:
 - 1. Section 59-17-130 - American sign language as world language credit.
- B. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

CHARACTER EDUCATION

Code **IHAK** Issued **DRAFT/12**

Purpose: To establish the board's vision for and the basic structure of character education in the schools.

The board is committed to the ideals of good character and citizenship through character education as part of the district's mission of successful teaching and learning.

These ideals include, but are not limited to, the following.

- personal integrity and honesty
- respect for the rights of all persons regardless of race, religion, sex, age, physical condition or mental state
- sense of justice and fair play
- trustworthiness
- patriotism
- citizenship
- understanding, sympathy, concern and compassion for others
- discipline and pride in one's work
- respect for one's property and the property of others, including public property
- understanding of the rights and obligations of a citizen in a democratic society
- respect for authority
- good work ethics
- sound educational habits

The district's program of character education will include a meaningful and challenging curriculum that respects all learners and helps them succeed. The district will maintain school communities in which positive behavior is practiced, demonstrated, modeled and reinforced within an environment of mutual respect and dignity. The district will implement this program in close cooperation with parents/legal guardians of students.

The district will provide opportunities for the integration of character education throughout the curriculum in grades K-12.

The process of integrating character education in school programs will include the involvement of the students, staff, families and the greater school community (elected officials, community/civic/business leaders, religious institutions, youth organizations, government, media and citizens at large).

The superintendent will recommend any changes to the curriculum necessary to include character education objectives in the instructional program.

The superintendent will develop guidelines to implement this policy as necessary.

~~*Option: The district will encourage/require (choose one) students to exhibit appropriate conduct when speaking with a public school employee while on school property or at a school-sponsored event. The student will address or respond to the employee with courtesy and respect by using such terms as sir, ma'am, thank you and please.*~~

The district will assess the progress of the character education program at the end of the year. The evaluation will assess the character of the school, the school staff functioning as character educators and the extent to which students exhibit good character.

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

Adopted 9/22/01; Revised ^

Legal references:

- A. S.C. Code of Laws 1976, as amended:
 - 1. Section 59-17-135 - Character education policy; respectful behavior encouraged as amended by the South Carolina Education and Economic Development Act.

TEACHING ABOUT RELIGION

Code **IHAL** Issued **DRAFT/12**

Purpose: To establish the board's vision for teaching about religion in district schools.

One of the district's educational goals is to advance the student's knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

Religion influences many areas of education, such as literature and history. Religion's role in civilization can and should be properly taught. It is proper for teachers to emphasize the generally accepted moral and ethical principles of all religions. Teachers may also provide information to students and the opportunity for students to study the forms of various religions.

Religious education is the responsibility of the home and church. Within the district's schools, religion will remain the free choice of the individual. Teachers may not advocate, openly or covertly or by subtlety, a particular religion or religious beliefs.

Adopted 4/25/94; Revised 9/27/10, ^

Legal references:

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

1. Section 59-17-140 - Religion and public schools training for teachers and administrators.
2. Section 59-29-230 - Old and New Testament era courses.
3. Section 59-1-435 - Religious Viewpoints Antidiscrimination Act.

B. Court cases:

1. Wynne v. Town of Great Falls, 376 F.3d 292 (4th Cir. 2004).

HEALTH EDUCATION

Code **IHAM** Issued **DRAFT/12**

Purpose: To establish the board's vision for health education.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades kindergarten through 12.

Comprehensive health education includes instruction that maintains, reinforces or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Health education will consist of appropriate, sequential instruction in health that is delivered as part of existing courses or as a separate course. Instruction will promote knowledge and skills that promote wellness, health maintenance and disease prevention. Instruction will be consistent with the *South Carolina Academic Standards for Health and Safety Education*, and will cover community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, mental and emotional health, and reproductive health education. Reproductive health education, pregnancy prevention education and family life education will be delivered in accordance with state law.

The administration will develop a method whereby principals notify parents/legal guardians of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases (if this is a separate component) and pregnancy prevention. The notice will inform parents/legal guardians of their option to exempt their child from this instruction.

Teachers who provide instruction in health education will have professional preparation in the subject area, either at the pre-service or in-service level.

Teaching about drugs, alcohol and tobacco

All schools in the district will teach the nature of alcohol, narcotics and tobacco and their effects upon the human system. Schools should help students develop an awareness of the consequences of the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects, physiological effects and the impact upon the total community. Schools will present drug education as thoroughly, and in the same manner, as all other required subjects.

Teaching about HIV/AIDS and sexually transmitted diseases

The district will provide professional development opportunities for teachers responsible for teaching students about the dangers of the Human Immunodeficiency Virus infection (HIV) and its prevention. The district will develop an HIV/AIDS prevention education program in consultation with teachers, students, administrators, parents/legal guardians and other community members including, but not limited to, persons from medical, public health and mental health organizations and agencies.

PAGE 2 - IHAM - HEALTH EDUCATION

The curriculum for HIV/AIDS prevention education will be designed to teach students not only about behaviors that put people at risk for HIV and other sexually transmitted diseases, but also about the methods and skills needed to avoid the risk of infection. ~~to include the following:~~

- ~~Abstaining from sexual intercourse as the only certain means for preventing HIV infection through sexual contact.~~
- ~~Avoiding the sharing of needles for tattooing, body piercing or injecting drugs.~~
- ~~Developing communication and decision-making skills that promote abstinence and avoid risk behaviors.~~
- ~~Avoiding behaviors that decrease decision-making skills such as alcohol and other drug use.~~

Cf. EBBA, GBGA, JLCC

Adopted 4/25/94; Revised 11/25/96, 5/7/02, ^

Legal references:

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

1. Sections 59-29-20, 59-29-30, 59-29-40 - Instruction required regarding the effects of alcohol and narcotics.
2. Section 59-32-10, et seq. - Comprehensive Health Education Act.
3. Section 59-10-10, et seq. - Students Health and Fitness Act of 2005.

B. State Board of Education Regulations:

1. R-43-231, 43-232, 43-234 - Basic program; defined program.

DRIVER TRAINING

Code **IHAN** Issued **DRAFT/12**

Purpose: To establish the board's vision for driver training instruction.

The state mandates that every secondary school offer a complete program of driver education on an elective basis for eligible students.

The school offers driver training as an elective subject. The course is open to students whose physical and mental condition gives reasonable promise of their ability to fulfill the requirements for a driver's license. Each student must have valid driver's permit in order to participate in the driving portion of the driver's education program.

The course meets the requirements outlined by the South Carolina State Department of Education. The instructor is certified according to South Carolina State Department of Education standards.

Note: ~~The South Carolina General Assembly has enacted a one-year budget proviso that suspends the requirement that high schools offer driver education courses.~~

Adopted 11/16/81; Revised ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-39-310, et seq. - Mandatory driver education and training.
- B. State Board of Education Regulations:
 - 1. R43-242 - Driver training.
 - 2. R43-234 - Defined program, grades 9-12.
- C. Temporary povisos:
 - 1. 1.70 (SDE: High School Driver Education) For the current fiscal year, the requirement for high schools to provide a course in driver education is suspended; however, high schools may continue to offer driver education courses if they choose to do so.

CAREER/TRANSITION TO WORK EDUCATION

Code **IHAQ** Issued **DRAFT/12**

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 counseling model in developing and implementing a comprehensive guidance and counseling program. This model will include a career guidance component for students at the high school level.

PAGE 2 - IHAQ - CAREER/TRANSITION TO WORK EDUCATION

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 counselor. Career specialists will carry out specific professional duties in the district as required by law. The student to guidance personnel ratio will be in accordance with state regulations. in these schools will be 300-1.

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 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, ^

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 **DRAFT/12**

Purpose: To establish the board's vision for educating children with exceptional educational needs.

In keeping with its responsibilities to educate all children in the district, the board will provide special education programs for those children 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 child has a right to an appropriate educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs.

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

Adopted 4/25/94; Revised ^

Legal references:

A. Federal Legislation:

1. Education of the Handicapped Act, Public Law 93-380, amended by Public Law 94-142, Education of All Handicapped Children Act.
2. 20 USCA Sections 1400-1485 - The Individuals with Disabilities Education Act.
3. The Individuals with Disabilities Education Improvement Act of 2004.
4. McKinney-Vento Homeless Education Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.

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

1. Sections 59-21-510, et seq. and 59-33-10, et seq.- Mandates that the state board education establish a program for all students with disabilities including rules, regulations and policies for implementation.
2. Section 59-21-580 - The state board will establish rules and regulations for identification and assignment of disabled students and for determining certification requirements.

C. State Board of Education Regulations.

1. R 43-80 - Transportation.
2. R 43-243.1 - Criteria for entry into programs of special education for students with disabilities.
3. R 43-243 - Special education; education of students with disabilities.

D. State Department of Education: Criteria for Program Entry into Programs of Special Education for Students with Disabilities.

GIFTED AND TALENTED EDUCATION

Code **IHBB** Issued **DRAFT/12**

Purpose: To establish the board's vision for education of gifted and talented students.

The district strives to meet the educational needs of all students. In supporting this concept, the district recognizes the unique characteristics of gifted children. The district further recognizes the need to develop special programs to respond to their individual abilities and competencies. The board, therefore, directs the administration to establish educational standards and develop a special program for gifted and talented students to cultivate these students' unique talents.

Gifted and talented students are those in grades three through 12 identified as having demonstrated or potential abilities for high performance in academic or artistic areas. These students require services or programs beyond that normally provided by the regular school program.

The district will use the criteria developed by the state board of education in the screening, referral, assessment and placement of candidates for the gifted and talented program.

Adopted 8/27/84; Revised 4/25/94, 5/7/02, ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-29-170 - Programs for talented students.
 - 2. Section 59-1-445 - Violations of mandatory test security; penalties; investigations.
- B. State Board of Education Regulations:
 - 1. R-43-220 - Gifted and talented programs.

PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS

Code **IHBC** Issued **DRAFT/12**

Purpose: To establish the basic structure for district programs for at-risk/disadvantaged students.

The board is concerned with the number of students at risk for being poorly prepared for the next level of study or for dropping out of school. The board is also concerned with providing a learning environment conducive to keeping all students in school. Therefore, the board endorses the implementation in the high schools of a model program geared to motivating students in danger of dropping out of school.

A student at risk of dropping out of school is any student who, because of his/her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his/her future.

The district will utilize specific objective criteria to identify students falling into this category.

- A review of appropriate assessments in order to diagnose the academic difficulties of students (generally a grade point ratio of 2.0 or lower on a 4.0 scale in core academic areas) and to select appropriate short and long-term interventions. Careful consideration should be given to students demonstrating declining academic performance.
- Consideration of specific behaviors and characteristics as indicators, predictors and barriers in identifying at-risk students (e.g., being overage for their grade level, working an excessive number of hours, being a single parent, having a history of discipline problems, exhibiting limited proficiency in the English language).

Each high school will implement an at-risk student model, initiative or program from the approved South Carolina Department of Education list or submit a specific alternative model, comprehensive initiative or multi-faceted program it wants to use for approval. Any newly-developed model presented by the district and/or school for approval must contain evidence that the model is centered on research-based dropout prevention strategies.

The district will work with the South Carolina Department of Education to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and that no group is disproportionately represented.

The high school will annually evaluate its drop-out prevention model, initiative and/or program using, at a minimum, the following criteria to ensure the program is providing students an opportunity to graduate with a high school diploma.

- an identification process including, where appropriate, the number of at-risk students and the specific risk factors
- extent of parental involvement
- number of students served
- formative assessment of strengths and weaknesses of the process
- qualitative assessment of desired outcomes or performance criteria as established by the school

The district and the schools annually will provide the appropriate data to meet reporting requirements of the South Carolina Department of Education.

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

PAGE 2 - IHBC - PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS

Adopted ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-59-150 - South Carolina Education and Economic Development Act; regulations for identifying at-risk students; model programs.

- 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.
 - 3. R-43-274.1 - At-risk students.

- C. South Carolina State Department of Education:
 - 1. South Carolina Education and Economic Development Act Guidelines (2006).

MEDICAL HOMEBOUND INSTRUCTION

Code **IHBF** Issued **DRAFT/12**

Purpose: To establish the basic structure for the district's provision of medical homebound instruction to students.

Students who cannot attend public school because of illness, accident or pregnancy, even with transportation, are eligible for medical homebound or hospitalized instruction.

The district will provide at least the minimum number of instruction hours as provided in current rules and regulations of the state board of education. All teachers providing medical homebound instruction to students residing in the district must hold a valid South Carolina teacher's certificate.

In order for a student to receive medical homebound instruction, the following conditions must exist.

- The student must be of legal school age.
- A physician must certify that the student is unable to attend school but may profit from instruction given in the home or school.
- The student must be approved by the superintendent or his/her designee on appropriate forms provided by the state department of education.
- The student must successfully complete the materials assigned and receive a passing grade from the student's classroom teacher or the homebound teacher in case of extended medical homebound instruction. This requirement is necessary in order for the student to advance to the next grade or to satisfy the state requirements for a state high school diploma.

A student is eligible for medical homebound instruction according to certain timelines as stated in the state board of education regulation.

Should an approved student not be provided the required periods of medical homebound instruction that he/she is entitled to receive, the student is eligible to have the medical homebound instruction made up by the district. This make-up may occur during the student's remaining eligibility for medical homebound instruction or may occur after the student returns to school. The school will not hold make-up periods during the regular school day. If the school delays the start of services for any reason and the student is still entitled to the services, the district must make up the missed instructional periods even if the regular school year has ended.

Medical and student records are confidential subject to the provisions of JRA and JRA-R.

Adopted 11/03; Revised ^

Legal references:

- A. S.C. Code, 1976, as amended:
1. Section 59-21-540 - Special education services for which state aid allowed.
 2. Section 59-33-20(c) - Homebound instruction available to certain handicapped children.
 3. Section 59-33-30 - Establishment by state board of education of program of specialized education for handicapped children; rules and regulations.

PAGE 2 - IHBF - MEDICAL HOMEBOUND INSTRUCTION

B. State Board of Education Regulations:

1. R-43-241 - Medical homebound instruction.

HOME SCHOOLING

Code **IHBG** Issued **DRAFT/12**

Purpose: To establish the basic structure in which parents/legal guardians may educate their children at home instead of enrolling them in district schools.

The board recognizes that parents/legal guardians have a right to teach their children at home.

Home school association

The parent/legal guardian wanting to teach a child at home may do so if the instruction is conducted under the auspices of the South Carolina Association of Independent Home Schools (SCAIHS) or an association for home schools which has no fewer than 50 members. Bona fide members of the associations who comply with the academic standards of the associations do not need board approval for home schooling programs. Home school associations must meet standards set out in state law.

Board approval

If a parent/legal guardian does not choose to be a member of an association for home schools, the parent/legal guardian must submit an application for home schooling on a form provided by the district. The applicant will supply all the information required by law prior to the board's consideration of his/her request (see IHBG-R).

The district will notify the parent/legal guardian in advance of the date, place and time of the meeting at which the application is considered by the board. The parent/legal guardian may be heard at the meeting.

If the board disapproves the proposed program or course of study, the board will notify the parent/legal guardian of his/her right to appeal. The parent/legal guardian must appeal to the South Carolina state board of education within 10 days from the date of the disapproval.

Adopted 4/25/94; Revised 10/28/96, ^

Legal references:

- A. S. C. Code of Laws, 1976, as amended.
 - 1. Section 59-65-10 - Responsibility of parent or guardian.
 - 2. Section 59-65-40 - Instruction at place other than school.
 - 3. Section 59-65-45 - Alternative home schooling requirements.
 - 4. Section 59-65-47 - Home schooling.
 - 5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

- B. State Department of Education Regulations:
 - 1. R-43-246 - Instruction at place other than school.

HOME SCHOOLING

Code **IHBG-R** Issued **DRAFT/12**

The district board will approve home schooling programs that meet the following standards.

- The parent/legal guardian has earned a baccalaureate degree or holds at least a high school diploma or the equivalent GED certificate.
- The instructional day is at least four and one-half hours, excluding lunch and recess.
- The instructional year is at least 180 days.
- The curriculum includes, but is not limited to, the following basic instructional areas.
 - reading
 - writing
 - mathematics
 - science
 - social studies
 - composition and literature (for grades seven through 12)
- The parent/legal guardian agrees to submit and submits a semi-annual progress report including attendance records and individualized assessments of the student's academic progress in each of the basic instructional areas specified in the paragraph above to the school district.
- The parent/legal guardian establishes a system for maintaining, and will maintain, the following records for inspection upon reasonable notice by a representative of the school district.
 - plan book, diary or other written record indicating subjects taught and activities in which the student and parent/legal guardian engage
 - portfolio of samples of the student's academic work
 - a record of evaluations of the student's academic progress
- Students have access to library facilities.
- The parent/legal guardian agrees for the student to participate in and the student will participate in the annual statewide testing program. The test will be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction. Should the parent/legal guardian choose to have the test administered at the student's home, the parent/legal guardian is responsible for paying the test administrator.
- The parent/legal guardian agrees in writing to hold the district, the district board and the district's employees harmless for any educational deficiencies of the student sustained as a result of home instruction.

Withdrawal of approval

At any time the school district determines that the parent/legal guardian is not maintaining the home school program in keeping with the standards specified in this section, the board will notify

PAGE 2 - IHBG-R - HOME SCHOOLING

the parent/legal guardian to correct the deficiency within 30 days. If the deficiencies are not corrected within 30 days, the board may withdraw its approval.

Readiness for first grade

Within the first 15 instructional days of the public school year, students participating in home instruction and eligible for enrollment in the first grade of the public schools will be tested. This test will determine their readiness for the first grade by using the readiness instrument approved by the state board of education for public school students. If a student is determined to be "not ready" or is determined to lack the necessary emotional maturity, appropriate school district personnel will advise the parent/legal guardian whether a kindergarten or a first grade curriculum should be used for the child.

Placement of student scoring below test requirement

Should a student in home schools program score below the test requirement of the promotion standard prescribed for public school students for one year, the board will decide whether or not the student will receive one of the following alternatives.

- appropriate instructional placement in the public school
- special services as a disabled student
- home schooling with an instructional support system at parental expense

Reporting

All associations will report the number and grade level of students home schooled through the associations to the students' respective school districts.

Issued 4/25/94; Revised 5/7/02, ^

CHARTER SCHOOLS

Code **IHBH** Issued **DRAFT/12**

Purpose: To establish the basic structure for the establishment and operation of charter schools within the district.

To achieve its goal of promoting diversity, educational improvement and academic excellence for all students, the board supports the establishment of charter schools within the district.

A charter school is a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates by sponsorship of a public school district, the South Carolina Public Charter School District or a public or independent institution of higher learning, but is accountable to the board, or in the case of technical colleges, the area commission, of the sponsor that grants its charter.

A charter school is considered a public school and will meet the following conditions.

- Be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services (by law, however, a single gender charter school may be formed without regard to the gender makeup of the charter school). Enrollment must not differ from the racial composition of the district or that of the targeted student population of the charter school by more than 20 percent.
- Open enrollment to any child who resides in the district subject to space limitations. The charter school will not charge tuition or charges of any other kind unless allowed by the sponsor and as comparable to the charges of the district in which the charter school is located.
- Assume responsibility for its own operation including preparation of a budget, contracting for services, audits, curriculum and personnel matters.
- Have an education program, curriculum and student achievement standards that meet or exceed any content standards adopted by the state board of education and the sponsor.
- Follow the application process as required by law. In the case of sponsorship by the South Carolina Public Charter School District or a public or independent institution of higher learning, the applicant must provide notice of the application to the district for informational purposes only.

A charter school is eligible for federally-sponsored, state-sponsored or district-sponsored interscholastic leagues, competitions, awards, scholarships, grants and recognition programs for students, educators, administrators, staff and schools to the same extent as other public schools.

A charter school student is eligible to compete for, and if chosen, participate in any extracurricular activities not offered by the student's charter school which are offered at the resident public school he/she would otherwise attend, as well as any activities governed by the South Carolina High School League not offered at the charter school. Eligibility requirements and fees for these activities will be the same as those applied to full time students of the resident school and the district may not impose any additional requirements for participation on charter school students that are not imposed on full time students.

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If the board has information that an approved application by the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor adversely affects the other students in the district, as defined in state regulation, or that the approval of the application fails to meet the spirit and intent of the law, the board may appeal the granting of the charter to the state administrative law court.

The performance of students attending a charter school sponsored by the district will be reflected on a separate line on the district's report card and will not be included in the overall performance ratings of the district.

The sponsor may deny, revoke or not renew a charter under certain conditions outlined in the law. This decision may be appealed to the state administrative law court for review according to the provisions of law.

Cf. JJ

Adopted 10/23/06; Revised 9/22/08, 9/24/12, ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-5-60 - General powers of board.
 - 2. Sections 59-40-10 through 59-40-210 - South Carolina Charter Schools Act of 1996, as amended by the Charter Schools Act of 2005 and the South Carolina Public Charter School District Act amendments (2012).
 - 3. Section 59-18-900 - Annual report cards and performance ratings.
 - 4. Section 59-18-920 - Requirements of report cards.
 - 5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

- B. State Board of Education Regulations:
 - 1. R43-601 - Procedures and standards for review of charter school applications.

PRIMARY/PRE-PRIMARY EDUCATION (CHILD DEVELOPMENT)

Code **IHBIB** Issued **DRAFT/12**

Purpose: To establish the basic structure for the district's delivery of primary/pre-primary child development education.

Four year-old program

The South Carolina Education Improvement Act of 1984 and the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) require school districts to establish and provide for the education of four year-old children with predicted significant readiness deficiencies. South Carolina law provides for at least a half-day early childhood development program for these four year-old children.

Special needs students

The district will make available special education and related services to all preschool disabled children whose parents/legal guardians request these services. These children are ages three to five and have delayed developmental progress requiring a special education program. Included in this category are four year-old vision and hearing impaired children as well as children with the following deficits.

- cognitive
- social
- emotional
- perceptual
- visual
- hearing
- motor abilities
- speech-language abilities

The district will attempt to contact the parents/legal guardians of those children who will reach age three or four on or before September 1 and who have potential for later school failure. The district will also publicize the availability of the program for four year-olds (and three year-olds, if appropriate) to the public to recruit children whose participation is difficult to obtain.

Screening criteria

The district will apply the following criteria when screening children for enrollment in the program.

- a screening instrument approved by the state department of education for use in determining each child's developmental level
- an entrance age requirement which specifies a child must be three (if the program serves three-year-olds) or four years of age on or before September 1 of the applicable school year
- legal birth certificate
- South Carolina certificate of immunization

PAGE 2 - IHBIB - PRIMARY/PRE-PRIMARY EDUCATION (CHILD DEVELOPMENT)

- a comprehensive health appraisal (before or within 120 days of enrollment) as developed by the South Carolina Department of Health and Environmental Control and approved by the state board of education

The district will include ongoing staff development as a part of the long-range comprehensive plan and annual updates required to carry out the purposes of Act 135.

The administration will develop appropriate regulations to assure that the district conducts the program under state board of education guidelines.

Adopted ^

Legal references:

- A. United States Code:
1. 20 U.S.C.A., Sections 1412-1420 - Individuals with Disabilities Education Act.
 2. Public Law 107-110 - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title 1, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.
- B. S. C. Code, 1976, as amended:
1. Section 59-19-340 - Allows local boards of trustees to provide programs for children reaching age four on or before September 1 and programs for three- and four-year-olds.
 2. Section 59-67-425 - Three, four or five year-old children attending public school sponsored programs of child development can ride state-owned buses to the extent that funds are made available by the General Assembly or as long as transportation services may be provided at no additional cost to the state.
 3. Section 59-5-65 (8) - School districts may contract with appropriate groups and agencies to provide part or all of the programs.
 4. Section 59-139-05, et seq. - Early Childhood Development and Academic Assistance Act of 1993.
 5. Section 59-36-10 - Preschool Programs for Children with Disabilities.
- C. State Board of Education Regulations:
1. R-43-264.1 - Half-day child development programs for four-year-olds.
 2. R-43-243.1 - Criteria for entry into programs of special education for students with disabilities.

PRIMARY/PRE-PRIMARY EDUCATION (CHILD DEVELOPMENT)

Code **IHBIB-R** Issued **DRAFT/12**

Organization

A major part of the curriculum will be a developmental educational program in a classroom setting.

The district will integrate the planning and direction of the half-day program with the Early Childhood Initiative.

Educational program

Schools will implement the educational program specified by the state department of education or an alternate program approved by the state board of education.

Program length

The classroom program will operate five days a week (or the equivalent) for at least two and one-half hours of instructional time exclusive of breakfast, lunch and transportation. Classroom staff will conduct a minimum of four parent-teacher conferences per year.

Program year for both components will be 190 days of operation for staff (180 days service to children).

Staff ratio and group size

One certified teacher and one teaching assistant will staff each classroom. A maximum of 20 four-year-old children will be in each classroom.

Staffing

The staffing patterns for the child development program will vary according to the size of program and amount of district-level supervision.

Director/head teacher/principal

- Ratio requirements
 - A director, head teacher or elementary principal will supervise each program. When the child development program is not located in the elementary school, or does not come under the direct supervision of an elementary school principal, the program must meet the following requirements.
 - A child development program serving 120 or more children must employ a full-time director.
 - A child development program serving less than 120 children must employ a head teacher who devotes half time to administration and supervision and half-time to teaching in the center.

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- The director or head teacher will be appropriately certified and highly qualified as required by federal law.

Teacher

- Ratio requirements
 - There will be a full-time, certified teacher employed for each session serving 20 children per class. Maximum class size is 20 four-year-olds with an adult/child ratio of 1 to 10, using one certified teacher and one assistant.
- Qualifications
 - Classroom teachers will hold a valid certificate in early childhood education, hold a bachelor's degree in child development or have a bachelor's degree with at least six semester hours in early childhood education and be highly qualified as required by federal law.

Teaching assistant

- Ratio requirements
 - There will be one teaching assistant for each half-day class with a maximum of 20 children per session.
- Qualifications
 - Teaching assistants will be highly qualified as established by federal law.

Other staff positions

The qualifications of all staff providing supervision and/or support services will be not less than the general requirements for other district employees in similar positions (South Carolina Defined Program) and federal law.

Staff development

The district's staff development plan will include and describe appropriate activities in the district's comprehensive plan as required by Act 135. Principals, directors, teachers and teaching assistants will participate in training sponsored by the state department of education.

Evaluation

Program success will involve two evaluation measures.

- Districts will examine their program's success by determining compliance with state board of education regulations.
- Districts will participate in evaluation efforts coordinated by the state department of education to include tracking of eligible children through at least the third grade to determine the program's impact on school success.

PAGE 3 - IHBIB-R - PRIMARY/PRE-PRIMARY EDUCATION (CHILD DEVELOPMENT)

Attendance reports

Staff will keep individual records of daily attendance for each child in the program. Schools cannot carry any child in membership after the date of official withdrawal or beyond 10 consecutive days of unlawful absenteeism.

Schools will submit periodic attendance reports to the department of education. The department will establish due dates on an annual basis.

Cumulative records

The school district must begin a permanent record for each child entering the program. The school district will maintain information on the child's growth and development and will forward all information to the child's teacher each year.

Nutrition standards

Schools will provide one nutritional supplement (snack) daily for each child in each half-day session. Participation in a breakfast or lunch program is adequate to meet this requirement.

Facilities

Schools will provide appropriate and adequate physical facilities. Classrooms must provide a minimum of 35 square feet per child and include a sink area. The bathroom facility must be either within the classroom or close by. Schools must provide outdoor play space at a minimum of 100 square feet per child.

Issued ^

SUMMER SCHOOL

Code **IHCA** Issued **DRAFT/12**

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 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 state department of education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI).

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

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

Adopted 1975; Revised 4/25/94, ^

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.
 - 3. R43-240 - Summer programs.

ADVANCED COLLEGE PLACEMENT

Code **IHCD** Issued **DRAFT/12**

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, ^

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 **DRAFT/12**

Advanced placement courses include only courses 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 advanced placement 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 advanced placement provision under the Education Improvement Act of 1984.

All high schools with both 11th and 12th grades will offer at least one advanced placement 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).

Student eligibility

~~Only 11th and 12th grade students are eligible under the state-funded program.~~

Students must excel academically in the appropriate subject area and have successfully completed the prerequisite college preparatory course(s). Normally 16 to 20 percent of the students in college preparatory programs would qualify, but this percentage may vary from district to district.

All students enrolled in state funded advanced placement 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 advanced placement report to the state department of education.

Requirements for advanced placement teachers

Each teacher of an advanced placement course will hold a certificate appropriate to the course taught as listed in the defined program.

Each teacher of an advanced placement course will have completed the appropriate advanced placement training program.

PAGE 2 - IHCD-R - ADVANCED COLLEGE PLACEMENT

Funding

Advanced placement materials

Funds will be allocated to the district to pay for instructional materials in advanced placement courses based on a rate per eligible student enrolled. The rate will be determined by the state department of education in accordance with available funds.

Instructional materials may include, but are not limited to, items such as books, appropriate software and laboratory supplies. Schools may not rent or purchase equipment with these funds.

Advanced placement examination fee

The district will receive funds at the rate established by the college board to pay the examination fees of students in advanced placement courses.

The district will be reimbursed on the basis of the number of students who take the advanced placement examinations under the direction of the college board.

Reporting

On forms provided by the state department of education, the school district must submit two advanced placement program reports during the school year. School districts will include a report of test scores for all students taking advanced placement examinations during the preceding school year.

Issued 8/27/84; Revised 4/25/94, 5/7/02, ^

ADULT/COMMUNITY EDUCATION

Code **IHD** Issued **DRAFT/12**

Purpose: To establish the basic structure for adult/community education.

The district provides adult education programs that meet the following criteria.

- Prepare students for the state high school equivalency examination.
- Offer courses leading to a high school diploma.
- Provide courses in basic education subjects.

The adult program may offer courses in job training, employment skills, enrichment and continuing education.

The district may provide opportunities for community education as desired and requested by community members. The program will be totally self-supporting. The district may sponsor the community education program alone or in cooperation with other community agencies.

Adopted prior to 1974; Revised 4/25/94, ^

Legal references:

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

1. Section 59-43-10, et seq. - Adult education generally.
2. Section 59-44-10, et. seq. - Community education.

B. State Board of Education Regulations:

1. R-43-237.1 - Adult education program.
2. R-43-259 (III) - Graduation requirements; adult education high school diploma program.

GROUPING FOR INSTRUCTION

Code **IIA** Issued **DRAFT/12**

Purpose: To establish a basic structure for grouping students for the most effective instruction.

Students learn different content at different rates. Grouping of students should be flexible enough and fluid enough to accommodate the highs, lows and plateaus of the individual's learning process. Any system of grouping which tends to restrict a student's progress in a given subject or activity is contrary to the philosophy of this district. Grouping will never create or support a system of discrimination on the basis of race, religion, immigrant status or English-speaking status, sex or socioeconomic status.

Students within an individual school should be grouped in such a way that the maximum opportunity for learning to occur on a daily basis is facilitated.

Grouping for the most effective instruction must be guided by the following.

- student's best opportunity for success
- educational achievement level of the student as shown on various tests
- most effective educational climate for learning
- availability of space
- welfare of the student
- goal of advancing the student academically by systematically and effectively addressing basic academic needs

The goal is to build class groupings that ensure the best group dynamics possible.

The school will schedule students for instruction to minimize interruptions in the basic educational program and to maximize continuity of educational experiences and the amount of time available for uniquely planned learning activities that match the academic needs of the learner.

Adopted ^

Legal references:

A. Federal Law:

1. Homeless Assistance Act, Pub.L.No. 100-77, 101 Stat. 482-538 (1987), also known as the McKinney Act.
2. Title VI of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000d - Prohibits discrimination by recipients of federal financial assistance on the basis of race, color or national origin.
3. Title IV of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000c-6 - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.

B. U.S. Supreme Court:

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

INSTRUCTIONAL RESOURCES AND MATERIALS

Code **IJ** Issued **DRAFT/12**

Purpose: To establish the board's vision for instructional materials and the basic structure for parental examination of certain materials.

Instructional materials are all materials designed for use by students and their teachers as a learning resource. They may be printed or non-printed and may include books, audiovisual/video media materials and kits.

The professional staff will have primary responsibility for the selection of instructional materials and resources. They will seek the involvement of parents/legal guardians and other community members in selecting instructional materials. The selection of instructional materials will follow state board of education regulations as well as other legal requirements. All materials will support the schools' educational philosophy, goals and objectives. The board will handle challenges to materials as provided in policy KEC.

Parental inspection of certain materials

Parents/legal guardians of district students have the right to inspect all instructional materials including teacher's manuals, films, tapes, software or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any applicable program. The district will make the materials available for inspection at appropriate locations.

The district will not require any student to submit to a survey, analysis or evaluation that reveals information prohibited by law as cited in the references below.

The district will give parents/legal guardians and students annually, at the beginning of the school year, a general notice of their rights under the law as well as after any change in district policy regarding these matters.

Surveys/Activities involving students

Any survey project involving students and/or their records must have the prior written approval of the superintendent or his/her designee. Specific notice will be given to parents/legal guardians of students who are actually scheduled to participate in certain covered surveys/activities.

Except as specified below, prior written parental consent is not required when students participate in district-approved studies (including standardization samples) or when information is disclosed to organizations conducting studies for the purpose of developing, validating or administering standardized tests, administering student aid programs and/or improving instruction, as long as students and/or their parents/legal guardians are not personally identified and the records are destroyed when no longer needed for the prescribed purpose.

Written parental consent must be secured before students are required to participate in any survey, analysis or evaluation that reveals information concerning the following that is funded in whole or in part by a program of the U. S. Department of Education.

- political affiliations or beliefs of the student or student's parents/legal guardians
- mental and psychological problems of the student or student's family
- sexual behavior or attitudes
- illegal, anti-social, self-incriminating or demeaning behavior

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- critical appraisals of other individuals with whom respondents have close family relationships
- legally recognized privileged or analogous relationships, such as with lawyers, doctors or ministers
- religious practices, affiliations or beliefs of the student or the student's parents/legal guardians
- income, (other than as required by law to determine program eligibility for participation in a program or for receiving financial assistance under such program)

Additionally, parents/legal guardians **must receive notice** and an opportunity to opt a student out of participation in the following.

- any other protected information survey, regardless of funding
- any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law
- activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

Parents/Legal guardians **may inspect**, upon request and before administration or use, the following.

- protected information surveys of students
- instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes
- instructional material used as part of the educational curriculum

Adopted 4/25/94; Revised 10/26/09, ^

Legal references:

- A. Federal law:
1. 20 U.S.C. Code, § 1232h; 34 CFR, Part 98, as amended - Protection of Pupil Rights Amendment (PPRA).

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to the following.

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).
 - political affiliations or beliefs of the student or student's parent
 - mental or psychological problems of the student or student's family
 - sex behavior or attitudes
 - illegal, anti-social, self-incriminating or demeaning behavior
 - critical appraisals of others with whom respondents have close family relationships
 - legally recognized privileged relationships, such as with lawyers, doctors or ministers
 - religious practices, affiliations or beliefs of the student or parents
 - income, other than as required by law to determine program eligibility
- *Receive* notice and an opportunity to opt a student out of the following.
 - any other protected information survey, regardless of funding
 - any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law
 - activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- *Inspect*, upon request and before administration or use, the following.
 - protected information surveys of students
 - instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes
 - instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

Spartanburg School District Five has adopted a policy, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation of the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement.

- collection, disclosure or use of personal information for marketing, sales or other distribution
- administration of any protected information survey not funded in whole or in part by ED
- any non-emergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with the following.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

TEXTBOOK SELECTION AND ADOPTION

Code **IJJ** Issued **DRAFT/12**

Purpose: To establish the board's vision and basic structure for the selection and adoption of textbooks to be used by the district.

In adopting textbooks for use in the school system, the board must carefully consider the rights, freedoms and responsibilities of students, parents and teachers.

The board's first commitment in the selection and adoption of textbooks will be the preservation of the student's right to learn in an atmosphere of academic freedom. The board supports the rights of teachers to exercise professional judgement in their work; but, at the same time, will require teachers to balance this right with an awareness of their responsibility to meet the district's educational goals and objectives, as well as standards established by state law.

The board recognizes the rights of parents to influence the education of their children. The board will not, however, allow the wishes of any individual to infringe upon the rights of the majority of the students in any class.

Selection process

The superintendent will be responsible for selecting and recommending to the board for adoption all basic textbooks to be used in the district's program of education.

The superintendent will recommend textbooks in specific curriculum areas based upon the recommendation of textbook committees composed of teachers, department chairs, supervisors, directors and principals. The committee may seek comments from interested parents, community members and students.

The committee will select texts from those on the approved list of the state department of education. The content of these textbooks will reflect the substance and level of performance outlined in grade specific educational standards adopted by the state board of education.

The district may request that the state board of education add a textbook or series to the approved list under the following circumstances.

- The textbook or series must be one that was reviewed by the state board, but not adopted.
- The boards of five or more districts may request in writing an addition to the approved state board list.
- The boards of two or more districts with a combined student population of 25,000 or more may request in writing an addition to the approved state board list.

The district will set up procedures for principals and teachers to request these additions.

Management

The district will comply with the state textbook management system for the barcoding, distributing, collecting, securing and storage, and long-term care of state-owned textbooks and other instructional materials.

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Each school will designate a textbook coordinator responsible for conducting inventories of state-owned materials, reporting losses to the state, collecting fees from students and requesting replacement materials from the textbook depository.

Schools will be responsible for articulating procedures for the care and return of state-owned textbooks and other instructional materials to students, parents/legal guardians and teachers.

Beginning classes

Schools will seek specific board approval before they begin a course if textbooks or other materials are not available on the first day of class or if the delivery date is after the first two weeks of classes, or if an insufficient number of textbooks are available for current enrollment.

Adopted 8/28/75; Revised 4/25/94, 5/7/02, 3/22/10, ^

Legal references:

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

1. Section 59-5-60(7) - General powers of state board.
2. Section 59-31-30 - Use of uniform series of textbooks; exceptions.
3. Section 59-31-40 - Adoption of new books; books to be error free.
4. Section 59-31-45 - Selection of textbooks; requests; procedures.
5. Section 59-31-70 - Purchase of textbooks; reimbursement from state school textbook funds.
6. Section 59-31-75 - Textbooks required for classes to begin.

B. State Board of Education Regulations:

1. R 43-70 - Textbook adoption.
2. R 43-71 - Free textbooks.