

SCHOOL DISTRICT LEGAL STATUS

Code: AA Adopted: 02/07/1985 Latest revision: 04/06/2023 Latest review: 04/06/2023

Purpose: To establish the basic structure of public education in the district.

The federal government has delegated the responsibility for public education to the state.

The General Assembly of South Carolina has provided a state system of public education. Under South Carolina law, the control of public instruction is vested in the SC State Board of Education, which is composed of 17 members appointed by the Governor, who are elected at each general election, the State Superintendent of Education, and the Governor as an ex-officio member. The State Superintendent is charged with general supervision of education in the state.

The General Assembly of South Carolina has provided for school districts. A school district is an area of territory comprising a legal entity, whose sole purpose is that of providing for school education, whose boundary lines are a matter of public record, and the area of which constitutes a complete tax unit.

In Florence County the organizational pattern consists of ~~five~~ **four** school districts, one of which is Florence County School District Three.

Florence County School District Three is a body politic and corporate. Under its name it may sue and be sued. It may enter into contracts to the extent of its school funds and may hold such real and personal property as it may come into possession of by an authorized purchase or by will or otherwise.

Adopted 2/7/85; Revised 5/17/88, 1/10/91, 1/24/02, 2/11/2020

Constitutional and Statutory Provisions:

1. S. C. Constitution
 1. Article X, Section 5 - Power of School District to assess and collect taxes.
 2. Article XI, Section 1 - Creation of the State Board of Education.
 3. Article XI, Section 2 - Creation of the position of State Superintendent of Education.
 4. Article XI, Section 3 - Provides for a system of free public schools.
2. S. C. Code, 1976, as amended:
 1. Title 59, Chapters 1 - 73 - Public Education, K-12.
 2. Section 59-1-160 - School District defined.
 3. Section 59-3-309 - State Superintendent of Education.
 4. Section 59-5-10 - Composition and organization of State Board of Education.
 5. Section 59-17-10 - School districts as Bodies Politic and
 6. Section 59-73-20 - School districts declared tax districts.

Policy

The People and their School District

Code: AB Adopted: 02/07/1985 Latest Revision: 2/11/2020 Latest Review: 04/06/2023

Purpose: To ensure board accountability to both the state and the local citizens.

The board is the legal entity conducting a system of public education in a geographic area of a school district. The board is composed of nine members. The system was created by, and is governed by, state statutes. Members of the board are public officers chosen by citizens to represent them and the state in the legislative management of public schools. State law provides that each school district shall be under the management and control of its Board of Trustees.

Although the board is responsible to the State Board of Education, it is, by law and tradition, responsible to the community it serves and represents. It is the duty of the board to carry out the will of the community in matters of public education, within the boundaries set by the laws and regulations of the State of South Carolina and Florence County.

The board, therefore, reaffirms and declares its intent to do the following:

- Maintain two-way communication with citizens of the district. The board will keep the public informed of the progress and problems of the school district and will urge citizens to bring their aspirations and feelings about public schools to the board's attention.
- Establish policies and make decisions of the basis of declared educational philosophy and goals.
- Act as a truly representative body for the citizens of the district in matters involving public education.

Adopted 2/7/85; Revised 5/17/88, 1/24/02, 5/15/08, 2/11/2020

Constitutional and Statutory Provisions:

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

1. Section 59-17-10 through 59-17-90 - School district organization, consolidation, etc.
2. Section 59-19-10 - Each school district shall be under the management and control of the board of trustees.

B. S. C. Acts and Joint Resolutions:

1. 1974 (929) 2027 - An Act to Increase the Number of Members...

Policy

SCHOOL BOARD AUTHORITY AND LEGAL STATUS

Code: ABA Adopted: 11/20/1986 Latest Revision: 2/11/2020 Latest Review: 04/06/2023

The board’s powers are derived from the state legislature; consequently it may perform only those acts for which some authority exists. This authority may be expressly stated or implied either in state law or in rules and regulations of the state board of education. The board’s authority to exercise permissive powers within the framework of state laws and regulations allows extensive freedom of action.

All powers of the board lie in its action as a body. Board members acting as individuals have no authority over personnel or school affairs.

In other instances, an individual board member, including the chairman, will have power only when the board, by vote, has delegated authority to him/her.

The board will make the district staff and the public aware that only the board has the authority to take official action.

Members of district boards are considered to be officers of the state. Constitutional provisions applying to officers apply to school board members.

Within the organizational framework recognized by the regulations and statutes for SC school districts, the board will establish a pattern of instructional organization that will strive for consistency throughout the district. The schools should be organized to meet the needs of people of all ages in the community for public education.

Adopted 11/20/86; Revised 1/24/02, 2/11/2020

Constitutional and Statutory Provisions:

A. S. C. Constitution:

1. Article II, Sections 3 & 4 – Definition of qualified electors.
2. Article XVII, Sections 1 & 1A – Qualifications for Office and Prohibition against Dual Office Holding.

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

1. Sections 59-19-10 through 59-19-580 – General powers of school trustees. (Other powers enumerated throughout Title 59-Public Education
2. Section 7-5-120 – Qualifications for voter registration.
3. Title 8 – Deals with rights and responsibilities of public officers.

4. Section 59-15-50 – Oath of board members.
5. Section 59-5-60 (3) – State board of education may adopt minimum standards for any place of education.
6. Section 59-19-90 – General powers and duties of district trustees.

C. Attorney General's Opinion:

1. 1960-61, No. 1092, p. 164 – Any action by board of trustees of school must be taken at a regularly called and assembled meeting with a quorum present.

D. State Board of Education Regulations:

1. R-43-140-School district organization plan.

Policy

BOARD MEMBER TERM OF OFFICE AND METHOD OF ELECTION

Code: ABCC Adopted: 05/17/2988 Latest Revision: 10/20/2022 Latest Review: 04/06/2023

Purpose: to establish a board member's term and the method of board election.

The members of the Board of Trustees of Florence County School District three shall consist of nine members to be elected as follows:

Members of the FSD3 board must be elected at a general election held during an **even-numbered year** on the first Tuesday after the first Monday in November in the year of the expiration of their respective terms. Board members are elected to four-year terms.

All FSD3 elections and notices will be conducted by the Florence County Election and Voter Registration Commission at FSD3's expense.

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-19-60 – removal of trustees; vacancies
 - 2. Section 59-19-315 – commencement of trustee's term of office.

 - B. S. C. Acts and Joint Resolutions:
 - 1. 1974 (929) 2027 – an act to increase the number of members....
 - 2. 1975, #24, p.20 – an act to abolish...the county board.
 - 3. 2017, Act 84 Revised
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Adopted 5/17/88. Revised 1/24/02, 7/17/2008, 03/15/2012, 12/20/2012, 07/20/2017, 10/19/2017, 2/11/2020, 10/20/2022

Board Member Removal From Office

Code: **ABCF** Adopted: **8/1991** Latest Revision: **04/06/2023** Latest Review: **04/06/2023**

In the case of malfeasance charges brought against a board member, the board shall be called into executive session with the school district's attorney present for a full hearing. Should the member plead guilty, the board shall have the right to require his/**her** resignation within forty-eight (48) hours.

Any resulting order of the removal shall state the grounds thereof, the manner of notice and the hearing accorded the trustee, and any such trustee shall have the right to appeal to the court of common pleas as provided by statute of that term of office.

Adopted 8/91. Revised 6/09/11

Constitutional and Statutory Provisions:

- A. S.C. Constitution:
 - 1. Article I, Section 22 – School Board members have the right to due process in removal cases with appeal to the circuit court.
 - 2. Article VI, Section 3 – Prevents dual office holding.
 - 3. Article VI, Section 8 – Allows governor to remove public officials for crimes involving misuse of public funds or moral turpitude.
 - 4. Article 6, Section 9 – Provides that officers shall be removed for incapacity, misconduct, or neglect of duty in such manner as may be provided by law when no mode of trial or removal is provided by the State Constitution.

- B. S. C. Code, 1976, as amended:
 - 1. Section 1-3-240 – Removal of officers by Governor.
 - 2. Section 1-3-250 – Appeal by officer removed by Governor.
 - 3. Section 8-1-20 – Illegal for officer to collect and retain rebates, commissions or discounts.
 - 4. Section 8-1-90 – governor may remove officer convicted of misconduct, habitual negligence and the like.
 - 5. Section 8-13-810 – Public employees, elected/appointed officials must file statement of economic interest.
 - 6. Section 11-9-20 – Officer exceeding or transferring appropriations.
 - 7. Section 15-63-60 – Attorney General's office has authority to bring action against usurpers and those who have forfeited public office.
 - 8. Section 59-19-60 – Removal of trustees; vacancies.
 - 9. Section 19-19-560 – Appeal of county board decisions to court of common pleas.
 - 10. Section 59-19-30 – Appointment of members.
 - 11. Section 59-25-10 – Employment of teachers related to board members.
 - 12. Section 59-31-590 – School personnel not permitted to act as agents for publishers.

13. Section 59-69-260 – Officials shall not acquire interest in claims or contracts.

C. Attorney General Opinions:

1. 1976-76, N. 4523, p. 361 – The Governor has the authority to suspend a member of a school district board of trustees who has been indicated for mail fraud.

D. Cases:

1. State vs. Elliott, 94 S. C. 35, 77 S. E. 728 (1913) – Board member removed for misconduct.
2. McMahan vs. Jones, 94 S. c. 362, 77 S. E. 1022 (1913) – Officer wrongfully employed by own board.

Policy

Nondiscrimination/Equal Opportunity

Code: AC Adopted: 2/11/2020 Latest Review: 04/06/2023

Purpose: To establish the basic structure for conduct of district programs in compliance with applicable laws regarding nondiscrimination/equal opportunity.

The board affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. Respect for each individual will be a consideration in the establishment of all policies by the board and in the administration of those policies by district staff.

Therefore, the district does not discriminate against any individual on the basis of race, color, religion, national origin, disability, pregnancy (including childbirth or related medical conditions), age, sex, sexual orientation, gender identity status, genetic information, spousal affiliation, or any other protected characteristic as may be required by local, state, or federal law.

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

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

Resolution of Discrimination Complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IV of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act of 1963; the Genetic Information Nondiscrimination Act of 2008; and Titles I and II of the Americans with Disabilities Act of 1990 (referred to as “civil rights grievances”). SC Code of Laws, 176, as amended Section 1-13-80 – Prohibits discrimination in hiring and other employment practices on the basis of race, color, religion (including pregnancy, childbirth, or related medication conditions), age, national origin, or disability.

The following person has been designated to handle inquiries, questions, and grievances regarding the district’s nondiscrimination policy:

Civil Rights Coordinator (Superintendent’s Designee)
125 S. Blanding St.
Lake City, SC 29560
843-374-8652

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact:

United States Department of Education
Office for Civil Rights, Washington DC (Metro)
400 Maryland Avenue, SW
Washington, DC 20202-1475
Telephone (202) 453-6020; Fax (202) 453-6021; TDD 800-877-8339
Email: OCR.DC@ed.gov

Adopted 2/11/2020

Legal References:

United States Code of Laws, as amended:

Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, *et seq.*

Age Discrimination in Employment Act of 1967, 29 U.S.C.A. Section 621, *et seq.*

American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*

Equal Pay Act of 1963, 29 U.S.C.A. Section 206d.

Genetic Information Nondiscrimination Act of 2008, Section 42 U.S.C.A. 2000ff, *et seq.*

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*

Title II of the Americans with Disabilities Act, 42 U.S.C.A. Section 12132.

Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, *et seq.*

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, *et seq.*

Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*

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

Section 1-13-80 - Prohibits discrimination in hiring and other employment practices on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, or disability.

Federal Cases:

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

Policy

Resolution of Discrimination Complaints

Code: ACA Adopted: 3/12/2019 Latest Revision: 04/06/2023 Latest Review: 04/06/2023

Purpose: to establish the basic procedure for resolution of discrimination complaints.

Employee complaints

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

If the grievance is not resolved after steps one and two of the policy, the employee may appeal in writing to the district's civil rights coordinator/Superintendent's designee. If the employee does not file such appeal within five days of the grievant receipt of the written response, the employee waives his/her right to appeal.

If the employee files an appeal, the civil rights coordinator will investigate the claim as appropriate. He/She will conduct a hearing within five days following any investigation. All interested persons and their representatives, if any, will have an opportunity to submit evidence relevant to the complaint. The civil rights coordinator/Superintendent's designee will render a decision on the matter within five days after receipt of the grievance or, if a hearing is conducted, within five days after the conclusion of the hearing. The decision and any description of the resolution will be in writing and a copy forwarded to the grievant.

After appeal to the civil rights coordinator/Superintendent's designee, the grievant may follow the procedures described above beginning with appeal to the superintendent and then, if requested, to the board. The employee's pursuit of other remedies such as the filing of a complaint with the responsible federal department or agency will not impair his/her right to a prompt and equitable resolution of any civil rights grievance.

Student complaints

Title IX complaints- Students who believe that they have been discriminated against on the basis of sex have the right to appeal to their principals. If the student is not satisfied with the decision of the principal, he/she may appeal to the district Title IX coordinator, superintendent and then to the board.

Section 504 complaints - Students who believe that they have been discriminated against on the basis of a disabling condition have the right to appeal to their principals.

If the student is not satisfied with the decision of the principal, he/she may appeal to the district Section 504 coordinator/superintendent and then to the board. The superintendent will schedule appeals to the board. (See Policy GBK)

Adopted 3/12/2019. Revised: 2/11/2020

Legal References:

Federal Law:

Age Discrimination in Employment Act of 1975, 29 U.S.C.A. Section 623, *et seq.* - Nondiscrimination on the basis of age in employment.

American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.* - Prohibits discrimination on the basis of disability by public entities.

Equal Pay Act of 1963, 29 U.S.C.A. Section 206(d) - Nondiscrimination as to wages on basis of sex.

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.

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A Section 2000e, *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.

Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.

S.C. Code, 1976, as amended:

Section 1-13-80 - Unlawful employment practices.

Federal Cases:

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

Policy

School District Mission

Code: AD Adopted: 11/20/1986 Latest Revision: 04/06/2023 Latest Review: 04/06/2023

Purpose: To establish the board's vision for meeting the educational needs of students, employees, businesses and members of the community.

The mission of Florence School District Three is ~~to transform lives through education, empowering all students to achieve their potential and dreams.~~ **"To Ensure All Students Are College and/or Career Ready and Are Productive and Responsible Members of Society"**.

The district will implement this vision by collaborating with an engaged community, thereby ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

Adopted 11/20/86; Revised 4/18/91, 3/21/96, 1/24/02, 03/15/12, 2/11/2020, 04/06/2023

FACE COVERING

Code **ADD** Adopted: **10/15/2020** Latest Revision: **04/06/2023** Latest Review: **04/06/2023**

To reduce the spread of the pandemic (COVID-19), the Centers for Disease Control (CDC) **may** recommend^s that a face covering be worn in public settings when other social distancing measures are difficult to maintain. The district will consider the circumstances in the community and consult local health officials for the implementation and continuation of this policy.

Definitions

A *face covering* is a piece of fabric, cloth, or other material that covers the wearer's nose, mouth, and chin simultaneously and is secured to the wearer's face by elastic, ties, or other means. Acceptable face coverings may be homemade, and they may be reusable or disposable.

A *face shield* made of flexible plastic that wraps around the wearer's face and extends below his/her chin may also be used as a face covering.

Staff Members

Staff members **will may be required to wear** a face covering while on district property or conducting business on behalf of the district (e.g. driving a bus, conducting a home visit, supervising athletic events, etc.). Staff members include, but are not limited to, salaried and hourly employees, school volunteers, student teachers, and interns. The district will provide masks to staff members and expects that reusable masks will be washed regularly to ensure maximum protection.

Students

All students from Kindergarten through 12th grade **will may be required to** wear face coverings while on district property, on district transportation, or attending a school related activity (e.g. athletic events, field trips, etc.). Certain classes or activities may be granted a limited exception to this requirement at the discretion of the superintendent or his/her designee. The district will provide masks to students and expects that reusable masks will be washed regularly to ensure maximum protection.

Exceptions for wearing a face covering may include, but are not limited to, the following activities:

- mealtimes
- outdoor recess where students can maintain a physical distance of at least six (6) feet
- administration of medication

Visitors

Non-essential visitors to district buildings will be limited in accordance with administrative rule KI-R, Visitors. Visitors include, but are not limited to, parents/legal guardians, contract service providers, and delivery persons. Visitors may be required to wear a face covering while on district property. Visitors may be asked to leave district property if they refuse to wear a face covering.

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Accommodations

Requests for exceptions under this policy for health or developmental conditions or religious exemption will be considered by the superintendent or his/her designee, who may request documentation justifying the exception.

Students (or parents/legal guardians) who request to be exempted from wearing a face covering for other than a health or developmental condition or religious exemption will be offered virtual learning for the period that face coverings are required on district property.

Harassment and Bullying

The district will not tolerate harassment of anyone wearing face coverings or those with recognized exemptions to the face covering requirement and will appropriately discipline students, staff, or visitors who engage in behavior that interferes with any student or staff member's ability to comply with this policy.

Discipline

Failure or refusal to wear a face covering by a staff member or student may result in discipline in accordance with district policy and codes of conduct, as applicable.

This policy is intended to be effective until further notice and to align with district policies, including, but not limited to, student and staff dress codes. To the extent this policy does not align, this policy will supersede others in accordance with applicable law and regulations in effect at the time. For clarification on potential conflicts between policies, the interpretation of the superintendent or his/her designee is final.

The board authorizes the superintendent or his/her designee to amend these requirements as necessary to meet health and safety guidelines.

Adopted 10/15/2020. Revised 3/10/2022, 04/06/2023

Policy

DISTRICT/SCHOOL WELLNESS

Code: ADF Adopted: 02/22/2018 Latest Revision: 5/19/2022 Latest Review: 04/06/2023

The district recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular-physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices.

Food and Beverage Availability

The district is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs through the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) and are committed to offering school meals that:

- are accessible to all students
- are appealing and attractive to children
- are served in clean and pleasant settings
- meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations

Students in grades Pre-K to fifth grade will be provided a minimum of 20 minutes to consume lunch after they have received their food.

Schools will not use foods or beverages as rewards for academic performance or good behavior. Additionally, schools will not withhold food or beverages as punishment. Teachers are provided with a list of alternative ideas for behavior management.

Competitive foods and beverages

The district is committed to ensuring that all foods and beverages available to students on school campuses during the school day support healthy eating. The foods and beverages sold outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. See Policy EEA, Competitive Foods Sales/Vending Machines, for more information. - <http://www.florence3.k12.sc.us/common/pages/DisplayFile.aspx?itemID=29624864>

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education (See "Exempt Fundraisers Memorandum 2015) – <http://ed.sc.gov/newsroom/school-district-memoranda-archive/smart-snacks-and-exempt-fundraisers/smart-snacks-and-exempt-fundraisers/>

District Goals for Health and Wellness

Nutrition promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents/legal guardians, students, and the community.

The district will promote healthy food and beverage choices for all students throughout the school campus and will encourage participation in school meal programs. This promotion will occur through using evidence-based healthy food promotion techniques through the school meal programs through strategies and best practices meeting the USDA Smart Snacks in School nutrition standards.

Nutrition education

The district will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that fulfills the following criteria:

- fosters the adoption and maintenance of healthy eating behaviors such as acquiring skills for reading food labels and menu planning
- is part of a sequential comprehensive standards-based health education program designed to provide students with the knowledge and skills necessary to promote and protect their health
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, and other school foods and nutrition-related community services
- teaches media literacy with an emphasis on food and beverage marketing
- includes nutrition education training for teachers and other staff

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program, which includes quality physical education as the foundation; physical activity before, during and after school; staff involvement; and family and community engagement. Schools may promote opportunities for physical activity via in school announcements, newsletters, posters, etc. The district is committed to providing these opportunities, and schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education. The district encourages the use of physical activity as a reward when feasible. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams or with other sports-related after school activities, nor does it include participation on sports teams or with other sports-related after school activities, nor does it include participation on sports teams with specific academic requirements.

Physical Education

The district will provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits and incorporate essential health education concepts. The curriculum will support the essential components of physical education. All students will be provided equal opportunity to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

District Wellness Committee/Coordinated District Health Advisory Council

The district will convene a wellness committee that meets at least once per year to establish district wellness goals for and to oversee school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy. Wellness committee members will include, to the extent possible, parents/legal guardians, students, representatives of district nutrition services, physical education teachers, school health professionals, the school board, school administrators, and the general public. The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be the Superintendent or his/her designee. (Refer to LWP Contacts)

Annually, the district will notify the public about the content and implementation of the wellness policy and share any updates to the policy. The district will also publicize the name and contact information of the Superintendent or his/her designee with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy. The information for this annual review can be gathered through and utilized in the district's strategic planning process.

Every three years, the district will assess its compliance with the policy, how it compares to model wellness policies published by state and federal agencies, and the district's progress in attaining the goals of the policy. The results of this assessment will be made available to the public to showcase the wellness efforts being made by the district and how each school is in compliance with the wellness policy. Following this assessment, the district will update or modify the policy as necessary and share these changes with the public.

Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy. Documentation maintained by the district will include but will not be limited to:

- the written wellness policy
- documentation demonstrating that the policy has been made available to the public
- documentation of efforts to review and update the policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the district wellness committee (e.g., copy of meeting notice posted on the district website)
- documentation to demonstrate compliance with the annual public notification requirements
- the most recent assessment on the implementation of the wellness policy
- documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public

Food and Beverage Marketing

The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to

advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

Any foods and beverages marketed or promoted to students on school campuses during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. These standards do not apply to marketing that occurs at events outside of school hours such as after school sporting events or any other events, including school fundraisers.

Contracts for goods or services that include a food and beverage marketing component executed after June 30, 2017, must conform to federal nutrition standards. No exceptions will be granted.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing includes any oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container
- displays, such as on vending machine exteriors
- corporate brand, logo, name, or trademark on school equipment that is displayed during the school day, such as marquees, message boards, scoreboards, or backboards (**Note: Immediate replacement of these items is not required; however, the district will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with this policy.**)
- corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district
- advertisements in school publications or school mailings
- free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

Therefore, it is the policy of the board to ensure the following:

- Child nutrition programs (e.g., school lunch, school breakfast, after school snack, and summer food service programs) will comply with federal, state, and local requirements and will be accessible to all children.
- Qualified child nutrition professionals will provide all students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- All foods and beverages sold or served on campus will comply with the current United States Department of Agriculture (USDA) Dietary Guidelines for Americans and Smart Snacks in School regulation (including vending machines, à la carte foods, beverage contracts, school stores and canteens, and school parties).
- Food items sold in fundraisers that meet the nutrition requirements are not limited. The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina Department of Education.
- All foods made available on campus will adhere to food safety and security guidelines.
- The school environment will be safe, comfortable, and pleasing and will allow ample time and space for eating meals.
- Nutrition education will be offered at each grade level as a part of a sequential, comprehensive standards-based health education program designed to provide students with the knowledge and

skills necessary to promote and protect their health. Nutrition education may also be integrated into other areas of the curriculum.

- Students will be given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, physical activity breaks, and the integration of physical activity into the academic curriculum.
- Schools will not withhold food or beverages as a punishment.
- Advertising messages and promotional activities will be consistent with and reinforce the objectives of the education and wellness policy goals of the board and individual schools. This includes product decals on vending machines.
- The district will provide opportunities for ongoing professional training and development for food service staff, teachers, and volunteers on the importance of physical activity for young children and the relationship of physical activity and good nutrition to academic performance and healthy lifestyles.
- Local wellness policy goals will be considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).

LWP Committee Members

Shelia Knotts, Executive Administrative Assistant to the Superintendent, Local Wellness Policy (LWP) communications – sknotts@fsd3.org

Valerie Mouzon, School Nutrition Supervisor – vmouzon@fsd3.org

Michelle Gaskins, Assistant School Nutrition Supervisor – mgaskins@fsd3.org

Pam Coker, District Nurse – pcoker@fsd3.org

Rutha Frieson, School board Trustee/Community – rutha.frieson@fsd3.org

Jac'Kel Brown, School Board Trustee/Community – jackel.brown@fsd3.org

Nakisha McKnight, FSD3 parent/COO Administrative Assistant – nmcknight@fsd3.org

Adopted: 02/22/2018. Reviewed/revise: 02/11/2020, 07/22/2021. 5/19/2022

Legal references:

Federal Law:

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

Federal Regulations:

1. National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School, 7 C.F.R. Parts 210 and 220 (2016).
2. Local School Wellness Policy Implementation, 7 C.F.R. Parts 210 and 220 (2016).

S.C Code, 1976, as amended:

Section 59-10-10, et seq. - Physical education, school health services, and nutritional standards.

Section 59-10-330 - Coordinated School Health Advisory Council (CSHAC).

State Board of Education Regulations:

R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

State Board of Education Academic Standards:

2015 SC “Smart Snacks” and Exempt Fundraisers Memorandum.

Other references:

USDA Dietary Guidelines for Americans.

USDA *Guide to Smart Snacks in School* (2016).

USDA Professional Standards for State and Local School Nutrition Programs (2015).

Accountability/Commitment to Accomplishment

Code: AE Adopted: 11/20/1986 Latest Revision: 3/10/2022 Latest Review: 04/06/2023

Purpose: To establish the board's vision for school district goals and objectives and the basic structure for developing a district performance-based accountability system and comprehensive plans.

The district strategic plan shall serve as the basis for all aspects of accountability within the district. The overall goal of the plan is for Florence School District Three to be the highest-performing South Carolina district as measured by the performance of individual schools and sub-groups of student on SC Ready, SC PASS, SAT, ACT, state-approved career assessment, and all other assessments.

Mission Statement

The mission of the Florence School District Three is to ensure that all of our students are college or career ready.

Vision Statement

Together we shall create a premier district of choice providing lifelong learning for all.

Core Strategies

The superintendent all ensure the following:

- Continuously improve the curriculum and instructional plans throughout the district. Align curriculum, instruction, and assessment countywide.
- Establish effective financial and business practices. Align financial resources with student needs.
- Increase accountability and evaluation of educational and business programs.
- Establish integrated public engagement plans that create partnerships and alliances.
- Implement best practices for safe and orderly schools.
- Organize to successfully support a high-performance system.

Accountability System

The superintendent shall ensure a district system of performance-based accountability and incorporate that system into the district's strategic plan.

The system shall ensure programs and projects for each core strategy with clearly defined and measurable performance objectives, benchmark targets, timelines, accountability assessments, funding sources and metrics for evaluation.

The superintendent will ensure a review and revise the accountability system annually and provide quarterly reports to the board.

Florence School District Three will involve parents, teachers, principals, constituent districts and the community in the development, annual review and revision of the district accountability system.

Comprehensive Plans

The superintendent shall develop and implement five-year comprehensive plans to meet the requirements of the Early Childhood Development and Academic Assistant Act of 1993 (Act 135), Section 2 and Section 11. The school plans shall be developed and implemented in conjunction with school improvement councils according to state and federal requirements and board policy.

The plans shall include performance goals, interim performance goals and timelines for progress. The superintendent shall develop methods of assessing the effectiveness of strategies to indicate whether strategies should be continued, modified, or terminated.

Adopted 11/20/86; Revised 1/24/02, 03/15/12, 02/11/2020, 3/10/2022

Legal References

South Carolina Code of Laws, 1976 as amended:

Section 59-20-6 – Improvement councils.
Educational Accountability Act of 1998, Section 59-18-1300 – District accountability system, development and review.
Educational Accountability Act of 1998, Section 59-18-1310-Reports consolidated; submission dates.
Educational Accountability Act of 1998, Section 59-18-1500-review and revision of improvement plan.
Every Student Succeeds Act
CERDEP Provisos
Act 284-Read to Succeed Act

Policy

School Calendar

Code: AEA Adopted: 11/20/1986 Latest Revision: 2/11/2020 Latest Review: 04/06/2023

The school calendar shall be developed by the superintendent or designee in consultation with the staff and presented to the board for approval.

The calendar shall set forth days of attendance for students, days of in-service and organizational meetings for teachers, holidays and vacation periods, days of reports to parents, and other schedules of importance to the staff and public.

In developing the calendar, adequate provision shall be made for observances required by state statute and regulation.

Adopted 11/20/86; Revised 4/18/91, 02/11/2020

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 53-3-10 – Arbor Day.
 - 2. Section 53-3-20 – Frances Willard Day.
 - 3. Section 53-3-60 – South Carolina Day.
 - 4. Section 59-1-370 – General Election Day.
 - 5. Section 59-29-30 – Alcohol and Narcotics Week.

School Day and Year

Code: **AEB** Adopted: **11/20/1986** Latest Revision: **2/11/2020** Latest Review: **04/06/2023**

The length of the instructional day for secondary students must be at least six hours excluding lunch. The length of the school day for elementary and middle school students must be at least six hours including lunch. Priority must be given to teaching and learning tasks.

Class interruptions must be limited only to emergencies.

As required by state law, the school year will be comprised of 190 days. Of those, 180 days must be used for student instruction. However, this will not preclude early dismissal due to weather or other emergency conditions.

Five of the ten remaining days must be used for staff development. The other five days may be used in the opening and closing of school, teacher-parent conferences, and teacher preparation and planning.

All days lost to weather or other conditions will be made up at a time designated by the board upon recommendation of the superintendent.

Graduation must occur after the one hundred and eightieth day of instruction.

Adopted 11/20/86; Revised 1/24/02, 03/15/12, 02/11/2020

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-1-420 – Provides for length of school year.
 - 2. Section 59-1-430 – Provides that all missed school days must be made up.
 - 3. Section 59-1-440 – Provides for length of instructional day.
- B. State Board of Education Regulations:
 - 1. R-43-142 - The instructional year.
 - 2. R-43-144 – Instructional day for students.

Summer School Programs

Code: **AEBA** Adopted: **05/23/1991** Latest Revision: **01/24/2002** Latest Review: **04/06/2023**

Any summer school program that operates in an elementary or secondary school in Florence County School District Three will comply with all standards that have been established by the state department of education for the operation and accreditation of summer schools.

Adopted 05/23/91; Revised 01/24/02

Constitutional and Statutory Provisions:

- A. State Board of Education Regulations:
 - 1. R-43-240 – Summer programs.

END OF A SECTION

**Motion to approve revisions made to policies
AA, ABCF, ACA, AD, and ADD made by**

2nd of motion made by

Vote _____

Florence County School District Three

SCHOOL BOARD GOALS AND OBJECTIVES

Code: BA Adopted: 5/1983 Latest Revision: 04/06/2023 Latest Review 04/06/2023

The board is committed to the education of all students appropriate to the best of their individual abilities; to a constant awareness of the concerns and desires of the whole community regarding the quality and performance of the school system, with the board assuming an educational leadership role; to the employment of a superintendent who will see that Florence County School District Three maintains a position as an outstanding school system and under whose leadership the school personnel will carry out the policies of the board with dedication; and to the continued involvement of the district schools for the benefit of all people.

Additionally, the board's goals are as follows:

- To communicate the educational expectations and aspirations of the community through the formulation of policies **which that** stimulate the learner and the learning **process**.
 - to manage the school system in accordance with board **policy**.
 - to provide leadership in order that the goals and objectives of the school system can be effectively carried **out**.
 - to maintain two-way communication with various publics served by the schools in order to interpret public attitudes, to identify policies and procedures of the schools, and to encourage public involvement with and understanding of the schools, **and**
 - to evaluate the data appropriate for the management functions of planning, evaluating, organizing, **controlling**, and executing the goals and objectives of Florence County School District Three.
-

Adopted 5/83; Revised: 12/19/01, 02/11/2020, 04/06/2023

OFFICERS FOR THE BOARD OF TRUSTEES

Code: BBAA Adopted 2/1973 Latest Revised: 04/06/2023 Latest Review 04/06/2023

At the first regular meeting in January after new board members are sworn into office, the new school board shall organize and elect its officers from its own members. The officers shall be elected in the following order: chairman, vice-chairman and secretary. Each officer shall serve for a period of one year.

Balloting for and of the three above-mentioned officers shall continue until a majority of the entire membership is received. The superintendent shall appoint, from outside of the board membership, a secretary to record and prepare minutes of board meetings. Vacancies in the above mentioned offices occurring during the year shall be filled by the board at its discretion.

DUTIES OF CHAIRMAN

The chairman shall preside at all meetings of the board and shall perform other duties as directed by law, state department of education regulations, and by this board. In carrying out these responsibilities, the chairman shall:

1. Sign the instruments, acts and orders necessary to carry out state requirements and the will of the board.
2. Consult with the superintendent in the planning of the board's agendas.
3. Confer with the superintendent on crucial matters that may occur between board meetings.
4. Appoint board committees, subject to board approval.
5. Call special meetings of the board as found necessary.
6. Be public spokesman for the board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all board meetings.

OFFICERS FOR THE BOARD OF TRUSTEES

Code: BBAA

Page 2

As presiding officer at all meetings of the board, the chairman shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the board in its proper order.
3. Enforce the board's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the board.
7. Answer all parliamentary inquiries, referring questions of legality to the board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.
9. Summarize appropriate action taken at the conclusion both of regular and executive sessions.

The chairman shall have the right, as other board members have, to offer resolutions, discuss questions, and to vote.

DUTIES OF VICE-CHAIRMAN

The vice-chairman shall have the powers and duties of the chairman in his/her absence or during his disability, and such other powers and duties as the board may from time to time determine.

DUTIES OF SECRETARY

The duties of the secretary of the board shall include the following:

1. See that all appropriate documents of the school district are maintained properly.
2. Sign official documents calling for the signature of the board secretary.

Adopted: 2/73; Revised: 11/20/86, 10/20/88, 12/19/01, 05/14/08, 03/15/12, 03/10/2022, 04/06/2023

Legal Reference: Florence County School District provisions

Act No. 83- June 17, 2011

Florence County School District Three

Policy

DUTIES OF BOARD MEMBERS

Code: BBBA Adopted 11/20/1986 Revised: 03/15/2012 Latest Review 04/06/2023

The duties and obligations of an individual board member may be enumerated as follows:

1. To become familiar with the state school laws; regulations of the state department of education; district policies, rules and regulations.
 2. To have a general knowledge of educational aims and objectives of the system.
 3. To work harmoniously with other board members without trying either to dominate the board or neglect his share of the work.
 4. To vote and act in the board meetings impartially for the good of the district.
 5. To accept the will of the majority vote in all cases and give wholehearted support to the resulting policy.
 6. To represent the board and districts to the public in such a way as to promote both interest and support.
 7. To refer complaints to the superintendent or his/her designee and to abstain from individual counsel and action.
 8. To attend meetings, discuss items presented on the agenda, suggest other items for consideration, and vote upon motions and resolutions presented.
-

Adopted 11/20/86; Revised: 12/19/01, 03/15/12

Policy

NEW MEMBER ORIENTATION

Code: BBBB Adopted: 2/1973 Latest Revision: 02/11/2020 Latest Review 04/06/2023

The magnitude of school board membership calls for knowledge of, and orientation to many areas of information and understandings. Under the guidance of experienced board members and the superintendent, orientation will be provided to new board members through activities such as these:

1. Workshops for new board members conducted by state and area school boards' associations.
2. Discussions and visits with the superintendent and other members of the school staff.
3. Provisions of materials on school laws, board policies and administrative procedures.

Copies of the board's policy manual, state school board manual, and board minutes for the previous three months shall be delivered to new members as soon as possible after their election.

Orientation shall be considered as an ongoing process for all school board members, and may include such activities as those indicated above and the addition of items such as these:

1. Attendance at school board and administrative conferences and conventions on a local, area, state, regional and national basis; and
2. Exchange of ideas through joint meetings with neighboring school boards.
3. Develop a new board member manual and provide local training.

Orientation for new members

State law requires all new members elected or appointed after July 1, 1997, to successfully complete a state-approved orientation program within one year of taking office. The program will include the powers, duties, and responsibilities of board members as well as other topics.

Adopted 2/73; Revised 11/20/86, 10/16/97, 12/19/01, 03/15/12, 02/11/2020

Constitutional and Statutory Provisions:

A. S.C. Code, 1975 as amended:

1. Section 8-15-60 - Professional development opportunities.
2. Section 59-19-45 Orientation program for new board members.

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Code: BBBC Adopted 11/20/1988 Latest Revision: 12/19/2001 Latest Review 04/06/2023

The board will encourage all its members to participate in meetings and activities of area, state and national school boards associations, and of other educational groups, and to study and examine the materials received from these organizations.

The district budget may include money for travel expenses for individual members to advance their development as school board members. When the full board does not attend a conference, convention, or workshop, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

To help members develop understanding of the educational program, the superintendent will request members of the professional staff to appear before the board from time to time to present and discuss new developments in various areas of curriculum and instruction.

Adopted 11/20/88; Revised: 10/16/97, 12/19/01

Constitutional and Statutory Provisions:

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

1. Section 8-15-60 - Professional development opportunities.
2. Section 59-19-45 - Orientation program for new board members.

BOARD MEMBER COMPENSATION AND EXPENSES

Code: **BBBE** Adopted: **2/7/1985** Latest Revision: **04/06/2023** Latest Review **04/06/2023**

Board members shall be paid \$150 per month for their services. **Upon submitting vouchers and supporting bills for expenses incurred documentation** in carrying out specific services previously authorized by the board, board members may be reimbursed from district funds.

Board members wishing to attend conferences, workshops, or conventions at school district expense must secure approval of the board before making reservations to attend such meetings. At the first regular board meeting following attendance at such school district sponsored events, the board members will be expected to make a brief report on the meeting attended.

Travel expense **vouchers forms** for board members must be reviewed and signed by the vice-chair of the board as authorization for the finance department to make payment. Expense vouchers turned in by the vice-chair must be reviewed and signed by the chair of the board.

Adopted 2/7/85; Revised 11/20/86, 3/21/91, 12/19/01, 3/15/12, 2/28/19, 02/11/2020, 03/10/2022, 04/06/2023

Constitution and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
1. Section 8-15-10 - Determination of compensation of officers and employees.
 2. Section 59-1-350 - Compensation of board members

Policy

BOARD COMMITTEES

Code: BBC Adopted 11/20/1986 Latest revision: 03/10/2022 Latest Review 04/06/2023

The Board of Trustees shall have no standing committees, other than the ongoing policy committee for each school year. Special committees, however, may be created for specific assignments. Such special committees shall be appointed by the chair, subject to board approval. A special committee shall be dissolved upon completion of its assignment, or it may be dissolved by a vote of the board at any time.

The board also reserves the right to meet and work as a committee of the whole in informational, discussion and exploratory sessions.

Adopted 11/20/86; Revised; 12/19/01, 03/10/2022

Policy

PROFESSIONAL LEGAL SERVICES

Code: BBE Adopted 11/20/1986 Latest Revision: 12/19/2001 Latest Review 04/06/2023

The Florence County School District Three Board of Trustees recognizes that the increasing complexity of school district operation frequently requires the procurement of professional legal services. Consequently, the board shall retain attorneys for the purpose of systematically securing such services in a timely and organized manner.

The attorney shall be licensed to practice law in South Carolina, sufficiently familiar with requirements of school laws of the state to enable them to offer the necessary advice and possess any additional qualifications as the board finds appropriate.

The attorney will be the chief legal advisors and representatives of the Board of Trustees. Annually, at the regular meeting in June, the board shall appoint attorneys to advise and represent the district. The appointment will be for three years, with reappointment subject to a vote of the board.

A decision to seek legal advice and assistance on behalf of the district may be made by the board and the superintendent, individually and collectively. Other district employees, as a matter of routine, shall seek legal services through the superintendent.

Adopted: 11/20/86; Revised 4/18/91, 12/19/01

Florence County School District Three

IMPROVEMENT COUNCILS

*Code: **BBF** Adopted **10/1988** Latest Revision **1/24/2002** Latest Review **04/06/2023***

In keeping with the letter and spirit of State law, the board directs that each school in the district establish a School Improvement Council (SIC). The SICs will function pursuant to state law and state board of education regulations.

Each SIC will be composed of at least two parents, elected by the parents of the children enrolled in the school; at least two teachers, elected by the faculty; and at least two students in schools with grades nine and above, elected by the students. The principal will appoint additional members of the SIC from the community. The ratio of elected members to appointed members is two-thirds to one-third of the SIC. The SIC will also include ex-officio members such as the principal or other individuals holding positions of leadership in the school or other school organizations.

The SIC will actively participate in the development of the school plan as part of the school's and district's five-year comprehensive plans with annual updates required by Act 135 and in the district's performance-based accountability system required by the Education Accountability Act of 1998.

State law does not create any legal authority on the part of the SICs or the members thereof to perform any of the duties or functions delegated by statute to the board or any of its employees.

Adopted 10/88; Revised 12/01, 1/24/02

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-20-60(3) – Improvement councils.
- B. State Board of Education Regulations:
 - 1. R-43-261 – District and school comprehensive planning.

Policy

BOARD MEETINGS

Code BC Adopted: 11/15/1984 Latest Revision: 04/06/2023 Latest Review 04/06/2023

All board meetings will be conducted in accordance with the South Carolina Freedom of Information Act and the ruling of the Fourth Circuit Court. All board meetings, except for periods in which the board is in executive session, are open to the public.

The Chairman will start all meetings promptly at the appointed hour. Any Board Member that is unable to attend a meeting needs to notify the Chair and/or Superintendent's secretary no later than 1 hour before the meeting start time. A Board member may participate in discussion and vote on matters that come before the Board during a regular or special-called meeting of the Board via teleconferencing or videoconferencing, provided that the technology utilized allows all Board members and any members of the public in attendance at the meeting to hear the Board member and for the Board member to hear them. Attendance at meetings is a duty of all Board members as set forth in Policy BBBA, and thus, participation in meetings via teleconferencing or videoconferencing should only be used when a Board member has an unavoidable conflict.

Regular board meeting

The board holds its regular business meetings of the board at the administrative office building or at district schools on the third Thursday of each month. The regularly scheduled time is 6:00 P.M.

In unusual circumstances, the board may change the time and place of the regular meeting, or any regular meeting upon a majority vote.

Work Sessions

From time to time the board may meet in work sessions. The purpose of these sessions or workshops will be for the board to have opportunities for planning, discussion, or training and development without formal action. Topics for discussion will be announced publicly, and sessions will be conducted in accordance with state law.

Special Meetings

The chairman of the board or a majority of members of the board may call a special meeting of the full board. The superintendent should give at least 24-hour notice to all members of the board and the public except when emergency conditions make such notice impossible. The board will not transact any business other than that which is stated in the notice.

BOARD MEETINGS

Code: BC

Page 2 of 2

Adopted: 11/15/84; Revised 12/19/01, 05/14/08, 09/18/08; 12/20/12; 03/10/2022; 04/06/2023

Constitutional and Statutory Provisions:

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

- 1. Section 30-4-10 et seq. – Freedom of Information Act**
- 2. Section 59-1-340 – Meeting of the board**
Act No. 367 – Florence School District 3, members and elections

Policy

Quorum

Code **BCA** *Adopted:* **5/14/2008** *Latest Revision:* **2/11/2020** *Latest Review* **04/06/2023**

A simple majority (five members) of the seated board membership (nine members) constitutes a quorum, and as such has powers to transact business.

If a quorum is not present within 10 minutes after the set time for a meeting, the members ~~then members~~ in attendance may adjourn until the next stated meeting or to any date prior to the next stated meeting.

Adopted: 05/14/08; Revised: 02/11/2020, 04/06/2023

PUBLIC HEARINGS

Code **BCAE** *Adopted* **2/1973** *Latest Revision* **04/06/2023** *Latest Review* **04/06/2023**

Interested or affected persons will be afforded an opportunity to be heard informally before the district superintendent or his/her delegated administrative official. If necessary, a hearing before the Board of Trustees may be granted. In most cases, procedure outlines in policy BCBI should be followed.

Occasionally large delegations may request a hearing regarding a critical issue. In that case, a specific meeting of the board of Trustees should be called. The following procedures will be followed:

Position of the Board stated

After the meeting has been officially opened, the chair~~man~~ of the board shall briefly state the position of the board and give reasons therefore. If official action on the issue has not as yet been taken, the chair~~man~~ may so state and may summarize briefly the arguments for and against the issue to be decided. Other members of the board may also be heard as this time at the discretion of the Chair~~man~~.

Speakers for and against the issue

The chair~~man~~ of the board will secure the names of all those persons wishing to be heard before the Board during the twenty (20) minutes prior to the designated official meeting time. Those desiring to speak will indicate whether they are for or against the issue involved. Each individual seeking to speak before the board will be limited to ~~five (5)~~ **three (3)** minutes. The chair~~man~~ will indicate that questions pertaining directly to the issue involved may be directed to the board and may be answered within the allotted time for the individual speaker. Persons not responding to the Chair~~man~~'s request shall not be heard.

Action by the Board

Upon a ruling by the chair~~man~~ closing the public discussion, the board may proceed with its deliberations and take whatever action it deems advisable.

The board may at any hearing, by a majority vote, take the issue under submission and continue the hearing from time to time but not for a period of more than sixty (60) days from the date of the next regular meeting of the board.

Adopted 2/73; Revised 1/24/02, 04/06/2023

Policy

BOARD MEETING NOTIFICATION

Code BCBB Adopted: 2/1973 Latest Revision: 2/11/2020 Latest Review 04/06/2023

The Board of Trustees will provide dates of regular meetings in announcements, which are made available in printed form to the public and news media.

Notification to Board Members

Notice of each regular meeting of the Board with agenda and supporting material will be provided to members of the Board of Trustees at least two days in advance of the meeting, if possible, to permit them to give items of business careful consideration.

Notice of all special or called meetings will be given to the members of the Board at least twenty-four (24) hours prior to the time of the meeting. The notice will indicate the purpose of the special or called meeting.

Public Notice

The Superintendent's Designee will see that written notice of regular board meetings is made public annually at the beginning of each school year. The notice will include the dates, times, and places of regular board meetings. Such notice will be sent to local news media and posted at the board meeting place.

The Superintendent's Designee will post an agenda for regularly scheduled meetings of the board at least twenty-four (24) hours prior to the meeting. The notice for called, special, or rescheduled meetings will include the agenda, date, time, and place of the meeting and be posted at least twenty-four (24) hours prior to the meeting. This will not apply to emergency meetings.

The Superintendent's Designee will notify persons or organizations, local news media, or such other news media as may request notification of the times, dates, and agenda of all public meetings, regular, special, called, or rescheduled. The secretary will note the efforts to comply with this policy on the minutes of the meetings.

Adopted 2/73; Revised 1/24/02, 03/15/12, 02/11/2020

Constitutional and Statutory Provisions:

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

1. Section 30-4-10 et seq. – South Carolina Freedom of Information Act
2. Section 59-19-80 – Requirements as to purchases and teacher employment

Policy

AGENDA

Code **BCBD** *Adopted* **11/15/1984** *Latest Revision:* **04/06/2023** *Latest Review* **04/06/2023**

The superintendent, in consultation with the chair~~man~~ of the board, shall prepare the agenda for each meeting of the Board of Trustees.

~~Any and~~ **All** board members should submit agenda item(s) to the board chair~~man~~ at least seven days prior to the next board meeting. This should be in the form of a written request. Appropriate documentation should be submitted with proposed agenda item.

Whenever a matter involving policy considerations is placed on the agenda, the superintendent, or designee, shall advise the board of any policies previously adopted affecting such matter.

All written agendas will be uniform in format and clearly documented. The agendas shall allow for recognition of guests and public comments. This does not apply to special or called meetings of the Board unless otherwise noted on the agenda.

Adopted: 11/15/84; Revised 12/19/01, 03/10/2022, 04/06/2023

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976 as amended:
 - 1. Section 30-4-80 et seq. – Posting of agendas

RULES OF ORDER

Code BCBF Adopted: 11/20/1986 Latest Revision: 04/06/2023 Latest Review 04/06/2023

The following Basic structure for rules of order for the conduct of meetings for the Board of Trustees will be as follows:

Parliamentarian procedure

The latest edition of Robert's Rules of Order shall govern all questions related to meeting procedure that are not otherwise governed by Board policy. The parliamentarian shall be the Board **Chair**, or another member appointed by the Board Chair. The parliamentarian shall be well-versed in Robert's Rules of Order and able to advise the Board on questions of meeting procedure at any time.

Addressing the Board

No person, including members or employees of the district, will address the Board without permission from the Chair. Those persons will make such oral communications made only in the regular order of business, except by suspension of the rules.

Decorum

When a member speaks to any question, he/she will address him/herself to the Chair, confine his/her remarks strictly to the point at issue, and refrain from discussing personalities.

Motions

No motion will be subject to debate until it has been announced by the Chair. The mover will put the motion in writing at the request of any member. When a motion has been made and seconded, it may be withdrawn by the person making the motion at any time prior to taking the vote.

Voting Methods

The Board will conduct votes on all motions and procedures by voice or show of hands. If a board member wishes to abstain, he/she may give reason for his action.

The chairperson or any board member may request a roll call vote on any issue before the board.

RULES OF ORDER

Code **BCBF**

Page 2 of 2

Board members voting on the prevailing side of an issue may move to reconsider an item at the same time. This motion is not debatable.

There will be no representation of proxy of any member of the board at any time. All members present are authorized to speak on issues, offer and second motion, and vote. A Board member may participate in discussion and vote on matters that come before the Board during a regular or special-called meeting of the Board via teleconferencing or videoconferencing, provided that the technology utilized allows all Board members and any members of the public in attendance at the meeting to hear the Board member and for the Board member to hear them.

The presiding officer will have the option of speaking to, offering and seconding motions, and voting on all items of business.

Point of order

No board members will be interrupted while speaking, except on a point of order. A member thus interrupted will cease to speak until the point is decided.

Limit on debate

The board may limit debate on any issue to such time as it may deem wise and expedient in the efficient conduct of its business.

Suspension of the rules

Rules may be suspended at any meeting by majority of board members. The order of business may be suspended at any meeting by a majority of vote of those present.

Adopted: November 20, 1986; Revised: 10/88, 12/18/01, 09/18/08, 3/12/2012, 04/06/2023

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976 as amended:
 - 1. Section 30-4-10 et seq. – Freedom of Information Act
 - 2. Section 30-4-90 – Contents of minutes, generally
 - 3. Section 59-19-80 – Certain items to be in board minutes

Policy

MINUTES OF BOARD MEETINGS

Code: BCBH Adopted: 11/1986 Latest Revision 04/06/2023 Latest Review 04/06/2023

The secretary of the board of Trustees shall keep, or cause to be kept, complete records of the action of board meetings. The minutes of the board shall be kept in an official minutes' book. The minutes will include the following:

1. The date, time, and place of the meeting.
2. The members recorded as either present or absent.
3. The substance of all materials discussed, and a record of all actions taken by the board.
4. Resolutions and motions in full, and the names of members making and seconding them; reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
5. A record of the disposition of all matters on which the board **considered, reviewed** but did not take action.

Copies of the minutes of a meeting shall be sent to the members of the board before the meeting which they are to be approved. Corrections in the minutes may be made at the meeting at which they are to be approved.

The minutes shall become permanent records of the board and shall be in the custody of the superintendent. He/She shall make them available to interested citizens of the district upon request, with exceptions as provided by law, at reasonable times during the working day.

Adopted: 11/86; Revised: 01/24/02, 04/06/2023

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976 as amended:
 1. Section 30-4-10 et seq. – Freedom of Information Act
 2. Section 30-4-90 – Contents of minutes, generally
 3. Section 59-19-80 – Certain items to be in board minutes

PUBLIC PARTICIPATION

Code BCBI Adopted: 11/86 Latest Revision 04/06/2023 Latest Review 04/06/2023

Individuals may make requests or comments to the Board of Trustees during public participation when it meets in regular or, as appropriate, during special session. A request for public participation will be an opportunity to make **comments** before the board only. Members of the board will not make **comments** or take action on issues referred to in public participation. Issues may be referred, as appropriate, to the superintendent for further study and may be discussed at the next regular meeting of the board.

A request to appear before the board may be made up to five (5) minutes prior to the starting time of the scheduled meeting by indicating the individual's name and the nature of the request or comment on the designated document. Requests or comments will carry a time limitation of three (3) minutes unless waived by a majority vote of the board.

The chair reserves the right to limit discussion of same topic issues in an effort to provide individuals the opportunity to be heard on a variety of topics. Public participation shall not exceed thirty (30) minutes unless waived by a majority vote of the board. Consideration may be given for a public hearing for gaining input on critical issues (refer to BCAE)

Adopted 11/86; Revised 2/19/01, 03/15/12, 04/06/2023

Constitutional and Statutory Provisions:

S.C. Code, 1976 as amended:

Section 30-4-10 et seq. – South Carolina Freedom of Information Act

EXECUTIVE SESSIONS/OPEN MEETINGS

Code BCBK Adopted: 10/19/1988 Latest Revision: 10/20/2022 Latest Review 04/06/2023

Purpose: To establish the basic structure for conducting executive sessions.

The Board of Trustees, by majority vote, may go into executive sessions for the reasons provided for by law. Only upon request of the board may persons other than board members and the superintendent be present during executive sessions.

Before going into executive session, the board chairperson will put the question of whether to meet in executive session to a vote. If such is favorable, the chairperson will then announce the **specific purpose** of the executive session, i.e., identify the matter(s) to be considered in executive session, which will be reflected in the minutes.

As permitted by law, executive session matters may involve the following:

- Individual student personnel actions.
- Individual staff personnel actions (unless the individual requests a public meeting).
- Discussion of negotiations incident to proposed contractual arrangements.
- Acquisition or sale of property.
- Receipt of legal advice, including settlement of a claim.
- Security.
- Investigation of criminal misconduct.

The board will not take any formal action in executive session. Formal action means a recorded vote committing the board to a specific course of action. The board will not take a vote, nor will it poll members in executive session. A vote may be taken on any action discussed in executive session only after the board returns to open session. However, no action may be taken on an item discussed in executive session unless the meeting's agenda provides sufficient notice to the public that action may be taken on the topics discussed therein.

EXECUTIVE SESSIONS/OPEN MEETINGS (Page 2)

Under the state's open meeting laws, board members and other persons attending the executive session are duty bound not to disclose matters discussed in executive session. Board members or any other persons attending will not use tape recorders or any other means of sonic or video reproduction to record executive sessions. Additionally, board members will refrain from electronic communications during executive sessions on personal or district-owned devices, as communications regarding board matters are subject to disclosure.

Adopted 10/19/88. Revised 12/2001, 12/2006, 10/20/2022

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 30-4-70 and 30-4-90- South Carolina Freedom of Information Act

 - B. S.C. Cases
 - 1. *Brock v. Town of Mount Pleasant*, 415 S.C. 625, 785 S. E.2d 198 (2016)
 - 2. *Donohue v. City of North Augusta*, 412 S.C. 526, 773 S.E.2d 140 (2015)
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Policy

GIFTS TO BOARD MEMBERS

Code: BCC Adopted: 12/2001 Latest revision: 04/06/2023 Latest Review 04/06/2023

Being elected to a public office creates an obligation between members of the Board of Trustees and its public. It is the desire of the board members to operate under the highest ethical standards.

In carrying out their responsibilities to the Florence County School District Three, Board members will not:

- Solicit, accept, or receive any gift, which would tend to improperly influence a reasonable person in their **position**.
- Solicit, accept, or receive any gift, which has a value in excess of \$25.00, except for gifts unrelated to Board functions or **responsibilities**.
- Use their positions for personal financial **gain**.
- Accept anything for value for speaking before a public or **private** group when acting in an official capacity as a Board **member**.
- Engage in substantial financial transactions for their private business purposes with employees of the District.
- Use District personnel, equipment, or materials in an election campaign.

It is permissible for Board members to receive:

- A meal provided in conjunction with a speaking engagement where all participants are entitled to the same meal and the meal is incidental to the speaking **engagement**.
- An occasional non-pecuniary gift, which is less than \$25.00 in value, in recognition of public service, e.g., a plaque or **pin**.
- Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at meetings at which they are scheduled to participate in their official capacities as Board members.

Annually, board members in office are required to file a Statement of Economic Interests with the State Ethics Commission. A deadline for this report may be found on the State Ethics Commission website: <https://ethics.sc.gov/statement-economic-interest>.

Adopted: 12/01; Revised 2/28/2019, 04/06/2023

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 8-13-700 et seq. – Rules of conduct

Florence County School District Three

Policy

POLICY ADMINISTRATION

Code BD Adopted 11/20/1986 Latest Revision: 04/06/2023 Latest Review 04/06/2023

The Board of Trustees considers policy development and administration its chief function. The board will exercise its leadership in the operation of the school system by developing and adopting written policies to serve as guidelines and goals for the successful and efficient functioning of Florence County School District Three. Written policies are guides for the discretionary action of those to whom it delegates authority and as a source of information and guidelines for all those who are interested in, and affected by, the district schools.

In formulating **policyies** the board will consult with personnel, students, parents, and community members who may be affected by the policy or who may request input into the development of the policy. The final responsibility for drafting, development, and adoption of the policy shall rest with the Board of Trustees.

The Board will conduct an annual review of the written policies to determine the adequacy and effectiveness of those policies. Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future boards.

New policies will require two readings at consecutive meetings of the board. Policies for annual review (revised policies) will require only one reading. The formal adoption of the policies will be recorded in the minutes of the board. Only those written statements so adopted and so recorded shall be regarded as official board policy.

The board's policy manual shall be considered a public record and will be maintained on the FSD3 website. Paper copies of any policy will be given upon request.

In cases when action must be taken within the school system where the board has provided no guidelines for administration action, the superintendent shall have the power to act.

Adopted 11/20/86; Revised 1/24/02, 2/11/2020, 3/10/2022, 04/06/2023

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-19-90 (3) – Board of Trustees powers and duties include the promulgation of rules and regulations.

Section 59-19-110 – Rule making power of boards.

Section 59-19-120 – Adoption of rules and regulations governing the use of school buildings.

Section 59-19-140 – Adoption of rules and regulations governing the use of equipment.

State Board of Education Regulations:

R-43-150 – Policy development.

Policy

REVIEW OF ADMINISTRATIVE RULES

Code BDF Adopted: 11/86 Latest Revision: 12/19/2001 Latest Review 04/06/2023

The Board of Trustees authorizes the superintendent to develop administrative rules to provide clarification, outline procedures, and establish protocol for the implementation of the board's policies. The board in advance of issuance need not review administrative rules.

The Board reserves the right to review administrative rules at its discretion, but it shall revise or veto such rules only when, in the board's judgment, they are inconsistent with policies adopted by the board.

Adopted 11/86; Revised 12/19/01

Policy

DISTRICT DATA/RECORDS RETENTION

Code **BE** *Adopted:* **9/1994** *Latest revision:* **3/10/2022** *Latest Review* **04/06/2023**

The Board of Trustees and district records are open to the public in compliance with the South Carolina Freedom of Information Act. Persons who wish to review those records must forward their requests to the superintendent or designee.

The superintendent or designee will maintain a system for maintenance, retention, and periodic destruction of appropriate records. Such a system will be in compliance with applicable laws and regulations

Adopted: 09/94 Revised: 12/01, 02/11/2020, 3/10/2022

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 30-4-10 et seq. – South Carolina Freedom of Information Act

Department of Archives and History Regulations

R-12-900 et seq. – General Retention Schedules for School Districts

Policy

SCHOOL BOARD MEMBERSHIPS AND PROFESSIONAL ASSOCIATIONS

Code: BGA Adopted: 11/20/1988 Latest Revision: 3/10/2022 Latest Review 04/06/2023

The board will maintain membership in the South Carolina School Boards Association and any area associations.

It will be the policy of the board to participate as fully as possible in the activities of these associations as provided by law and budgetary constraints.

Adopted 11/20/88; Revised: 1/24/02, 3/10/2022

Constitutional and Statutory Provisions:

- A. S. C. code, 1976, as amended:
 - 1. Section 59-19-280 – Trustees may be members of the S. C. School Boards Association.

Florence County School District Three

Policy

BOARD MEMBER CODE OF ETHICS

Code: BH Adopted: 11/1986 Latest Revision : 04/06/2023 Latest Review 04/06/2023

As a member of the Florence County School District Three Board of Trustees, a board member should honor the high responsibility which his/her membership demands.

A member of a school board in South Carolina is to affirm this code of ethics as a guide to its members as they strive to render effective and efficient service to their community.

- To represent the interests of the entire district when making decisions; to rely on available facts and on individual judgment rather than on individuals or special interest groups.
- To refuse to play politics in either the traditional partisan or any petty sense.
- To understand the proper role of the board to set policies governing the district and to hire the chief administrative officer to carry out these policies.
- To encourage an open exchange of ideas by all board members during the decision-making process.
- To seek regular communications between the board members and students, staff, and all segments of the community.
- To attend all board meetings, to study issues facing the board, and to enact policies and official actions only after full discussion at such meeting; to refuse to participate in irregular meetings such as secret or “star chamber” meetings, which are not official and which all members do not have the opportunity to attend.
- To work with other board members in a conscientious and courteous manner benefiting the public trust placed in the position of school board trustee.
- To communicate concerns and public reaction to board policies and school programs to the superintendent and other board members in an open and professional manner.
- To communicate all personal criticisms of any employee directly to the superintendent.

BOARD MEMBER CODE OF ETHICS

Code: **BH**

Page 2 of 2

- To support employment of the persons best qualified for all staff positions and to ensure a regular and impartial evaluation of all **staff**.
- To avoid conflicts of interest and to refrain from using board position for personal or partisan **gain**.
- To encourage recognition of the achievements of students and staff and of the involvement of community **residents**.
- To support legislation and funding which will improve the educational opportunities and environment for students and **staff**.
- To take no individual action which would compromise the integrity of the board or administration and to respect the confidentiality of information that is privileged under the Freedom of Information **Act**.
- To recognize that authority rests only with the board in official meetings, and that the individual member has no legal status to bind the board outside of such **meetings**.
- To stay current of educational issues and to participate in training programs such as those offered through the South Carolina School Boards **Association**.
- To make the educational setting in Florence County School District Three the best possible to encourage all students to achieve and to love learning.

No elected public official, regardless of compensation, and no appointed public official, regardless of compensation, shall hold office unless he/she has filed a statement of economic interest with the State Ethics Commission/

Adopted: 11/86 Revised: 12/18/01, 1/24/2002, 3/10/2022, 04/06/2023

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 8-13-20, et seq., - Ethical Conduct of Public Officials and Employees Act
Section 8-13-810 – Statement of Economic Interest

Florence County School District Three

Policy

BOARD MEMBER CONFLICT OF INTEREST

Code: BHA Adopted: 10/1988 Latest Revision: 12/18/01 Latest Review 04/06/2023

This policy is designed to prevent placing a member of the Board of Trustees in a position where his/her interest might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

A trustee may provide services or sell products to the district of which he/she is a board member provided all transactions are in accordance with the State Ethics Act. The Ethics Act also provides that a public official may not have an economic interest in a contract with the district if the official is authorized to perform an official function relating to the contract. The law defines official function to include accepting bids and awarding contracts.

If, in the discharge of official responsibilities, the board member is required to take action or make a decision which affects his/her economic interest or the economic interest of a member of his/her immediate family or an individual with whom he/she is associated, the board member must prepare a statement outlining the conflict and file it with the chairperson of the board. The board member must also be excused from deliberating or voting on the matter. The minutes of the meeting should reflect the disqualification and reasons for it.

The trustee may vote on matters in which he/she has no greater interest than does any other members of the class to which the board member belongs. For example, a board member may vote on a budget that includes salaries of all employees, even if the board member has a family member employed by the district. However, the board member may not vote on the contract of the family member.

The board member may not participate in an action relating to the discipline of his/her family member.

A member of the Board of Trustees may not receive pay as a teacher of a free public school that is located in the same school district of which such person is a trustee.

Adopted: 10/88 Revised: 12/01

Constitutional and Statutory Provisions:

S.C. Constitution
Article XVII, Section 1A – Dual Office Holding Prohibited

BOARD MEMBER CONFLICT OF INTEREST

Code: BHA

Page 2 of 2

Constitutional and Statutory Provisions: (continued)

S.C. Code, 1976, as amended:

Section 59-19-300 – Prohibits receiving pay as a teacher in same district

Section 59-25-10 – Prohibits board from employing members of immediate family, with exceptions.

Section 59-31-590 – Prohibits service as agent of school book publisher.

Section 59-69-260 – Authorizes board member to provide services or sell products

END OF B SECTION

Motion to approve revisions made to policies

BA, BBAA, BBBE, BC, BCAE, BCBD, BCBF, BCBH, BCBI, BCC, BD, and BH made by

2nd of motion made by

_____ **Vote** _____

Policy

GENERAL ADMINISTRATION GOALS AND OBJECTIVES

Code: CA Adopted: 5/1983 Latest Revision: 5/17/1988 Latest Review 04/06/2023

Philosophy

The purpose of school administration is to help create and to foster an environment in which pupils can learn most effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction and more effective learning, which will result in the development of citizens who have the ability to think and who are capable of using their abilities wisely.

The board shall rely on its chief executive officer, the superintendent of schools, to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization shall be such that all departments of the district and all schools are part of a single system subject to the policies set forth by the boards and implemented through a single chief administrator, the superintendent. The principals of all schools and the administrators of all divisions and departments are expected to administer their units in accordance with board policy and implementing regulations. However, the mere execution of directives cannot and could not, by itself, be construed as good administration.

Vision, initiative, resourcefulness, leadership and consideration and concern for staff members, students and parents are essential in effective administration of the schools.

Adopted 5/83; Revised 5/17/88

Policy

STATEMENT OF ETHICS FOR SCHOOL ADMINISTRATORS

Code: **CB** Adopted: **6/20/1991** Latest Review **04/06/2023**

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. The responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision-making actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic or other influence.

8. Accepts academic degrees of professional certification only from duly accredited institutions.
 9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
 10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contract.
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Adopted 6/20/91

Policy

LINE AND STAFF RELATIONS

Code: **CD** Adopted: 4/1/1991 Latest Revision: 03/10/2022 Latest Review 04/06/2023

A clear understanding of responsibilities and relationships between and among the board and school personnel is essential for a smoothly running and efficient school system. It should be remembered that the board, school administrators, teachers, and all others responsible for any phase of the work of the school district have a common and basic responsibility – the welfare of the children in the schools. This responsibility must guide all of our considerations and decisions.

Board and Superintendent

The relationship of the board and the superintendent of schools can best be described as one of teamwork. They must pull together and some of their functions are not readily separable. However, the primary functions are separate and should be clearly understood by each. The Board is the legislative body of the school unit. It exercises its control over the schools through the information of policies and the adoption of rules and regulations.

The superintendent of schools is the executive officer of the board and the chief administrative officer. The school board recognizes that the superintendent is the chief executive officer in the school system and wishes to make this clear to all staff members and to all citizens.

All communications or reports to the board, or to any committee of the board, from principals, supervisors, teachers, or other employees shall be submitted through the superintendent. Nothing in this paragraph, however, shall be construed as denying the right of any employee to appeal and that it is handled through him/**her** to the board from the decision of the superintendent on any important matter, provided the superintendent shall have served with notice of appeal and that it is handled through him to the board.

Board and Principal

The school principal has no direct administrative relations with the board. His/**Her** relations to the board are through the superintendent. The principal is directly responsible to the superintendent; for the board recognizes that the superintendent is the person to whom it must look for professional leadership within the school system. He/**She** is the person who must take the leadership in

putting into practice the policies of the board. A spirit of cooperation and mutual helpfulness must prevail between the superintendent and the principal if the best results are to be realized. For instance, the principal and the superintendent must cooperate in the selection of the school staff, for the principal is in the best position to know the kind of person needed for a particular type of service in his school. However, the principal must remember that all matters which require board action must be presented to the board by the superintendent.

Board and Teachers

The relation of the teacher to the board is indirect. The teacher is directly responsible to the principal and through him/her to the superintendent, and then to the board. However, this does not mean that the teacher does not have access to the superintendent or to the board. Conditions may arise when direct access may be obtained through channels established for grievances.

In efficient school systems, policies are developed out of the needs of the schools; therefore, the board recognizes the value of teachers in formulating effective policies. Students, citizens, teachers, principals, custodians, etc, may be asked to give input into matters dealing with problems which affect them.

Certified Staff Interrelationships

The board recognizes the classroom teacher as the heart of the school system. Therefore, the work of the board and all other employees is directed toward supporting the teachers and their efforts with our children. The board, through its policies, aids the administrative function of coordinating the work of all personnel into a harmonious and efficient team. The board sets forth here the relationships among the board and staff so that all may clearly understand their responsibilities in the organization.

The board determines all matters of school policy after counseling with, and hearing the recommendations of, the superintendent. The superintendent in turn seeks the advice and counsel of principals, teachers, and other employees before making recommendations.

1. General Power and Authority of the Teacher

The teacher is delegated certain powers and authority by law and by the board to hold pupils accountable while on school property for their conduct during, before, and after school. A teacher may suspend a pupil from his/her room pending a final decision from the principal. The respect and authority teachers enjoy from their pupils are gained largely by reason of the instructor's greater maturity, understanding, and leadership

in all school situations. This type of authority, based on respect and admiration for mature and superior ability, serves the teacher best.

2. Teacher's Relationship with the Superintendent

There should be an open avenue of communication between the superintendent and the teachers. With the line of authority in mind, teachers should be expected to confer with the superintendent on problems relating to their affiliation with the school. The board encourages teachers to work through their principals concerning their building assignments, teaching loads, and general working conditions. Teachers and the superintendent should visit each other on the job from time to time to gain a mutual understanding of the problems affecting the welfare of the pupil and the efficiency of the organization. A faculty advisory committee will be established to meet with the superintendent, or designee, on a regular basis (preferably once a month). Each school shall have at least one (1) representative. The loyalty of all teachers and all other personnel of a school system to the superintendent is necessary for the success of the school system.

When appeals from the decision to the teachers are brought to the principal and/or the superintendent by students, parents, or others, the final decisions will be withheld until all the facts are obtained and the teacher has had an opportunity to be heard. The teachers, principals, and superintendent shall endeavor to work in complete harmony for the good of the pupils. When decisions are finally reached, all parties should faithfully and cheerfully carry them out. If a teacher feels that the decision has been unwise or unfair, he may appeal a decision of the principal to the superintendent, and from the decision of the superintendent to the board.

3. Teacher's Relationship with the Principal

Classroom teachers are under the direct supervision of the principal. The administrative policies, communications from the board, assignments of duty, work, instruction schedules, and courses of study will reach the classroom teacher through the principal. All problems and requests pertaining to work should be directed to the principal. All teachers may expect the principal to guide and assist them with problems pertaining to their work with the pupils. The teacher may expect the principal to share his disciplinary responsibility and to guide and support him as they work together for the good of the pupils. Both the principal and the teacher should consult with the superintendent, or designee, for advice and counsel on specific problems or for interpretations of board policy. The

teacher is expected to express his views in general faculty meetings. This opportunity for open expression and sharing of responsibility for the successful operation of the school should be encouraged and protected by tolerance and good will. The views of all shall be respected and held in confidence when requested. The loyalty of the teacher to the principal, to the group, and to the organization is necessary for the success of the school system.

4. Teacher's Relationship with Other Employees

The teacher should strive to work in close cooperation with fellow teachers and all other school personnel. All requests for aid from custodians, maintenance workers, and others should be made through the principal.

Any problems arising between the classroom teachers and other school employees should be handled by the principal at once. Staff selection is one of the most important duties in a school system. It is a complex problem to secure the best qualified person for a vacancy. This is recognized as an administrative problem, and therefore, should be handled by the superintendent through his principals.

Supportive Staff Interrelationships

Supportive personnel are responsible to the principal when working in his school building.

The relationship of the certified and supportive personnel should be that of partners working together to provide the best possible learning situations for the pupils of the school system. Teachers are charged with the education of our children. Supportive personnel are co-workers in this task. All jobs in this school district must contribute to this aim.

The relationship of the supportive personnel with the students should be kept to a minimum. The pupils are the responsibility of the teacher and the support staff member should assume no authority over them. However, emergency conditions, such as a fight in the hall or an incident involving destruction of school property, are all exceptions to this.

Bus drivers are responsible for the children on their buses, unless accompanied by a teacher, in which case the teacher is responsible and the driver should assist the teacher only at the teacher's request.

Adopted 4/18/91; Revised 03/15/2012, 2/11/2020, 3/10/2022

Policy

SCHOOL SUPERINTENDENT

Code: **CE** Adopted: **01/1992** Latest Revision: **03/21/2002** Latest Review **04/06/2023**

The administration of Florence County School District Three in all aspects shall be delegated to the School Superintendent, who shall carry out his/her administrative functions in accord with the policies adopted by the Board of Trustees. He/She shall be the chief executive officer of the Board.

Appointment

The appointment of the superintendent is a function of the board. It may seek the advice and counsel of interested individuals or an advisory committee, and it may hire consultants to assist in the selection. However, the final selection rests with the board.

The appointment of the superintendent will be secured through an explicit contractual agreement which states the term of the contract, general responsibilities, compensation and other benefits, evaluations, leave arrangements, and other conditions of employment. The board considers the contract to be a public document as defined by the South Carolina Freedom of Information Act.

Duties

The specific duties of the Superintendent include, in part, the following:

- Administer the development and maintenance of a high-quality educational program designed to meet the needs of the community;
- Recommend policies, guidelines, and procedures for adoption by the board and carry out the same;
- Recommend the number and types of positions required to provide proper instructional personnel for the operation of the school program;
- Nominate for appointment, assign, and define the duties of all instructional personnel subject to approval of the board;
- Make recommendations to the board with respect to school facilities, boundaries for school attendance and for assignment of students to the various schools;

- Prepare the annual budget for board approval;
- Represent the district before the public, and maintain through cooperative leadership, both within and without the schools, such as a program or publicity and public relations as may keep the public informed of the activities, needs, and successes of the schools.
- Set clear, student-related objectives for administrators, and evaluate school leaders based on their attainment of objectives that enable academic progress in schools.

Qualifications

By its nature, the position of Superintendent is an exacting position. In addition to the minimum requirements specifically set forth by the State Board of Education, the Superintendent shall be of good character and of unquestionable morals and integrity; he/she shall possess good judgment and common sense along with the ability to think clearly and independently, relying on facts instead of prejudices; he/she shall demonstrate high business and educational ability and leadership; he/she shall be able and willing to accept responsibility. He/She shall have a strong personality and a capacity for maintaining the respect of the educational leaders in neighboring counties and in the State of South Carolina.

Resignation

The superintendent, shall, upon deciding to submit his/her resignation, give the Chairman of the Board a written notice of such resignation at least three months in advance of the effective date of his/her termination of service with the district. The chairman shall submit the notice of resignation to board members at the earliest meeting of the board.

Adopted: 01/92; Revised: 02/21/02, 03/21/02

Constitutional and Statutory Provisions:

- A. *S. C. Code, 1976 as amended:*
 - 1. *Section 30-4-10 etc. seq. – Freedom of Information Act*
- B. *State Board of Education Regulations:*
 - 1. *R-43-161 – Appointment of Superintendent*

Policy

**SUPERINTENDENT'S COMPENSATION &
BENEFITS/EXPENSES**

Code : CEE/CEF Adopted: 5/23/2001 Latest Revision: 02/11/2020 Latest Review 04/06/2023

The salary of the superintendent, additional benefits, vacation entitlement, and other leave shall be specified in his/her written contract with the school district.

Additional benefits, such as health and other forms of insurance, annual vacation, holidays, and temporary and extended leaves and absences shall be at least equal to those granted other professional staff members.

The length of the contract will be at the discretion of the board in keeping with legal requirements of South Carolina.

Adopted 5/23/01; Revised 02/11/2020

Constitutional and Statutory Provisions:

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

- 1. Section 59-13-50 – Superintendent furnished office, supplies and equipment.*
- 2. Section 59-13-100-Superintendent to receive expenses.*

B. State Board of Education Regulations:

- 1. R-43-162 – Superintendent compensation and benefits.*

Policy

ADMINISTRATIVE PERSONNEL

Code: **CG** Adopted: 3/17/1988 Latest Revision: **04/06/2023** Latest Review **04/06/2023**

Note: The policies in this section pertain only to full-time administrators and supervisors.

Policies which pertain to all personnel are coded in sub-categories of the GA section.

Policies which pertain to all certified personnel, including administrators, are coded in sub-categories of the GB section.

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Policies which pertain to all classified personnel are coded in sub-categories of the GC section.

Policies pertaining only to the superintendent are coded in sub-categories of the CE section.

Definition of Administrative Personnel

The following positions in the school system shall be considered administrative:

superintendent, ~~associate superintendent~~, assistant superintendents, directors, principals, ~~associate principals~~, assistant principals, administrative assistants, coordinators and supervisors.

Adopted 05/17/88; Revised 04/18/91, 05/16/96, 04/06/2023

Policy

**ADMINISTRATIVE PERSONNEL COMPENSATION GUIDES
AND CONTRACTS**

Code: **CGA** Adopted: **5/23/1991** Latest Review **04/06/2023**

It is the policy of the board to attempt to pay its administrators at a level which will attract and hold people with administrative ability who can exercise professional leadership in the school system. State Board of Education regulations require that a principal receive a higher salary than any other staff member in his/her school.

Adopted 5/23/91

Constitutional and Statutory Provisions:

- A. State Board of Education Regulations:*
- 1. R-43-163 – Administrative Personnel Compensation.*

Policy

ADMINISTRATIVE PERSONNEL HIRING

Code: **CGD** Adopted: **5/17/1988** Latest Revision: **02/11/2020** Latest Review **04/06/2023**

Mandatory Assessment of Principal Appointees

Any person being considered for appointment as a principal for any elementary or secondary school must be assessed for his or her instructional leadership and management capabilities by the Assessment Center of the South Carolina Department of Education and a written report of such assessment will be forwarded to the board of trustees before such appointment is made.

No individual will be appointed to a principal ship unless the individual has had prior experience as an administrator.

Adopted 5/17/88; Revised 02/11/2020

Constitutional and Statutory Provisions:

- A. *S.C. Code, 1976, as amended:*
 - 1. *Section 59-24-10 - Assessment of leadership and management capabilities of persons being considered for appointment as elementary or secondary school principal.*

Policy

ADMINISTRATIVE PERSONNEL EVALUATION

Code: CGI Adopted: 10/20/1988 Latest Revision: 3/10/2022 Latest Review

04/06/2023

The superintendent will implement and supervise an evaluation system for all administrative personnel.

Principal Evaluation Program

The district will evaluate principals. The supervisor will give the principal a written copy of the evaluation and maintain the data as required by law.

The district will use instruments, standards and procedures adopted by the state board of education for the purpose of evaluating principals. The district may set additional standards as appropriate. A satisfactory rating on the evaluation is one of several criteria for overall performance evaluation and is not sufficient for reemployment as a principal by the school district.

Principals may appeal the evaluation in accordance with the district's grievance policy (GAE).

Adopted 10/20/88; Revised 4/18/91, 02/11/2020, 03/10/2022

Constitutional and Statutory Provisions:

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

1. *Section 59-24-40 - Development and adoption of statewide performance standards for principals....*

B. State Board of Education Regulations:

1. *43-165.1 - Principal Evaluation Program.*

END OF C SECTION

Motion to approve revisions made to policy

CG made by

2nd of motion made by

Vote _____

Florence County School District Three
Policy

FISCAL MANAGEMENT GOALS AND OBJECTIVES

Code: DA Adopted 5/1973 Latest Revision: 02/11/2020 Latest Review 04/06/2023

The board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the board intends to do the following:

- Engage in thorough advance planning in order to develop budgets and guide expenditures in ways that achieve the greatest educational returns as well as the greatest contributions to the educational program.
- Establish all levels of funding while maintaining a level of per pupil expenditure needed to provide high quality education for the students of the district while exploring all practical and legal sources of revenue.
- Use the best available techniques and processes for budget development, fiscal management and reporting procedures.
- Provide timely and appropriate information to the board and all staff with fiscal management responsibilities.
- Establish and implement efficient procedures for accounting, reporting, investing, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.
- Select an independent certified public accountant to audit the books and accounts and present such findings to the board at the end of the fiscal year.

As trustee of community, state and federal funds allocated for use in local education, the board has the responsibility to protect the funds and use them wisely.

Adopted 5/73; revised 5/17/88, 11/08/01, 02/11/2020

Policy

ANNUAL OPERATING BUDGET

Code DC Adopted: 11/9/2001 Latest Revision: 09/19/2013 Latest Review 04/06/2023

Financial planning for any fiscal year will not deviate materially from the board's goals, deviate from statutory requirements or risk fiscal jeopardy to the district.

Accordingly, the superintendent will present to the board a recommended budget that will do the following:

- Effectively express and implement all programs and activities of the district, beginning July 1 and ending June 30.
- Involve broad participation by board members, administrators, supervisors, teachers and other personnel throughout the district.
- Include the millage necessary to balance the estimated revenue and expenditure budgets. Millage will include increases as allowed by law, and be equal to at least the level of per pupil financial effort established in the previous fiscal year.
- Maintain the unassigned fund balance of the general fund at a minimum of 15% of the ensuing year's general fund revenue.
- Undergo thorough scrutiny by the board so that once approved, it can be adhered to as presented.

Not later than the second day of April each year, the board of trustees of the district shall publish its proposed budget for the operation of the school(s) within the district, together with the estimated millage necessary to carry the budget into effect. The proposed budget must be made available for review at the Lake City Library, at the district office, on the district's website as a downloadable file, and in other ways convenient to public access.

Two public hearings will be held between April 1st and the regular scheduled May board meeting of the same year, at least one week apart. Each meeting will have a time set aside for public comment. Minutes will be taken and made available to the public.

A register will be maintained of all persons who have indicated, in writing, their desire to receive notices, communications, reports, and any other periodic information involving the budget from the district.

In case the budget does not receive approval by June 30, the board will adopt a continuing resolution based on last year's operating budget until the budget can be approved.

Adopted 11/08/01; Revised 09/08, 08/16/12, 09/19/13

Constitutional and Statutory Provisions:

- A. *S. C. Code, 1976, as amended:*
 - I. *Act 388 Local legislature*

Policy

LINE ITEM TRANSFER AUTHORITY

Code DCI Adopted: 3/19/1992 Latest Revision: 02/11/2020 Latest Review 04/06/2023

When an annual budget has been presented by the administration and adopted by the board, reprogramming of funds will be at the discretion of the superintendent.

The board will be informed of all reprogramming either in a formal amendment or as a matter of information.

Adopted 3/19/92; Revised 02/03/20, 02/11/2020

Policy

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

Code **DDB** *Adopted:* **02/27/2020** *Latest Revision:* **3/10/2022** *Latest Review* **04/06/2023**

Any district staff member may submit an online fundraising campaign proposal to his/her direct supervisor to seek permission to raise funds or acquire donations of materials for the students of the district via a crowdfunding platform that has been approved by the superintendent. Approved crowdfunding platforms will meet the following requirements:

- All funds or materials donated through the platform will go directly to the district or school administration and not the individual staff member who initiated the donation request.
- The platform will have safeguards in place to prevent misuse of funds and/or misappropriation of materials.
- Administrative fees, if any, collected by the platform will be reasonable and appropriate.
- District banking information will not be disclosed, and its release should not be required as a condition to receive donations to the platform.

Any individual who has not obtained the express written permission of an authorized district representative may not solicit donations of funds or materials on behalf of the district on any crowdfunding platform; may not use any trademarks or copyrights owned by the district, including but not limited to, the district logo, school logos, school mascots, etc.; and may not otherwise give the appearance that any donations being solicited will be used by the district, will be used by district staff members or program, or will in any way benefit the district.

The district retains the right to refuse any donation of funds or items collected in violation of law, this policy, or the crowdfunding platform's requirements.

Ownership of Materials

Any materials purchased or donated as a result of a district-approved crowdfunding campaign are the property of the district. The materials will remain available for the use of the requestor of the crowdfunding campaign until the requestor is no longer employed with the district or the requestor is placed in another position in which they are unable to utilize the materials as they were intended in the original crowdfunding campaign. At that time, the materials will remain the property of the school to be transferred to another classroom and/or teacher as appropriate.

Staff members who fail to comply with this policy will be subject to disciplinary action, as appropriate.

Adopted 2/27/2020. Revised 03/10/2022

Policy

BOND SALES AND SHORT TERM NOTES

Code **DFD** *Adopted:* **5/1973** *Latest Revision:* **11/08/2001** *Latest Review*
04/06/2023

The board may issue general obligation bonds for the purpose of defraying the cost of capital improvements to any amount not exceeding the constitutional debt limitation applicable to the school districts. In issuing such bonds, the district will comply with state statutes and the state constitution.

The board may authorize the borrowing from time to time of such sums of money as may be necessary to pay claims of the school district in the fiscal year. The board will pledge the taxes to be collected for that purpose as security for the payment of money so borrowed and the interest thereon and pledge to repay the principal amount of the loan and interest on or before the end of the fiscal year.

Adopted 5/73; Revised 5/17/88, 11/08/01

Constitutional and Statutory Provisions:

A. S.C. Constitution:

1. Article X, Section 15 – Details the authority for issuance of general obligation bonds for school districts.

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

1. Sections 11-27-10 through 11-27-100 – Effect of Article X of S.C. Constitution (see above) on statutes prior to its ratification. See especially Section 11-27-50 regarding the effect of Article X on school district bonds.
2. Section 59-71-10 through 59-71-190 – (The School Board Act) – Statutes regulating the issuance of general obligations bonds by school districts. In effect prior to the ratification of Article X of S.C. Constitution of 1977.

Policy

GIFTS AND BEQUESTS

Code **DFK** *Adopted:* **3/21/1992** *Latest Revision:* **02/11/2020** *Latest Review* **04/06/2023**

The superintendent or his/her designee and the school principal are designated by the board to accept on behalf of and for the school district any bequest or gift of money or property for a purpose deemed to be suitable and to utilize such money or property so designated.

The board will not accept bequests, endowments, or other gifts if the conditions of the gift remove any portion of the public schools from control of the board.

Adopted 3/21/92; Revised 11/08/01; 02/11/2020

Policy

INVESTMENTS EARNING

Code **DFL** *Adopted:* **3/8/1980** *Latest Revision:* **11/08/2001** *Latest Review* **04/06/2023**

The finance department will be responsible for prudent cash management of idle funds of the school district. This will include investing in government securities or with institutions that provide a guarantee either through a federal insurance corporation or with the securing of the investment with government securities.

Every effort will be made to secure the highest possible return on all investments when investing in certificates of deposit. Competing bids will be solicited from area financial institutions so that the best possible rate is assured.

Adopted 3/8/80; Revised 1/16/92, 3/21/92, 11/08/01

Policy

SCHOOL PROPERTY SALES AND DISPOSAL PROCEDURES

Code **DFN** *Adopted:* **3/8/1980** *Latest Revision:* **08/16/2012** *Latest Review* **04/06/2023**

The superintendent will advise the board when certain real or personal property is no longer needed for public school purposes, at which time the board may sell or lease such property. Such transactions must be conducted in conformity with state law and serve to forward the educational opportunity of the district's students. Proceeds of any such sale or lease may be applied to the school funds of the district.

At no time will any item of school property be given to, leased or sold to an employee of the district without there first having been made a public announcement of the intended disposal of that property. No employee of the district will receive any special or private consideration in the disposal of school property, either real or personal. Employees may only acquire such property as a member of the general public, and under the same terms and conditions as any other member of this public.

The reassignment or disposal of parcels of land purchased after 1952 with any state funds will be subject to prior written approval of the State Board of Education.

Adopted 3/8/80; Revised 3/22/91, 1/24/02, 08/16/12

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-19-190 – Purchase of land by trustees; reassignment or disposal of land purchased with state funds.
 - 2. Section 59-19-250 – Sale or lease of school property by trustees.

Policy

DEPOSITORY OF FUNDS

Code **DG** *Adopted:* **5/17/1988** *Latest Revision:* **08/16/2012** *Latest Review* **04/06/2023**

All funds will be deposited in a timely manner as received with banks that provide issuance of deposits or collateral as specified in state law. Only officials designated by the superintendent will have access to funds and those officials will be bonded.

All financial institutions will be notified in writing when any position that handles funds is vacated, refilled, or added so the authorization documents can be changed accordingly.

Adopted 5/17/88; Revised 5/23/91, 11/08/01, 08/16/12

Policy

ACCOUNTING SYSTEM

Code **DI** *Adopted:* **5/1973** *Latest Revision:* **02/11/2020** *Latest Review* **04/06/2023**

The superintendent will provide a system of accounts for use by the school district that conforms to the principles, practices and codes as established by the Federal Government and the State Department of Education.

The finance department will be responsible for receiving and properly accounting for all funds to which the school district is entitled. All payments of district funds, whether for services or goods, will be made by this department. These payments include direct deposit and/or checks for all employees and checks and/or e-payments for all vendors for goods and services supplied.

The board will receive monthly financial statements showing the financial condition of the school district as of the last day of the preceding month. Such statements will reflect obligations incurred as well as those already paid. Such other financial records as may be determined necessary by either the board or the administration will be presented periodically.

Adopted 5/73; Revised 5/17/88; 11/08/01, 08/16/12, 02/11/2020

Policy

INVENTORIES

*Code: **DIC** Adopted: **3/8/1980** Latest Revision: **1/24/2002** Latest Review **04/06/2023***

The district will establish and maintain on a current basis an inventory process to include a formal fixed asset system. Capitalization for fixed assets purposes and recording in the fixed assets accounts is set at the prevailing federal rate.

The district will address certain exceptions and requirements for inventory control in procedures developed by the administration in compliance with accounting and audit standards and all state and federal laws.

Adopted 03/08/80; Revised 03/21/91; 03/21/96; 06/15/00; 01/24/02

Policy

AUDITS

Code **DID** *Adopted:* **5/1973** *Latest Revision:* **04/06/2023** *Latest Review* **04/06/2023**

The books and accounts of the district shall be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. It shall be the responsibility of the superintendent **and his/her committee** to interview and make a recommendation to the board regarding contractual services with a certified public accountant. A term contract shall be issued for an initial three-year period with fees established for each of the years. The board may extend the contract for a subsequent year period in one (1) year increments on agreement of both parties. The board also retains the right to change auditors at any time deemed necessary.

The audit, when completed, shall be presented to the board for examination.

The superintendent, or his/her designee, shall be responsible for filing copies of the audit with the proper authorities as prescribed by law.

Adopted 5/73; Revised 5/17/88; 04/18/91, 08/16/12, 02/11/2020, 04/06/2023

Policy

PAYROLL PROCEDURES

Code: DJC Adopted: 11/08/2001 Latest Revision: 03/10/2022 Latest Review
04/06/2023

The superintendent will ensure that all personnel are paid correctly and in a timely manner. Generally, all employees will be paid twice monthly beginning the July 1, 2017 SY. The district will begin new salaries no later than the month after the beginning employment date.

Direct deposit into a financial institution(s) of choice shall be required of all employees.

It will be the policy of Florence County School District Three to provide salary deductions consistent with state and federal regulations, board policies, and employee needs consistent with the capability of the district.

The district requires that voluntary deductions be authorized in writing.

Adopted 11/08/01; Revised 01/17/02, 08/07, 08/16/12, 01/19/17, 03/10/2022

Policy

EXPENSE REIMBURSEMENTS

Code **DJD** *Adopted:* **3/21/1992** *Latest Revision:* **03/10/2022** *Latest Review* **04/06/2023**

The district shall reimburse board members and employees for expenses incurred in official approved travel for the district, such as approved attendance at conferences and other authorized expenses necessary in performing their duties.

Travel and subsistence reimbursement rates will be the same for all employees.

Expenses must be submitted on official travel vouchers and all items documented, with the exception of minimum meal allowances.

If cancellations are necessary, the employee or board member may be responsible for reimbursing the district for monies not refundable.

Adopted 3/21/92; Revised 11/08/01; 2/11/2020; 03/10/2022

Policy

PURCHASING

Code **DJE** *Adopted:* **5/17/1988** *Latest Revision:* **02/11/2020** *Latest Review* **04/06/2023**

It is the policy of Florence County School District Three to conduct all matters involving purchasing in accordance with the districts' own procurement code, including school (pupil) activity funds. The code will be modeled on the South Carolina Consolidated Procurement Code, thus complying with state law. The district's procurement code will be an administrative ruling of this policy.

The board will authorize the proper authorities to purchase and/or supervise the purchasing of all materials, goods, equipment, supplies, services, etc. for the school(s) or school district in accordance with state law and acceptable purchasing practices. No one, including employees of the district, will be permitted to make personal purchases in the name of a school or the school district. Any employee found in violation of this policy and/or the procedures to carry out the policy will be held accountable, to include re-payment of any non-approved purchases.

All purchases of goods, services and equipment for which the district will be responsible for payment must be in accordance with the district's procurement code (DJE-R) and must be on official purchase order forms with accompanied documentation, properly approved and executed or in accordance with the district's purchasing card program.

Adopted 5/17/88; Revised 11/20/97, 1/24/02, 8/16/12, 02/11/2020

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976, as amended
 - 1. Section 11-1-40- Unlawful to contract in excess of appropriate amount, and to divert current funds for payment of prior obligations.
 - 2. Section 59-19-290- All contracts in excess of apportioned funds are void.

Note: No changes

Policy

FISCAL MANAGEMENT/PURCHASING/VENDOR RELATIONS

Code **DJEI** *Adopted:* **1/24/2002** *Latest Revision:* **3/18/2021** *Latest Review* **04/06/2023**

The board wishes to maintain good working relations with vendors who supply materials, supplies and services to the school district. Constructive efforts by the administration to maintain good working relations with vendors are encouraged. The administration will have in place an administrative ruling on vendor relations that includes, but is not limited to, the following:

Sales calls and demonstrations

Sales calls and demonstrations in schools will not disrupt classroom instruction or staff development.

Solicitations

Occasionally the district may be confronted with the necessity of initiating special projects or programs that have educational value and for which there are no public funds available. In that event those entities that do business with the district may be solicited, provided approval is first obtained from the superintendent, or the superintendent's designee. Such solicitations will be made prudently and ethically so as not to embarrass the prospective donor nor to reflect unfavorably upon the individual soliciting on behalf of the district or the entity. In each instance, the prospective donor will be informed that a donation will not put the vendor in a favored position with the district.

Conflicts of interest and endorsements

Florence County School District Three will not knowingly purchase supplies or materials from an employee of the district nor from a member of the household of an employee without going through the bid process. Neither will the district knowingly purchase supplies, materials or services from a member of the board or from a member of his/her household or from a firm in which he/she holds a major interest without going through the bid process.

An employee will not endorse products or services that will identify him/her as an employee of the district.

Presents from vendors

Presents from suppliers should be returned unless they are mere tokens or advertising giveaways such as pencils, note paper holders, paper weights, letter openers inscribed with the supplier's name or other items of little monetary value.

Adopted 1/24/02; Revised 3/18/2021

Policy

FISCAL MANAGEMENT RESERVE AND SURPLUS FUNDS

Code DM Adopted: 6/17/1993 Latest revision: 01/15/2015 Latest Review 04/06/2023

It is the policy of the school district to maintain an unassigned fund balance equaling fifteen percent of the budgeted revenue to enable the district to operate.

- Any general fund monies remaining unspent at the end of the fiscal year will be placed in the general fund unassigned fund balance.
- No part of the general fund unassigned fund balance may be spent for any purpose without the affirmative vote of the board, provided that the amount so spent will be restored to the unassigned fund balance in the manner provided in the first bullet above.
- Any amount of the general fund unassigned fund balance can be assigned for a specific purpose; intent can be expressed by the board or by the superintendent if the board has delegated the authority.
- Any amount of the general fund unassigned fund balance can be committed for specific purposes, by a resolution of the board. Commitments must be put in place before the end of the fiscal year, and must remain in place unless removed in the same manner as imposed.

Adopted 6/17/93; Revised 1/24/02; 08/16/2012; 01/15/2015

END OF D SECTION

Motion to approve revisions made to policy

DID made by

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Policy

BUSINESS MANAGEMENT GOALS AND OBJECTIVES

Code **EA** *Adopted:* **5/1973** *Latest Revision:* **10/20/88** *Latest Review* **04/06/2023**

The school board looks upon business operations of the school system as essential—yet ancillary and auxiliary—to the central function of the school system, which is education. The board serves as trustee of school facilities and overseer of school business operations for the purpose of providing the facilities and services that will support good educational programs.

The board expects operation and maintenance of the school plant, equipment, and services to set high standards of safety, to promote the health of pupils and staff, to reflect aspirations of the community, and to support environmentally the effort of the staff to provide good instruction.

With the assistance of the superintendent and personnel designated by him, the school board shall establish efficient and businesslike procedures for fiscal accounting, purchasing and management of equipment and supplies.

It will establish a thorough, effective and economical maintenance program that will assure a useful life of school sites, plants, and equipment.

Adopted 5/73; Revised 10/20/88

Policy

BUILDINGS AND GROUNDS MANAGEMENT

Code **EB** *Adopted:* **5/23/1991** *Latest Revision:* **07/19/2012** *Latest Review*
04/06/2023

The care and custody of all school property shall be the general responsibility of the director of facilities / operations.

The principal of each school shall be responsible for the care and upkeep of his/her buildings, and for the supervision of custodial services. He/she shall also be responsible for seeing that teachers and students give the best possible care to buildings and equipment.

The board shall seek to provide sufficient funds in the budget each year to keep each school in good repair.

Adopted 5/23/91; Revised 7/19/12

Constitutional and Statutory Provisions:

- A. State Board of Education Regulations:
1. R-43-180 – Building and Grounds Maintenance.

Policy

EMERGENCY CLOSINGS

Code **EBBD** *Adopted:* **2/1973** *Latest Revision* **07/19/2012** *Latest Review* **04/06/2023**

The superintendent is empowered to close the schools in the event of hazardous weather, epidemics or other emergencies which threaten the safety or health of students or staff members.

It is understood that the superintendent will take such action only after consultation with knowledgeable authorities.

If school is to be closed, the decision will be made, if possible, no later than 6:00 a.m. on the day concerned. The media will be notified to announce the closing.

Any school days missed due to snow or other extreme weather conditions must be made up unless excused by the State Department. Make-up days for students will not be scheduled on Saturdays.

Adopted 2/73; Revised 4/18/91 ; Revised 07/19/2012

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-1-430 - Provides that all missed school days must be made up.

EMERGENCIES

Code **EBC** Adopted **3/18/2021** Latest Review **04/06/2023**

The board recognizes that appropriate crisis response to certain events is essential for the physical, emotional, and mental welfare of students, staff members, and the community. Those events may include, but are not limited to, suicide, death of a staff member or student, natural disaster, and threat of harm. The board, therefore, directs the superintendent to establish and implement an emergency preparedness planning and management guide to deal with crisis situations at the district and school level.

The superintendent will establish a district response team and ensure the establishment of such teams at the school level. The involvement of other municipal, county, state, or federal agencies should be encouraged and incorporated into the plan as needed. By utilizing all appropriate agencies and groups, the district will make every effort to minimize the effects of the crisis and maximize its resources while providing for the welfare of students, staff members, and the community.

The district will not disclose any information related to security plans or devices proposed, adopted, installed, or utilized by the schools to the public.

Adopted 3/18/2021

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 30-4-20(c) - Security plans and devices are required to be closed to the public.
 - 2. Section 59-63-310, *et seq.* - School Crime Report Act.
 - 3. Section 59-63-910, *et seq.* - Required public school drills.

- B. S.C. State Board of Education Regulations:
 - 1. R43-166 - Student and school safety; emergency and disaster plans.

Policy

VANDALISM PROTECTION

Code **EBCA** *Adopted:* **05/23/91** *Latest Review* **04/06/2023**

All necessary steps shall be taken, and police cooperation and action shall be sought, in protecting school property from theft and vandalism.

Incidents of vandalism shall be reported to the police and apprehended vandals prosecuted. The school system shall seek to recover financial loss through arbitration and suit, in accordance with state statutes.

Adopted 05/23/91

SAFETY PLANS AND DRILLS

Code **EBCB** Adopted: **11/18/2021** Latest Review **04/06/2023**

The district is committed to providing a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration between the administration, emergency response agencies, parents/legal guardians, and the community.

The district will collaborate with state and local law enforcement, fire, and emergency management agencies.

The board directs the superintendent or his/her designee to implement plans and procedures in accordance with this policy.

Assessment

The district will conduct monthly assessments for each building/facility owned by the district. The principal or his/her designee is responsible for conducting the monthly assessments. Documentation will be maintained and made accessible to the fire code official during an inspection.

The monthly assessments should address the automatic fire sprinkler systems, fire detection and alarm systems, fire-rated assemblies, emergency lighting, emergency power supply system generators, portable fire extinguishers, emergency responder radio coverage, smoke and heat removal systems, and commercial kitchen requirements. The state *Model Fire and Safety Program Guidelines* will be followed when assessing each of these areas.

Inspections

The district will coordinate with the local fire department or fire code official responsible for code enforcement. The district will identify the entity that will be performing fire inspections for each facility and the frequency at which each facility will be inspected.

Evacuation Plans and Drills

The district will implement plans and conducts drills for evacuating or locking down facilities in emergency situations. Plans will include safety measures for indoor and outdoor assemblies, events, and gatherings (e.g. recess) detailing crowd management and security. Safety drills will be conducted throughout the school year in accordance with the state *Model Fire and Safety Program Guidelines*. District staff will fully cooperate to carry out all drills and will train students in prompt and orderly evacuation.

Fire drills

Schools will conduct, at a minimum, **one (1) fire drill/month** ~~two (2) fire drills per year (one each semester)~~. The first fire drill should occur within ten (10) days of the start of the school year.

PAGE 2 - EBCB - SAFETY PLANS AND DRILLS

Active shooter/intruder drills

Schools will conduct, at a minimum, two (2) active shooter/intruder drills each school year (one each semester). The district will utilize a nationally recognized training method that will be conducted in a developmentally appropriate manner for all participants. All drills will be inclusive and necessary accommodations for participants with disabilities will be provided. To the extent possible, all school personnel will participate in active shooter/intruder drills. All personnel will receive active shooter/intruder and security training, at a minimum, twice per year.

Severe weather/earthquake drills

Schools will conduct, at a minimum, two (2) severe weather/earthquake drills each school year (one each semester).

Classroom and Hallway Safety

Staff members will be informed of restrictions regarding decorations and interior finishes, electrical safety, laboratories, entryways, and storage.

Construction and Renovation

Staff will refer to policies FA, *Facilities Development Goals and Priority Objectives*, and FB, *Facilities Planning*, when renovating and constructing buildings and campus access to ensure compliance with state standards and specifications. Maximum occupancy requirements will be followed at all times.

Adopted 11/18/2021

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-17-160 - Model fire and safety policy and program guidelines; posting requirement.
 - 2. Section 59-63-910, *et seq.* - Required public school drills.
- B. S.C. State Board of Education Regulations:
 - 1. R43-166 - Student and school safety; emergency and disaster plans.
- C. Other References:
 - 1. 2020 Model Fire and Safety Program Guidelines.

Policy

LEASING AND RENTING

Code **EBH** Adopted: **2/7/2985** Latest Revision: **07/19/12** Latest Review
04/06/2023

Certain property owned in the name of the school district may be leased or rented to responsible and properly organized District Three groups if such action does not interfere with the activities of the educational programs of the schools.

Requests to rent or lease school property are to be made to the superintendent or his/her designee. The superintendent or his/her designee approves or disapproves all requests for use of facilities. The board shall set the fee for the rental or lease of the property.

School facilities may be rented to organized groups within the school district but may not be rented to individuals.

Adopted 02/07/85; Revised 10/20/88, 08/15/96, 07/19/2012

Policy

Security

Code: ECA Adopted: 9/19/19 Latest Review 04/06/2023

Purpose: To establish the basic structure for security of district buildings and grounds.

The district maintains school buildings and grounds for the education and recreation of the school children in the district. No one may use the buildings or grounds in a way that would interfere with their most effective use for the benefit of the school children.

The principal is responsible for seeing that the school is secure at the close of the school day. Employees designated by the principal who work after the principal leave must accept responsibility in these matters.

The board requires and encourages close cooperation with the local police and sheriff's departments, the fire department and with insurance inspectors. The principal must immediately report all theft, vandalism or destruction of school property to law enforcement authorities.

Contacting law enforcement

The principal is empowered to take appropriate action (including calling the police and swearing out warrants) against any person(s) who willfully and unnecessarily interferes with the operation of the school, loiters without permission or acts in an obnoxious manner.

The principal is required to contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones which may result, or do in fact result, in injury or serious threat of injury to the person, or his/her property or disruption of a school event.

Adopted 09/19/2019

Legal references:

S.C. Code, 1976, as amended:

Section 16-17-420 - Authority to take appropriate action.

Section 59-19-90(5) - General authority to manage and control property of district.

Section 59-19-120 and 59-19-140 - Specific rule-making powers regarding district property.

Section 59-24-60 - Requires administration to contact law enforcement.

Section 63-7-310 - Persons/required/permitted to report.

Section 16-3-612 - South Carolina Teacher Protection Act of 2004.

Policy

Video Monitoring/Building and Grounds

Code **ECAF** Adopted: **11/18/2021** Latest Review **04/06/2023**

The board supports the administration's use of video and audio-visual cameras in accordance with this policy and governing law. Such monitoring will be utilized to foster security and promote student and staff safety.

Video and audio-visual cameras may be used to monitor and record students, staff, and other persons at district facilities and in and around district buildings on a year-round basis, at any time, whether or not school is in session, and whether or not the facilities and buildings are being utilized by the district.

Neither video cameras nor audio-visual cameras will be used in restrooms, locker facilities, or other areas where students, staff, and/or other persons have a reasonable expectation of privacy.

Students, staff, and other persons are prohibited from the unauthorized use of, and from tampering with or otherwise interfering with, the district's video and/or audio-visual cameras and related equipment.

Notification

Annually, the district will provide notification to students, parents/legal guardians, and staff that video and/or audio-visual surveillance is being utilized and that recordings may occur.

Signage will be posted outside of any location where video and/or audio-visual cameras may be used in order to provide notice to individuals that they are subject to video and/or audio-visual monitoring and recording.

Maintenance and Operation of Recording Systems

The building-level principal will take all necessary steps to ensure that the video surveillance system installed at his/her building is operating properly and will supervise and control its use. He/She will ensure that assigned staff are trained to operate the surveillance equipment and that recordings and a log of these recordings are properly maintained for a minimum of ten (10) days. If, at that time, he/she knows of no reason for continued storage, such recordings will be erased, deleted, or recorded over.

If an investigation or incident occurs necessitating review of recording data, the recording should be maintained for one hundred eighty (180) days, where upon if the building-level principal knows of no reason for continued storage, he/she will authorize erasure.

Recordings retained as a necessary part of a student's behavioral record or a staff member's personnel record or turned over to law enforcement in accordance with district procedures and applicable law should be maintained in accordance with state law and regulation or until any associated investigation and/or any resulting legal proceedings have been concluded, whichever occurs later.

Video and audio-visual recordings will be stored and secured in a manner to ensure confidentiality.

Viewing of Recordings

Video/Audio-Visual data

Video and audio-visual may be reviewed only when there is reasonable suspicion that an incident has occurred or in response to an alleged incident. Examples include, but are not limited to, theft, property damage, personal injury, trespass, violations of district policy, or emergency situations.

Video and audio-visual recordings may be used as evidence that a student, staff member, or other person has engaged in behavior that violates district policy, school rules, or state or federal law.

The building level principal, in accordance with the superintendent, will determine which district officials have a legitimate need to access or review recordings in accordance with governing law and district policy.

Student/Personnel records

In the event an audio or video recording is used as part of a student or personnel discipline matter, such video may become part of a student's education record or a staff member's personnel file. Requests to view video constituting education or personnel records by individuals who are not authorized district officials must be submitted in writing to the building-level principal or superintendent and will be limited to appropriate staff members, school administrators,

Video Monitoring/Building and Grounds- page 2

parents/legal guardians, students 18 or older, or others with a legitimate interest in the record as determined by the superintendent or his/her designee. Only the portion of the recording concerning a specific incident(s)/individual will be made available for viewing in accordance with applicable law and district policy.

The viewing of recordings may only be permitted at the district office unless otherwise authorized by the superintendent or his/her designee or unless otherwise required by law. All viewings will be overseen by a district official.

To the extent required by law, a written log will be maintained of individuals viewing recordings, including the date of viewing, reasons for viewing, date the recording was made, and the district facility and area of facility where the recording was made.

The district makes no guarantee that any requested recording will be available. Recordings remain the property of the district and may be reproduced only in accordance with the law and district policy.

Release of Video to Law Enforcement

Any type of activity detected through the use of video or audio-visual surveillance that might constitute a violation of the law will be reported immediately to the appropriate law enforcement agency. Video recordings may be shown to law enforcement or emergency response officials by the district, consistent with applicable laws.

Adopted : 11/18/2021

Legal References:

United States Code of Laws, as amended:

Family Education Rights and Privacy Act of 1974, [20 U.S.C.A. Section 1232\(g\)](#).

Policy

BUILDINGS/GROUNDS PROPERTY MANAGEMENT

Code **ED** *Adopted: 4/10/2006, Revised: 07/19/2012 Latest Review 04/06/2023*

The care, custody, and safekeeping of school property are the general responsibility of the superintendent, or designee. Within separate schools, the principal will be responsible for the proper care and maintenance of the buildings, equipment, and grounds.

The principal will follow such procedures as set forth by the superintendent's designees may be necessary to accomplish the following:

- Provide accurate information in regard to the nature, condition, location, and value of school property.
- Safeguard schools against loss, damage, or undue depreciation.
- Recover and restore to usefulness any school property which may be lost, stolen, or damaged.
- Do everything necessary to insure proper maintenance and safekeeping of school property.

Adopted: April 20, 2006; Revised 07/19/2012

Legal references:

State Board of Education Regulations R-42-180 – Building and grounds maintenance

Policy

STUDENT TRANSPORTATION MANAGEMENT ALCOHOL AND CONTROLLED SUBSTANCES TESTING

Code **EDG** *Adopted:* **12/15/1994** *Latest Revision* **3/1995** *Latest Review* **04/06/2023**

It shall be the policy of this District to ensure that all district employees who drive buses or other district vehicles do not use alcohol or controlled substances while on duty or just prior to coming on duty. In compliance with the Omnibus Transportation Employee Testing Act of 1991, all employees who are required to hold commercial driver licenses shall undergo alcohol and controlled substances testing as provided in the accompanying administrative rule. District administration shall be responsible for ensuring that all such employees receive appropriate education related to the requirements of this policy and its accompanying administrative rule, and that all recordkeeping and other requirements of the Act are met.

Adopted: 12/15/94; Revised 3/1995

Constitutional and Statutory Provisions:

A. Federal Legislation:

1. Omnibus Employee Testing Act of 1991, Public Law 102-143, Title V.
2. 49 CFR Part 40 - Procedures for Transportation and Workplace Drug and Alcohol Testing Programs: Part 382 - Controlled Substance and Alcohol Use and Testing; Part 392 - Qualifications of Drivers.

B. State Board of Education Regulation:

1. R-43-80 - Transportation regulation governing public transportation services.

Policy

FOOD SERVICES

Code: **EE** Adopted: 5/23/1991 Latest Revision: **02/11/2020** Latest Review **04/06/2023**

Florence County School District Three supports nutrition programs and nutrition education as an integral part of a high-quality education. The Board of Trustees believes good nutrition is essential to peak academic performance for students and to long-term health.

The district participates in the national school lunch program and provides nutritional, well-balanced breakfasts and lunches in all schools.

The purpose of the district food program is as follows.

- to maintain and improve the health and physical fitness of the school child by providing him/her with an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of the child
- to provide free or reduced-price meals for students from economically deprived families

The superintendent, with the recommendation of the food service supervisor, sets meal prices for students and adults in accordance with the United State Department of Agriculture regulations.

The principals are responsible for the overall operation of the cafeteria in their schools. Individual school lunchroom managers work under the supervision of school principals.

The food service program will be operated under the general recommendations and standards established by the South Carolina State Board of Education.

Florence County School District Three will not deny any child who a principal or teacher believes is improperly nourished a free lunch, milk or other food simply because the district has not received the proper application from the child's parent/legal guardian.

The administration will establish rules and procedures which conform to state and federal requirements regarding participation in programs for free and reduced price meals and supplementary food. The administration will report such regulations to the board from time to time for its approval.

Principals have forms for requesting and establishing the need for free lunches in their school office.

The food service supervisor shall be generally responsible for the food service program in each school and shall be responsible to the principal of the school. The food service program will be self-supporting to the extent not provided for by the state and federal funds and support required of the district. The program shall not operate to make a profit.

Cf. ADF, EEA (refer to ADF/District's Local Wellness policy & EEA/Competitive Food Sales/Vending Machines.

Adopted: 05/23/91, Revised 07/12/07, 08/09, 02/11/2020

FOOD SERVICES

Code: EE

Page 2 of 2

A. Federal law:

1. Section 10(a) of the Child Nutrition Act of 1996 (CNA), as amended by P.L.95-166 in 1997.
2. National School Lunch Program Regulations, Section 210.11.
3. School Breakfast Program Regulations, Section 220.12.

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

1. Students Health and Fitness Act of 2005, Sections 59-10-310 through 380 - Nutrition standards.

State Board of Education Regulations

R-43-168 Nutrition Standards for elementary (K-5) school food service meals and competitive foods.

Policy

COMPETITIVE FOOD SALES/VENDING MACHINES

Code: EEA Adopted: 07/12/2007 Latest Revision: 02/11/2020 Latest Review 04/06/2023

Florence County School District Three will not permit vending machines in the elementary schools (with the exception of the teachers' lounge).

The district will permit vending machines in the middle schools, high schools and career centers in accordance with this policy.

The district will permit the sales of competitive foods in elementary, middle and high schools and career centers in accordance with the Smart Snacks in School Regulations.

In the event vending machines are located in the cafeteria or close proximity of the cafeteria, they shall be turned off during the meal service times so as not to interfere with school breakfast, lunch and after school programs.

School canteens shall be allowed to operate during the hours that students are being served through the food services program. The canteen shall not be located in the food services area so as not to interfere with the school lunch program.

To ensure that foods served at schools address modern nutritional needs and to protect the health of students, the principal will exercise control over the sale of non-cafeteria/competitive food in compliance with federal guidelines, state regulations and district policy. For purposes of this policy, "competitive food" means any food that is sold in competition with the school lunch or breakfast program.

The principal is responsible for ensuring that foods from vending machines and/or other non-cafeteria/competitive foods are sold in compliance with federal guidelines and district policy.

The board authorizes the superintendent to close a canteen or discontinue the sale of competitive foods if not properly operated.

Cf. ADF (refer to ADF/District's Local Wellness Policy)

Adopted: 07/12/07, Revised 02/11/2020

Legal references:

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

1. Students Health and Fitness Act of 2005, Sections 59-10-310 through 380 - Nutrition standards.
2. National School Lunch Program Regulations, Section 210.11.
3. School Breakfast Program Regulations, Section 220.12.

State Board of Education Regulations

R-43-168 Nutrition Standards for elementary (k-5) school food service meals and competitive foods.

WORKERS' COMPENSATION

Code **EGAA** Adopted: **10/20/1988** Latest Review **04/06/2023**

The Board of Trustees provides Workers' Compensation insurance coverage through the South Carolina School Boards Insurance Trust for all district employees. Exceptions are school bus drivers who are covered by the state and volunteers who are not employees.

The South Carolina Workers' Compensation law is designed to provide medical and monetary benefits for an employee who is injured while at work and as the result of an injury arising out of and in the course of his employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents.

Under the Workers' Compensation law, it is the responsibility of the school district to provide medical treatment for employees injured on the job. School employees must use those providers specified by the employer. Designation of medical treatment providers will be made by the school district in consultation with and upon the recommendation of the Worker's Compensation Insurance Carrier. The refusal of an employee to accept any medical, hospital, surgical or other treatment when provided by the employer shall bar such employee from further compensation until such refusal ceases unless in the opinion of the South Carolina Industrial Commission, the circumstances justified the refusal.

When an employee is absent from work as a result of accidental injury arising out of and in the course of his employment, available sick leave and annual leave and Workers' Compensation benefits will be coordinated to the extent such leave and benefits are available.

Every injured employee or his representative shall immediately on the occurrence of an accident, or as soon thereafter as practicable, give or cause to be given to his principal or immediate supervisor and to the district office, a notice of the accident.

Adopted 10/20/88

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
1. Section 42-1-10 et seq. – The South Carolina Workers' Compensation Law.

END OF SECTION E

Motion to approve revisions made to policy
EBCB made by

2nd of motion made by _____
Vote _____

Policy

FACILITY EXPANSION PROGRAM GOALS AND OBJECTIVES

Code **FA** *Adopted:* **5/1973** *Latest Revisiion:* **07/19/2012** *Latest Review* **04/06/2023**

It shall be the policy of the board to authorize the construction of a sufficient number of school buildings to meet the demands of present and future student enrollments and, in doing so, provide the highest type of educational environment for students at the lowest expenditure of tax dollars.

Decisions pertaining to the construction of educational facilities will be made only after an attempt has been made to carefully consider the viewpoints and needs of students, teachers, parents and other taxpayers.

The priority of construction authorization shall be as follows:

1. Regular classrooms and essential service units for their efficient operation.
2. Special classrooms.
3. Multipurpose units.

Adopted 5/73; Revised 10/20/88, 07/19/2012

Policy

SELECTION OF ARCHITECTS

Code **FDAB** *Adopted:* **10/1988** *Latest Revision:* **07/2012** *Latest Review* **04/06/2023**

It shall be the policy of Florence County School District No. 3 to contract for architectural services in accordance with the following guidelines:

1. The importance of services rendered by an architect justifies a thorough investigation and evaluation of his qualifications. The selection process shall include an objective evaluation of past performance, and recommendations shall be made strictly on the basis of merit.
2. It shall be the purpose of the board to utilize the best available architectural services. The work will be spread among interested firms to the degree that it can be done within the high standards the board seeks to maintain. However, this places no absolute limitation on the employment of an architectural firm for additional assignments during a given program.
3. An effort shall be made to maintain a wholesome balance in appointments between architects who are reassigned because of good performance and those who have not been previously assigned. A reasonable length of time may elapse between jobs given to any one architect.
4. If feasible, the architect for the original building shall be given first consideration to design additions provided his original work demonstrated a competency in educational planning, economical and durable construction and general design.
5. Architects whose offices are located in Florence County or nearby counties shall be given first consideration.
6. A committee appointed by the board chairman and composed of the superintendent, director of finance, director of facilities/operations, representatives from the board, and others as deemed appropriate by the superintendent, shall make recommendations to the board. Members of the board shall receive a summary from the committee of the investigation and evaluation of the competence of an architectural firm before acting upon recommendation for appointment. Architects shall be appointed by the board.
7. The district may secure architectural services for small scale projects over a defined period of time by means of an "Indefinite Delivery Contract". A request for proposals (RFP) shall be issued. The superintendent and designee(s) shall review the proposals. Selection shall be made based upon the criteria listed above as deemed to be in the best interests of the district.

Adopted 10/88; Revised 07/19/2012

Policy

LONG RANGE NEEDS DETERMINATION

Code **FDB** *Issued* **5/1973** *Latest Revision:* **10/20/1988** *Latest Review* **04/06/2023**

Long-range needs determination surveys may be initiated by the board on the recommendation of the superintendent, or by the board's own appreciation of need.

Educational specifications for new school facilities shall be developed by the superintendent with the full participation of the professional staff. Consultants shall be utilized when deemed necessary by the superintendent.

Additionally, the board may employ the assistance of professional persons to help the district conduct a survey. The findings of the administration and/or specialist shall be presented to the board for action.

Because of budget limitations, needs shall be listed as to priority.

The board may seek input from the community in determining long-range needs.

Adopted 5/73; Revised 10/20/88

Policy

NAMING SCHOOLS AND SCHOOL FACILITIES

Code **FDC** *Adopted:* **10/1988** *Latest Revision:* **07/19/2012** *Latest Review* **04/06/2023**

Naming a school or school facility is a matter of great importance, deserving the most thoughtful attention of the board and the administration. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school or school facility name. Preferably schools or school facilities shall be named for recognized geographical areas, communities, or one who had stature in state-county-education.

It is expected that an orderly, announced procedure will lessen the community or factional pressures which so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity. Much confusion in accounts, files, and records can be avoided if a new school can be identified by name before the planning starts.

Adopted 10/88; Revised 07/19/2012

Policy

SITE ACQUISITION PROCEDURES

Code: FGB Adopted: 10/1988 Latest Revision: 07/19/2012 Latest Review 04/06/2023

When seriously considering the acquisition of a site prior to official board action, the superintendent is authorized to forward required documents to all appropriate regulatory agencies for approval. After obtaining these approvals, the superintendent will obtain board permission to retain an appraisal by an independent, certified MAI appraiser and ultimately present these findings and a formal recommendation to the board of trustees for final dispensation. The board of trustees retains the prerogative of exercising its implicit powers of eminent domain should the situation prove warranted.

The Board of Trustees is statutorily required to take fee simple absolute title on any land purchased for public school purposes, and may accept any donation of property only after obtaining prior approval from the State Board of Education.

Adopted: 10/88; Revised 08/91; Revised 2/12; Revised 07/19/2012

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
1. Section 59-19-180 - Lands to be purchased in fee simple title.
 2. Section 59-19-190 - Purchase and disposal of real estate.

END OF SECTION F

No revisions made.

Policy

DISTRICT STAFFING PLAN

Code: GA Adopted: 12/19/2001 Latest Review: 4/6/2023

The board recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the welfare of the staff.

The staffing plan of Florence County School District Three shall equal or exceed the basic requirements of the South Carolina Department of Education's defined program and any additional accreditation as deemed appropriate by administration.

Florence County School District Three is an equal opportunity employer. The district will recruit, hire, train, promote, and make other employment decisions on the basis of individual merit and without discrimination because of sex, age, religion, color, disability, and/or race/national origin or any other class as protected by federal and state statute.

Adopted: 12/19/01

Policy

OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

Code: GAA Adopted: 02/27/2020 Latest Review: 04/06/2023

The district provides equal opportunities for employment and advancement of all members of its work force. The district recognizes that it is both culturally and educationally sound to employ persons of diverse backgrounds.

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

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

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

- recruitment and job advertisements
- selection and hiring criteria and practices
- job classifications
- transfers and promotions
- demotions, terminations, layoffs, and recalls
- compensation
- terms, conditions, benefits, and privileges of employment
- training

Complaint Procedure

Any unsuccessful applicant for employment having reason to believe that he/she was not a successful applicant because of some discriminatory reason, such as race or color, may have his/her grievance heard according to the procedure set forth in S.C. Code of Laws, 1976, as amended, Section 59-19-510, *et seq.*

Adopted: 02/27/2020

Legal References:

Federal Law:

1. Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A. Section 621, et seq. - Prohibits employment discrimination against persons 40 years of age or older.
 2. American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, et seq. - Prohibits discrimination on the basis of disability by public entities.
 3. Equal Pay Act of 1963, 29 U.S.C.A. Section 206 - Prohibits discrimination in pay rates.
 4. Genetic Information Nondiscrimination Act of 2008, 42 U.S.C.A. Section 2000ff, et seq. - Prohibits discrimination on the basis of genetic information.
 5. Rehabilitation Act of 1973, Section 504, 29 U.S.C.A. Section 794 - Prohibits discrimination on the basis of disability.
 6. Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion, or sex.
 7. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.
 8. Uniformed Services Employment and Reemployment Act of 1994, 38 U.S.C.A. Sections 4301-4334.
- B. S.C. Code, 1976, as amended:
1. Section 1-13-10, et seq. - Prohibits discrimination on the basis of race, religion, color, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, or disability.
 2. Section 59-19-510, et seq. - Right of unsuccessful applicant to file grievance.

Policy Reference:

AC - Nondiscrimination/Equal Opportunity
GAA - Open Hiring/Equal Employment Opportunity and
Affirmative Action
GBC - Professional Staff Recruitment
GBCA - Posting and Advertising of Professional
Vacancies
GBD - Professional Staff Hiring
GCD - Classified Staff Hiring

**South Carolina Pregnancy Accommodations Act
Effective date: May 17, 2018**

The General Assembly expanded state law to require employers with 15 or more employees to provide reasonable accommodations for medical needs arising from pregnancy, childbirth, or related medical conditions. The law set the following requirements for employers:

- must make reasonable accommodations for an applicant for employment or an employee unless the employer can demonstrate that the accommodation would impose an undue hardship on the operation of the business
- may not deny employment opportunities to a job applicant or employee if the denial is based on the need of the employer to make reasonable accommodations
- may not require a job applicant or an employee to accept an accommodation that the applicant or employee chooses not to accept, if the applicant or employee does not have a known limitation related to pregnancy, or if the accommodation is unnecessary for the applicant or employee to perform the essential duties of her job
- may not require an employee to take leave under any leave law or policy of the employer if another reasonable accommodation can be provided
- may not take adverse action against an employee in the terms, conditions, or privileges of employment for requesting or using a reasonable accommodation

Written Notice to Employees

Employers are required to provide written notice of the right to be free from discrimination for medical needs relating to pregnancy, childbirth, or related medical conditions to current employees by September 14, 2018 (120 days after law goes into effect). Employers must also give written notice to new employees at the time of hire and post written notice in an area accessible to employees.

Policy Reference:

AC - Nondiscrimination/Equal Opportunity
GAA - Open Hiring/Equal Employment Opportunity and Affirmative Action
GBC - Professional Staff Recruitment
GBCA - Posting and Advertising of Professional Vacancies
GBD - Professional Staff Hiring
GCD - Classified Staff Hiring

Policy

CRIMINAL RECORD CHECKS

Code: GAAA Adopted: 02/27/2020 Latest Review: 04/06/2023

The purpose of this policy is to establish the basic structure for conducting criminal record checks on any individual hired by or volunteering in the district.

The district will require appropriate state criminal background checks as outlined in law on any individual recommended to be employed in a paid or volunteer position.

State Law Enforcement Division (SLED) Background Checks

The district will obtain a name-based criminal record history check from SLED on all new employees and volunteers prior to their initial employment. The district will consider the results of all criminal record history checks on an individual basis. In determining how the information obtained impacts the individual's ability to be an effective employee, the district will consider such things as severity of offense, age of the individual, direct impact of the offense on children, length of time since conviction or plea, restitution, conduct or remedial actions during probation, and participation in pre-trial intervention and/or expungement.

The district will not employ an individual who has been convicted of or plead guilty to a violent crime as outlined in law. Also, when making employment decisions, the district will carefully consider information relative to felony convictions as well as information that could result in the revocation or suspension of a professional certificate "for cause" as outlined in law.

If an individual is denied employment in the district as a result of information appearing on the name-based background check, the person may be given an opportunity to respond to the reasons.

National Sex Offender Registry Checks

The district will perform a National Sex Offender Registry check on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all volunteers who work in a school on an interim or regular basis as mentors, coaches, chaperones or any other capacity resulting in direct interaction or contact with students.

The district will not permit individuals whose name appears in the National Sex Offender Registry or individuals who have been required to register as sex offenders pursuant to state law to work or serve in the district in any capacity.

Adopted: 02/27/2020

Legal References:

S.C. Code, 1976, as amended:

Section 16-1-60 – Violent crimes defined.

Section 23-3-115 – Fees for criminal record searches conducted for charitable organizations

Section 23-3-130 – Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations

Section 23-3-430 – Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration

Section 59-19-117 – Background checks

Section 59-25-150 and 160 – Revocation or suspension of certificate; “just cause” defined

Policy References:

GBD – Professional Staff Hiring

GCD – Classified Staff Hiring

Policy

SEXUAL HARASSMENT AND RETALIATION (STAFF)

Code **GAB** *Issued* **09/17/2020** *Latest Revision:* **03/10/2022** *Latest Review:* **04/06/2023**

Florence School District Three is committed to maintaining a learning and working environment free from sexual harassment or retaliation. In keeping with this commitment, the district will not tolerate harassment of district staff in the course of their employment by any person, including, but not limited to, any supervisor, coworker, vendor, visitor, student, or other staff member of the district based on the staff member's sex (including gender identity, sexual orientation, and pregnancy, childbirth, or any related medical conditions). Further, the district will not tolerate retaliation against a person who has made a report or filed a complaint alleging sexual harassment or who has participated as a witness in a sexual harassment investigation.

All district staff are responsible for helping to ensure that sexual harassment or retaliation does not occur. If a staff member feels that he/she has experienced or witnessed sexual harassment or retaliation, he/she will immediately notify his/her supervisor or building-level principal or file a formal complaint with the district's Title IX coordinator. A staff member who does not promptly report what he/she reasonably believes to be sexual harassment or retaliation may be subject to disciplinary action.

Reports of sexual harassment or retaliation may be made anonymously, but formal disciplinary action will not be taken solely on the basis of an anonymous report. The district will investigate all sexual harassment and retaliation reports impartially, thoroughly, and promptly take immediate and proportionate corrective action to end the harassment or retaliation and prevent the reoccurrence of similar misconduct, up to and including termination of employment, as appropriate. Investigations may occur even if the alleged victim does not file a complaint directly or wish to see action taken by the district or school administration. On an individualized and appropriate basis, interim measures may be taken following receipt of a complaint to minimize the risk of harm to all parties and to prevent continued sexual harassment or retaliation.

Confidentiality

To the fullest extent practicable, while ensuring a thorough and impartial investigation, the district will keep reports and the terms of their resolution confidential, including the names of individuals who submit reports, witnesses who provide information regarding reports, and the person against whom the complaint is made. All records generated under the terms of this policy and related administrative procedures will be maintained with utmost confidentiality to the extent permitted by law, specifically the Family Educational Rights and Privacy Act (FERPA). Confidentiality, however, cannot be guaranteed. All complainants proceeding through the complaint process will be advised that their identities may be disclosed to the party being accused of inappropriate conduct.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JCDA, Student Behavior Code.

Staff members found in violation of this policy will be subject to disciplinary action, up to and including termination, and may be referred to law enforcement officials, as appropriate, consistent with policy GAM, Staff Conduct and Ethics.

Visitors or volunteers found in violation of this policy will be subject to appropriate sanctions and may be referred to law enforcement officials, as appropriate.

Notification

Notice of this policy will be circulated to all district schools and departments and incorporated in employee handbooks. Staff will receive copies and indicate by their signature an understanding of the contents of the policy. The district will provide training for all staff on a yearly basis. All new staff members will receive training as part of their orientation. All administrators will be trained in prevention of sexual harassment and retaliation.

Adopted 09/17/2020. Revised: 03/10/2022

Legal References:

A. United States Code of Laws, as amended:

1. Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, *et seq.*
2. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*

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

1. Section 1-13-80 - Prohibits discrimination in hiring and other employment practices on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, or disability.

Administrative Rule for

GAB - SEXUAL HARASSMENT AND RETALIATION (STAFF)

Code **GAB-R** Latest Review: **04/06/2023**

The district has adopted the following procedures to promptly and fairly address reports of sexual harassment and retaliation.

Definitions

Complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature under any of the following conditions:

- submission to such conduct is made either expressly or implicitly a term or condition of aid, benefit, or service (i.e. quid pro quo harassment)
- such conduct or communication is so severe, pervasive, and objectively offensive under the reasonable person standard
- sexual assault, dating violence, domestic violence, or stalking as defined in

federal law Sexual harassment may include, but is not limited to, the following:

- sexually-oriented teasing, name-calling, abuse or harassment
- unwelcome comments or conduct based on an individual's gender identity or nonconformity with gender stereotypes
- graphic or written statements including, but not limited to, text messages, typed or hand-written notes, derogatory cartoons, drawings, posters, or graffiti
- inquiries into one's sexual experiences or activities
- unwelcome touching including, but not limited to, pinching, patting, constant brushing against another's body, or physical interference with movement or work
- remarks with sexual or demeaning implications
- subtle or direct propositions for sexual favors

Note that such harassment does not have to be of a sexual nature and can include offensive remarks about a person's sex, sexual orientation, and/or gender identity or expression.

Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.

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Supportive measures are non-disciplinary, non-punitive, individualized services and will be offered to the complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

- counseling
- modifying work schedules or locations
- placing mutual restrictions on contact between the parties
- providing leaves of absence

The measures offered to the complainant and the respondent will remain confidential to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.

The *Title IX coordinator* is the district staff member(s) designated to receive and investigate complaints of alleged sexual harassment and retaliation. Additionally, this individual is available during regular work hours to discuss concerns related to sexual harassment and retaliation, as well as to assist staff members in navigating the complaint resolution process.

The following individual(s) serve(s) as Title IX coordinator(s) for the district:

*Kasey Feagin, Ed. S., Chief Operations Officer **Title IX Coordinator***
Address: 125 S. Blanding Street, P. O. Drawer 1389, Lake City, SC 29560
Telephone: 843-374-8652 Ext. 10092
Email: kfeagin@fsd3.org

Reporting

Members of the district community including, but not limited to, staff members and students are encouraged to promptly report incidents of sexual harassment to the Title IX coordinator or building-level principal.

Reports may be made orally or in writing via mail, telephone, electronic mail, or in person meeting at any time, including non-business hours. All reports not made directly to the Title IX coordinator will be memorialized in writing and reported to the Title IX coordinator within two (2) business days.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. Failure to promptly report may impair the district's ability to investigate and address the prohibited conduct.

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Grievance Process

Upon learning of an instance of alleged sexual harassment or retaliation, even if no formal complaint is filed, the Title IX coordinator will promptly contact the complainant to discuss the availability of supportive measures irrespective of the filing of a formal complaint and explain the process for filing a formal complaint.

The district will respect the confidentiality of the complainant and the respondent to the greatest extent possible, and information will only be disclosed to the appropriate individuals as necessary to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions will not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of staff arising from the allegation of sexual harassment that justifies removal, the respondent's placement will not be changed. The respondent will have the opportunity to challenge the decision immediately following a change in placement. If the respondent is a staff member, he/she may be placed on administrative leave during the pendency of the grievance process.

Formal complaint

The formal complaint process under Title IX does not apply to sexual harassment and retaliation occurring outside of the United States. However, the district will investigate all instances of sexual harassment and retaliation, including those that occur outside of the country (field trips, study abroad, etc.) in accordance with district policy. Should an investigation conclude that such actions took place, the respondent will be subject to disciplinary action.

Forms for initiating a formal complaint may be found online as an exhibit to this administrative rule. Printed copies are available in the principal's office, the district office, and from the Title IX coordinator. All formal complaints must include the following information, to the extent it is available:

- identity of the individual believed to have engaged in harassing conduct (respondent)
- nature of the alleged conduct
- date and location of the alleged violation
- list of potential witnesses
- resolution sought by the complainant
- signature of complainant

The Title IX coordinator can initiate a formal complaint by alleging sexual harassment against a respondent and signing the complaint document. The Title IX coordinator is not the complainant in such circumstances.

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Investigation

Note: The Title IX coordinator may serve as the investigator; however, the investigator, decision-maker, and entity that hears appeals must all be separate persons/entities. (SCSBA recommends that the Title IX coordinator remain independent from the investigation.) However, if the Title IX coordinator serves as the investigator, modify the language accordingly.

Upon receipt of a formal complaint, the Title IX coordinator will provide written notice of the grievance process to the parties to include the following information:

- statement of the allegations
- statement that the respondent is presumed not responsible for the allegations until a determination is made
- prohibition against making a false statement or knowingly submitting false information

- right to have an advisor, who may be an attorney, present during any subsequent meetings
- list of supportive measures available to both parties

If the Title IX coordinator dismisses a complaint that does not meet the requirements of Title IX, after the complaint is withdrawn in writing, when the respondent moves out of the district or is no longer employed with the district, or for any other reason during the investigation process, written notice, including the reasons for dismissal, will be provided to both parties simultaneously. **This does not preclude the district from investigating the facts under another district policy (e.g. policy GBA, *Open Hiring and Equal Employment Opportunity* (e.g. Title VII complaints) or GBAC, *Discrimination, Harassment, or Retaliation*) or the student/staff member code of conduct.** The dismissal of a formal complaint is subject to appeal.

The **Title IX investigator** will serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence. Credibility determinations may not be based on an individual's status as a complainant, respondent, or witness. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the investigator will initiate an investigation within **five (5) business days** of receipt of the complaint. If an investigation is not initiated within **five (5) business days**, the investigator will provide the Title IX coordinator with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

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All investigations will be completed within **twenty (20) calendar days** from the receipt of the initial complaint. If the investigation is not complete within **twenty (20) calendar days**, the investigator will provide the Title IX coordinator with appropriate documentation detailing the reasons why the investigation has not been completed.

Investigations will be conducted in the following manner:

- provide an equal opportunity for the parties to present witnesses and evidence
- not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence
- refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seeks disclosure of information protected under a legally recognized privilege unless such privilege has been waived
- provide the parties with the same opportunities to have others present during any grievance proceeding
- provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate
- provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint
- result in the creation of an investigative report that fairly summarizes relevant evidence
 - prior to the completion of the investigative report, the investigator will send to each party the evidence subject to inspection and review; all parties will have at least ten (10) days to submit a written response which will be taken into consideration in creating the final report

Determination of responsibility

The respondent is presumed not to be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The **preponderance of the evidence standard** will be used in making this determination.

The **decision-maker** will receive the final report of the investigation and allow each party ten (10) business days to submit additional questions to be answered by the appropriate party with limited follow-up prior to determining responsibility.

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The decision-maker will provide the written determination to the parties simultaneously along with information about how to file an appeal within **fourteen (14) business days** after the deadline for receiving all information from the parties.

A substantiated complaint against a student will result in corrective or disciplinary action up to and including expulsion. A substantiated complaint against a staff member will result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX coordinator will work with the complainant to determine if further supportive measures are necessary. The Title IX coordinator will also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

Appeals

The **hearing officer** will hear appeals. Additionally, a complainant can request an appeal upon the dismissal of a formal complaint.

The request for appeal must be made in writing to the Title IX coordinator within **ten (10) business days** of receipt of the decision maker's determination or dismissal of the complaint. The appeal must include the original complaint form, a copy of the report and determination, and a written statement as to the reason for appeal.

Grounds for appeal include the following factors:

- procedural irregularity that affected the outcome of the case
- new evidence that was not reasonably available when the complaint was dismissed or a determination was made that could affect the outcome of the matter
- district staff member assigned to the matter had a conflict of interest or bias for or against the parties that affected the outcome of the matter

The **hearing officer** will review the material submitted and provide both parties **five (5) business days** to submit a written statement outlining their position. Within **fourteen (14) business days** of the deadline to receive submissions from the parties, a written decision will be issued simultaneously to both parties stating whether the determination of the decision maker will be upheld, modified, or reversed along with the rationale.

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The decision of the **hearing officer** is final.

Informal Complaint Procedure (Mediation)

The district's informal complaint procedure may be initiated after a formal complaint has been made. The informal complaint process is designed to resolve complaints quickly, efficiently, and to the mutual satisfaction of all parties involved. Mediation is a voluntary process intended to allow the parties involved in a complaint to discuss their respective understandings of the incident with each other through the assistance of a trained mediator. Mediation is designed to encourage each person to be honest and direct with the other and to accept personal responsibility where appropriate. Where circumstances allow, and both parties agree to participate in writing, mediation will be initiated as soon as possible.

Mediation is only available in those circumstances where the district believes that the allegations are appropriate for resolution through an informal process and both parties voluntarily agree to participate. Mediation is not appropriate in certain cases, such as alleged sexual assaults, even on a voluntary basis.

Participation in mediation does not waive an individual's right to participate in the formal complaint procedure or to pursue other remedies available by law, including the filing of a complaint with state or federal agencies, as appropriate. An individual may request suspension of the informal complaint procedure and initiation of the formal complaint procedure at any time.

Upon the written consent of all parties to the complaint, the Title IX coordinator will seek an outcome through mediation conducted by a qualified district mediator or an external professional engaged by the district. All parties to the complaint must mutually agree upon any resolution reached through the mediation process. The outcome of the mediation will be documented and maintained by the Title IX coordinator.

Retaliation

It is a separate and distinct violation of policy for any member of the district community to retaliate against a staff member who reports alleged sexual discrimination or harassment or against a staff member who testifies, assists, or participates in an investigation, proceeding, or hearing relating to such discrimination or harassment. It is possible that an individual may be found to have violated this anti-retaliation provision even if the underlying complaint of sexual harassment is not found to be a violation of district policy. An individual is not allowed to do anything that would discourage a staff member from resisting or complaining about sexual harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

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Students found to have engaged in retaliation will be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JICDA, *Code of Conduct*.

Staff found to have engaged in retaliation will be subject to disciplinary action, up to and including termination, consistent with policy GBEB, *Staff Conduct*.

False Reports

Because incidents of sexual harassment and retaliation frequently involve interactions between persons that are not witnessed by others, reports of such conduct cannot always be substantiated by additional evidence. Lack of corroborating evidence or “proof” should not discourage individuals from making a report under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JICDA, and up to and including termination, consistent with policy GBEB. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

Training

The district will provide training for all staff members serving as the Title IX coordinator, investigator, decision maker, or appellate authority for the informal or formal grievance process. Staff members will be trained on the following:

- definition of sexual harassment
- procedures of the grievance process
- impartiality required to prevent prejudgment of facts, conflicts of interest, and bias
- technology necessary for the grievance process
- relevance and summary of evidence
- determination of responsibility report

Materials used for training purposes may not rely on sex stereotypes, will promote impartial investigations and adjudication, and will be posted online.

Recordkeeping

The district must maintain records of complaints, investigations, and appeals for seven (7) years.

Sexual Harassment and Retaliation Complaint Form

Florence School District 3 maintains a firm policy prohibiting sexual harassment and retaliation. Mistreatment by any person which creates an intimidating, hostile, or offensive work or learning environment will not be tolerated under any circumstances.

Complainant Name: _____

School or Position, if applicable: _____

student parent/legal guardian employee nonemployee job applicant

other _____

Address: _____

Phone: _____

Date(s) of alleged incident(s)/conduct: _____

Location(s) where the alleged incident(s)/conduct took place: _____

Name of person(s) who engaged in the conduct: _____

List any witnesses: _____

Evidence (e.g. emails, photos, text messages, etc.). Attach copies if possible: _____

Describe the incident(s)/conduct as clearly as possible. Attach additional pages if needed:

**Sexual Harassment and
Retaliation Complaint Form
(cont'd)**

This complaint is filed based on my honest belief that _____ has engaged in conduct involving one or more of the following (mark all that apply):

Harassment based on my sex (including gender identity, sexual orientation, and pregnancy, childbirth, or any related medical conditions)

Retaliation based on:

Suggested resolution/desired outcome:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Complainant signature: _____ Date _____

Received by: _____ Date _____

Return form to the Title IX Coordinator at

Policy

STAFF INVOLVEMENT IN DECISION-MAKING

Code: GAC Adopted: 5/17/1988 Latest Revision: 12/19/2001 Latest Review 04/06/2023

The board encourages, through channels, recommendations and suggestions from all employees of the district on any phase of the district's operation. In the development of rules, regulations and arrangements for the operation of the school system, the superintendent shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

Adopted: 5/17/88; Revised: 12/19/01

Policy

COMPLAINTS

Code: GAE Adopted: 5/01/2003 Latest Revision: 2/11/2020 Latest Review 04/06/2023

The Board of Trustees recognizes that members of the public may have legitimate complaints for which they seek redress.

The Board further recognizes that citizens of the District have the right and responsibility to identify and bring to the attention of the Board instructional or related matters or practices in the school district considered inappropriate or objectionable. Therefore, the school personnel shall actively seek and welcome people's opinions concerning suggestions, opinions, and criticism of school operation.

It shall be the intent and practice of the Board and the administration to be fair and just to all parties to a dispute, irrespective of the influence, location, or length of residence, race, or any other factors.

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints. However, because of the importance of education to the society, because of parent's concern for their children, and because of the costs to the taxpayer, the Board of Trustees cannot and shall not, nor does it expect the public to, automatically accept any educator's professional judgment without questioning or without periodic complaint.

In the best interests of all concerned the Board desires that complaints concerning school personnel be handled in an orderly manner. Whenever a complaint is made directly to the Board as a whole or a Board member as an individual, the complainant shall be instructed to follow these procedures:

- Consult with the employee involved;
- Consult with the principal or appropriate supervisor;
- Consult with the Superintendent or other administrative personnel;
- Appeal to the Board of Trustees.

All complaints shall be written, the complaint specifically stated, and signed by the complainant. Harassment complaints shall be handled according to the board policy on harassment.

Complainants who bypass the appeals procedure and who initially seek action from the Board of Trustees or Superintendent shall be informed of the policy and instructed first to seek a solution to their problem with the involved teacher or principal. If the Board member feels that the complaint is sufficiently substantial or persistent, the matter should be referred directly to the Superintendent for study and appropriate action.

The Board of Trustees believes that differences of opinions arising in the course of employment should be resolved as quickly as possible and at the lowest supervisory level.

Instances of questions by an individual staff member concerning the interpretation of policies and procedures to that staff member, administrative practices within his/her particular school, and relationships with other employees, the staff member concerned must consult the administrative or supervisory personnel to whom he/she is responsible. If a satisfactory resolution of the problem cannot be reached after ample opportunity for consideration of the matter, the staff member concerned may discuss the matter with the next level of supervision up to and including the Superintendent.

It is expected that most complaints will be resolved satisfactorily through these procedures. However, in the event a complaint persists after conducting conferences with a written determination from the Superintendent, the employee may appeal to the Board, and the Board will set a date for a hearing on the complaint. The Board shall decide the complaint regarding the employment issue as long as the Board's decision does not violate the statutory authority of the Superintendent.

Adopted: 05/01/03 Revised: 04/20/17, 02/11/2020

Administrative Rule

Policy GAE COMMUNITY CONCERNS AND COMPLAINTS

GAE-R

-
1. Any written complaint regarding an educator made to any member of the administration by a parent, student, or other person shall be copied by the recipient of the complaint and sent to the affected educator within 5 days of its receipt.
 2. Any such complaint shall cause an investigation to be conducted by that superior.
 3. The investigation of such complaints shall begin as soon as possible, but in no event shall the investigation start later than 10 days from its receipt. The investigation shall proceed along the following steps:

Step 1 - The educator shall be given an opportunity to respond to the complaint and meet with the complainant and the immediate superior upon educator request, in order for the educator to rebut the complaint.

Step 2 - If the person making the complaint refuses to participate in this procedure within 15 days of the educator's notification to the complainant of a request for a meeting, any and all references to the complaint shall not be included in the educator's file.

Step 3 - The educator shall acknowledge the opportunity to review such complaint by signing the complaint to be filed with expressed understanding that such signature in no way indicates agreement with the contents thereof. The educator shall have the right to submit a written answer to such complaint to the superintendent for review. The Superintendent may request the educator to provide a written response to the complaint. If the educator does not provide or refuses to provide a requested written response, the superintendent may include such a statement with the complaint.

Step 4 - If the educator or the complainant finds the resolution to be unsatisfactory, an appeal may be made to the Superintendent who will schedule a meeting with the educator and the complainant within 10 days of the written request.

Step 5 - In the event the complaint persists after Step 4, the educator or the complainant may appeal to the Board.

4. Any substantiated complaint, as determined by the immediately involved superior, may be used to evaluate an educator. Unsubstantiated complaints shall not be maintained as part of an educator's file.

COMPLAINT FORM

Florence School District 3 takes the safety of students and the school environment very seriously. If you believe you have a complaint that needs an investigation due to the seriousness of the incident, please complete the following:

Complainant Name: _____

School or Position, if applicable: _____

student parent/legal guardian employee nonemployee job applicant other _____

Address: _____ Phone: _____

Date(s) of alleged incident(s)/conduct: _____

Location(s) where the alleged incident(s)/conduct took place:

Name of person(s) who engaged in the conduct:

List any witnesses:

Evidence (e.g. emails, photos, text messages, etc.). Attach copies if possible:

Describe the incident(s)/conduct as clearly as possible. Attach additional pages if needed:

Suggested resolution/desired outcome:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Complainant signature: _____ Date _____

Received by: _____ Date _____

Policy

STAFF CONCERNS/COMPLAINTS/GRIEVANCES

Code: GAEA Adopted: 10/14/2003 Latest Revision: 03/10/2022 Latest Review 04/06/2023

In the interest of effective personnel management, the Board of Trustees recognizes the necessity for a procedure providing prompt and effective means of resolving differences that may arise among employees and between employees and administrators.

A grievance is a disagreement involving a work situation in which an individual or group of individuals believes an injustice has occurred due to one of the following reasons:

- An unfair policy
- Deviation from policy
- Misapplication or misinterpretation of a policy or contract

The development of a new salary schedule is not a grievance.

Employees should secure an equitable solution of grievances at the most immediate administrative level. All proceedings under this policy should be kept informal and confidential. Every employee has the right to pursue a grievance with complete freedom from reprisal.

It is important that grievances be resolved as quickly as possible. Therefore, there will be no extensions of the prescribed time for moving through the grievance procedure except upon a compelling show of good cause. All appeals for such an extension of time will be to the superintendent, whose decision will be final.

The board does not consider actions which are subject to the Teacher Employment and Dismissal Act, South Carolina Code of Laws 1976, as amended, Section 59-24-410, et seq, and employment decisions implemented under the district's reduction in force policy to be grievances under this procedure.

The superintendent is responsible for establishing and maintaining administrative procedures that will facilitate this policy.

Adopted: 10/14/03. Revised: 02/11/2020, 03/10/2022

Grievance Form

This form is to be completed in the filing of a grievance under policy:

GAEA Staff Concerns/Complaints/Grievances

Full name: _____

Job assignment: _____

Supervisor's name: _____

If you feel your supervisor is not the person who should address your grievances, give the name and position of the person you feel should address your grievance: _____

State the action you feel was in error and what state or federal law or board policies, regulations, and/or rules were violated, misinterpreted or misapplied. Use the back of this form, if necessary.

Date the action occurred: _____

State why you feel the action was in error: _____

State what you are asking to be done in this matter – identify the remedy you seek:

Signature of person filing grievance

Date

Present the form to your direct supervisor, even if you feel he/she was responsible for the error. He/she will be responsible for passing it to the appropriate person, as necessary.

Policy

POLITICAL ACTIVITIES/STAFF COMMUNITY RELATIONS

Code: GAHB Adopted: 5/17/1988 Latest Revision: 02/11/2020 Latest Review 04/06/2023

Purpose: To establish the basic structure for employee participation in political activities.

Employee Candidacy

The board recognizes that employees of the district have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office or holding an elective or appointive public office, to the extent that neither activity conflicts with the employee's duties in the school district.

An employee who wishes to offer for an elective or an appointive position on a governing board or agency must verify in writing to the superintendent that such position shall not conflict with state or federal law and/or regulations concerning the employee's right to serve (dual office holding, conflict of interest, etc.).

The employee must notify his/her immediate supervisor in writing as early as possible. The notice must include the position sought and the employee's intention as to the possibility of continued employment and the conditions of that employment.

The immediate supervisor and the employee shall meet with the superintendent to discuss obvious and/or implied difficulties which might conflict with the public interest. The superintendent shall call this meeting and notify the employee as to the administration's recommendations.

The superintendent shall report the data, along with his/her recommendation, to the board at its next regular meeting. The board will make the final decision as to whether the activities proposed by the employee are consistent with his/her services to the district and in the best interest of education in the district.

In connection with campaigning and/or holding public office, an employee must not do the following:

- use district facilities, equipment or supplies
- discuss his/her campaign with district personnel, students, parents or citizens during work hours
- use any time during normal work hours for campaigning purposes, either through his/her own activities or through the activities of a supporter/colleague

Political Activities in Schools

The board firmly believes in the democratic process and in those principles that are a part of the heritage of our nation. The board also believes in the exposure of mature students to persons of political

prominence and/or current events as a means through which students are made aware of current events in their community, state, nation and world along with the effects of these events upon their individual lives.

However, the board opposes those actions that transform the schools into arenas for political activity, including advocating any political party or issue or any candidate for public office. No candidate for the public office, including school board, may solicit support on school property.

Therefore, the board directs that no one may post or distribute cards, flyers, pamphlets, brochures, signs, pins, badges or any other political paraphernalia espousing any political party or issue or candidate at any time on school property. No one may collect or solicit funds or signatures for political use or solicit for campaign workers on school property.

Further, no employee shall, during the school day, on school property or at a school-sponsored event, influence or attempt to influence any student, teacher, parent or other person to vote for or against any candidate. During the school day, on school property or at a school-sponsored event, no employee shall contact any student, teacher, parent or other person for the purpose of espousing any candidate or political party or issue or use of any school property for the purpose of espousing any candidate or political party or issue.

No school publication shall advertise or accept for advertisement any material promoting any political party or issue or any candidate for public office.

Nothing in this policy is to be construed as precluding the dissemination of general information concerning a school tax and/or a bond referendum. An employee may not attempt to influence anyone to support or oppose these issues nor may the employee distribute material supporting or opposing these issues while on school grounds or while "on the clock."

Nothing in this policy is to be construed as precluding mock elections, debates, candidate forums, conventions or other simulated political activities where the activity is primarily intended as an educational experience.

Adopted: 5/17/88. Revised: 12/19/01; 02/11/2020

U. S. Code:

Hatch Act may apply to employees paid with Federal funds or working in activities supported by Federal funds. To obtain scope of coverage and permissible activities, contact General Counsel, U.S. Civil Service Commission, Washington, D. C., or Atlanta Regional Office (Reference - S. C. Attorney General Opinion, 1973-74, No. 3749, P. 117).

S. C. Code, 1976, as amended:

Section 2-1-120 - A South Carolina teacher elected to the General Assembly is exempted from requirements of recertification and retains his/her teaching certificate while serving in the legislature.

Section 8-13-100, et. seq. - Ethics, conduct, campaign practices and disclosures.

Policy

GIFTS TO AND SOLICITATIONS BY STAFF

Code: GAIA Adopted: 05/1988 Latest Revision: 09/02 Latest Review 04/06/2023

The Board of Trustees is committed to providing the basic structure regarding solicitation by staff members and the giving of gifts to staff members.

Soliciting of staff

No organization may solicit funds from staff members within the schools nor may they distribute flyers or other materials related to fund drives through the schools without the approval of the superintendent or his/her designee. Staff members will not be made responsible or assume responsibility for the collection of any money or distribution of any fund drive literature within the schools without such activity having the superintendent's or his/her designee's approval.

As a matter of policy, the board expects such activities to be kept to a minimum. The superintendent will seek direction from the board in instances where prior practice has set no policy as to a particular fund drive.

Gifts from staff members to staff members

Individual employees should generally refrain from giving gifts to staff members who exercise any administrative or supervisory jurisdiction over them, either directly or indirectly. Generally, the board discourages collection of money for group gifts except in special circumstances such as bereavement, serious illness or for mementos at retirement.

Gifts to staff members

Any good school system expects to employ staff members who are ethical in their relationships with students, parents, other school personnel and all companies with whom the district does business.

Staff members may accept no personal gifts, bonuses or gratuities -- consistent with guidelines issued by the State Ethics Commission -- from companies which do business with the district, whether or not companies give such gifts in the hope of increasing the sale of a product or to influence school personnel. Exceptions to this policy are the acceptance of minor items which are generally distributed by the company or organization through their public relations program.

Adopted: 05/88 Revised: 09/02

Legal references:

S.C. Code, 1976, as amended:

Section 8-13-100 et seq. - Ethics, government accountability and campaign reform.

Section 8-15-10 et seq. - Local or local and state officers and employees generally.

Section 16-17-420 - Prohibits activities that disturb school

Policy

PERSONNEL RECORDS

Code: **GAK** Adopted: **07/1988** Latest Revision: **02/11/2020** Latest Review **04/06/2023**

The Human Resources Department will maintain an official personnel file on each employee past and present with the district. A separate file will be kept by the office for each employee containing the employee's health and medical records.

Maintenance of Records

The personnel file will include all records and documents collected by Florence County School District Three concerning the employee. It will include any of the following records that are retained by the district:

- Contracts
- Evaluation reports made by the administrative personnel
- Commendation for, and complaints against, the employee made by the administrative personnel
- Written suggestions for corrections and improvements made by the administrative personnel
- Teaching credentials
- Transcripts
- Pre-employment references
- Application Records
- Documents required by law
- Employee's history of employment with the district
- Current Social Security Card
- Any other non-medical records kept on an employee

Additions to the Personnel File

Documents may be added to an individual personnel file under any of the following conditions:

1. An employee's immediate supervisor or an administrator acting for the immediate supervisor may place appropriate items in an employee's personnel file under the following requirements:

2. The supervisor signs and dates the document or, if the items to be added are not appropriate for the supervisor's signature and date, the supervisor signs and dates a cover document that explains the relevance of the items to be added.
3. The supervisor submits to the employee a copy of documentation to be added and either obtains the employee's signature acknowledging receipt or obtains the signature of a witness acknowledging that the employee refused to sign receipt.
4. The supervisor must also add to the file any written denial or explanation to the supervisor's submission that the employee submits to the supervisor within ten days of receiving notice of the supervisor's addition of documents.

General Access to a Personnel File

Any employee may view the contents of their personnel file with an appointment with the Office of Human Resources. Personnel files may not be removed from the district office. Employees shall not be permitted to remove any material contained in their personnel file.

Access to a personnel file may be permitted to the following persons without consent of the employee about whom the file is maintained:

- a) Those school officials involved in the evaluation process of the individual;
- b) The Board of Trustees when in session if its examination of the file relates to the duties and responsibilities of the board.
- c) No other person may have access to a personnel except under the following circumstances:
 - i. When an employee gives written consent to release of his/her records. Such written consent must meet the following:
 - Specify to whom the records are to be examined and to whom they are to be released;
 - Each request must be handled separately;
 - Blanket permission for release of information shall not be accepted.
 - ii. When lawfully subpoenaed or under court order.

Employee Responsibility

Throughout employment with Florence County School District Three, the employee bears the responsibility to assure all current information is contained in their individual personnel file. Such information should not be limited to:

- a) Legal name and correct mailing address
- b) Current certification and licensure
- c) Educational status which may affect payroll
- d) Copies of pertinent academic records
- e) Completion of required in-service

Upon separation of employment with the district, the employee is responsible for providing the district with a current mailing address for mailing the W-2 form.

Employee records are open for inspection during regular business hours. The person inspecting the personnel record and the date of the inspection must be recorded on each file and in the review log.

Copies of records may be made at a nominal charge established by the Superintendent on an annual basis.

Adopted: 07/88. Revised: 02/06; 03/15/12; 02/11/2020

Legal References:

S.C. Code, 1976 as amended:

Section 30-4-10 et seq. – Freedom of Information Act.

State Board of Education Regulations

R-43-202 Personnel Records

Policy

STAFF CONDUCT AND ETHICS

Code GAM Adopted: 3/15/1990 Latest Revision: 02/11/2020 Latest Review 04/06/2023

STAFF CONDUCT

The board reaffirms one of the oldest beliefs in education: One of the best methods of instruction is that of setting a good example.

The education profession consists of one education workforce serving the needs of all students and that the term “educator” includes education support staff.

The educator believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles.

Essential to these goals are the protection of freedom to learn and to teach and the guarantee of equal educational opportunities for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching profession. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I – Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and affective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny subjecting the student to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex (including pregnancy, childbirth, and related medical conditions), national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:

- Exclude any student from participation in any program,
 - Deny benefits to any student,
 - Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
 8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II – Commitment to the Profession

The education profession is vested by the public with the trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of trust to careers in education and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his professional qualifications.
3. Shall not assist entry into the profession of persons known to be unqualified in respect to character, education, or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law.
6. Shall not assist a non-educator in the unauthorized practice of teaching.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Furthermore, educators are under the jurisdiction of the “Ethical Conduct of Public Officials and Employees,” Section 8-13-20 of the South Carolina Code, 1976, as amended and are subject to the rules of conduct of the statute.

A public official or employee:

1. Shall not use his/her position or office for personal financial gain (Sec. 8-13-410);

2. Shall not participate directly or indirectly in a procurement when he/she has knowledge or notice that; (a) he/she or any business with which he/she is associated has a financial interest pertaining to the procurement; (b) any other person, business, or organization with whom he/she or a member of his/her household is negotiating or has an arrangement concerning prospective employment is involved in the procurement (Sec. 8-13-410);
3. Shall not be deemed to have a conflict of interest with regard to matters pertaining to a financial interest in a blind trust held by him/her or any members of his household, provided that disclosure of the existence of the blind trust has been made to the appropriate supervisory office (Sec. 8-13-410);
4. Shall not receive a compensation, including a promise of future employment, to influence action for the award of a subcontract or order (Sec. 8-13-420);

Staff members shall be accorded all rights including due process of law as guaranteed by state and federal laws and constitutions. All staff members have a responsibility to make themselves familiar with and abide by, federal and state laws as these affect their work and the regulations designed to implement them. The same requirement applies to the policies of the board and related administrative rules and procedures.

The board expects all staff members to carry out their assigned responsibilities with conscientious concern. Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities that the district requires of all personnel.

- Faithfulness and promptness in attendance at work;
- Support and enforcement of policies of the board and administrative rules and procedures in regard to students.
- Diligence in submitting required reports promptly at the times specified;
- Care and protection of school property;
- Attendance at school functions in accordance with expectations of the district;
- Concern and attention toward their own and the board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

In their association with students, all school employees should exhibit appropriate and professional demeanor through their manner, dress, courteousness, industry and attitude in order to establish themselves as role models who influence the development of young people. The board expects its staff members to be exemplary models, as well as provide exemplary instruction in a professional manner.

STAFF ETHICS

The purpose of this section is to establish the basic structure for ethical conduct and the avoidance of conflicts of interest on the part of the district staff.

Staff members will not engage in any activity that conflicts or raises a reasonable question of conflict with their responsibilities in the district.

No employee will engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.

An employee will not engage in work of any type where information concerning a customer, client,

or employer originates from any information available to him/her through school sources.

An employee will not sell instructional supplies, equipment, or reference books in the attendance area served by his/her school nor will the employee furnish the names of students or parents/legal guardians to anyone selling these materials.

Nepotism

S.C. Code Ann. Section 8-13-750 of the South Carolina Ethics Act provides that no board member or public employee may cause the employment, appointment, promotion, transfer, or advancement of a family member to a position in the district in which the board member or public employee supervises or manages. Similarly, no board member or public employee may participate in an action related to the discipline of the board member's or public employee's family member.

"Family member," as referenced in this policy, includes the board member's or public employee's spouse, parent, brother, sister, child, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, or grandchild [S.C. Code Ann. Section 8-13-100(15)]. The board further includes in the definition of "family member" an individual claimed by a board member or the board member's spouse as a dependent for income tax purposes.

South Carolina Code Ann. 59-25-10 provides that no board member's immediate family member may be employed as a teacher without the written consent of the board of trustees. The provision specifies that written consent of the board of trustees does not apply to any teacher who was employed prior to the time his/her family member became a board member.

State Ethics Law

A public school employee is under the jurisdiction of the "Ethical Conduct of Public Officials and Employees," Section 8-13-700, et seq. S.C. Code of Laws, and is subject to the rules of conduct of the statute. Such rules include, but are not limited to, the following.

A public employee:

- may not directly or indirectly, knowingly ask, demand, exact, solicit, seek, accept, assign, receive or agree to receive anything of value (as defined in the Ethics Act) for him/herself or for another person in return for the following (8-13-705):
 1. Being influenced in the discharge of his/her official responsibilities
 2. Being influenced to commit, aid in committing, collude in, allow fraud, or make an opportunity for the commission of fraud on a government entity.
 3. Being induced to perform or fail to perform an act in violation of his/her official responsibility acting in an official capacity
- may not receive anything of value for speaking before a private or public group; an employee may accept a meal if everyone else gets the same meal and may receive reimbursement for actual expenses, if the expenses are reasonable as to time and manner (8-13-715)
- may not use his/her position to obtain an economic interest for him/herself, a family member, or an individual or business associate; if the employee is required to make a decision or take an action which benefits the aforementioned, he/she must prepare a written statement describing the matter and the nature of the potential conflict of interest and submit it to his/her superior, who will assign the matter to another employee (8-13-700)

- may not use public materials, personnel, equipment, or confidential information to obtain an economic interest; he/she may not receive money in addition to normal compensation for advice or assistance given in the course of employment (8-13-720 and -725)
- may not cause the employment, promotion, or advancement of a family member to a position he/she supervises, nor may participate in a disciplinary action of a family member (8-13-750)
- who participates directly in procurement cannot resign and accept employment with a person contracting with the school district if the contract falls or would fall under the departing employee's responsibilities (8-13-760)
- may not use governmental personnel, equipment, or materials in an election campaign (8-13-765)
- may not serve as a member or employee of a government regulatory commission that regulates any business with which the employee is associated (8-13-730)
- may not represent another person before a governmental entity (8-13-740)
- must report the receipt of anything of value worth \$25 or more under certain circumstances (Section 8-13-710)
- may not receive compensation to influence action (Section 8-13-705)
- may not receive additional money as payment for advice or assistance given in the course of their employment (Section 8-13-720)
- may not use or disclose confidential information gained in the course of employment (Section 8-13-725)
- may not have an economic interest in a contract if the employee is authorized to perform an official function relating to the contract (Section 8-13-775)
- may not use or disclose confidential information gained in the course of employment in any way that would affect an economic interest held by the employee, a member of the employee's immediate family, or a business with which the employee is associated (Section 8-13-725)

In cases where an employee is required to take action or make a decision which affects himself/herself or other individuals, the employee will take such steps as the Ethics

Commission will prescribe to remove him/herself from the potential conflict of interest (Section 8-13-700).

The superintendent, chief financial officer, and purchasing agent must file an annual statement of economic interest with the State Ethics Commission (Section 8-13-1110).

Adopted: 3/15/90. Revised: 9/15/94, 11/17/94, 9/19/02; 02/11/2020

Legal References:

S. C. Code, 1976, as amended:

Section 8-13-100(15) - Family member means an individual who is the spouse, parent, brother, sister, child, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent or grandchild, or a member of the individual's immediate family.

Section 8-13-100(18) - Definition of immediate family.

Section 8-13-700, et seq. - State ethics law.

Section 59-15-10 - No employee may serve on the county board of education.

Section 59-19-300 - A board member may not receive pay as a teacher in same district where he/she serves on the board of trustees.

Section 59-25-10 - Employment of teachers related to board members or serving as board members.

Section 59-31-590 - A teacher may not have pecuniary interest in textbook selection.

Constitutional and Statutory Provisions:

Federal Statutes

Drug-Free Workplace Act. 102 Stat. 4305-4308

Controlled Substances Act (21 U.S. C. 812) - Schedules I through V of Section 202

Federal Regulations

54 F.R. 4946 (1/31/89) - relating to the Drug-Free Workplace Act

21 CFR 1300.11 through 1300.15 - defining controlled substances

United States Code:

20 U.S.C. 6081 - Pro Children Act of 1994

Policy

TOBACCO-FREE SCHOOLS/STAFF

Code **GAMA** Adopted: **4/18/1991** Latest Revision: **02/11/2020** Latest Review **04/06/2023**

Purpose: to establish the basic structure for the tobacco-free schools and staff.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided with a 100% tobacco-free environment.

For purposes of this policy:

Tobacco product means a substance that contains tobacco and is intended for human consumption, including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff.

Alternative nicotine product means any vaping product, whether or not it contains nicotine, including, but not limited to, electronic smoking devices, or products that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means.

GOAL

The goal of this policy is to provide a 100% tobacco-free, smoke-free environment for all students, staff and visitors within all district facilities, vehicles and grounds and at all district-sponsored events by doing the following:

- Exhibiting healthy behavior for all students, staff, visitors and the entire community
- Utilizing proven and effective science-based tobacco use prevention curricula
- Providing access to cessation counseling or referral services for all **students and** staff

PROCEDURES

- Prohibit the use of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, **electronic smoking devices,** and **vaping products** by all students, staff and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for students and staff.

ENFORCEMENT

The district will enforce this policy by determining appropriate disciplinary actions for staff violating this policy such as the following:

- Verbal reprimands
- Written notification placed in personnel file
- Suspension
- **Mandatory May recommend** enrollment in a tobacco education program
- Voluntary enrollment in a cessation program

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EDUCATION AND ASSISTANCE

The district will utilize a proven and effective tobacco use prevention curriculum to educate all students and will provide assistance and/or make appropriate cessation referrals. The district will collaborate with the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement this policy.

TOBACCO INDUSTRY MARKETING OR SPONSORSHIP

The district will not accept any contribution or gifts, money or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff **or students** at district-sponsored events.

Adopted 4/18/91; Revised 2/21/2002; 03/01/2012; 02/11/2020

Legal References

- A. United States Code:
 - 20 U. S. C. 6081 – Pro-Children Act of 1994

- B. S.C. Code, 1976 as amended:
 - Section 44-95-10 et. seq. – Clean Indoor Air Act of 1990
 - Section 16-17-490 – Prohibits contributing to the delinquency of a minor
 - Section 16-17-500, et seq. – Youth Access to Tobacco Prevention Act 2006
 - Section 59-67-150 – Prohibits use of tobacco products on school buses
 - Section 59-1-380 – Requires a written district policy prohibiting use of tobacco products and alternative tobacco products on school property or at school-sponsored events.

Policy

DRUG-FREE/ALCOHOL-FREE SCHOOLS/WORKPLACE

Code GAMB Adopted: 3/1990 Latest Revision: 02/11/2020 Latest Review 04/06/2023

The Board of Trustees is committed to providing a drug and alcohol free learning environment and workplace. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the educational mission of the schools.

Employees

No employee will unlawfully manufacture, distribute, dispense, possess or use any drug or alcohol on or in the workplace. “Drug” means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any controlled substance as defined by the act and regulation of federal or state law. No employee shall be under the influence of alcohol or drugs while at school or at school- sponsored activity.

“Workplace” means the site for the performance of work done in connection with the employee’s district or school responsibilities. That includes any school building or any school premises and any school-owned vehicle or any other school approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district.

As a condition of employment, each employee will notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined. The employee must notify the supervisor no later than five days after such conviction.

Employees who are required to drive any school-owned or school-leased vehicle during the performance of their duties shall be tested for specific substances in the following instances: pre-employment; reasonable cause situations; randomly; post-accident; and re-certification.

As a condition of employment, each employee must abide by the terms of the school district respecting a drug-free/alcohol-free workplace.

Adopted 03/90. Revised 09/02; 02/11/2020

Legal references

- A. Federal Statutes:
Drug-Free Workplace Act 102 Statute 4305-4308
21 U. S. C. 812 – Schedules I through V of Section 202

DRUG-FREE SCHOOLS/WORKPLACE

GAMB

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B. Federal Regulations:

54 F.R. 4946 (1/31/89) – Relating to the Drug-Free Workplace Act
21 CFR 1300.11 through 1300.15 – Defining controlled substances

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

Section 44-53-110 et. seq. – Lists of illicit drugs

Section 44-53-370 – Unlawful for any person to possess scheduled drugs unless obtained by valid prescription.

Section 44-53-440 – Person over 18 who distributes a controlled substance to person under 18 shall be guilty of felony and sentenced to no more than 20 years with no suspension or probation.

Policy

STAFF/EMPLOYEE DRESS CODE

Code **GAMC** *Adopted:* **08/2002** *Last Revision:* **03/10/2022** *Latest Review* **04/06/2023**

The Florence County School District Three Board of Trustees believes that all staff and employees serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all staff and employees shall dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs, and the impressionable youth they serve. Supervisors and school level administrators are authorized to interpret this policy and their interpretations shall be given deference.

Policy: Staff Dress Code

Purpose: To establish the board's vision for an appropriate dress code for staff:

There are dress code expectations and requirements to be followed in the school environment which reflect the high standards of Florence School District Three. The district expects employees' dress to be guided by what is most generally acceptable in the business and professional world. Teachers and staff serve as role models for students and should maintain professional standards of dress and grooming. All staff should recognize that they are being continuously observed by students and that their personal appearance should promote health and safety, contribute to a climate conducive to teach and learning, and project a positive image of the district and community.

Staff members are expected to wear clothing during school hours that demonstrate the employee's high regard for education and presents an image consistent with the employee's job responsibilities. Staff members are to appear neat, clean and appropriately dressed at all times in keeping with the dignity and responsibility of their respective positions. Support staff and instructors in special areas will wear clothing appropriate for their instructional environment. Physical education, career technology, special education, transportation, nursing, food services, custodial or maintenance should dress as needed for their particular work assignment.

Discretion, sound judgment and common sense call for an avoidance of any extreme in dress or grooming that would interfere with the normal educational process. The following dress is considered to be inappropriate for district employees.

- Jeans, overalls, shorts, jean and/or casual capris, wind suits, pajamas, and sweat clothes (exceptions would be Spirit Day, field day, field trips and/or other

appointed days by the building administrator and those employees in particular work assignments).

- Dresses, shirts and blouses that have cutouts or see through elements and/or reveal cleavage, tank tops, spaghetti straps
- Shower shoes, bedroom shoes
- Tight or clinging garments which are excessively revealing and/or reveal undergarments
- Clothing that promotes alcoholic beverages, tobacco, the use of controlled substance, depicts violence, is of a sexual nature or is of a disruptive nature
- All shorts, skirts and/or dresses that are distractive in length and fit (shorts, skirts and dresses should fall within 3 inches of the knee).
- Pants not worn on waist
- Leggings, jeggings, yoga pants cannot be worn at anytime
- Shirts, blouses and dresses that do not cover the back, waist, or midriff
- Hats worn in the building
- Unusual body piercing, nose/lip to ear chains and body tattoos that are disruptive to the order of the school or are a distraction to the learning environment

Reasonable accommodations will be made by the appropriate supervisor for those employees who, because of a sincerely held religious belief, cultural heritage or medical reason, request a waiver of a particular part of the dress code.

If there is a question about the appropriateness of dress of a staff member, the school administration will counsel the individual regarding suitable, appropriate, acceptable and professional dress. If the employee ignores the school administrator's warning and continues to wear inappropriate dress, the action will be documented and the employee will be referred to the superintendent or his/her designee for the noncompliance of district policy.

Adopted: 08/02; Revised: 04/20/17; 11/16/17; 03/10/2022

EMPLOYMENT OF RETIRED STAFF

Code **GAO** Adopted: **2/29/1987** Latest Revision: **03/10/2022** Latest Review **04/06/2023**

Retirement

Any school district employee who is a member of the South Carolina State Retirement System (SCSRS) may retire according to eligibility requirements as outlined by the SCSRS.

Normal Retirement (unreduced benefit)

Class Two Members

- At least 28 years of service credit on the date of retirement, five years of which must be earned service credit; or
- Age 65 or older on the date of retirement with at least five years of earned service credit.

Class Three members

- Meet the Rule of 90 requirement with at least eight years of earned service credit. This means that your age and years of service credit must add up to 90. For example, a member who is 56 years old and has at least 34 years of service credit, eight years of which must be earned service credit, would be eligible for normal retirement; or
- Age 65 or older on the date of retirement with at least eight years of earned service credit.

Early retirement (reduced benefit) Class Two members

- Age 60 with at least five years of earned service credit. Your benefit is permanently reduced 5 percent for each year of age less than 65; or
- Age 55 or older with 25 years of service credit, five years of which must be earned service credit. Your benefit is permanently reduced 4 percent for each year of service credit less than 28. Benefit adjustment restrictions apply.

Class Three members

- Age 60 with at least eight years of earned service credit. Your benefit is permanently reduced 5 percent for each year of age less than 65.

The employee should notify the superintendent in writing of his/her intent to retire as soon as possible but not later than May 1st of the year in which he/she plans to retire at the end of the school year. Retiring during the course of the fiscal year requires a two- week notice.

Re-employment of Retired Employees

The superintendent is authorized to re-employ a retired employee for an additional period under a letter of agreement at the superintendent's discretion based on the needs of the district. Days of employment, salary, and benefits will be determined by the Superintendent at the time of employment and will follow the state guidelines.

Retired employees who return to work for Florence County School District Three on or after July 1, 2005, will serve at-will with no grievance rights.

Adopted 02/29/87

Revised 04/18/02, 02/16/06, 03/15/12; 04/20/17, 02/11/2020, 03/10/2022

Legal References:

Federal Law:

29 U. S. C. 621 et seq – Age Discrimination – Age Discrimination in Employment Act of 1967

S. C. Code, 1976, as amended:

Sections 9-1-10 – Teachers are members of the state retirement system

Section 9-1-1510 – Members may retire at age 65 or after 28 years of creditable

Section 9-1-1515 – Early retirement

Section 9-1-1550 – Service retirement allowances.

Policy

STAFF LEAVE AND ABSENCES

Code: GAR Adopted: : 08/1991 Latest Revision: 09/15/2022 Latest Review 04/06/2023

The Board of Trustees believes the continuous presence of employees promotes excellence in the instructional program by ensuring the uninterrupted continuity of education, greater teacher-student contact time, appropriate role-model emulation, consistent classroom discipline, and reduced cost to the district. Therefore, the board expects employees to come to work every day. The board recognizes, however, that certain absences are unavoidable. At such times, employees should take leave in accordance with this policy and its accompanying administrative rule.

Approval or disapproval of any leave request shall be based upon the evaluation of the intrinsic merit of the request and the assessment of the impact of the employee's absence on the continuity of the instructional process and/or work site. The taking of unauthorized personal leave shall not be condoned and such is subject to disciplinary action.

The district may terminate the employment of any employee who fails to comply with the requirements of this policy and accompanying rule, who fails to report to work at the expiration of authorized leave or who fails to obtain an extension of leave.

An employee is subject to termination from employment with the district for misstatements of fact and/or misrepresentations of purpose for which leave of absence is desired or on the basis of which sick leave is obtained.

The district will not terminate from employment those employees under this policy who have accrued sick leave and who are using it in compliance with this policy. The district must not terminate from employment any such employee during a continuing sick leave of less than 91 workdays.

All leave will be earned on a pro rata basis as indicated by the employment period of the individual.

The administration shall ensure rules and regulations are in place to establish and monitor all necessary categories of sick leave and absences.

Sick Leave

All full-time employees of the district will accrue sick leave on the basis of one and one-fourth days of sick leave for each month of paid on the job service. Earnings will be posted the last payroll of the month. An employee may accumulate up to 120 days or equivalent hours. Transfer of sick leave between districts in South Carolina has a timeline of one year.

In extreme cases, the superintendent can approve an advance of leave after thorough review of the employee's circumstances, which have led to the request.

Use of Sick Leave

An employee may use personal sick leave for illness of the individual from natural causes or accident.

An employee may use family sick leave for absences caused for illness of an immediate family member. The total number of days may not exceed 12 days for the use of sick leave days for illness of immediate family members. Additional use of sick leave for family illness may be granted at the discretion of the superintendent.

The term “immediate family” includes the following: employee’s spouse, children, parents, grandparents, grandchildren, brothers, sisters, mother/father-in-law, daughter/son-in-law, and step-children/mother/father/siblings. Additional individuals under the immediate care of the employee may be approved for family sick leave at the discretion of the superintendent.

A principal or supervisor can request a doctor’s statement for sick leave at any time. It is required for absences of more than 5 consecutive days. An employee may use sick leave in hourly increments. A leave of absence request must be completed for every sick leave period.

Family and Medical Leave Act

The board will provide leave to eligible employees consistent with the Family and Medical Leave Act (FMLA) of 1993. Eligible employees are entitled to up to 12 workweeks of unpaid family and medical leave in any calendar year. The district will continue to pay the district’s share of the employee’s health benefits during the leave; in addition, the district will restore the employee to the same or a similar position after the termination of the leave. The employee is responsible for their contributions to additional coverage benefits.

An employee can use this leave for the following reasons:

1. to care for the employee’s child after birth, or place for adoption or foster care;
2. to care for the employee’s spouse, son, or daughter, or parent who has a serious health condition;
3. for a serious health condition that makes the employee unable to perform the employee’s job.

To be eligible you must have worked here for at least one year and worked at least 1,250 hours over a calendar year. Medical verification is required to provide advance notice and medical certification. This must be given in advance of the leave being granted.

FMLA runs concurrently with sick leave. For example, an employee with 30 days of sick leave (6 weeks) uses that sick leave. Then they have 6 weeks of FMLA leave after exhausting their sick leave.

Personal Leave

Two (2) days of sick leave per year will be designated as personal leave for use by employees for individual business for employees on a minimum of a 190-day contract but not equal to a 220-day contract. Three (3) days of sick leave per year will be designated as personal leave for employees on 220-day or greater contract. A total of five days of personal days may be accumulated. Employees may take no more than two (2) personal days at a time. Any days used for personal reasons in excess of that as entitled by policy must have prior approval of the supervisor/principal and superintendent or will be without pay.

Legal Absences/Legal Leave

The district will grant employees leave without loss of pay when they are summoned for jury duty or when they are subpoenaed for the purposes of school-related legal matters. Whenever a prospective juror is dismissed before the end of the working day, he/she will return to his/her official duties. South Carolina law provides that teachers, certified personnel at the building level or bus drivers may request and be released from jury duty during the school year.

Maternity Leave

A pregnant employee is eligible for extended illness leave. While on leave, she may receive pay for accumulated sick leave as provided herein. Adoption leave shall be granted as maternity leave. The employee must provide evidence of adoption prior to leave being granted. Provisions for Family and Medical Leave Act apply to maternity leave.

Military Leave

Employees may take military leave without loss of pay, seniority or efficiency rating for one or more periods not exceeding a total of 15 workdays in one year. Saturdays, Sundays, and state holidays may not be included in this 15 days unless the Saturday, Sunday, and state holiday is a regularly scheduled workday for the employee.

This leave may be taken when the employee is engaged in training or other duties ordered by the Governor, the Department of Defense, the Department of The Army, the Department of The Air Force, The Department of The Navy, The Department of The Treasury, or any other department or agency of the government of the United States having authority to issue lawful orders requiring military service. This leave applies to employees who are either enlisted or commissioned member of the South Carolina National Guard, the United States Army Reserve, the United States Air Force Reserve, the United States Naval Reserve, the United States Marine Corps Reserve or the United States Coast Guard Reserve.

In the event an employee is called upon to serve by the President of the United States or the Governor of South Carolina during an emergency, he/she will be entitled to such leave of absence for a period not exceeding 30 additional days.

An employee seeking leave for annual active duty training must forward a written request, a copy of his last orders, including the appropriate verifying data, to the superintendent no later than 30 days prior to the pre-arranged military activity.

Professional Leave

The board believes that it is desirable to provide professional leave in order to attract and retain faculty who will continue to grow professionally and enhance their service to the public schools of the district.

The district may grant administrative leave to an employee for the purpose of attending activities designed to improve competency or to improve the instructional or service programs of the district.

The superintendent may authorize administrative leave for attending state, regional and national meetings, workshops and conferences (including observing in other schools) without pay deduction. The employee must apply for prior approval through his/her supervisor.

The superintendent or his/her designee will determine the number of absences allowable for administrative leave. Absences will also be subject to budget limitations for employing substitutes and reimbursement for travel, meals and lodging

Non- Paid Leave

For emergencies or unusual situations not covered by the leave policies of the district, an employee may request non-paid leave for a period not to exceed two semesters within the same fiscal year. Because leave without pay can affect employee benefits, non-paid leave will only be granted after all other leave options have been exhausted.

A written request must be presented in the event of a medically related request involving the employee or a family member, and a doctor's statement must accompany the request.

Professional training, education, or travel pertinent to an employee's teaching or administrative duties may be reasons for granting leave without pay. The employee must present a written statement indicating the benefit to the educator and the district for consideration by the principal/supervisor and superintendent.

All leave without pay is subject to the approval of the superintendent.

Vacation Leave

Each full-time, 12 month employee is entitled to ten (10) days of vacation leave with pay. An individual must be employed with the district 12 consecutive months to be eligible to use earned vacation leave. Vacation leave will be awarded on the anniversary date of employee's initial employment. This leave will be prorated based on the fiscal year.

Vacation leave will be awarded on July 1st but prorated if an employee does not complete their contractual obligation to the district for that fiscal year. Leave taken in excess of the accrued pro rata rate will be deducted from the employee's paycheck

Organ Donor Leave

Employees who wish to be an organ donor and who accrue annual or sick leave as a part of their employment may take a leave of absence to be an organ donor without loss of pay, time, or leave, or efficiency rating for one or more periods not exceeding a total of 30 regularly scheduled workdays in one calendar year during which they may engage in the donation of their organs. Saturdays, Sundays, and state holidays may not be included in this 30 days unless the Saturday, Sunday, or holiday is a regularly scheduled workday for the employee. An employee seeking leave to be an organ donor must forward a written request, including the appropriate documentation from the attending physician verifying that the employee is the donor, to the superintendent no later than 30 days prior to the leave.

Bereavement Leave

Three (3) days of leave are granted for bereavement in the immediate family. The term "immediate family" includes the following: employee's spouse, children, parents, grandparents, grandchildren, brothers, sisters, mother/father-in-law, daughter/son-in-law, sister/brother in-law, and step-children/mother/father/siblings. Additional individuals under the immediate care of the employee may be approved for family sick leave at the discretion of the superintendent. These days do not come from sick leave allocation. Bereavement for extended family members (uncle/aunt, niece/nephew) related by birth or marriage may be granted from accrued sick leave with the Superintendent's approval.

Adopted 08/91. Revised 10/16/02; 02/06; 03/15/12; 04/20/17; 02/11/2020; 09/15/2022

Legal references:

Federal Law:

American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*

The Family and Medical Leave Act of 1993, 29 U.S.C.A. Sections 2601-2654.

The Uniformed Services Employment and Reemployment Act of 1994, 38 U.S.C.A. Sections 4301-4334.

S.C. Code, 1976, as amended:

Section 8-7-20 - Requires granting of military leave, without pay, up to five years.

Section 8-7-90 - Requires 15 days per year of leave with pay for members of National Guard and Reserve Units of the various Armed Forces. Also grants an additional 30 days of leave with pay in emergency situations.

Section 8-11-65 – Organ donor leave.

Section 9-1-2210 - Teacher and Employee Retention Incentive Program.

Section 14-1-190 - Compensation received for jury duty deemed to be expense money.

Section 14-7-845 - Relating to optional postponement of jury service for students and employees.

Section 25-1-2250 - Employees entitled to leave with pay when serving in National Guard.

Section 59-1-400 – Sick leave accrual and use.

PAID PARENTAL LEAVE

Administrative Rule

Code: GAR-R Admin Rule adopted: 09/15/2022 Revised 04/06/2023

This administrative rule is effective from July 1, 2022, through June 30, 2023. **This administrative rule will be renewed yearly by the Board and/or determined by legislation.** ~~may be extended by the Board.~~

Paid parental leave for newborn biological child or foster of a child

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

- 'Child' means a newborn biological child or foster child in state custody under the age of eighteen. No child can have more than two parents eligible for paid parental leave.
- 'Eligible District employee' means an employee occupying a permanent, full-time equivalent position who has been employed by the District for at least three (3) full months.
- 'Paid parental leave' means up to six weeks of paid leave at one hundred percent of the eligible District employee's base pay or up to two weeks of paid leave at one hundred percent of the eligible District employee's base pay, as outlined above.
- 'Qualifying event' means the birth of a newborn biological child to an eligible District employee or following the birth of a newborn child to the non-birthing parent or foster placement of a child in state custody.

Paid parental leave usage includes the following:

- The entitlement for up to six weeks of paid parental leave begins at the date of birth of a newborn. Entitlement for up to two weeks of paid parental leave expires at the end of the twelve-month period beginning on the date of such birth or initial legal placement. An eligible District employee shall receive no more than one occurrence of paid parental leave for any twelve-month period, even if more than one qualifying event occurs. However, nothing in this rule prohibits a foster parent from requesting and receiving approval for parental leave in nonconsecutive one-week time periods.
- Days of paid parental leave taken under this policy must be taken consecutively, except that foster parents may request and receive approval for parental leave in nonconsecutive one-week time periods.
- The paid parental leave period includes any scheduled breaks and/or holidays.
- If the leave is not used by the eligible District employee before the end of the twelve-month period after the qualifying event, such leave does not accumulate for subsequent use. Paid parental leave may not be donated. Any leave remaining at the end of the twelve-month period or at separation of employment is forfeited.
- If both parents are eligible District employees, paid parental leave may be taken concurrently, consecutively, or a different time as the other eligible District employee.
- Paid parental leave must run concurrently with leave taken pursuant to the Family Medical and Leave Act and any other unpaid leave to which the eligible District employee may be

entitled as a result of the qualifying event. However, leave granted under this section is with pay and is not sick leave and therefore does not deduct from the eligible District employee's accrued leave balance. An eligible District employee does not have to exhaust all other forms of leave before being eligible to take leave granted under this section.

Paid parental leave for adoption of a child

Eligible District employees who are primarily responsible for furnishing the care and nurture of an adopted child under the age of 12 months (primary caregiver) are entitled to up to six weeks of paid parental leave upon the occurrence of a qualifying event. Other eligible District employees who are not primarily responsible for furnishing the care and nurture of an adopted child under the age of 12 months are entitled to up to two weeks of paid parental leave upon the occurrence of a qualifying event.

- 'Adopted Child' means a child under the age of 18 legally placed for adoption with an eligible District employee. No child can have more than two parents eligible for paid parental leave.
- 'Eligible District employee' means an employee occupying a permanent, full-time equivalent position who has been employed by the District for at least three (3) full months.
- 'Paid parental leave' means up to six weeks of paid leave at one hundred percent of the eligible District employee's base pay or up to two weeks of paid leave at one hundred percent of the eligible District employee's base pay, as outlined above.
- 'Qualifying event' means the initial legal placement of a child by adoption.

Paid parental leave usage includes the following:

- The entitlement for up to six weeks of paid parental leave for a primary caregiver begins at the initial date of legal placement. The entitlement for up to two weeks of this leave expires at the end of the twelve-month period beginning on the date of initial legal placement. An eligible District employee shall receive no more than one occurrence of six or two weeks of paid parental leave for any twelve-month period, even if more than one qualifying event occurs.
- If the leave is not used by the eligible District employee before the end of the twelve-month period after the qualifying event, such leave does not accumulate for subsequent use. Paid parental leave may not be donated. Any leave remaining at the end of the twelve-month period or at separation of employment is forfeited.
- Days of paid parental leave taken under this provision of policy must be taken consecutively. The paid parental leave period of six or two weeks includes any scheduled breaks and/or holidays.
- If both parents are eligible District employees, paid parental leave may be taken concurrently, consecutively, or a different time as the other eligible District employee. If both parents are eligible district employees, only one may be designated the primary caregiver for purposes of this administrative rule.
- Paid parental leave must run concurrently with leave taken pursuant to the Family Medical and Leave Act and any other unpaid leave to which the eligible District employee may be entitled as a result of the qualifying event. However, leave granted under this section is with pay and is not sick leave and therefore does not deduct from the eligible District employee's accrued leave balance. An eligible District employee does not have to exhaust all other forms of leave before being eligible to take leave granted under this section.

Request to Use Paid Parental Leave

Eligible District employees who wish to use paid parental leave under this policy must begin discussions with their supervisors and Human Resources to plan for maternity and parental leave as early as possible, but not later than 30 days before a known qualifying event or the intent to use leave because of a known qualifying event. The District understands that not all qualifying events will have a known date or a date that may be reasonably estimated, but encourages employees to notify their supervisors and Human Resources when parental leave may be likely. In those cases, notice of intent to use paid parental leave must be provided within five (5) business days of the employee taking leave pursuant to this policy.

Where circumstances warrant, the District reserves the right to request that eligible employees schedule the two week periods of paid parental leave during a mutually agreeable time.

Employees must provide reasonable documentation, requested by Human Resources based on the qualifying event, substantiating a qualifying event prior to the authorization of paid parental leave.

Absent extenuating circumstances, paid parental leave will not be applied retroactively if notice or requested documentation substantiating the qualifying event is not timely provided.

Human Resources may develop internal processes to effectuate consistent application of this administrative rule.

COMMUNICABLE DISEASES-PERSONNEL HEALTH EXAMINATIONS/EMPLOYEES

Code: GAS Adopted: 12/15/1988 Latest Revision: 03/10/2022 Latest Review 04/06/2023

It is the policy of the Board of Trustees to attempt to provide a safe and secure environment for all students and employees. Under certain circumstances the presence of communicable diseases may pose a threat to the health and safety of students and staff. In an effort to maintain a balance between the need to educate all eligible students, to protect student and employee rights, and to control communicable diseases, decisions regarding the employment status of employees with communicable disease will be made on a case by case basis, in accordance with the accompanying regulation.

Bloodborne Pathogens

The district has prepared and implemented a model exposure control plan for all employees. This plan includes appropriate training for all employees as well as universal precautions that all employees must take when dealing with blood and other bodily fluids. A copy of the plan is on file in the Florence County School District Three office and office of the District Nurse.

Health Examinations

No person will be initially hired to work in any public or private school, kindergarten, nursery, or daycare center for infants and children until appropriately evaluated for tuberculosis according to guidelines approved by the S.C. Department of Health and Environmental Control. Re-evaluation will not be required for employment in consecutive years unless otherwise indicated by such guidelines. (Section 44-29-2-150, S.C. Code of Laws) The physician shall make the aforesaid certificate on a form supplied by the S.C. Department of Health and Environmental Control, whose duty it shall be to provide such forms upon request of the applicant. (Section 44-29-170, S. C. Code of Laws)

If the district has questions or concerns regarding the physical, mental, or emotional capability of an employee to perform the essential functions of his/her position with or without reasonable accommodations, the district may require an appropriate health examination.

Adopted 12/15/88

Revised: 9/19/91, 8/20/92; 05/16/02, 02/11/2020, 03/10/2022

Constitutional and Statutory Provisions:

South Carolina Code, 1976, as amended:

Section 44-29-200 - Attendance of teachers or pupils with contagious or infectious disease may be prohibited.

Section 44-29-160 and 160 - Tuberculin Test requested of new employees.

Section 44-29-200 - Board authority to prohibit attendance of teacher with contagious disease.

Department of Health and Environmental Control Regulations:

R-61-20 - Communicable diseases.

R-61-22 - Evaluation of school employees for tuberculosis

Policy

REDUCTION IN FORCE (RIF)

Code: GAT Adopted: 5/22/1986 Latest Revision: 02/11/2020 Latest Review 04/06/2023

Recognizing that Florence County School District School Three has the responsibility to maintain appropriate public schools, the district must give primary consideration to the maintenance of a sound and balanced educational program. Due to decreases in student enrollment, changes in curriculum, District reorganization, or financial exigency, it may become necessary for the Board to eliminate staff positions. The Board has established the following procedure in the event of a necessary reduction in force (RIF):

Reduction in force terminations will be on a District-wide basis; therefore, the Superintendent shall not be limited to considering only those employees in the particular school, area, or program in which the loss of enrollment, curriculum change, or financial exigency has occurred. Prior to commencing action to terminate staff members, consideration shall be given to the ability to achieve position elimination and/or reduction in staff by voluntary retirement or resignation transfer, voluntary leave of absence, and part-time employment. The plan for a reduction in force shall be approved by the Board of Trustees.

The recommendation concerning specific certified employees to be terminated under this policy shall be based upon the following considerations (these considerations are not weighted equally and are subject to State Board of Education regulations):

- a) Professional experience;
- b) Area(s) of certification;
- c) Education level;
- d) Performance evaluation;
- e) Attendance record;
- f) Experience in other areas of certification;
- g) Principal's or supervisor's recommendation;
- h) Type of contract;
- i) Dedication and commitment to Florence County School District Three;
- j) Length of service in the District will be a consideration only where the need arises to choose for termination from among employees considered by the administration to be equally competent in their performance.

Certified employees are provided hearing rights before the Board of Trustees if they choose to exercise these rights upon receiving notice of termination under the district's Reduction in Force policy.

For two years after the effective date of a termination pursuant to the provision of this policy, the Board shall not replace the teacher whose employment has been terminated without first giving due consideration towards the re-employment of the terminated employee.

Adopted 05/22/86. Revised 11/20/86, 08/19/93, 01/24/02; 02/11/2020

Legal References:

S.C. Code, 1978, as amended:

Section 59-25-415 – Rehiring of employees terminated for economic reasons.

S.C. Acts and Joint Resolutions:

Annual Budget Bill, State Education department Provisions...provided further that any public school teacher who has taught in a school district for at least one year who is dismissed for economic reasons shall have priority for being rehired to fill any vacancy which occurs within two years from the date of his/her dismissal for which he/she is qualified. A school district shall have complied with the requirements of his proviso by mailing a notice of intent to rehire to the teacher's last known address.

Policy

PROFESSIONAL PERSONNEL SECTION

Code **GB** *Adopted:* **11/1984** *Latest revision:* **02/11/2020** *Latest Review* **04/06/2023**

All personnel policies and regulations in this section pertain to personnel who are required to hold a teacher's certificate issued by the State of South Carolina.

The term "professional", "certified" and "licensed" are synonymous and refer to this particular category of personnel employed by the district.

Adopted 11/84; Revised 09/02; 04/20/17; 02/11/2020

PROFESSIONAL PERSONNEL COMPENSATION GUIDES AND CONTRACTS

Code: **GBA** Adopted: **5/16/2002** Latest revision: **03/10/2022** Latest Review **04/06/2023**

Compensation

The salaries of all teaching personnel will be computed on the basis of their certification according to the salary schedule approved by the board. The salary schedule will take into consideration advanced training and years of experience. The salary schedule for retired professional personnel will be reviewed annually and determined by the Board.

A contract or letter of agreement will be issued to all regularly-employed teaching personnel. Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience in South Carolina may be employed under a one-year nonrenewable induction contract, provided the date of employment allows the teacher to complete at least 152 days of full-time teaching. Teachers employed on a part-time basis or employed on a date that would result in less than 152 days of full-time teaching may be employed under a letter of agreement. Retired professional personnel may also be employed under a letter of agreement.

All teaching personnel issued contracts for employment beyond the 190 days of the regular school year for teachers will be employed at an agreed upon contract price for time worked.

The effective date for annual salary changes as determined by the salary schedule or by action of the board is July 1.

Contracts

Upon recommendation of the superintendent, the board will notify teachers in writing of their employment status before May 1 for the following school year. This includes both the issuance of employment contracts and notice of decisions of the superintendent's recommendation not to renew employment contracts. Teachers must give written acceptance of their contracts to the superintendent before May 11. Failure to give such notification constitutes contract rejection.

The board will award administrative contracts on the recommendation of the superintendent.

An administrator employed by the district on a contract will retain his/her rights as a teacher under state law. However, state law does not grant these rights to the position or salary of an administrator (for example, if he/she is returned to the classroom).

Adopted: 05/16/02; Revised: 03/15/12; 04/20/17; 02/11/2020, 03/10/2022

Legal References:

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

Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.

Section 59-19-80 - Requirements as to purchases and teacher employment (teacher contracts to be awarded in public).

Section 59-19-290 - Contracts in excess of apportioned funds void.

Section 59-20-50 - Minimum salary schedule.

Section 59-21-20 - Teacher contracts to be based on school term of 190 days.

Section 59-24-15 - Rights of certified education personnel employed as administrators.

Section 59-25-57 - Salaries negotiable below schedule for non-TERI retired teachers.

Section 59-25-410 - Notice to teacher of employment status.

Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.

Section 59-25-710 - Salary complaints.

B. S.C. Cases:

Henry-Davenport v. Sch. Dist. of Fairfield Cnty., 391 S.C. 85, 705 S.E.2d 26 (2011).

C. State Board of Education Regulations:

R43-205.1 - Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

Policy

PROFESSIONAL PERSONNEL RECRUITMENT AND HIRING

Code: GBC Adopted: 5/1983 Latest revision: 02/11/2020 Latest Review 04/06/2023

Certified Staff Recruitment

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

The procedure for employing the best qualified professional staff will include an effective recruitment program, prompt action when vacancies occur or new positions are created, and consistent hiring practices.

The search for, and recruitment of, highly effective professional staff will include current best practices, extend to a variety of educational institutions and geographical areas, and recognize the importance of having a diverse staff with diverse backgrounds.

Recruitment efforts will not overlook the talents and potential of individuals already employed by the district. Open positions will be posted in sufficient time for current employees to submit applications before positions are filled.

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

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

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

The district will not employ any new candidate without an interview and without checking references. The district will obtain a criminal records history check from the State Law Enforcement Division (SLED), State Offender Registry Check and National Offender Registry check on all applicants recommended for employment.

Hiring of Certified Staff

All certified educators of core content subjects are required to be highly qualified as defined by the No Child Left Behind Act (NCLB) of 2001. The individual must possess or be eligible for a valid and appropriate certificate to teach in the schools of the State of South Carolina as defined by the employment contract. Proof of these qualifications shall be filed by the employee in the Office of Human Resources.

The board of trustees will authorize the superintendent to offer a contract for employment to otherwise qualified applicants pending board approval.

Adopted: 05/83. Revised: 11/20/86, 09/19/89, 05/16/02, 01/15/09, 03/15/12; 02/11/2020

Legal References:

A. Federal Law:

Age Discrimination in Employment Act, 29 U.S.C.A. Section 621, *et seq.* - Nondiscrimination on the basis of age in employment.

Americans with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.* - Prohibits discrimination on the basis of disability by public entities.

Equal Pay Act of 1963, 29 U.S.C.A. Section 206 - Nondiscrimination as to wages on basis of sex.

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C.A. Section 2000ff, *et seq.* - Prohibits discrimination on the basis of genetic information.

Rehabilitation Act of 1973, Section 504, 29 U.S.C.A. Section 794 - Prohibits discrimination on the basis of disability.

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A Section 2000e, *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion, or sex.

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A Section 2000e, *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion, or sex.

Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.

The Uniformed Services Employment and Reemployment Act of 1994, 38 U.S.C.A. Sections 4301-4334.

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

Section 1-1-550 - Public employees shall give preference to employment of honorably discharged veterans.

Section 1-13-30 - Definitions.

Section 1-13-80 - Unlawful employment practices; exceptions.

Section 59-1-510 - Guidelines and regulations for recruitment and hiring staff in professional areas.

Section 59-1-520 - Intervention by South Carolina Department of Education for non-compliance.

United States Code:

Public Law 107-110 – No Child Left Behind, revised Elementary and Secondary Act (ESEA) of 2001, Title I, Part A, Subpart 1, Section 1119 – Qualifications for teachers and paraprofessionals

Policy

ASSIGNMENT OF PERSONNEL

Code **GBE** *Adopted:* **5/2002** *Latest Revision:* **03/10/2022** *Latest Review* **04/06/2023**

The basic consideration in the assignment of personnel in the schools is the well-being of the instructional program. It is the policy of the Board of Trustees that assignment of personnel shall be made by the superintendent on the basis of the qualifications of the employee and the needs of the district. Whenever appropriate, consideration should also be given to the expressed desire of the individual.

In the case of vacancies in new or existing positions, consideration will be given to qualified applicants among present staff members who demonstrate the highest competencies for the vacant positions.

The superintendent may make personnel transfers within the district on a voluntary or involuntary basis.

ATHLETIC ASSIGNMENTS AND SUPPLEMENTARY PAY

All athletic directors, athletic coordinators and coaching assignments are recommended annually by the Athletic Director with the review and approval of the superintendent and are in addition to regular duties.

Florence School District Three considers coaching and administration to be full time positions. Given the full-time nature of both positions, head coaches are not allowed to serve in administrative positions, and administrators are not allowed to serve as a head coach. Given exigent circumstances, the superintendent, with the approval of the board, may temporarily allow exceptions to this policy.

All other coaching assignments are governed in accordance with the district's athletics handbook and based on the following prioritized criteria.

- certified faculty assigned to the building in which the coaching vacancy exists;
- certified faculty assigned to the building other than where the vacancy exists;
- non-certified staff;
- individuals who are not employed by the school district in any capacity.

Coaching assignments may be terminated without affecting continuance as an employee.

Adopted 05/02; Revised 12/20/2018; 02/11/2020; 03/10/2022

Legal references:

A. Other:

1. Constitution of the South Carolina High School League.

Policy

EVALUATION OF INSTRUCTIONAL STAFF

Code **GBI** *Adopted:* **11/20/1986** *Latest Revision:* **02/06** *Latest Review* **04/06/2023**

The primary purpose of the teacher evaluation is the improvement of instruction. The appropriate personnel will evaluate the performance of all instructional personnel fairly and on a periodic basis.

The superintendent will enforce the rules, regulations, and procedures necessary for conducting an efficient, effective program of employee performance evaluation.

The elements of the performance evaluation program are as follows:

- Every employee is informed of the criteria by which his/her performance is evaluated
- Every employee is informed of the results of the performance evaluation and receives a copy of the evaluation.

The district will use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) System to evaluate all certified teachers employed under induction, annual, and continuing contracts. All evaluations are based upon the ADEPT System Performance Standards and will follow the state board of education regulations that accompany this system.

Adopted 11/20/86; Revised 11/19/98, 2/16/05, 2/06

Legal References:

S. C. Code, 1976, as amended:

Section 59-26-10 through Section 59-25-40 – A system for training, certification, initial employment, evaluation and continuous professional development of public educators.

State Board of Education Regulations:

R-43-205.1 – Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Guidelines for Implementation of ADEPT

Policy

DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF

Code: GBN Adopted: 11/1984 Latest Revision: 02/11/2020 Latest Review 04/06/2023

Purpose: To establish the basic structure for discipline, suspension and dismissal of professional staff in order to ensure accountability for due process as well as a quality educational program.

It is the responsibility of the school administration to operate the public schools of the district in a manner that will maintain a broad community confidence in and support of the public schools. In the absence of such support, the district cannot maintain a strong, effective public education program.

Therefore, it is the policy of the board to remove from employment any professional staff member who fails or who may be incompetent to give instruction in accordance with the directions of the superintendent or who otherwise manifests an evident unfitness for teaching. Principals will be actively involved in the recommendation process for their schools.

Any action of the district under this policy will be taken pursuant to the provisions of the Teacher Employment and Dismissal Act, Section 59-25-410, et seq., Code of Laws of South Carolina 1976, as amended.

Adopted 11/84. Revised 12/01; 09/02; 02/11/2020; 03/10/2022

Legal References:

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

Section 59-18-1300 - District accountability system.

Section 59-25-410 et. seq., Teacher Employment and Dismissal Act.

Administrative Rule

DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF

Code: GBN-R

Evident unfitness for teaching or administrative duty is manifested by conduct such as, but not limited to, the following:

- incompetence
- persistent neglect of duty
- willful violation of rules and regulations of the State of South Carolina, the State Board of Education, or the Florence County School District Three Board of Trustees
- unprofessional conduct
- drunkenness
- cruelty
- gross immorality
- any conduct involving moral turpitude
- dishonesty
- illegal use, sale, or possession of drugs or narcotics
- obtaining or attempting to obtain a certificate through fraudulent means or through misrepresentation of material facts
- failure to comply with the provisions of a contract without the written consent of the board
- test security violation
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher

Whenever a principal or designated school administrator charged with the supervision of a teacher finds it necessary to reprimand a teacher for a reason that he/she believes may lead to dismissal or cause the teacher not to be re-employed, he/she will generally take the following steps in consultation with the superintendent or his/her designee.

Performance Concerns

If the issue involves a performance problem, the principal or designated school administrator will discuss the concern(s) with the teacher and provide the teacher with an opportunity to respond to the concern(s). The administrator should, where appropriate, follow up such a conference in writing.

If an informal discussion does not resolve the matter, the principal or designated school administrator will bring the concerns, in writing, to the attention of the teacher involved and make a reasonable effort to assist the teacher in correcting whatever appears to be the cause of potential dismissal or failure to be re-employed. Such efforts may include formally evaluating the teacher, placing the teacher on an improvement plan, and/or some other acceptable means of notice and assistance. Except in those cases warranting immediate suspension and recommendation for termination, the administration should allow reasonable time for improvement.

Misconduct Concerns

If the issue involves misconduct, the principal or designated school administrator will immediately

confer with the superintendent or his/her designee. The superintendent or his/her designee will advise the principal regarding appropriate actions to take. The superintendent or his/her designee is authorized to place an employee on administrative leave, with pay, while an investigation is conducted.

Disciplinary action, up to and including a recommendation of termination, may be taken against any certified employee who is determined to have engaged in unprofessional or inappropriate conduct towards students, parents/legal guardians, or staff members.

Such conduct may include, but is not limited to, any of the following:

- violating district policies or procedures
- engaging in criminal conduct
- engaging in inappropriate conduct of a sexual nature towards other employees or students
- harassment, intimidation, or bullying
- making inappropriate comments to students

This includes any action or conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, or other telecommunication device, and includes text messaging and instant messaging. Disciplinary action, including a recommendation of termination, may also be taken against any employee whose conduct the administration has determined has impaired the employee's ability to be an effective teacher.

Dismissal Process

Written Notice of Dismissal

Any teacher whom the superintendent recommends to the board for dismissal or non-renewal is entitled to written notice from the superintendent of that recommendation that includes, at minimum, the following:

- the cause of dismissal
- the teacher's right to an evidentiary hearing if he/she requests one in writing to the superintendent or the chairman of the board within 15 days of his/her receipt of the notice of dismissal

If the teacher fails to make a hearing request, the board will take action on the superintendent's recommendation as it deems lawful and appropriate.

Hearing rights

Should a teacher request a hearing within 15 days of his/her receipt of the notice of dismissal, the hearing will be held within 45 days after the request is served. The teacher will be provided with notice of the time and place of the hearing not less than five days before the date of the hearing. The hearing will be public unless the teacher requests in writing that it be held privately.

At the hearing, the teacher may do the following:

- be present with counsel at the hearing
- cross-examine witnesses
- offer evidence and witness
- present defenses to the charges

The board will issue subpoenas to require the attendance of witnesses at the hearing at the teacher's request; however, it may limit the number of witnesses to no more than 10. A member of the board will administer oaths to witnesses.

The board will hire a stenographer to create a formal record of the hearing. The fees for this stenographer's attendance and services will be paid by the board if the decision is favorable to the teacher; the teacher will pay one half of the costs if the decision is unfavorable. Should the teacher desire, he/she may pay for a copy of the transcript.

The board will issue a written decision on whether the evidence presented at the hearing shows good and just cause for dismissal, including findings of facts and conclusions of law, within 30 days after the hearing.

Hearing rights (if delegated to hearing officer)

Under state law, the board has delegated its authority to hold evidentiary hearings to one or more hearing officers. Such officers must be attorneys licensed to practice law in the state and certified by the South Carolina Supreme Court as mediators or arbitrators. (Optional if district uses multiple hearing officers: The parties will mutually agree upon a hearing officer, or if an agreement cannot be reached, the board will select a hearing officer at random.) The board retains final decision-making authority regarding the teacher dismissal recommendation.

Should a teacher request a hearing within 15 days of his/her receipt of the notice of dismissal, the hearing will be held within 45 days after the request is served. The teacher will be provided with notice of the time and place of the hearing not less than five days before the date of the hearing. The hearing will be public unless the teacher requests in writing that it be held privately.

At the hearing, the teacher may do the following:

- be present with counsel at the hearing
- cross-examine witnesses
- offer evidence and witnesses
- present defenses to the charges

The hearing officer will issue subpoenas to require the attendance of witnesses at the hearing at the teacher's request; however, it may limit the number of witnesses to no more than 10. The hearing officer will administer oaths to witnesses.

The hearing officer will hire a stenographer to create a formal record of the hearing. The fees for this stenographer's attendance and services will be paid by the board if the decision is favorable to the teacher; the teacher will pay one half of the costs if the decision is unfavorable. Should the teacher desire, he/she may pay for a copy of the transcript.

The hearing officer will issue a written report and recommendation containing findings of fact and conclusions of law to the board, superintendent, and teacher within 15 days after the hearing. The superintendent and teacher may submit a written response to the report and recommendation to the board within 10 days after the date on which the report and recommendation is issued. The board may conduct a hearing to consider the information in those responses but, regardless, will issue a decision within 30 days after receipt of those responses affirming or withdrawing the dismissal.

Appeals

The decision of the board is final unless within 30 days after it is issued, the decision is appealed to the court of common pleas of any court in which the major portion of the district lies. Notice of the appeal and the grounds for appeal must be filed with the board.

Alternative resolution

Prior to issuing a notice of dismissal, the superintendent or his/her designee may meet with the teacher, and his/her representative, to discuss alternative resolutions. The superintendent's decision to enter into these discussions in no way indicates that there are insufficient grounds to unilaterally dismiss the teacher in accordance with the Teacher Employment and Dismissal Act.

Reporting Expectations

The board directs the superintendent to report to the State Board of Education the name and certificate number of any certified educator who is dismissed, resigns, or is otherwise separated from employment with the district based on allegations of misconduct listed in [in State Board of Education Regulation 43-58](#).

RESIGNATION OF INSTRUCTIONAL STAFF/ ADMINISTRATIVE STAFF

Code **GB0** Adopted: **11/20/1987** Latest revision: **3/10/2022** Latest Review **04/06/2023**

Any professional staff member who wants to be released from a contract must state his/her desire in writing to the superintendent. The request must be submitted at least 30 working days prior to the date upon which that person wants the resignation to be effective or the contract to be terminated. The board authorizes the superintendent to accept resignations on its behalf.

When the district does not accept a resignation and the employee fails to continue to perform his/her contractual duties, the superintendent will report such breach to the state board of education and request the appropriate action to be taken against the employee for failure to comply with contractual obligations. Both state law and state board of education regulation provide for suspension or revocation of the professional certificate under such circumstances.

Contract releases (Teachers)

A teacher will not be released from his/her contract from the district except under one of the following conditions:

- Circumstances beyond the teacher's control (example: military/business transfer of spouse)
- Serious illness of teacher
- Availability of replacement deemed suitable by the district
- Promotion, if recognized by the Superintendent

The teacher must submit a request for contract release in writing to the superintendent 30 days prior to the date upon which he/she wants the resignation to be effective or the contract to be terminated.

The district generally will not release a teacher until all vacancies in the teacher's area of certification have been filled.

Until a teacher has been formally released from his/her contract, the teacher is required to continue performance of his/her duties.

If a teacher signs a new contract without having been properly released from his/her existing contract, the new contract is considered to be void.

Adopted 11/20/87. Revised 03/21/90; 07/16/98; 01/18/01; 06/06/06; 02/11/2020; 03/10/2022

Legal References:

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

Section 59-25-150 – State Board of Education may revoke/suspend certificate for just cause.

Section 59-25-160 - “Just cause” for revocation/suspension of certificate by State Board.

Section 59-25-530 – Teacher failing to comply with provisions of contract without written consent of school board deemed guilty of unprofessional conduct and subject to revocation/suspension of certificate for up to one calendar year. Contract with any other school district in South Carolina during same

employment period, without consent of first board, is void.

State Board of Education Regulation:

R-43-206 – Professional personnel resignation.

R-43-58.1 – Reporting of termination of certain school district employees.

Policy

PROFESSIONAL PERSONNEL TIME SCHEDULES/STAFF MEETINGS

Code **GBRB** Adopted: **6/20/1991** Latest Revision: **5/16/2002** Latest Review **04/06/2023**

All teaching personnel shall have a working year of one hundred and ninety (190) days. The length of the work instructional day, exclusive of scheduled faculty or committee meetings, shall be no less than seven and one-half (7 1/2) hours per day. The instructional day for students shall be in accordance with the Defined Minimum Program. Teachers assigned special morning and afternoon duties will report at the time and place specified by the principal; teachers are responsible for attending any administration and/or professional meetings called by the principal; teachers shall not leave the school grounds during the school day without permission from the principal/designee.

The board considers it part of a teacher's professional responsibilities to attend such staff meetings as may be required for the proper functioning of a school, to serve on committees involved in curriculum development and textbook selection, and to participate in other school approved functions.

School administrators shall seek to give sufficient notice of staff meetings, hold them to reasonable frequency and length, and make committee assignments equitably.

Administrators shall have the responsibility to determine the appropriate assignment of teachers to maintain the safety and welfare of students and also to allow for sufficient planning for the instructional program.

Adopted 6/20/91; Revised 10/15/92; 05/16/02

Constitutional and Statutory Provisions:

- A. State Board of Education Regulations:
 - 1. R-43-144 - Length of School Day.

Policy

NON-SCHOOL EMPLOYMENT - CONSULTING/TUTORING FOR PAY

Code: GBRG Adopted: 5/17/1988 Latest Revision: 03/10/2022 Latest Review 04/06/2023

The board considers teaching and/or assigned duties in the district as full-time employment. Any type of outside work by staff members will be the concern of, and warrant the attention of the board only as it may directly prevent the member from properly performing his assigned functions during duty hours or be prejudicial to his effectiveness in his professional position.

Employees will not at any time engage in any employment that:

- would interfere with their effectiveness in performing their regularly assigned duties;
- would compromise or embarrass the school system;
- would conflict with the South Carolina Ethics Act or Policy GBU Professional Ethics and Conduct;
- would adversely affect their employment status or professional standing; or
- would in any way conflict with assigned duties.

Employees will not engage in any outside employment or in any private business during the work hours, or when engaged in assigned duties.

Employees may be authorized to make consulting or speaking engagements of a professional nature outside the district provided that such commitments do not adversely affect the performance of the district assignments. Employees/staff may accept honoraria in connection with these authorized out-of-district activities providing they have occurred after the workday has ended or if personal leave is approved.

Tutoring for Pay

These restrictions are to assure all students reasonable assistance without charge from their own teachers and to avoid placing a teacher in a position where he may have a conflict of interest. Teachers shall not be permitted to receive money for tutoring any student they have in class or upon whose evaluation or assignment they will be called upon to pass.

Teachers may not tutor any student for pay during their regular working hours or on school premises.

These agreements are between the parents/legal guardians and the teachers, and the district assumes no liability or responsibility for monitoring these activities.

Adopted 5/17/88. Revised 1/26/89; 5/23/91; 05/16/02; 02/11/2020; 03/10/2022

Policy

PROFESSIONAL ORGANIZATIONS

Code: GBS Adopted: 11/20/1986 Latest Revision: 05/23/1991 Latest Review 04/06/2023

The board shall encourage professional staff members to belong to local, state, and national professional organizations, and to take an active part in their activities. Unless specified otherwise, membership fees will not be paid by the school district.

Before staff members accept organizational offices or duties that will require their absence from school, they are required to seek permission from the superintendent.

Adopted: 11/20/86; Revised 5/23/91

Policy

CLASSIFIED PERSONNEL SECTION

Code **GC** *Adopted:* **11/20/1986** *Latest Revision:* **02/27/2020** *Latest Review* **04/06/2023**

This section contains personnel policies applicable only to employees of the district in positions where by certification by the state is not required. It may include some policies that also pertain to administrative positions whose positions do not require state certification.

The term “support”, and “classified” are synonymous and refer to this particular category of personnel employed by the district.

Adopted: 11/20/86. Revised: 09/2002, 03/15/12, 02/11/2020; 02/27/2020

Policy

CLASSIFIED STAFF COMPENSATION GUIDES AND CONTRACTS

Code: GCA Adopted: 5/1983 Latest Revision: 03/10/2022 Latest Review 04/06/2023

The salary of all classified employees shall be fixed by the board on the recommendation of the superintendent, at a rate commensurate with the responsibility of the position, the services rendered, and the financial ability of the district.

The salary schedule for substitute positions shall be determined by board action each year as a part of the total salary schedule.

Term of Employment

All classified employees shall be employed by the superintendent and the term of employment of each non-certificated employee is on a 12-month basis. Upon initial employment with Florence County School District Three, classified employees will be placed on a 90-day probationary period.

The superintendent shall establish the length of the workday and the beginning and ending of the work day. Holidays, summer work schedules, and other special conditions not specified by board policy shall be at the superintendent's discretion before the beginning of each fiscal year, the superintendent shall issue an assignment letter to include the length of the work year and the length of the workday.

The effective date for all salary changes is July 1 or by action of the board.

Adopted 5/83. Revised 11/20/86; 5/23/91; 10/15/02; 04/20/17; 02/11/2020; 03/10/2022

Legal References:

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-67-470-School bus drivers to be employed by the Board of Trustees.

Section 59-67-480-Salaries of school bus drivers to be fixed annually by General Assembly.

Administrative Rule

CLASSIFIED STAFF SUPPLEMENTARY PAY/OVERTIME

Code: GCA-R

Minimum Wage

The minimum wage paid on an hour-by-hour basis to all employees either full-time or part-time, permanent or temporary, will be at the approved rate as determined by the federal government, except under designated training and apprenticeship programs exempt under special United States Department of Labor certification.

Workweek

A workweek will be a continuous period of 168 hours in the form of seven consecutive 24-hour periods. The district workweek begins at 12:01 a.m. each Wednesday for all employees and runs for seven consecutive days. Each workweek stands alone for the purpose of determining overtime pay for non-exempt employees.

Hours Worked

Hours worked means all hours during which the individual is required to be on duty, generally from the required starting time to normal quitting time. Meal periods do not count as hours worked unless the individual is required to perform work duties during the meal period. Break periods of 20 minutes or longer do not count as work time.

Travel

Ordinary travel time from home to a base location or vice versa is not work time. Official travel that occurs during an individual's regular working hours will be considered hours worked.

Leave

Time taken for annual leave, sick leave, leave without pay, or other leave taken for the purpose of jury duty, military assignment, or death in the family will not be counted as time worked and is, therefore, not counted as compensable time for the purpose of overtime pay.

Overtime Hours

Overtime hours will be held to a minimum consistent with the needs and requirements of sound and orderly administration. All overtime hours worked by non-exempt employees must be scheduled and duly authorized. Where an employee in a single workweek works at two or more different types of work for which different straight-time rates have been established, the employee's regular rate for that week is the weighted average of such rates. (That is, the earnings from all such rates are added together.) This total is then divided by the total number of hours worked at all jobs.

With respect to the payment of overtime in money or in compensatory time, the district will have the discretion to determine which method of payment to choose.

- ***Compensatory time off***

Non-exempt employees who work more than 40 hours during any workweek may be awarded compensatory time off ("comp time"). Comp time will be awarded at the rate of one and one-half hours for each hour of overtime worked. All accrued compensatory time must be taken prior to the end of each fiscal year.

Every effort will be made to permit the use of comp time at a time mutually agreed upon by the individual and his/her supervisor. However, where the individual's absence would unduly disrupt the district's operations, the district retains the right to postpone comp time usage.

Time off later for working on an official holiday will not be considered compensatory time off but as a delayed holiday. Employees who are required to work on an announced holiday must be given equal time off within the same fiscal year.

- ***Monetary compensation***

Non-exempt employees who work in excess of 40 hours per workweek will be paid at one-and-one-half times their regular rate.

- ***Termination***

Individuals with unused comp time who are terminated or who terminate their employment will be paid for unused comp time at one and one-half times their final regular rate of pay in excess of 40 hours per workweek.

Volunteers

A volunteer is defined as an individual who receives no compensation or who is paid expense or a reasonable benefit to perform the services for which the individual volunteered, and such services are not the same type of services which the individual is employed to perform for the district.

Students

Career and technology students performing work as part of a curriculum are students and not workers. Students helping in office capacities for short periods of time are volunteers and not employees.

Exemptions

Executive, administrative, and professional employees will be considered exempt from overtime payment or compensatory time accrual if they meet the salary and duties tests for exemptions from coverage under the Fair Labor Standards Act and applicable Department of Labor regulations.

Improper Deductions and Pay Errors

The board prohibits improper pay deductions. Employees who believe that improper pay deductions have been taken should immediately report the concern to the superintendent. Employees will be reimbursed for improper deductions. If an employee's request for reimbursement is denied, the employee may appeal that decision by following the grievance procedure set forth in board policy. Likewise, any overpayment may be recouped by the district by way of deduction from future paychecks or from a separating employee's final check.

Nothing in the policy will prevent the district from properly charging absences against sick leave, personal leave, or other such leave or from making deductions from pay for unapproved or unpaid absences, as established in board policy.

Policy

CLASSIFIED PERSONNEL POSITIONS

Code **GCB** *Adopted:* **11/20/1986** *Latest Revision:* **04/06/2023** *Latest Review* **04/06/2023**

The board, on the recommendation of the superintendent, shall classify and authorize positions for classified employees that are necessary for the operation of the district program and services.

In each case, the board will approve the broad purpose and function of the position as recommended by the superintendent, and delegate to him/her the task of writing, or causing to be written, a job description covering qualifications, duties and other details pertaining to the position.

Florence County School District Three will maintain a coordinated set of job descriptions for all classified positions in the school system **located in the HR department**.

Evaluation

Each classified employee will receive an annual evaluation. The immediate supervisor, or his/her designee, will complete this evaluation.

A copy of the evaluation will be kept in the employee's file.

Adopted 11/20/86. *Revised* 5/23/91; 10/15/02; 03/10/2022, 04/06/2023

Policy

CLASSIFIED PERSONNEL EMPLOYMENT

Code **GCD** *Adopted::* **11/20/1986** *Latest Revision:* **04/20/2017** *Latest Review* **04/06/2023**

The superintendent employs classified personnel. It is the responsibility of the superintendent to assure that all persons employed meet the qualifications established for the particular position. All candidates shall be considered based on the needs of the district and on the basis of their merits and State requirements. For positions that require compliance with the No Child Left Behind Act (NCLB) of 2001, a candidate must show evidence of credentials in the application process. The district regularly employs classified personnel that must meet specific licensing, state, and/or federal regulations as specified in the specific job description. Qualified candidates must show evidence of adhering to said criteria prior to the selection process.

Interviewing and selection procedure will assure that the principal or other administrator to be directly responsible for the work of the staff member has an opportunity to aid in his/her selection; however, the final selection shall be made or approved by the superintendent.

No candidates will be employed without a personal interview. No qualified person with disability will, on the basis of the disability, be subjected to discrimination in employment. Reasonable accommodation to known physical or mental limitations of otherwise qualified handicapped persons will be made where such accommodation would not impose an undue hardship on the operation of district programs.

Adopted 11/20/86; Revised 10/15/02, 01/15/09; 04/20/17

Constitutional and Statutory Provisions:

- A. United States Code:
 - 1. 38 U.S.C. 2012 - The Rehabilitation Act of 1973 - Prohibits discrimination in hiring based on handicap.
 - 2. 42 U.S.C. 2000e *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion, or sex.
 - 3. Public Law 107-110 – No Child Left Behind, revised Elementary and Secondary Act (ESEA) of 2001, Title I, Part A, Subpart 1, Section 1119 – Qualifications for teachers and paraprofessionals.

CLASSIFIED PERSONNEL SEPARATION

Code GCN Adopted: 11/20/1986 Latest Revision: 03/10/2022 Latest Review 04/06/2023

Resignation

All classified personnel employed by the school district desiring to terminate their service will submit a two-weeks notice to their immediate supervisor who will pass their request to the superintendent.

Terminate/Non-Renewal

Termination or non-renewal of classified personnel will be done in close consultation with the employee's immediate supervisor and the Superintendent.

The term "support", and "classified" are synonymous and refer to this particular category of personnel employed by the district.

Adopted 11/20/86. Revised 10/15/02, 03/15/12, 02/11/2020, 03/10/2022

END OF SECTION G:

MOTION TO APPROVE REVISIONS TO GAMA AND GCB BY

2ND TO MOTION BY: _____ **VOTE:** _____

Policy

INSTRUCTIONAL GOALS AND OBJECTIVES

Code: IA Adopted: 5/1973 Latest Revision: 03/15/2012 Latest Review 04/06/2023

The Board of Trustees recognizes that the primary task of the schools is to provide each student with a foundation for future successes.

Philosophy

Opportunities must be provided to achieve basic skills, to acquire higher-level thinking skills, to learn good health habits, to develop social skills and to enhance the economic development process by providing persons of all ages the opportunities to acquire career competencies for the work place and/or a foundation for career development through higher education. Additionally,

Opportunities must be provided to develop creativity, aesthetic awareness and appreciation of cultural heritages and the democratic values of our country. Learning experiences using electronic and technological resources must be provided to acquaint the student with the ever-changing environment of this country and the world.

Students will be provided the best learning environment possible, which will encourage them to become responsible, productive, adult citizens and to make learning a life-long experience. Making this goal a reality requires a coalition of members from the school, the home, various community agencies and the business community.

Goals and objectives

- School representatives, district-wide personnel, parents and representatives of the non-school community will plan, implement and evaluate instructional programs which support the laws, regulations, policies and procedures established by governmental agencies and the school board.
- Schools will instruct students in the basic skills subject areas achieving, as a minimum, a level of proficiency which will allow graduates to continue in post-secondary education or be gainfully employed.
- Schools will instruct students in subject areas which use higher-level thinking skills so that as graduates, students may identify, analyze and solve problems inherent in their lives and the larger community around them.
- Schools will instruct students in the basic skill areas of academic and occupational competencies achieving, as a minimum, a proficiency level which will allow them to continue in higher education or obtain employment in business and industry.
- Schools will teach students coping skills to enable them to be good managers of time, money, property and other resources.
- Schools will teach students the physical education skills they are physically capable of mastering for fitness, healthful living and use of leisure time.
- School will teach students about the family unit and local, national and world political structures, so they may acquire a social consciousness which will equip them to be productive and informed citizens.
- Schools will provide instructional experiences in fine art for all students. Students with unique talents will be identified, and supplemental, developmental opportunities for them will be developed.

- Schools will teach students about the heritage and cultural backgrounds representative of the district's diverse population, so that students may, now and in the future, appreciate and respect the values, cultures and worth of self and others.
- Schools will teach students about the environmental and technological changes taking place in the world, so they can appreciate the different world inhabited by their ancestors, themselves and to be inhabited by their descendants.

Adopted: 05/1973; Revised: 05/2002, 12/2010, 03/15/12

Policy

BASIC PROGRAM

Code: ICA Adopted: 10/1980 Latest revision: 03/10/2022 Latest Review 04/06/2023

The district will develop and implement an appropriate curriculum for all children.

It is the policy of the board that a basic curriculum be maintained which will provide for the intellectual growth of all pupils, pre-kindergarten through the 12th year. The curriculum will give all students a basic body of understanding, attitude and knowledge for living in a democracy that 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 at a minimum on the South Carolina Academic Standards insuring preparation for the state assessment programs.

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

Adopted 10/1980; Revised 10/1989, 11/2002, 02/2010, 03/15/2012, 03/10/2022

Constitutional and Statutory Provisions:

A. 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 - Emphasis in higher order problem solving skills.
5. Section 59-39-170 - High schools to emphasize teaching as a career opportunity.

B. State Board of Education Regulations:

1. R-43-231 through 239 - Elements of the Basic Program to be offered.
2. R-43-231.2 - College Preparatory Programs.

Policy

Talented and Gifted Programs

Code: ID Adopted: 10/20/1988 Latest Revision: 03/10/2022 Latest Review 04/06/2023

The district will provide programs for gifted and talented students at the elementary, middle, and secondary level to develop these students' unique talents. Talented and gifted students are those who are identified in grades 3 through 12 as possessing demonstrated or potential abilities for high performance in academic or artistic areas and, therefore, require services or programs not ordinarily provided by the regular school program.

The selection criteria developed by the State Board of Education and State Department of Education will be used in screening candidates for the programs.

The district will also use specified academic requirements to determine eligibility for non-GT students to participate in gifted and talented programs. Students identified through these requirements will be evaluated at the end of the 1st nine weeks and the end of the school year to determine continued participation in the program.

Class-size waivers will not be permitted for gifted and talented classes to accommodate non-GT students.

Adopted: 10/20/1988, Revised: 09/2009, 12/2010, 03/15/12, 03/10/2022

Constitutional and Statutory Provisions:

- A. South Carolina Code, 1976, as amended:
Section 59-29-170 – Gifted and talented students to be provided programs by August 15, 1987
- B. State Board of Education Regulations
R-43-220 – Guidelines for state funded gifted/talented programs.

Policy ID

Administrative Rule

The High Achieving Learning Opportunities (HALO) Program provides a rigorous, accelerated, and enriched program for academically gifted and talented students who need a program different from the regular school program. The HALO Program is designed to serve students in grades 3-12.

Students may participate in one, several, or all subjects for which they qualify. HALO subjects offered in the elementary and middle schools are language arts and mathematics. The high school students are offered Advanced Placement (AP) courses in English, mathematics, science, and other selected courses as well as a variety of Honors courses. A description of the Advanced College Placement Program (AP) is included in Policy IDCE.

Student Identification, Selection, and Participation Procedures for the High Achieving Learning Opportunities (HALO) Program).

Students qualify to participate in the High Achieving Learning Opportunities (HALO) programming based on one of two selection methods - local identification *or* state gifted and talented guidelines. Selection methods include an analysis of achievement test scores, aptitude test scores, teacher rating forms based on classroom performance, and other pertinent information.

Local Guidelines

Grades 3 - 8: District guidelines require students to meet a specified score on the FSD#3 Local Identification rubric.

Grades 9 - 12: Students must have participated in the program in 8th grade and continue on the appropriate course sequence.

State Guidelines

Eligibility Criteria for Gifted and Talented Placement	
Dimension A - Reasoning Ability	Nationally normed individual or group aptitude test: <ul style="list-style-type: none">● a score at the 93rd national age percentile or higher on verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. Students may be eligible for placement on the basis of their aptitude scores alone: <ul style="list-style-type: none">● a composite score at the 98th national age percentile or higher for students entering grades one and two● a composite score at the 96th national age percentile or higher for students entering grades three through twelve.
Dimension B - High Achievement	Nationally normed and achievement test: <ul style="list-style-type: none">● a score at the 94th national percentile or higher on approved subtests If the approved subtests are unavailable, use the total reading and/or total mathematics score.

	<p>South Carolina End of Year Assessment:</p> <ul style="list-style-type: none"> ● a score at the 90th percentile and ties as determined annually by the South Carolina Department of Education
Dimension C - Academic Performance	<p>SC Performance Tasks, for students currently in grades two through five for placement in grades three through six</p> <ul style="list-style-type: none"> ● primary verbal or nonverbal: 16 or higher for students entering grade three; 18 or higher for students entering grade four ● intermediate verbal: 16 or higher for students entering grade five; 18 or higher for students entering grade six ● intermediate nonverbal: 22 or higher for students entering grade five; 25 or higher for students entering grade six <p>Grade point average (GPA) in the academic disciplines, for students at the end of grade five and above for the placement of students in grades six through twelve:</p> <ul style="list-style-type: none"> ● 3.75 GPA or higher on a 4.0 scale
<p>Students who meet the eligibility criteria in at least two out of three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement. (See Dimension A above.) No single criterion, however, can eliminate students from consideration for placement [R43-220, Section II.B.7.c.(4)].</p>	

Evaluation Placement Team

The District will form a HALO Evaluation Placement Team to serve as the review team for local identification, continuation in, or withdrawal from the HALO Program. The team should consist of at least a teacher, an administrator or designee, and a guidance counselor or a psychologist (if employed by the district). In the event all three categories cannot be represented, more than one member may be chosen from one of the three categories.

HALO Program Evaluation Period

The first 9 weeks of the High Achieving Learning Opportunities Program each year will be an evaluation period for ALL locally identified students. During this time, teachers and administrators will evaluate student performance and determine whether each student will benefit by remaining in the program. This period should not exceed the first nine weeks of the school year without a recommendation from the HALO Program teacher for continuation, short-term probation, or withdrawal.

By the end of the 4th week, the HALO Program teacher, along with the designated counselor or the principal, should begin scheduling conferences with the parent(s)/guardian(s) of the student having difficulty in a particular subject area.

After the conference, the teacher will continue to assist the student to meet the course requirements during the remaining weeks of the evaluation period. Parents should be informed regularly of the student’s progress during this period.

Continuation in the Program

Students who meet the local criteria and are accepted into HALO program in Grades 3 - 7 may continue in the program as long as the student continues to meet the criteria of the local identification rubric each year. Failure to meet the specified rubric score will result in the student no longer being eligible to participate in the HALO Program.

Students who are locally identified in grade 8 and participating in the HALO program in grades 9-12 may continue to participate in the HALO program as long as the student maintains a B average in the particular HALO program subject area. Failure to maintain a B average will result in the student no longer being eligible to participate in the HALO program courses.

Withdrawal Procedures

All withdrawal requests must follow the withdrawal guidelines in the District's Gifted and Talented Handbook.

Delivery of Services

HALO Program, grades 3-12, is located in all elementary, middle, and high schools in the district.

HALO Program classes are multi discipline or subject specific classes where an accelerated and enriched curriculum is taught. The HALO Program class is taught during the regular school day. The minimum number of minutes for each HALO program class must comply with State Board regulations.

Curriculum

The HALO program classes will use the district's HALO program curriculum which will be specifically designed to comply with State Board regulations R43-220, Section II.A.1.a and Section II.A.2., along with the curriculum guidelines in the SC Best Practices Manual for Gifted and Talented which is referenced in R43-220. The districts' core curriculum content will be incorporated in the HALO program curriculum.

Teacher Selection

Selection of HALO program teachers, grades 3 - 12, is the responsibility of the principal in consultation with the district Director of Curriculum and the HALO Program coordinator(s).

In accordance with S.C. Regulation 43-220 (II.C.), HALO program teachers must be endorsed in gifted and talented education.

Professional Development

HALO program teachers are required to participate in staff development activities related to the teaching of the HALO program throughout the school year and during the summer months.

Ongoing and appropriate staff development will be provided as part of the gifted and talented support services. Furthermore the district will provide training regarding characteristics of academic giftedness for all staff involved in the identification process.

Support Services

Specialized support services for Gifted and Talented students will be available as described in Regulation R-43-220, Gifted and Talented.

Visual and Performing Arts Student Identification, Grades 3 - 12

Students are nominated for the program by partners, teachers, and /or administrators.

A school level screening is completed by the school's arts teacher. Students that meet the minimum score, then participate in a district level screening which includes a portfolio submission or an audition based upon the State Department of Education-approved rating instrument. The audition / evaluation team must consist of a teacher, administrator, and a community member with experience and expertise in the art area.

Visual and Performing Arts Curriculum

The district's visual and performing arts HALO program uses a curriculum designed to provide students who have been identified as exceptionally dedicated and potentially talented with concentrated involvement in their art area.

SUMMER PROGRAM

Code: IDCA Adopted: 10/20/1988 Latest Revision: 04/06/2023 Latest Review 04/06/2023

The district will offer a summer school program annually whenever there is sufficient funding and interest by students and parents/legal guardians for such a program. The summer school programs may be offered as a means of the following:

- academic intervention
- academic course (credit recovery)
- academic course (credit) acquisition
- enrichment

All summer school programs that provide student course credit will be operated in accordance with standards required by the South Carolina State Department of Education and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SCACS CASI).

Summer school enrollment

Student enrollment will be based on student eligibility and program guidelines. Students from outside the district may enroll in the high school summer program as space is available. Tuition fees for such students may be established at a higher rate than fees for students within the district with the approval of the district superintendent.

Summer school fees

Students attending summer programs may be charged a fee to cover the expenses of staffing, instructional materials, textbooks and other expenses directly related to the instructional program. The district may offer tuition waivers at the middle and high school level to assist students and their families when there is an identified need for financial assistance.

Elementary Summer Reading Camp

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

reading camp. Parents/legal guardians of eligible students will make the final decision on whether their student will participate.

Students who successfully complete summer reading camp as evidenced by a reading portfolio or a norm-referenced, alternative assessment that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment may be eligible for a good cause exemption from state mandated third grade retention.

Middle school programs

The summer school program for middle school will be designed for students needing academic assistance or who desire to participate in an enrichment program. **Due to the number of standards in tested grades K-8, summer school will not be used for promotion. There are so many critical skills students must master, and summer school does not provide enough time to reteach all the essential skills students need to be successful in college or careers. Students must master specific content skills before moving on to the next course so that they do not continue to struggle through the next grade. Middle school retained students seeking promotion to the next grade through summer school enrollment must meet the standards set forth in board policy IHE, Promotion and Retention.**

High school programs

The high school summer program is designed for remediation rather than acceleration. However, a student who plans to graduate early needs school-level and district-level administrative approval. Criteria for credit allocation will conform to guidelines established by the South Carolina State Department of Education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SCACS CASI). No more than two subjects may be taken for credit during one summer session.

High school students attending summer school for credit outside the district must get written authorization from the principal of Lake City High School as well as the principal of their home school. In addition, South Carolina State Department of Education requirements for summer school must be met.

Adopted 10/20/1988; Revised: 05/2002, 12/2010, 03/15/12; 4/20/2017; 2/11/2020; 04/06/2023

Legal references:

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

Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.

State Board of Education Regulations:

R-43-205 - Administrative and professional personnel qualifications, duties and workloads.

R-43-234 - Defined program, grades 9-12.

R-43-240 - Summer programs.

Policy

ADVANCED PLACEMENT PROGRAMS

Code: IDCE Adopted: 10/20/1988 Latest Revision: 03/15/2012 Latest Review: 04/06/2023

The district will provide advanced placement course offerings in each high school enrolling an adequate number of 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 10/20/1988; Revisions 05/1991, 05/2002, 12/2010, 03/15/2012

Constitutional and Statutory Provisions:

S. C. Code, 1976, as amended:

Section 59-29-190 - Advanced placement courses for academically talented students.

State Board of Education Regulations

R43-258.1 - Advanced Placement Programs

Policy

DRIVER EDUCATION

Code: IDDE Adopted: 09/1988 Latest Revision: 12/2010 Latest Review: 04/06/2023

The district may offer driver training as an elective subject as funding permits. The course is open to student whose physical and mental condition gives reasonable promise of their ability to fulfill the requirements for a driver's license. Each student must have a 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.

Adopted: 09/1988; Revised 1/5/2002 12/2010

EXCEPTIONAL CHILDREN

Code **IDDF** Adopted: **2/7/1985** Latest Revision **04/20/2017** Latest Review: **04/06/2023**

In keeping with its responsibilities to educate all children residing within the jurisdiction of Florence County School District Three, the Board shall ensure that all children with disabilities will have available a *Free and Appropriate Public Education (FAPE)* in the least restrictive environment.

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

Special education services shall be provided in accordance with applicable state and federal statutes and regulations. The district shall maintain currently valid procedures for the provision of such education services.

Adopted 2/7/85; Revised 10/20/88; 5/23/91; 2/7/06; 03/06; 04/20/17

Constitutional and Statutory Provisions:

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, amended by the Individuals with Disabilities ACT (IDEA), as amended by Public Law 101-476; as amended by IDEA04.

B. State Legislation:

1. S. C. Code Sections 59-21-410 et seq. and 59-33-10 et seq., 1976, as amended. Mandates that the State Board of Education establish a program for all children with disabilities.
2. S. C. Code Section 59-1-410, 1976, as amended. The State Board shall establish rules and regulations for identification and assignment of handicapped students with disabilities.

C. State Board of Education Regulations:

1. R-43-82 - Transportation of Children with Disabilities
2. R-43-243 - Education of Children with Disabilities.

Policy

CAREER AND TRANSITION-TO-WORK EDUCATION

*Code: **IDDG** Adopted **6/18/1992** Latest Revision: **04/20/2017** Latest Review: **04/06/2023***

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 (6-8) and align these with clusters of study for the development of individual graduation plans.
- Provide guidance and curricula for high school (9-12) 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.

CAREER AND TRANSITION-TO-WORK EDUCATION

Code: IDDG Page 2 of 2

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.

Parental participation

The district will encourage parental participation in the clusters of study system by requesting 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.

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.

Adopted 6/18/1992; Revised 05/2002, 03/2006/12/2010; 04/20/2017

Legal references: S.C. Code of Laws 1976, as amended: Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.

Policy

CHILD DEVELOPMENT PROGRAM

Code **IDDH** *Adopted:* **10/20/1988** *Latest Revision:* **02/11/2020** *Latest Review:* **04/06/2023**

The school district will provide for the education of four-year-old children who have predicted significant readiness deficiencies.

Criteria for Enrollment

The district will include the following criteria when screening children for enrollment in the program:

- Completed Child Early Reading & Development Education Program (CERDEP) application.
- Proof of residency
- Income eligibility with annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or Medicaid eligibility.
- 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 four years of age on or before September 1 of the applicable school year.
- Legal birth certificate.
- South Carolina Certificate of Immunization.
- Comprehensive health appraisal if deemed necessary or appropriate.

Children with Special Needs

A child who is eligible for CERDEP and has an IEP identifying 4K as a needed service under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to public school services. The Individualized Education Program (IEP) team develops the child's IEP, determines the appropriate placement and makes all decisions concerning the child's needed special education and related services. Note: Dual enrollment in public school system preschool disabilities classes and CERDEP is acceptable, ensuring that inclusion is a recommended model. The CERDEP program priority is to serve economic at-risk children first. Any slots that have not been filled with eligible children may be filled with special education children that do not meet the economic eligibility. The district should work with the district special education department to secure special education funding to cover these students enrolled in a CERDEP classroom.

The school district will review available early childhood development and education resources to avoid duplication of public services.

Florence County School District Three

The administration will develop appropriate regulations to assure that the district conducts the program under State Board of Education guidelines.

Adopted 10/20/88; Revised 06/19/97, 6/16/02, 03/06; 04/20/17, 02/11/2020

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-19-340 - "The board of trustees of each school district may establish and provide for the education of children who will attain the age of four on or before September 1 of the applicable school year in child development programs. The board of trustees of school districts programs serving three and four-year-olds on the date of enactment of this section may continue to serve three-year-old children."
 - 2. Section 59-67-425 - Three, four or five-year-old children attending public school sponsored programs of child development must be permitted to 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.
- B. State Board of Education Regulations:
 - 1. R-43-264.1 - Half-Day Child Development Programs for Four Year Olds.

Policy

ALTERNATIVE EDUCATIONAL PROGRAMS

Code **IE** *Adopted:* **12/2004** *Latest Revision:* **02/11/2020** *Latest Review:* **04/06/2023**

The Board of Trustees recognizes that a student who does not complete his/her education is greatly limited in obtaining employment, achieving his/her full potential and becoming a productive member of society. The board further recognizes that some students find it difficult to succeed in the traditional school setting, therefore an alternative program will be provided for these students.

The alternative program of instruction can be a short term placement or alternate school placement and/or is designed for students who are not benefiting from regular school programs as a result of behavioral and/or academic difficulties, as well as students who may be interfering with the learning of their peers. The purpose of the program will be to enable these students to accept the responsibilities of school citizenship and to acquire the skills for success in school and the world of work.

Alternative education is provided for students as follows:

- Students with a documented need for attention and assistance in academics may be referred to alternative programs for voluntary assistance;
- Students with documented habitual disruptive behavior may also be assigned for attendance in alternative programs;
- Students may be placed in alternative programs due to parental request and approved by the superintendent or designee;
- Students who are age-inappropriate and lack Carnegie units may be referred to the alternative programs;
- Students who have attendance and truancy problems may be referred to the alternative program;
- The superintendent, as the board's designee, may place students in an alternative program in lieu of suspension or expulsion;
- Students may be transferred to the alternative program in lieu of expulsion after a conference or hearing with the parent/legal guardian. The parent/legal guardian may appeal a transfer to the board.
- This listing should not be considered all inclusive.

Alternative Educational Programs Code: IE

Page 2

The administration will develop an administrative rule for establishing and implementing alternative programs.

Adopted 12/04; Revised 12/2010; 04/20/2017, 02/11/2020

Legal references:

- A. S.C. Code of Laws, 1976 as amended:
 - 1. Sections 59-63-1300 through 59-63-1400 – Alternative School Programs

Policy

CLASS SIZE

Code: IEC Adopted 10/18/2008 Latest Revision: 03/15/2012 Latest Review: 04/06/2023

The Board of Trustees believing that smaller classes increases students' chances of academic success adhered to the guidelines established in the basic program standards by the State Board of Education.

Student-teacher ratios shall be the subject of continuing study on the part of the Superintendent and such teachers and administrators as he/she may designate. It shall be the intent of the Board to have classes of such a size that effective instruction may result, and efficient utilization of personnel be achieved.

Adopted: 10/18/08; Revised: 03/15/2012

Legal references:

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

Section 59-63-65 – Class size reduction; funding; facilities

State Board of Education Regulations

R-43-231 – Defined Program Grades K-5

R-43-232 - Defined Program Grades 6-8

R-43-234 – Defined Program Grades 9-12

Policy

HOME SCHOOLING

Code **IEK** Adopted: **10/20/1988** Latest Revision: **04/06/2023** Latest Review:
04/06/2023

The Board recognizes that parents have a right to teach their children at home.

Home School Association

The parent 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 fifty (50) members. Bona fide members of the associations who comply with the academic standards of the association 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 does not choose to be a member of an association for home schools, the parent 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 IEK-R).

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

If the Board disapproves the proposed program or course of study, the Board will notify the parent of his/her right to appeal. The parent must appeal to the South Carolina State Board of Education within ten (10) days of the disapproval.

Extracurricular Activities

A home-school student is eligible to compete for, and if chosen, participate in any extra-curricular activities 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, as set forth in State law. Eligibility requirements and fees for those activities will be the same as those applied to full time students of the resident school. The district may not impose any additional requirements for participation on home-school students that are not imposed on full-time students.

Adopted: 10/20/88; Revised: 5/23/91, 7/18/02, 04/19/12, 04/06/2023

Constitutional and Statutory Provisions:

- 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 school requirements.
 - 4. Section 59-65-47 - Home Schooling.
- B. State Department of Education Regulations:
 - 1. R-43-246 - Instruction at place other than school.

Policy

INSTRUCTIONAL RESOURCES AND MATERIALS - RIGHT TO INSPECT INSTRUCTIONAL MATERIALS

Code: IFA Adopted: 2/7/1985 Latest Revision: 04/06/2023 Latest Review: 04/06/2023

Instructional materials are all materials designed for use by student and their teachers as a learning resource. They may be printed or non-printed and may include books, audiovisual 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 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 superintendent will handle challenges to materials.

Right to Inspect Instructional Materials

Parent or guardians of district students have the right to inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary materials, which will be used in connection with any survey, analysis, or evaluation as part of an applicable program.

The district will make the materials available for inspection at appropriate locations during regular working hours.

The district will not require any student as part of any applicable program to submit to a survey, analysis or evaluation that reveals information concerning items prohibited by law cited in the reference below.

The district will give the parents and students effective notice of their rights under the law.

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.
- 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 agenda, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, 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.
- Instructional material used as part of the educational curriculum.

Adopted 02/07/85; Revised 09/15/94, 03/16/06, 04/06/2023

Constitutional and Statutory Provisions:

- A. 20 U.S.C. Code, Section 1232h, as amended:
 - 1. SEC. 439 (A) All instructional materials including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children; (B) No student shall be required as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning—
 - a. political affiliations;
 - b. mental and psychological problems potentially embarrassing to the student or his/her family;

- c. sex behavior or attitudes
- d. illegal, anti-social, self-incriminating and demeaning behavior
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- g. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the students (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

B. Educational agencies and institutions shall give parents and students e of their rights under this section.

Policy IFA Administrative Rule

Reconsideration of Supplemental/Media Center Materials Form

School in which the material is being used: _____

Your Name *(please print and sign)*: _____

Date: _____

Do you currently reside within the attendance area of the school district? **(Yes/No)**

Telephone #: _____

Address:

Do you have a student who attends the school listed above? **(Yes/No)**

Please check the type of material in question:

- | | | |
|-----------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> Book | <input type="checkbox"/> Video | <input type="checkbox"/> Kit |
| <input type="checkbox"/> Magazine | <input type="checkbox"/> Audio | <input type="checkbox"/> Other |
| <input type="checkbox"/> Pamphlet | <input type="checkbox"/> Software | |

Title of material: _____

Author/Distributor: _____

Copyright Year: _____

The following questions are to be answered after the complainant has read, viewed, or listened to the material. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. Did you read, view, or listen to the material in its entirety? If not, why?

2. Are students required to use the material? (Yes/No/Unsure)

3. Have you read reviews of this material by reputable sources? If so, please list sources.

4. To what do you object? (Please be specific. Cite pages or particular sequences of material.)

5. What do you believe is the theme or purpose of this material?

6. What do you feel might be the result of a student using this material?

7. Would you recommend this material for a different age group? If so, which age group?

8. What other materials of the same subject and format would you recommend?

9. What is your request in regard to this material?

- Do not assign/lend this material to my student
- Refer to an official committee to re-evaluate material for use by all students

TEXTBOOK SELECTION, ADOPTION, AND ADMINISTRATION

Code: IFAA Adopted: 05/1973 Latest Revision: 04/06/2023 Latest Review: 4/06/2023

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 judgment 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 and Adoption Process

The superintendent will be responsible for 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.

Beginning Classes

Schools may 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 with the approval of the Superintendent.

Textbook Administration

The superintendent shall annually designate a district textbook coordinator to facilitate the oversight of the administration of textbook resources to the students of the district.

Procedures shall be established for the distribution and inventory of textbooks, compliance with state audit protocol, establishment of lost and damaged textbook reimbursement recovery, etc.

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.

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.

Adopted: 05/1973; Revised 10/20/1988, 05/16/2002, 01/15/2009, 03/15/2012, 04/06/2023

Legal references:

S.C. Code, 1976, as amended:

Section 59-5-60(7) - General powers of state board.

Section 59-31-30 - Use of uniform series of textbooks; exceptions.

Section 59-31-40 - Adoption of new books.

Section 59-31-45 - Selection of textbooks.

Section 59-31-70 - Purchase of textbooks.

Section 59-31-75 - Textbooks required.

State Board of Education Regulations:

R-43-251 - Selection and adoption of textbooks.

R-43-70 – Textbook adoption.

Policy

SUPPLEMENTAL INSTRUCTIONAL MATERIALS AND SUPPLIES

Code: IFAB Adopted: 10/20/1988 Latest Revision: 03/15/2012 Latest Review: 04/06/2023

Duplicating of Materials for Classroom Use

The 1976 Federal Copyright Law, P. L. 94-553 (effective January 1, 1978) makes it illegal to duplicate copyrighted materials without permission, except for certain exempt purposes. The district further realizes that severe penalties are provided for unauthorized copying of audio, visual, or printed materials, unless the copying falls within the bounds of the “fair use” doctrine. Unauthorized reproduction and/or use of copyrighted materials is illegal, unethical, and not permitted by the district. Violations of the copyright law may result in criminal or civil suits and/or suspension and/or dismissal from employment in the district.

To protect staff members and the district against legal redress for alleged violation of the copyright laws, the person making the reproduction is responsible or determining that the action is within the law. When an individual is not certain, he/she should contact the principal of the individual school involved in order to ascertain whether copying falls under permitted use. If it does not, permission to reproduce materials must be obtained from copyright holders. Requests to reproduce copyrighted materials on district equipment will not be honored unless the reproduction is legally permissible.

Adopted: 10/20/88; Revised: 07/17/97, 05/16/02, 03/15/12

Constitutional and Statutory Provisions:

- A. Copyright Act of 1976, Title 17 USC Section 101 eq. seq., effective January 1, 1978.
- B. H.R. Rep. No. 94-1476, 94th Congress 2nd Session, 63 (September 3, 1976).

Policy

REQUEST TO DELETE AT MAY SCHOOL MEDIA CENTERS

Code: **IFBD** Adopted: *5/1973* Latest Revision: **04/20/2017** Latest Review: **04/06/2023**

Materials Selection Policy

Educational materials shall be chosen keeping in mind the best interests of the students, the school, the curriculum, and the community. Any educational materials shall not be excluded or promoted solely because of the race, nationality, or the political or religious views of the writer.

There shall be the fullest practical provisions of materials presenting all points of view concerning the problems and issues of our times.

We believe it is the right and responsibility of teachers and media specialists to select reading material, which is carefully balanced to include various points of view on any controversial subject.

Since materials are selected to provide for the interest and needs of the school community and the school program, they will be selected cooperatively by teachers, principals, superintendents, media specialists, community members, and sometimes with the assistance of students.

The selection of materials will be assisted by the reading examination, and checking of standard evaluation aids (i.e., standard catalogues and book review digests).

Two basic factors, truth and art, will be considered in the selection of books and other media center materials. The first is factual accuracy, authoritativeness, balance, and integrity. The second is a quality of stimulating presentation, imagination, vision, and creativeness, style appropriate to the idea, vitality, and distinction

Materials for the school media center shall be examined to select those in which the presentation and the subject matter are suitable for the grade and the interest level at which they are to be used. They will be considered in relation to both the curriculum and to the personal interest of pupils and the teachers.

The "School Library Bill of Rights," the "Student's Right to Read," and the AASL "Statement of Policies and Procedures for Selection of School Library Material" have been used in formulating this policy.

Any complaint must be made in writing to an administrator of the school the material is in question.

Adopted 5/73; Revised 10/20/88, 5/16/02, 04/19/12, 04/20/17

Policy

FIELD TRIPS

Code: IFCB Adopted: 10/20/1988 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

The Board defines a field trip as any learning activity which a school sponsors, approves and supervises and which requires the student(s) to leave the school grounds. Regularly scheduled academic, athletic and band events do not follow the procedures outlined in this policy. The principal will approve schedules for all athletic and band events, and these will be kept on file in the Superintendent's office.

Instructional staff may request that field trips that directly relate to standards and objectives of the approved curriculum for the particular subject area, club, or grade level be scheduled as part of the instructional day. Field trips, like any other instructional activity, must be carefully selected, thoroughly planned, and carefully conducted. Sponsors of field trips must clarify the purposes and objectives in alignment with SC Academic Standards of a field trip. Follow-up discussions should be meaningful and thought provoking in order to make the use of field trips appropriate to the students and instruction. Field trips may also be utilized as part of a student incentive program as outlined in the school's strategic plan.

No trips, such as class, band, athletic, etc., in or out of state, will be permitted for more than three consecutive school days.

The school principal must give tentative approval on all field trips. Final approval from the superintendent or designee is contingent on appropriate funding and supervision prior to making reservations and sharing information with students.

Students must be in good standing at their respective school in order to participate in the activity. Each student who goes on a field trip must have written parental/guardian permission on the district's approved form. Sponsors may ask students to pay part or all of the expense of field trips. Arrangements should be made for the payment of trip expenses for those unable to do so via fund raising activity, payment plan, etc.

The superintendent must approve all overnight trips and trips out of state. School administrators must submit requests for overnight and/or out of state trips far enough in advance to permit sufficient time for appropriate study and consideration prior to the superintendent's final decision. Approval for overnight trips and trips out of state should be received prior to introduction to students and parents/guardians.

A report of all overnight and out of state trips associated with students enrolled in Florence District Three will be submitted to the Board of Trustees at its regular monthly meetings.

Adopted: 10/20/1988; Revised: 04/19/2001, 08/15/2002, 03/2006, 12/2010, 02/11/2020

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976, as amended:
 1. Section 59-67-510 - Board may permit use of school bus equipment for special events.
- B. State Board of Education Regulations:

1. R-43-81 - Extra curricular use of school buses.
2. R-43-255 - Field trips and excursions.
3. R-43-144 - Instructional day for students.

Policy

SCHOOL VOLUNTEERS

Code: IFCD Adopted: 5/17/1988 Latest Revision: 03/06 Latest Review: 04/06/2023

The schools in our district welcome parent and community assistance. Effective planning, however, is the key to a successful volunteer program. These volunteers, approved by the principal, usually provide the following:

- Tutorial assistance to individuals and groups of students
- Enrichment activities
- General assistance of teachers and administrators

The proper orientation of the volunteers is a key to the success of the entire program. All members of the school staff may be involved with the orientation of volunteers. The responsibility for the orientation of the volunteers lies with the principal/director.

Criminal Records Check (Volunteers)

Reasonable background inquiries and checks are required for any volunteers (to include interns, student teachers, tutors or similar roles) who have unsupervised contact with students. Prior to the usage of any volunteer in a role which may allow unsupervised contact with students, the school principal, besides checking appropriate references, shall also submit required documentation to the Human Resources Office, signed by the prospective volunteer. The signed form must include appropriate personal information to allow the district to complete an in-state criminal record check and sufficiently detailed information to enable the district to investigate any out-of-state or federal arrests or convictions. New or updated forms and rechecks will be required annually for each successive fiscal/school year.

Adopted: 5/17/88; Revised 07/18/02, 03/06

SOCIAL STUDIES EDUCATION

Code **IHAC** Adopted: **06/15/2017** Latest Review: **04/06/2023**

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 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 include instruction on the founding principles that shaped the United States, including, at a minimum, the Federalist Papers, the structure of government, the role of the separation of powers, and the freedoms guaranteed by the Bill of Rights. The curriculum will address kindergarten through 12th 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 study the United States Constitution and the Declaration of Independence. This hour of study will be on November 11, Veteran's Day, or on the school day immediately preceding November 11 if schools are closed on Veteran's Day.

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 06/15/17

Legal references:

A. Federal Law:

1. Constitution Day and Citizenship Day, 36 U.S.C.A. Section 106.

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

1. Section 59-25-155 - South Carolina Founding Principles Act.

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2. Section 59-29-55 - Instruction on Black history.
 3. Section 59-29-120 - Instruction required; attendance at Veteran activities.
 4. Section 59-29-165 - Instruction in personal finance.
 5. Sections 59-29-410 through 430 - Financial literacy instruction.
 6. Sections 59-29-440 through 570 - South Carolina Financial Literacy Initiative.
- C. State Board of Education Regulations:
1. R43-231 - Defined program, grades K-5.
 2. R43-232 - Defined program, grades 6-8.
 3. R43-234 - Defined program, grades 9-12.

Policy

Adult/Community Education

Code IHD Adopted 10/20/2016 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

As of July 1, 2019, all 5 Florence County School Districts consolidated to create one Adult Education Program with Florence 1 being the fiscal agent. Florence School District 3 students are still able to attend locally at the LifeLong Learning Center campus, which is a site location for the Florence County Adult Education Program.

See administrative rule IHD-R for the Scope of Services for this program.

Adopted: 10/20/2016; revised 02/11/2020

Legal References:

SC Code Section 59-43-10

Administrative Rule

*For
Policy IHD*

Adult/Community Education

Scope of Services:

The participating school districts' adult education programs as of July 1, 2019, will continue as one program and will be referred to as the Florence County Adult Education Program. The Florence county Adult Education Program will coordinate and collaborate with existing literacy initiatives and the technical college system. The follow provisions set forth the agreed operations plan commencing on July 1, 2019:

- Florence 1 School will be the fiscal agent for the Florence County Adult Education program.
- Each of the participating school districts is responsible for providing in-kind space, utilities, furniture, technology, and accessories to the Florence County Adult Education program. Each school district is responsible for its facilities, including any claims that arise regarding the use of those facilities. Each participating school district is responsible for the costs associated with its facilities, including, but not limited to, maintenance, cleaning, utilities, and security. Each participating school district is responsible for maintaining the technology in each of their respective facilities.
- All teachers and other staff working in the Florence County Adult Education Program are employed by Florence 1 Schools, which is responsible for salaries, benefits, evaluations and providing other human resource services. The employees are governed by Florence 1 School's policies and procedures. Florence 1 Schools may contract with third parties for services, as appropriate.
- The Director of the Adult Education Program employed by Florence 1 Schools has the authority to determine site locations for providing services, as well as the hours of operation of the programs and the nature of the services provided, after consulting with the superintendents or their designees from the school districts that are parties to this agreement.
- Each of the Superintendents for each school district that is a party to this agreement have authority to decide which students of the school district are eligible to attend the Florence County Adult Education Program.
- Eligible adult education students who qualify for free and/or reduced lunch based on federal guidelines apply for free and/or reduced lunch eligibility through the school district in which the facility from which they are receiving services is located.

Policy

PROMOTION AND RETENTION

Code **IHE** Adopted: **4/23/1992** Latest Revision: **03/10/2022** Latest Review: **04/06/2023**

The district affirms academic excellence for all students. The administrative and teaching staff will strive to provide instruction that increases the opportunity for each student to meet academic content standards and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular education program. Students with disabilities as defined by law and regulation will be subject to the provisions of these promotion criteria unless the student's Individual Educational Plan (IEP) defines alternative goals and promotion standards. The placement/IEP committee will decide whether regular or alternative promotion standards will be set for the student initially and thereafter at the annual review of the IEP.

Kindergarten (K)

Kindergarten students are expected to learn the skills contained in all state and district kindergarten academic standards. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal, and the parent will be informed.

Grades One through Eight (1-8)

Students in grades one through eight will be instructed in grade-level content specific state academic standards that are developmentally appropriate and rich in rigor. Students will be promoted to the next grade if they possess the knowledge and skills to their grade levels and/or abilities as demonstrated on multiple measurements by their academic performance, attendance and state and national achievement scores.

In order to be promoted to the next grade level, a student must meet the following criteria:

Reading

Completion and mastery of reading/language arts grade-level standards and a yearly passing average of 60.

Mathematics

Completion and mastery of grade-level standards and a yearly passing average of 60.

PROMOTION AND RETENTION

Code: **IHE**

Page 2 of 3

Grades Nine through Twelve (9-12)

The determination of the high school academic assignment is determined by the number of successfully completed Carnegie units of credit. Carnegie units of credit will only be awarded when the students meets the requirements of the district attendance policy.

Grade 9 – Promotion from 8th grade

Grade 10 – 5 units

The student must have at least one unit in a required English and one unit in a required Math and be enrolled in courses leading to an additional unit of credit in both English and math.

Grade 11 – 11 units

The student must have at least two required units of English and two units of required Math.

Grade 12 – 17 units

The student must have at least two units each in English and mathematics and be enrolled in course work for the following year that will allow them to complete the 24 units needed for the state high school diploma.

Grade level homeroom assignments are determined at the beginning of each school year. A transfer student's homeroom grade assignment is contingent upon the presentation of an official school transcript from an accredited school.

Assurances

Promotion/retention decisions for all students will be determined by the student's ability to perform at the current grade level based on assessment results, the student's class performance and/or teacher judgment as defined by the Education Accountability Act (EAA) of 1998. Other factors that may be considered are reports cards, interim reports, portfolios, attendance records, and intervention records. The final decision concerning promotion or retention rests with the teacher(s) and the principal.

If a student is recommended for a retention within the same grade, a referral will be made to the Multi-Tiered System of Support (MTSS) Team.

PROMOTION AND RETENTION

Code: IHE

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Notification to Parents/Guardians

Third Grade Retention

[Act 284 \(Read to Succeed\)](#) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the SC Ready. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. The Read to Succeed Team is aware of research around third grade retention and is currently researching models and solutions in other states and among stakeholders in South Carolina.

Florence County School District Three will distribute information about this promotion/retention process to every student and parent/legal guardian. The district will also make every effort to educate and inform parents/legal guardians and students through means such as newsletters, student handbooks, and SIC/PTO meetings.

The district will also review policies regarding academic conferences, academic plans for students and district-level reviews to ensure compliance with the EAA. A copy of these guidelines must be given to every student and his/her parent or legal guardian.

Follow-up parent conferences for those students identified for academic assistance will be held by the 165th day to adjust academic assistance plans and to discuss the possibilities of comprehensive remediation of retention. Appropriate school personnel will review the student's progress at the end of the school year. If a student is not meeting academic achievement standards or is not meeting the terms of his/her academic plan, the district will require the student to successfully complete the comprehensive remediation program in order to be promoted to the next grade or will retain the student at his/her present grade.

District Appeals Process for Read to Succeed

The parent/legal guardian may appeal the comprehensive remediation program, summer school, or retention decision to a District Academic Review Team. Parents who choose to appeal must do so in writing within seven days after the notification meeting and must specify the reasons for disagreement with the recommendation. The District Academic Review Team will render a decision on the matter within ten working days after receipt of the appeal. The decision and the reasons will be in writing and copies sent to the appellant (parent/legal guardian) and the principal.

Adopted: 04/23/92; Revised 07/22/93, 09/17/98, 05/18/00, 02/21/02, 04/19/07, 04/20/17, 09/21/17, 02/11/2020, 03/10/2022

Administrative Rule

Code **IHE-R**

Early Graduation

Early graduation is defined as graduating prior to the completion of 4 consecutive years of high school beginning with the first semester of a student's freshman year in high school. Early graduation will be allowed under the following guidelines:

1. Early graduation will only be considered once a student has completed a minimum of the six semesters.
2. All requirements for High School graduation must have been met. Students interested in early graduation must meet with the principal, counselor and at least one parent/guardian to develop a plan for early graduation and complete an application requesting permission to graduate early. The plan must be submitted to the superintendent or superintendent's designee for approval prior to the start of the proposed last semester of high school.
3. Diplomas will only be awarded at the end of a year, and then only to students who completed their last semester as a full-time **Lake City High School-high school** student.
4. Students who complete their work and are eligible for early graduation may participate in traditional graduation exercises at the end of the school year.
5. Early graduates will **not** be included in the class rank. ~~of the class with which they are eligible to participate in graduation exercises.~~
6. Early graduates are not eligible for valedictorian and salutatorian awards.
7. Early graduates lose all student privileges upon graduation including, but not limited to, participation in homecoming, prom, sports, and fine arts activities.

Policy

TESTING PROGRAMS (*Test Security*)

Code: II Adopted: 10/20/1988 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

Purpose: To establish the basic structure for establishing standardized test.

The superintendent may not permit state or national standardized testing to be administered without complying with applicable state test security requirements. Current tests may not be used as instructional tools.

Statewide Assessment Program

All students attending Florence County School District Three shall participate in the statewide assessment programs as mandated by current applicable law and regulations.

The state readiness program shall be administered each year as prescribed by the state.

Florence County School District Three shall comply with the administration as well as state law and regulations in the implementation of the statewide assessment program.

Students with disabilities shall be included in the assessment program in compliance with the provisions of state and federal laws and regulations.

Florence School District Three does require a Test Administrator and a Test Monitor for all state standardized testing.

Adopted 10/20/88: Revised: 9/17/98; 7/18/02, 04/19/12, 02/11/2020

Constitutional and Statutory Provisions:

- A. Federal Law: The Individuals with Disabilities Education Improvement Act of 2004
- B. S. C. Code, 1976, as amended:
 - 1. Section 59-1-445 - Violations of mandatory testing security; penalties; investigations.
 - 2. Section 59-1-447 - Regulations for mandatory test security procedures.
 - 3. Section 59-18-310, et.seq. – Education Accountability Act of 1998.
- B. State Board of Education Regulations:
 - 1. R-43-100 - Test Security Regulations
 - 2. R-43-262 – Assessment programs.
 - 3. R-262.4 – End of course test.

Policy

COMPREHENSIVE HEALTH EDUCATION

Code: IJ **Adopted: 07/12/2007** **Latest Revision: 04/06/2023** **Latest Review: 04/06/2023**

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

Florence County School District Three is committed to a sound, comprehensive health education program that is an integral part of each student's general education. 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 in grades kindergarten through twelve.

Comprehensive health education includes instruction that maintains, reinforces, or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their well-being. Health education will consist of appropriate, sequential instruction in health that is delivered as part of existing courses or as a separate course. Instruction will promote knowledge and skills that promote wellness, health maintenance, and disease prevention.

Instruction will be consistent with the South Carolina Academic Standards for Health and Safety Education, and will cover the following:

- community health
- consumer health
- environmental health
- growth and development
- nutritional health
- personal health
- prevention and control of diseases and disorders
- safety and accident prevention
- substance use and abuse
- dental health
- mental and emotional health
- reproductive health education
- instruction on sexual abuse and assault awareness and prevention
- domestic violence
- lifesaving techniques

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 parent/guardians of student 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/guardians of their option to exempt their child from this instruction.

Teaching about drugs, alcohol and tobacco

All schools in the district will teach the nature of alcohol and narcotics 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, tobacco products and drugs. Instruction will emphasize problems related to their use, pharmacological 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.

Sexually transmitted infection education

Florence County School District Three will teach students about the life-threatening dangers and prevention of sexually transmitted infections (STIs), sexually transmitted diseases (STDs), acquired immunodeficiency syndrome (AIDS) and human immunodeficiency virus (HIV) based on legitimate medical research. The curriculum will be designed to teach students which behaviors place a person dangerously at risk of infection and methods to avoid such risk including 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 decisions-making skills that promote abstinence and avoid risk behavior
- avoiding behaviors that decrease decision-making skills such as alcohol and drug use

CPR/AED Instruction

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

This requirement will be waived for the following:

- students absent on the day or days this instruction occurs
- students with disabilities who individualized education program (IEP) indicates that the student is unable to complete all or a portion of the hands-only CPR requirement

- students whose parent/guardian completes an opt-out form

ERIN'S LAW

The Comprehensive Health Education Act was amended in 2014 to include Erin's Law (Act 293). The district will annually provide age-appropriate instruction in sexual abuse and assault awareness and prevention to all students in four-year old kindergarten, where offered, through twelfth grade.

Adopted: 07/12/07; Revised 02/11/2020, 04/06/2023

Legal references:

S.C. Code, 1976, as amended:

Section 59-10-10, et. Seq. – Students Health and Fitness Act of 2005.

Sections 59-20-20, 59-20-30, 59-20-40 - Instruction required regarding the effects of alcohol and narcotics.

Section 59-32-10 et seq. - Comprehensive Health Education Act.

State Board of Education Regulations:

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

Policy

DISTANCE/ONLINE/VIRTUAL EDUCATION

Code **IJN** *Adopted:* **05/08/2008** *Latest Revision:* **05/16/2019** *Latest Review:* **04/06/2023**

The district will utilize technology-delivered courses as part of its educational programs to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online, or virtual learning courses operated through the district's program and/or state-run South Carolina Virtual School Program.

District Courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K-12.

Grades nine through 12

Students in grades 9 - 12 may earn units of academic credit to be applied toward graduation requirements by completing technology-delivered courses through agencies/universities approved by the board and through the district's virtual program.

A student may earn credit for a distance, online, or virtual learning course under the following circumstances:

The high school does not offer the course due to lack of certified personnel.

The high school; does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.

The course will serve as a supplement to extended homebound instruction.

The district has expelled a student receiving special education services from the regular school setting, but educational services are to be continued.

The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.

The student needs the course for credit recovery.

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The student needs the course to meet graduation requirements.

The student must be enrolled in a school in the district, and if applicable, will take the course during the school day at the school site.

The school must receive an official record of the final grade before awarding credit toward graduation.

The school and the student's parent/legal guardian determines the student will be best served through a virtual learning environment in order to meet their educational needs.

Application for Courses

Students applying for permission to take a technology-delivered course must do the following:

Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online, or virtual learning environment.

Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.

Complete the virtual school application.

Complete memorandum of agreement confirming the following

- (1) Student may not retake a course through technology-delivered medium if a unit of credit for that particular course is already recorded on his or her official transcript;
- (2) Drop/Add policy of the high school will be following for a technology-delivered course as with any other course;
- (3) Maximum of four technology-delivered courses may be attempted during one semester;
- (4) Student must adhere to the district code of conduct to include rules of behavior, consequences for violations and signed student agreements;
- (5) Adhere to attendance requirements of the district.

A student who is no longer enrolled in any school and who is at least seventeen years of age must enroll in an adult education program in order to enroll in the South Carolina Virtual School Program.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards as well

as student satisfaction. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-driven course.

Students will have access to sufficient library media resources such as a “virtual library” available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in technology-driven courses.

The district will not use distance, online or virtual education courses as the sole medium for instruction in any required subject for students in grades K ~~5~~6. The district’s virtual school program is only from grades ~~6~~7-12.

South Carolina Virtual School Program

Under this state-run program offering technology-driven courses, students enrolled in the district’s high school may be awarded a maximum of three online initial credits in a school year and no more than 12 online credits through high school.

The district will transcribe the student’s final numeric grade to the student’s permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate assessments in a proctored environment.

Nothing in state law required the district to provide either home computer equipment or Internet access to a student enrolling in this program.

Adopted: May 08, 2008; Revised: 4/20/2017, 5/ 16/2019, 04/06/2023

Legal references:

S.C. Code, 1976 as amended:

Section 59-16-10, et.seq. – South Carolina Virtual School Program

Policy

ACCEPTABLE USE/INTERNET AND E-MAIL ACCESS

Code: IJNDB Adopted: 06/2003 Latest Revision: 11/16/2017 Latest Review: 04/06/2023

Florence County School District Three recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the FCSD3 Board of Trustees encourages the responsible use of computers; computer networks, including the internet; and other electronic resources in support of the mission and goals of Florence County School District Three and its schools.

Because the internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, the FCSD3 Board of Trustees adopts this policy governing the voluntary use of electronic resources and the internet in order to provide guidance to individuals and groups obtaining access to these resources on Florence County School District Three-owned equipment or through Florence County School District Three-affiliated organizations.

Florence County School District Three Rights and Responsibilities

It is the policy of Florence County School District Three to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Florence County School District Three recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, Florence County School District Three retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Florence County School District Three-owned equipment and, specifically, to exclude those who do not abide by the Florence County School District Three's acceptable use policy or other policies governing the use of school facilities, equipment and materials. Florence County School District Three reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.
6. To ensure compliance with the Children's Internet Protection Act (CIPA), the Protecting Children in the 21st Century Act, and all federal, state and local requirements.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this

equipment to assure that it conforms to the mission and goals of Florence County School District Three.

2. Staff should make reasonable efforts to become familiar with the internet and its use so that effective monitoring, instruction and assistance may be achieved.

User Responsibilities

Use of the electronic media provided by Florence County School District Three is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the internet must be in support of educational and research objectives consistent with the mission and objectives of Florence County School District Three.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network is considered property of Florence County School District Three.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite.
8. From time to time, Florence County School District Three will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Placing a personal device on the network without permission from the IT Department.
4. Excessive use of the network for personal business shall be cause for disciplinary action.
5. Any use of the network for product advertisement or political lobbying is prohibited.
6. Users shall not intentionally seek information on, obtain copies of or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
7. No use of the network shall serve to disrupt the use of the network by others.
8. Hardware and/or software shall not be destroyed, modified or abused in any way. Any user who damages hardware, such as laptops, desktops, tablets, etc., may be held financially responsible for damages.

9. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
10. Hate mail, chain letters, harassment, discriminatory remarks and other anti-social behaviors are prohibited on the network.
11. The unauthorized installation of any software, including shareware and freeware, for use on Florence County School District Three computers is prohibited.
12. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
13. The Florence County School District Three network may not be used for downloading entertainment software or other files not related to the mission and objectives of Florence County School District Three for transfer to a user's home computer, personal computer or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Florence County School District Three.
14. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
15. Use of the network for any unlawful purpose is prohibited.
16. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
17. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
18. Establishing network or internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

Disclaimer

1. Florence County School District Three cannot be held accountable for the information that is retrieved via the network.
 2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and may monitor messages if necessary. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
 3. Florence County School District Three will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
 4. Florence County School District Three makes no warranties (expressed or implied) with respect to:
 - the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
 - any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
 5. Florence County School District Three reserves the right to change its policies and rules at any time.
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Adopted: June, 2003; Revised: 07/2004, 07/2006, 11/16/2017

Policy

GRADING/ASSESSMENT SYSTEMS

Code: IKA Adopted: 5/18/2000 Latest Revision: 05/19/2016 Latest Review: 04/06/2023

Purpose: To establish the Board’s vision for grading and assessment of student academic progress.

Students respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parents and provides a basis for bringing about change in student performance if such change seems necessary.

Statewide 10-Point Uniform Grading Scale

The district will follow the statewide 10-point uniform grading scale as approved by the State Board of Education, for kindergarten through twelfth grades. This grading scale will apply to courses students take to earn a high school diploma (including units earned at the middle/junior high school level).

The 10-point uniform grading scale is as follows:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	anything below 60

All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

The uniform grading scale is effective for all students receiving Carnegie units beginning in the 2016– 2017 school year.

Adopted 05/18/00; Revised 04/19/12, 5/19/16

Administrative Rule
GRADING/ASSESSMENT SYSTEMS

Code IKA-R *Latest revision: January, 2022*

Grading Scales

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

<u>Letter Grade</u>	<u>Numerical Average</u>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

In determining a marking period grade, the student will receive a grade which incorporates the following:

40% = major tests or project grades

60% = daily work (quizzes, assignments, classwork, homework- no more than 10%)

State Uniform Grading Scale

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

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300

GRADING/ASSESSMENT SYSTEMS

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

South Carolina Uniform Grading Scale Conversions

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

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

Conversion Process

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

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

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

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

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

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

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

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

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

The district will allow a student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for “no credit” and “not included in GPA” at the student level. Students should not take the end-of-course examination in an audited class.)

End-of-Course Testing

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

Honors Courses

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

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

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

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet

all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Transfer Courses

Home school, private school, or out-of-state non-public school students will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal Page | 6

guardian or students before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate and will make the final decision on whether to award the honors weighting.

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

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

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

Dual Credit Courses

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

Students who are enrolled in dual enrollment classes must earn a 75 or higher to continue enrolling in dual enrollment classes. If a student earns less than 75 in a dual enrollment course, the student must retake the class to improve the grade before enrolling in a new dual enrollment course. If a student refuses to retake the class and enrolls in a new dual enrollment class, the student/parent will be responsible for paying for the dual enrollment course.

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

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

Grade Point Averages (GPA)

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

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

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

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

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

Course Withdrawals

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

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

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

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

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

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking a Course

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

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

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

Grading Assessments and Assignments

- Students should experience frequent and ongoing assessment and feedback throughout each quarter. Students should receive continual feedback on the quality of work as it relates to the course objectives. Teachers are required to record a minimum of 10 grades over the course of each quarter.
- Quizzes, tests, examinations, essays, homework, or papers are evaluated and/or graded, returned, and reviewed promptly with the student. Teachers are expected to grade each assignment and post grade to the electronic gradebook within seven school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback. If more time is required to provide feedback, teachers will communicate and notify students in advance of the project due date.
- Grades recorded in the gradebook must be percentages. Daily grades are a function of teacher evaluation and take into account the fact that numerical grades cannot be assigned to every piece of work. Teachers may employ letters, numbers, or other symbols for daily grades in order to give students feedback. However, the teacher will explain all symbols and weighting of class work in the required beginning of year communication.
- **Additional Opportunities to Demonstrate Proficiency**
For major assessments, at least one new opportunity to demonstrate proficiency shall be provided to any student who scores below a 60 percent and completes corrective action determined by the teacher. The teacher may extend the opportunity to all students in the class at his/her discretion. The teacher will determine all guidelines for reassessment and

communicate them through the course syllabus. This may take the form of a retake, completion of test corrections, revision of work, or other similar type opportunity. If the opportunity to reassess is only available to students who score below a 70 percent, then the eligible student's highest score up to 70 percent should be entered into the gradebook. If the opportunity is open to all students, then the student's highest score should be entered into the gradebook.

- Late Work

- Late work will be accepted to document learning/mastery. The teacher must set reasonable guidelines for accepting late work to encourage work completion by their students. If a student misses an assignment, a placeholder (such as "I" for incomplete) should be entered into the gradebook.
- The teacher may choose to apply a penalty when work is turned in after the due date. Though if a student has made a reasonable attempt to complete work, the teacher is encouraged to assign a grade no lower than 60 percent.
- If a student has been given multiple opportunities to complete work and has not done so, and parent contact has been made for major assessments, quizzes or tests (tasks weighted more than 10%), a 50 percent may be entered in the gradebook in accordance with the reasonable late work policy established by the teacher.

CONTENT AND CREDIT RECOVERY

Code IKAB Adopted: 12/14/2017 Latest Revision: 11/17/2022 Latest Review: 04/06/2023

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered opportunity to participate in the district's content or credit recovery programs for non-EOC courses only. If a student fails a class that has a SC End-of-Course State Assessment attached, the student must retake the class and retake the End-of-Course State Assessment.

Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for student who are still enrolled in a course with the original teacher of record assigned by the school who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

Credit Recovery

The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have ended the course with a grade of 50 or higher and would benefit from to less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies. Students who are enrolled in courses with an SC End of Course exam, will not be able to complete credit recovery and will be required to repeat the entire course and retake the EOC exam.

Student Athletes

Student athletes and their parents/legal guardian should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content recovery and credit recovery programs. Participation in these programs are likely to affect a student's eligibility for NCAA play (i.e., Virtual SC credit recovery courses are not approved by the NCAA). Consult with district athletic director for more information.

Adopted: 12/14/2017; Revised: 02/28/19; 11/17/22

Policy

SCHOOL AND RELIGION

Code **IKC** *Adopted:* **10/1988** *Latest Revision:* **04/20/2017** *Latest Review:* **04/06/2023**

POLICY STATEMENT

The First Amendment to our country's Constitution prohibiting an establishment of religion and guaranteeing the free exercise thereof has been interpreted by the Supreme Court to mandate governmental neutrality in matters of religion; i.e., government must act in ways that neither promote nor inhibit religion.

It shall be the policy of the Florence County School District Three to abide by the law as interpreted by the United States Supreme Court.

Adopted: 10/88; Revised 04/20/17

Constitutional and Statutory Provisions:

- A. Engle v Vitale, 82 S.Ct. 1261 (1962)
- B. School District of Abington Township v. Schempp, 83 S. Ct. 1560 (1963)
- C. Wallace v. Jaffree, 104 S. Ct. 704 (1984)

Florence County School District Three

Policy

SCHOOL CEREMONIES AND OBSERVANCES

Code: IKD Adopted: 08/1994 Latest Review: 04/06/2023

Pledge of Allegiance

Pursuant to S.C. Code Ann. § 59-1-455, all public school students, commencing with grades kindergarten through and including high school, shall say the Pledge of Allegiance at a specific time during each school day. This time shall be designated by each local school.

Any person not wishing to say the "Pledge of Allegiance" or otherwise participate in saying the "Pledge of Allegiance" is exempt from participation and may not be penalized for failing to participate. A person who does not wish to participate may leave the classroom, may remain in his/her seat, or may express his/her nonparticipation in any form which does not materially infringe upon the rights of other persons or disrupt school activities.

Minute of Silence

Pursuant to Part I-B, Section 19.83 of the S.C. FY 1994-95 Appropriations Act, all schools shall provide for a minute of mandatory silence at the beginning of each school day.

Adopted: 8/18/94

Constitutional and Statutory Provisions:

- A. S.C. FY 1994-95 Appropriations Act:
 - 1. Part I-B, Section 19.83
- B. S.C. Code Ann., 1976, as amended:
 - 1. Section 59-1-455 - Time for Pledge of Allegiance required.

Policy

FLAG/MOTTO DISPLAYS

Code **IKDA** *Adopted:* **10/1988** *Latest Revision:* **10/20/2022** *Latest Review:* **04/06/2023**

The schools will fly a United States flag and a flag of the state of South Carolina on the grounds of each public school every day that school is in session.

The school will display a South Carolina flag and a flag of the United States inside every public school building.

Motto Displays

The schools will display the following mottos in a prominent place in every public school in the district:

- The official motto of the United States, “In God We Trust.”
 - The official motto of South Carolina, “Dum Spiro Spero,” and its translation “While I breathe, I hope.”
 - The other South Carolina motto, “Animis Opibusque Parati”, and its translation “Prepared in Mind and Resources”.
-

Legal References:

- A. S. C. Code, 1976, as amended:
 1. Section 59-1-320 - Display of United States and State Flags. Head of public school to display U.S. and S.C. flags.
 2. Section 59-1-325 – Head of public school to display the official motto of the U.S. and S.C.
 - B. S.C. Board of Education Regulations:
 1. R43-188- Displaying the flag.
-

Adopted: 10/1988. *Revisions:* 10/20/2022

Policy

ASSEMBLIES

Code *IKJE* Adopted: **10/1988** Latest Revision **04/06/2023** Latest Review: **04/06/2023**

Assembly programs designed to keep students in touch with significant activities of school and community life shall be held in each school as scheduled by the principal. Such programs must meet appropriate state guidelines as to scheduling.

In keeping with board policy, individuals or groups shall not be invited to participate in assemblies without the express consent of the principal.

Youth Patriotic Societies

As provided for in S.C. Code § 59-1-465, effective July 1, 2023, the principal of each elementary school, middle school, and high school in the District shall annually allow representatives of youth patriotic societies (including Big Brothers-Big Sisters of America; Boy Scouts of America; Boys and Girls Clubs of America; Future Farmers of America; and Girl Scouts of the United States of America) the opportunity to speak with students at events during the week of Patriot Day (September 11), the week of Constitution Day (September 17), or Patriotism Week (week that includes November 11) to inform the students of how their involvement in the youth patriotic society may further the student's educational interest and civic involvement to improve their schools, communities, and themselves.

A youth patriotic society must provide 30 days written or verbal notice to the principal of the society's intent to address students pursuant to this statute. Upon receipt of a request from one of the societies to speak, the principal will notify the representative of the society of the date, time, and place to speak with students during the school day for at least 10 minutes, as determined by the principal. The principal may designate 30 minutes during any one of the above-referenced weeks for the representatives to speak with students, with the time allocated equally among the representatives who made a request, and will notify the representatives of the date, time and place to speak.

Patriot Day, Constitution Day, and Patriotism Week

As provided for in S.C. Code § 53-3-150, effective July 1, 2023, the State Superintendent of Education shall require school districts to observe "Patriot Day," "Constitution Day," and "Patriotism Week" by holding appropriate ceremonies, events, and assemblies on school grounds.

Adopted: 10/88. Revised 04/06/2023

Policy

SCHOOL STORES

Code **IKF** Adopted: **10/88** Latest Review: **04/06/2023**

Schools may participate in special school/business activities that raise funds with the option of operating a school store. These activities must be approved by the superintendent or his/her designee. It shall be the policy of the board to give principals the option of operating school stores. School stores shall be in violation of this policy if they vend items that disrupt the normal operation of the school program. All items sold at the school store must be in compliance with all policies and not disrupt the normal operation of the school.

School supplies may be sold by the school store during the homeroom period, lunch period, or before or after school. Proceeds from these sales shall be deposited in the school account, as outlined in policy JHB.

Adopted 10/88, Revised 04/06/2023

~~SOUTH CAROLINA HIGH SCHOOL CREDENTIAL~~

SC EMPLOYABILITY CREDENTIAL

Code **IKFC** *Adopted:* **08/16/2018** *Latest Revision:* **04/06/2023** *Latest Review:* **04/06/2023**

Purpose: to establish the program components and criteria for a state-recognized employability credential.

The South Carolina High School Credential course of study is a career-based educational program providing opportunities for students with disabilities to acquire employability skills thereby increasing a student's ability to obtain paid work after high school. Upon completion of the course of study, students will receive a uniform, state-recognized employability credential.

The South Carolina High School Credential program of study is appropriate for students with disabilities whose individualized education program (IEP) team determines, and agrees in writing, that a traditional high school diploma would not provide a free appropriate public education (FAPE). Instead, the IEP team believes mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way for the student to demonstrate his or her skills and for the district to provide FAPE.

An IEP team's decision to identify the employability credential as the student's expected high school outcome will be based on data which may include, but is not limited to, longitudinal information for grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments resulting in evidence of skills necessary for independent, competitive employment. The IEP team's decision will be made only after the team considers a variety of program options that may allow the student to pursue a state high school diploma.

Students may earn the state-recognized employability credential by meeting the requirements outlined in administrative rule IKFC-R.

Annual Notification

The district will provide an annual notification to the parent/legal guardian of each student in the program, or directly to each adult student, that the employability credential is not a state high school diploma. While a student working towards the employability credential will receive units on his/her high school transcript for general education academic and/or elective courses and occupational English, math, science, social studies, and career preparation courses, the employability credential cannot be utilized to enter a four-year college/university or most two-year colleges/technical schools.

Adopted: 08/16/2018

Legal References:

A. Federal Law:

1. Individuals with Disabilities Education Act of 1975 (IDEA), 20 U.S.C.A. Section 1400.

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

1. Section 59-39-100 – Issuance of uniform diplomas by accredited high school; units required.

C. State Board of Education Regulations:

1. R43-235 – South Carolina Employability Credential for Students with Disabilities (pending approval by the SC General Assembly, projected effective date 5/25/2018).

*Policy **IKFC***

Administrative Rule

~~SOUTH CAROLINA HIGH SCHOOL CREDENTIAL~~

SC EMPLOYABILITY CREDENTIAL

*Code **IKFC-R***

The South Carolina High School Credential is not intended for students obtaining a state high school diploma, but participation in the program does not preclude a student from obtaining both if appropriate during the lifetime of that student's school career. Also, this SC high school credential will start with the 2018-2019 SY 9th grade students. This policy is NOT retroactive for any situation before the 2018-2019 SY. Additionally, participate in the program does not result in a waiver of a student's entitlement to a free appropriate education as defined in federal law.

Program Participation Determination

Beginning no earlier than the end of a student's eighth grade academic school year, or later if determined by the student's individualized education program (IEP) team, and updated annually thereafter, the IEP team will determine if the student's expected high school outcome will be to attain a state high school diploma, a state-recognized South Carolina High School Credential, or district attendance certificate. The course of student identified in the IEP will match this determination and support the student's postsecondary goals.

Employability Credential Requirements

The South Carolina High School Credential program consists of 24 units of coursework aligned with the Profile of the South Carolina Graduate and the SC College and Career-ready Standards. These courses may be personalized by content area and may include both credit-bearing (Carnegie) and non-credit bearing (Credential) courses.

Units	Courses
4	ELA
4	Math
2	Science
2	Social Studies
4	Employability Education
1	PE/Health
1	Technology
6	Electives

Additionally, students must:

- Develop a career portfolio that includes a multimedia presentation project;
- Attain work readiness assessment results that demonstrate the student is ready for competitive employment; and
- Complete work-based learning/training that totals at least 360 hours.

Work-based learning and training completed during the program:

- May be school-based, community-based, and/or paid or unpaid employment;
- Must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
- For paid employment, must pay a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

Policy

RIGHTS AND RESPONSIBILITIES OF THE TEACHER

Code **INB** Adopted: **10/1988** Latest Revision: **4/20/2017** Latest Review: **04/06/2023**

Teaching About Controversial/Sensitive Issues

Education for effective citizenship is a major goal of the district. to achieve this purpose, students should have an opportunity to examine controversial issues within the context of their formal education experiences.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and will not be tolerated. Teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues. The teacher's attitude should be that of the true scholar.

Before introducing a controversial topic, a teacher will discuss it with the principal as to these conditions:

- appropriateness to the course
- appropriateness for the maturity of the students
- approach to instruction
- teaching materials to be used

The principal must approve all aspects of the instruction in line with the statements in this policy.

Rights and Responsibilities of the Administration

1. A teacher who is in doubt about the appropriateness of discussing certain controversial issues in the classroom or regarding his ability to explore such issues will confer with the principal. If principal and teacher are unable to agree, the matter will be referred to the superintendent.
2. No group or individual has the right, without authorization, to present arguments for or against any issue under study directly to students or to the class. The teacher, however, after obtaining approval of the principal, may invite representatives of different viewpoints to appear before the class to discuss their opinions.

Adopted: 10/88; Revised: 04/20/17

END OF SECTION I
MOTION TO APPROVE REVISIONS MADE TO IDCA, IEK, IFA, IFAA, IFBD, IJ, IJN, IKE, IKF, AND
IKFC POLICIES BY _____
2ND OF MOTION BY _____ VOTE: _____

Policy

STUDENT GOALS AND OBJECTIVES

Code JA Adopted: 10/20/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

Purpose: to establish the board's vision for the goals and priority objectives of the district's policies pertinent to students.

Students are the first concern of the board and district. Through policies affecting students, the board seeks the following:

- To offer equal educational opportunities for all students
- To promote regular school attendance by students
- To afford to students all guaranteed rights as provided by state and federal laws and constitutions
- To assist students in developing a sense of personal responsibility for their actions
- To provide an atmosphere conducive to learning
- To treat students fairly in matters of discipline
- To provide quality educational programs for students

Adopted 10/20/88; Revised 12/19/01, 03/15/12, 02/11/2020, 03/10/2022

EQUAL EDUCATIONAL OPPORTUNITY/NONDISCRIMINATION

Code :JAA Adopted: 5/1973 Latest Revision:02/11/2020 Latest Review: 04/06/2023

The board believes that the district must provide public education in an atmosphere where differences are understood and appreciated. The district should treat all persons fairly, with respect, and without discrimination or threats of violence or abuse.

Every student of this school district will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, disability, immigrant status or English-speaking status, and economic or social conditions. The district schools will not refuse to admit or exclude any person based on these criteria. The district will advertise this nondiscrimination policy.

This concept of equal educational opportunity serves as a guide for the board and the staff in making decisions related to school facilities, employment of personnel, selection of educational materials, equipment, curriculum and regulations affecting students. It will be the superintendent's responsibility for developing a plan and providing procedures to assure support of this policy. Each building principal will be responsible for working with the staff and students in his/her school to ensure equal opportunity for all students in all building level programs and activities.

Adopted 5/73; Revised 10/20/88, 2/21/02, 10/18/07

Legal references:

A. Federal statutes:

1. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.
2. Federal Law: 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 VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

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

Section 59-1-435 - Religious Viewpoints Antidiscrimination Act.

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

C. Federal Cases: Plyler vs. Doe, 457 U.S. 202 (1982).

Policy

STUDENT ATTENDANCE

Code JB *Adopted: 12/9/2002 Latest Revision: 04/06/2023 Latest Review: 04/06/2023*

State law requires a parent/guardian to cause their children, from age five until the attainment of their seventeenth birthday or graduation from high school, to attend regularly a public or private school. If a student is not six years of age on or before the first day of September in a particular school year, the parent/guardian may elect for his/her child not to attend kindergarten.

As defined by the Office of Civil Rights (OCR), a chronically absent student is absent a minimum of 10 percent of the enrollment period- for any reason (eg., suspension, illness excused or unexcused). According to the OCR, an absent student is one who misses 50 percent of the instructional day for any reason (excused or unexcused).

If a child, who is at least six but not yet 17 years old, accumulates three consecutive unlawful absences or a total of five unlawful absences, that child is classified as truant. Reg. 43-274 (II) (A). Once a child is classified as a truant, the child's parents and school officials have additional responsibilities to improve the child's attendance. This includes the child being placed on a truancy intervention plan.

Schools are required to develop a truancy team and must follow truancy procedures. Students who violate the attendance policy will be considered truant and the truancy process will be implemented. Parents are expected to be a part of the truancy intervention process and fully cooperate with the school. If parents do not adhere to the truancy guidelines, the student may be referred to family court. Parents are expected to make every reasonable effort to have their child in school on time daily.

The board expects children to attend school regularly. Regular attendance is necessary if students are to make the desired and expected academic and social progress. Attendance is the presence of a student on days when school is in session. The school year consists of 180 school days. Schools may count students present only when they are actually in school, on homebound/homebased instruction or are present at a school activity that is authorized by the school. This may include field trips and similar curriculum-related activities. **Students who miss too many days may be required to attend an attendance recovery program at their school.**

In order for high school students to receive credit for their courses (Carnegie unit), a student must be in attendance 120 hours per unit.

Onsite Attendance

Attendance is determined by whether a student is physically present in a classroom on school grounds or school property. Staff members will take attendance daily.

Virtual Attendance

Attendance is determined by whether a student submits work and participates in activities assigned by the teacher which includes participating in class as instructed. Student who do not turn in assignments and participate in virtual learning activities as set forth in classroom procedures will be considered absent.

Adopted 12/19/02; Revised 03/15/12, 02/11/2020, 04/06/2023

Constitutional and Statutory Provisions:

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

1. Section 59-35-10 - Each district is to provide a kindergarten program.
2. Section 59-63-20(3) - Entrance age for kindergarten program.
3. Section 59-63-20(4) - Entrance age for first grade.
4. Section 59-63-20(6) - Four-year-olds may attend optional child development programs.
5. Section 65-10 - Compulsory attendance age group in South Carolina includes children ages five through seventeen; parents may waive compulsory kindergarten attendance requirement.

B. State Board of Education Regulations:

1. Regulations 43-274 - Student attendance.

ENTRANCE AGE

Code: JBB Adopted: 12/19/2001 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

Purpose: To establish the basic structure for the appropriate age for students entering school.

Preschool-age children with disabilities

The district provides a free appropriate public education consistent with the federal Individuals with Disabilities Education Act for all three-, four-, and five-year old children with disabilities who reside in the district. Preschool children with disabilities may enter school on their third birthday. When a child turns three between the ending date of one school year and the beginning date of the subsequent school year, an evaluation must be conducted within timelines that allow for placement to occur on the beginning date of the subsequent year. Visually or hearing disabled students who are four years of age by September 1 of the school year may enter school.

Child Development

Students may enroll in his/her assigned school's child development program if the following criteria are met:

- The child will attain the age of four on or before September 1 of the school year.
- The child meets other criteria as determined by his/her school.

Kindergarten

Students may enroll in kindergarten if they meet one of these criteria.

- They will attain the age of five on or before September 1 of the school year.
- They substantially began attending a public school kindergarten program in another state which has a different attendance age requirement.

First Grade

Students may enroll in the first grade if they meet one of these criteria.

- They will attain the age of six on or before September 1 of the school year.
- They substantially began a first grade program in another state that has a different attendance requirement.
- They have attended a public school kindergarten program for one full school year.

Adopted: 12/19/01; Revised 02/11/2020

Constitutional and Statutory provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-19-340 - Child Development Program
 - 2. Section 59-36-10 - Preschool programs for children with disabilities
 - 3. Section 59-63-20(3) - Kindergarten entrance age
 - 4. Section 59-63-20(4) - First grade entrance age
- B. State Board of Education Regulations:
 - 1. R-43-270 – Attendance.
 - 2. R-43-271 – Entrance Age.
 - 3. R-43-272.1 – South Carolina compulsory kindergarten program.
 - 4. R-43-274 – Student Attendance.

SCHOOL ADMISSIONS

Code: JBC *Adopted: 05/1973* *Latest Revision: 02/11/2020* *Latest Review: 04/06/2023*

The district will follow applicable State law with regard to student admissions. Generally, all persons of legally defined and mandated school age who reside in the district and who have presented required certificate of birth and immunization may attend Florence County School District Three.

The district does not discriminate in admission to school based on race, color, creed, sex, disability, religion, or national origin.

RESIDENT STUDENTS

Under South Carolina law, the district may admit a student who lives in the district provided the student meets one of the following criteria.

- lives with his/her parents
- lives with his/her legal guardian
- lives with his/her foster parents
- is emancipated
- is homeless or is a child of a homeless individual, as defined in Public Law 100-77
- lives in a residential community-based care facility licensed by the South Carolina Department of Social Services or operated by the South Carolina Department of Social Services or the South Carolina Department of Youth Services

If an adult resident of the district signs an affidavit as required by law, the district may admit a student who lives with an adult resident of the district provided the child resides with the adult as a result of any of the following.

- the death, serious illness or incarceration of a parent
- the relinquishment by a parent of the complete control of the child as evidenced by the failure to provide substantial financial support and parental guidance
- abuse or neglect by a parent
- the physical or mental condition of a parent is such that he/she cannot provide adequate care and supervision of the child
- a parent's homelessness, as that term is defined by Public Law 100-77

In addition, the adult must attest that the child's claim of residency in the district is not primarily related to attendance at a particular school.

The adult must also accept responsibility for educational decisions for the child. In all cases the student must do the following:

- have maintained a satisfactory scholastic record in accordance with scholastic standards of achievement set by the board of trustees
- not have been guilty of violating the rules of conduct and behavior that must be met by all students as a condition to the right to attend the public schools of the district as set by the board of trustees.

NON-RESIDENT STUDENTS

The district will follow applicable state law with regard to all student admissions into the district. The superintendent or designee shall guard against transfers which significantly contribute to a re-separation of the races in either sending or receiving district.

In all cases of non-resident student admission, the parent or legal guardian must assume responsibility for transportation. The board will hold non-residents students to the behavioral and academic requirements set out in board policy.

A tuition fee determined by the Board of Trustees will be charged and reviewed as needed to determine if a rate change is needed.

CHILDREN OF EMPLOYEES

The district may admit children of employees of the district provided they submit a release from the school district in which they reside. The district reserves the right to make the school assignment. The district does not require tuition payment for the nonresident children of employees. Employees who terminate employment with the district during the school year may then be required to pay the non-resident tuition for their children if they continue to attend school in the district.

Adopted 5/73; Reviewed 10/20/88, 12/19/01, 02/21/02, 03/15/12, 02/11/2020

Constitution and Statutory Provisions:

1. Federal Law
 1. Homeless Assistance Act, Pub. L. No. 100-77. 101 Stat. 482-538 (1987), also known as the McKinney Act.
2. S. C. Code, 1976, as amended:
 1. Section 44-29-180 - Students must show immunization prior to admission.
 2. Section 59-63-20 - Ages of attendance.
 3. Section 59-63-30 - Qualifications for attendance
 4. Section 59-63-31 - Further qualifications for attendance.
 5. Section 59-63-21 - Requirements on adults seeking to enroll child.
 6. Section 59-19-90(10) - Power of board to transfer and assign pupils.
3. State Board of Education Regulations:
 1. R-43-272 - School Admission.

4. State Board of Health and Environmental Control Regulations:
 1. R-61-8 - Immunization of Students.

Federal Court Decisions:

1. Milliken V. Bradley, 418 U.S. 717
2. Tasby V. Estes, 412 F. Supp. 1185, aff=d. 572 F. 2d 1010.
3. Evans v. Buchanan, 393 F. Supp. 428
4. Armour v. Nix. No. 79-6108 (N.D. Ga, May 2, 1979).

SCHOOL CHOICE

CODE: JBCC Adopted: 8/21/2003 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

Purpose: To establish and maintain parameters as to the structure and function of school choice as offered by Florence County School District Three through its restructuring plan and choice initiatives in accordance with the goals outlined by the school district and approved by the Board of Trustees.

School Choice Initiative:

In an effort to establish Florence County School District 3 as a premier school district of choice, Florence County School District Three offers school choice to families and students who seek expanded programming and opportunities through the district public school of their choice where space is available. Eligibility for school choice through Florence County School District Three is determined by the following: students must reside within the geographic boundaries of Florence County School District 3 and space availability must exist at the selected school.

If students meet the above outlined requirements, applicants will be notified and given a deadline to accept or decline the selection they have chosen. The option to accept or decline a student's seat at a school of choice will be documented by school personnel as well as the following: the decision of student to accept or decline, the mode of notification, the name of the parent/guardian who made the decision, the date and time the decision, and who the decision was delivered to at the school of choice.

After the deadline, the following will be enacted as part of the school choice initiative:

- Any student whose parent/guardian has not accepted nor declined their spot for the upcoming school year will forfeit their seat at the school of choice for the upcoming school year. The student will then attend the school designated by their residential zone.
- A "Stay-Put" policy will go into effect which requires students to remain at the school of choice for at least the one semester. The only exception to this will be with superintendent's approval.
- Following the first semester, a student may submit a written request for approval to the Superintendent of Florence County School District 3, to return to their zoned school.
- All deadlines for school choice, including the deadline to accept or decline, will be listed on the application of the school of choice as well as on transfer request forms for schools that do not require an application of their own.

Students and families who choose to participate in the School Choice Initiative will have the opportunity to remain at the school of their choice pending the following requirements are met annually:

- Students who desire to attend a school outside of their residential zone must apply for the School Choice Initiative:
 - through the specific requirements of the designated school of their choice.
 - within the application window, as determined by the school of their choice.
 - must meet academic requirements to verify the grade level their application is completed for.
- Florence County School District 3 does not provide transportation through the School Choice Initiative
 - Designated schools may provide their own transportation as funds through outside sources may provide. Parents are encouraged to consult with their school of choice prior to making a commitment to a school to determine transportation options and availability.

Under the School Choice Initiative, each school of choice will enact a policy to address the situation of having more applicants than space allows at the school of choice.

Individual school policies can be accessed on site at the school of choice or from the District Office of Florence County School District Three.

If a student moves into Florence County School District 3 from outside of the residential zones served by the school district following the end of the School Choice Initiative time period of the year, the child must attend the school to which he/she is zone, and may apply for the School Choice Initiative during the next cycle.

In providing school choice, Florence County School District 3 will not discriminate on the basis of race, religion, sex, disability, national origin, or immigrant status or English-speaking status consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975.

Adopted 8/21/03; Revised 3/15/12, 05/17/18, 02/11/2020

Legal References:

Federal Law:

Every Student Succeeds of 2015. Pub.L.No.114-95

Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, et seq.- Prohibits discrimination on the basis of race, color, or national origin, among other factor, by public elementary and secondary schools.

Title VI of the Civil Rights Act of 1965, 42 U.S.C.A Section 2000d – Prohibits discrimination on the basis of race, color, national origin, or immigration status, among other factors, in programs receiving federal financial assistance.

Federal Cases:

Plyler V. Doe, 457 U.S. 202 (1982).

STUDENT WITHDRAWALS

CODE: JBCD Adopted: 12/12/1991 Latest Revision: 2/28/2019 Latest Review: 04/06/2023

Florence County School District Three believes that students residing in the district who wish to attend the public schools should do so within the boundaries of the district. The board of trustees also recognizes that at certain times and under certain conditions that it may be advantageous for students to attend the public schools of another school district. The following conditions for release shall apply:

1. A parent/guardian with whom the child lives is employed by the receiving school district. Verification of employment may be required.
2. Medical need. Verification by a licensed medical doctor will be required.
3. The receiving district offers a program in which the student will participate that is not provided in Florence School District Three; and
4. Evidence of compelling need as determined by the Board of Trustees.

All requests must be submitted in writing to the Board of Trustees or its designee and will be considered on an individual basis. Requests must be submitted annually.

Adopted 12/12/91; Revised 07/22/04, 08/19/04, 03/15/12, 02/28/19

Constitutional and Statutory Provisions:

- | | | |
|----|--|--|
| A. | S.C. Code Ann. Sections
59-19-90(10). (1990)
59-63-30
59-63-420.
59-63-470.

59-63-480.
59-63-490.
59-63-500.
59-63-510.
59-63-520.
59-63-530.
59-65-30. | General powers and duties of school trustees.
Qualifications for attendance.
Effect of transfer on enrollment lists.
Transfer of pupils when enrollment of such pupil threatens to disturb peace.
Attendance in schools in adjacent county.
Transfer to adjoining school district.
Transfer without consent of school district of residence.
County board of education authorized to order transfer.
Consent required for transfer.
Credit on tuition for taxes paid.
Exceptions (to Compulsory Attendance). |
| B. | State Board of Education Regulations:
1. R 43-273 – Student Transfers and Withdrawals | |

Policy

ABSENCES AND EXCUSES

Code: JBD Adopted: 8/16/1982 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

The school year consists of 180 school days. High school students must attend 85 days of each 90-day semester to receive one-half unit of credit or 85 days of a 4x4 course to receive one credit (45 days of a 4x4 course to receive one-half credit). Students must attend 170 days through the course of the school year to receive one unit of credit.

Students in grades K through 12 may not be eligible for promotion if they have more than 10 absences. The superintendent or designee shall approve or disapprove any student's absence in excess of 10 days, whether lawful, unlawful, or a combination thereof, for students in grades K through 12.

For the purposes of awarding credit for the year, the superintendent must approve or disapprove absences in excess of 10 days regardless as to whether those absences are lawful, unlawful, or a combination of the two. Consistent with state regulations, parents/legal guardians have the right to appeal attendance violation decisions and/or question the school records regarding attendance. The appeal should be made in writing to the school principal or designee. The decision of the principal or designee may be appealed to the superintendent or his/or designee by written request for appeal within ten (10) days of receipt of the decision of the designee. The decision of the superintendent or designee is final.

The superintendent or designee shall utilize a written intervention plan for improving student attendance. The purpose of the plan shall be to link students with attendance problems and their families to all appropriate school and community resources. The superintendent or designee shall take all reasonable, educationally sound, and corrective actions prior to resorting to the juvenile justice system. All absences require a written explanation from the parent/guardian within three (3) school days of return from the absence. Written explanation of absences must include the student's name, parent/guardian's full name, date(s) of absence(s), documentation of the reason for absence, and a parent/guardian's signature. Per South Carolina Department of Education guidelines, text messages and emails are not acceptable documentation for student absences.

All documentation required by the school is subject to review and must be approved by the principal. Absences in excess of ten days per year will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation. If a student fails to provide a valid excuse to school, he/she shall automatically receive an unlawful absence. If a student provides a false (or forged) excuse, the student shall be referred to the school administration for appropriate action.

Attendance is the presence of a student on days when school is in session. Students may be counted present only when they are actually at school, on homebound, homebased or virtual school instruction, or are present at a school activity which is authorized by the school. This may include field trips, athletic contests, academic contests, music festivals, student conventions and similar activities.

Students shall be expected to attend school regularly and shall present a written excuse, signed by parent/guardian, in all cases of absence. All excuses shall be strictly confidential.

An excused absence (including excused tardiness) shall permit a student to make up work missed during the absence. A valid excuse must list the date of absence, the reason for the absence, the telephone number and signature of the parent/guardian. A valid doctor's excuse will be permitted.

Any student who fails to bring a valid excuse to school automatically receives an unexcused absence.

Lawful absences shall include the following:

- Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance. **The principal shall require a physician's certificate from the parent/legal guardian of a student reported continuously absent for illness**
- Students in whose immediate family there is a serious illness or death.
- Students may be excused from attendance in school for recognized religious holidays of their faith.
- **Absences due to activities that are approved in advance by the principal.**

Unlawful absence shall include:

- Students who are willfully absent from school without knowledge of their parents.
- Students who are absent from school without acceptable cause with the knowledge of their parents.

Participation in after-school activities

No student who misses all or any portion of the school day, unless excused by the principal, shall be permitted to participate later that day or evening in any extracurricular or school – sponsored or authorized or related school activity.

After three (3) consecutive unlawful or five (5) total unexcused or unverified absences, the school will contact parents and develop a truancy intervention plan (TIP) in conjunction with student and parent/guardian to improve future attendance. Students under 17 years of age who violate a TIP will be referred to a higher authority for truancy.

The district's plan for improving students' attendance shall include but not be limited to:

- Reasons for unlawful absences;
- Methods to resolve cause of unlawful absences;
- Actions to be taken in event unlawful absences continue;
- Signature of parent/guardian or evidence that an attempt has been made to involve parent/guardian.

All schools will implement a system for informing parents/guardians of their child absences and tardies on a daily basis.

In order to receive one Carnegie Unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. The superintendent or his/her designee (Board) may grant approval of excessive absences in accordance with board policy.

Adopted: 8/16/82; Revised: 10/20/88, 10/21/93, 01/24/02, 02/11/2020

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-65-90 – State Board to establish rules and regulations defining lawful and unlawful absences.
- B. State Board of Education Regulations:
 - 1. Regulation 43-270 –Attendance.

STUDENT DISMISSALS

Code **JBF** Adopted: **10/20/1988** Latest Revision: **03/10/2022** Latest Review: **04/06/2023**

Students whose parents come to get them from school before the end of the day may have to wait until the conclusion of the period in progress before students are dismissed. Parents should be aware of their children's schedule. Instruction will not be interrupted to dismiss students except in extreme emergencies. Only the principal is authorized to make such interruptions. The principal is urged to be discrete in making judgments in this area.

An elementary student shall be permitted to leave the school premises before the end of the school day only when called for by the parent/guardian or his authorized representative.

The principal may authorize early dismissal at the secondary level. Secondary school students may leave the school premises prior to the end of the school day if: requested by parent/guardian in writing or by telephone, the latter being subject to verification. The first priority given to high school course scheduling is to make certain that all students receive the strongest academic preparations possible. South Carolina Department of Education regulations require that students must be in membership for a minimum of 200 minutes daily or its equivalency for an annual accumulation of 36,000 minutes.

The superintendent shall provide by regulation for high school students to modify their schedules in the form of late in or early out privileges. No principal may approve a late in or early out request that does not comply with the regulation. The regulation shall include review of the student's transcript and written approval by the parent/legal guardian.

However, there will be no early dismissal 30 minutes prior to the school day except due to extenuating circumstances and approval by the principal or his/her designee.

In no case shall a student leave the school grounds without approval.

Adopted 10/20/88; Revised 5/23/91, 01/24/02; 2/11/2020; 03/10/2022

STUDENT RIGHTS AND RESPONSIBILITIES

Code JC Adopted: 04/12/2002 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

The Board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees offered all persons under the federal and/or state constitutions and statutes in connection with rights and responsibilities that must be assumed by students.

Among these rights, as detailed by the South Carolina Department of Education, are the following:

- civil rights, including the rights to educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
- the right to attend free public schools; the responsibility to attend school as required by law and to observe school rules and regulations essential for permitting others to learn at school.
- the right to due process to the law with respect to suspension, expulsion, unreasonable searches and seizures, or administrative decisions which students believe have injured their rights.
- the right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights.
- students must be aware of their legal rights and also the legal authority of the board to make and delegate authority to its staff to make rules and regulations regarding the orderly operation of the schools.

Each student has a responsibility to do the following:

- Put forth his/her best efforts during the educational process.
- Respect the rights of other students and all persons included in the educational process.
- Treat students, visitors, and staff with respect. This includes refraining from actions or language that discriminate against others based on race, ethnicity, gender, age, national origin, disability and sexual orientation.
- Attend school as required by law and to observe school rules and regulations essential for permitting themselves and others to learn at school.
- Observe reasonable rules regarding the right of free inquiry and expression.
- Conduct himself/herself in an orderly, courteous, dignified, and respectful manner toward other students and teachers, through language, dress and manners. The board believes self-discipline is an interpersonal goal of public education.
- Know and respect the policies, rules, and regulations of Florence School District Three and the schools they attend. Violations of such policies, rules, and regulations May result in disciplinary actions.

The Board believes that as part of the educational process, the students of the district should be made aware of their legal rights and also of the legal authority of the Board to make, or delegate authority to its staff to make rules and regulations regarding the orderly operation of the schools.

Adopted 04/12/02. Revised 03/15/12, 02/11/2020, 03/10/2022

Policy

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

Code: JCAB *Adopted: 10/20/1988* *Latest Revision: 02/11/2020* *Latest Review: 04/06/2023*

The board recognizes that the Fourth Amendment protects citizens, including students, from unreasonable searches. Notice shall be conspicuously posted on school property at all regular entrances, and any other access point on school grounds, advising individuals that searches may be conducted as outlined below.

Any person, including students entering the premises of any school in the district shall be deemed to have consented to a reasonable search of his/her person and personal property. In conducting the search, school officials shall make every effort to protect the privacy interests of individuals.

In order to enhance security in the schools and prevent students from violating board policies, school rules, and state laws, district administrators and other designated school employees are authorized to conduct reasonable searches according to the procedures outlined herein.

If a properly conducted search yields evidence that a board policy, school, rule, or federal or state law has been violated, appropriate disciplinary action will be taken, and in cases where the evidence suggests a violation of law, law enforcement will be notified.

Searches of a Person or a Person's Personal Belongings

Procedures for searching a person or a person's personal belongings must comply fully with the "reasonableness standard," as adopted by the U. S. Supreme Court in New Jersey v. T.L.O. This standard requires that a search must be "**justified at its inception**" and "**reasonably related in scope.**" "Justified at its inception" means that a school official must have reasonable grounds for suspecting that a search will turn up evidence that the student has violated or is violating board policies, school rules, or federal or state law. "Reasonably related in scope" means that the actual search conducted must be likely to turn up evidence of the specific violation. In addition, the search must take into consideration the age and sex of the individual being searched and the nature of the infraction.

Searches of Lockers, Desks, Technology Devices, and Other School Property

The District provides lockers, desks, and other such school property to students for their use during the academic year. Because the district retains ownership of the aforementioned property, school officials may conduct random, unannounced searches of

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

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such property. Students shall be notified at the beginning of each school year that such property may be searched at any time.

Searches of Automobiles on School Property

Students are permitted to park on school premises as a matter of privilege, not of right. Accordingly, all students desiring to park their automobiles on school premises must first obtain a parking permit from the designated school administrator. In order to obtain a parking permit, the student must sign a form acknowledging that he/she understands and agrees to the terms regarding the use of parking lots as set forth below. Vehicles that do not have a permit in plain view are subject to being towed at the student's expense.

The school may conduct routine searches of the exterior of student automobiles parked on school property at any time.

The interiors of student automobiles, including such things as trunks, glove compartments, and personal belongings within an automobile may be searched whenever a school official has reason to believe a student is violating Board policies, school rules or federal or state law, as described in the "reasonableness standard" set forth above. When a school needs to gain access to the interior of an automobile parked on school premises for purposes of conducting a search, he/she shall first ask the student to provide access. If a student refuses to provide the school official with access to the interior of his/her automobile, he/she may be subject to disciplinary action, including loss of parking privileges.

Searches by Canines

At the request of the school district, a trained canine with its handler may go into schools to sniff lockers, desks, backpacks and the exterior of automobiles. The use of trained canines to search for controlled substances, weapons and bombs in schools shall be on random, unannounced bases.

Trained canines will not be used to search students themselves. A qualified and authorized handler who will be responsible for the dog's actions must accompany the canine. Should the dog alert its handler to the presence of any controlled substance, weapon or a bomb, school officials would then have a reasonable basis to conduct a search in accordance with the procedures set forth above.

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

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Questioning students

The principal or principal his/her designee may question students about any matter pertaining to the operation of the school and/or enforcement of its rules. The principal, or principal designee, will conduct the questioning discreetly and under circumstances, which will avoid unnecessary embarrassment to the student being questioned. Any student who answers falsely or evasively or who refuses to answer an appropriate question may be disciplined.

Interrogations by Law Enforcement

When law enforcement officers find it necessary to question students during the school day, the principal or his/her designee shall cooperate with law enforcement and shall request to be present in order to protect the best interest of the student, so long as his/her presence does not impede the investigation. The principal or his/her designee should make a reasonable attempt to contact the student's parent/legal guardian and request his/her presence. Should this attempt fail, the principal or his/her designee shall make a reasonable attempt to notify the student's parent/guardian that law enforcement questioning took place on school grounds.

Contacting Law Enforcement

The principal or his/her designee shall contact law enforcement immediately upon notice that a person is engaging in, or has engaged in, activities on school property or school-sanctioned or sponsored activity. Those activities are ones which may result, or do in fact result, in injury or serious threat of injury to the person or another person or his/her property.

Adopted 10/20/88; Revised 01/24/02, 04/19/12, 02/11/2020

Constitutional and Statutory Provisions:

A. U.S. Supreme Court Cases:

1. New Jersey v. T.L.O. – U.S. --, 105 S. Ct. 733 (1985).

B. United States Constitution, Fourth Amendment.

C. South Carolina Constitution:

1. Article I, Section 10.

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

1. Section 59-5-65 – Minimum standards for student conduct, attendance and scholastic achievement; enforcement.
2. Section 59-24-60 – Requires administrators to contact law enforcement.
3. Section 59-63-1110, *et seq.* – Search of persons and effects on school property.
4. Section 20-7-7205 – Requires law enforcement to notify principal of child's school for certain offenses; confidentially of information.

E. S. C. Acts and Joint Resolutions:

1. 1994 Act # 393, p. 4097 – Allows searches.

Policy

USE OF METAL DETECTORS

Code **JCAC** Adopted: **9/19/2008** Latest Revision: **04/19/12** *Latest Review: 04/06/2023*

When the District has reasonable suspicion to believe that weapons may be in the possession of identified or unidentified students, when there has been a pattern of weapons found at school or on school property, or when violence involving weapons has occurred at a school, the administration is authorized to use stationary and/or mobile metal detectors in accordance with procedures developed by the administration in consultation with legal counsel. Any search of a student's person based on the activation of a metal detector will be conducted in accordance with the District's policy governing student searches.

The District's express intention for this policy is to enhance security by preventing students and other individuals from bringing weapons or other dangerous objects on school property. The District's discipline code states that a student may not possess, use or transfer dangerous weapons. Any student who violates the provisions of the District's discipline code will be disciplined in accordance with District policy.

Adopted: September 19, 2008. Revised: 04/19/12

Legal References

- A. U.S. Constitution Amend. IV
- B. S.C. Code § 59-63-110, et. seq. (2004, as amended)
- C. S.C. Code § 59-66-30 (2004, as amended)

STUDENT BEHAVIOR CODE

Code JCDA Adopted: 10/20/1988 Latest Revision: 04/16/2012 Latest Review: 04/06/2023

The following listing of offenses and the required or recommended dispositions are submitted for the information of students, parents, and school personnel.

The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner at school and school-related activities. This requirement refers to students' actions toward other students, teachers, staff, and volunteers, as well as in students' language, dress and manners. The board believes self-discipline is an implicit goal of public education.

Students have a responsibility to know and follow the policies, rules and regulations of their individual schools and the district. Violations will result in disciplinary actions.

The board authorizes appropriate school and district personnel to use appropriate disciplinary sanctions including, but not limited to, counseling, intervention, probation, alternative placement, and suspension and to recommend expulsion, where necessary, to enforce this policy.

The Florence County School District Three Board of Trustees does not condone the removal of students from classes except in extreme circumstances.

The Board directs students to procedures manual JCDA-R , the student handbook for their individual school, and the District Code of Conduct for more specific information regarding student conduct.

Rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules are effective during the following times and in the following places:

- on the school grounds during and immediately before or immediately after school hours.
- on the school grounds at any other time when the school is being used by a school group; or whenever the safety and protection of school property is involved;
- off the school grounds at a school activity, function or event; or whenever the conduct may involve the safety and welfare of students, staff or other school officials;
- en-route to and from school on a school bus or other school vehicle, and at the location deemed to be the bus stop.

Adopted: 10/20/88; Revised: 8/15/92, 9/16/93, 7/14/92, 02/21/02, 04/19/12

Constitutional and Statutory Provisions

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

1. Section 59-6-65 - Minimum standards for student conduct, attendance and scholarship achievement; enforcement.
2. Section 59-19-90(3) - General powers and duties of school trustees - regulation of student conduct.
3. Section 59-63-210 - Grounds for which trustees may expel, suspend or transfer pupils-petition for readmission.
4. Section 59-63-220 - Suspension of pupils by administrators.
5. Section 59-63-230 - Notices of suspension, conferences with parents or guardian.
6. Section 59-63-240 - Expulsion for remainder of years/ hearings.
7. Section 59-63-250 - Transfer of Pupils.
8. Section 59-63-260 - Corporal punishment.
9. Section 59-63-270 - Regulation or prohibition of clubs or like activities.
10. Section 59-67-240 - Other duties of driver, discipline of pupils for misconduct.

Administrative Rule

Student Behavior Code

Code: **JCDA** Last revision: **11/2019**

The board and the administration offer the following listing of offenses and the required or recommended dispositions for the information of students, parents/legal guardians and school personnel.

Disciplinary actions will include appropriate hearings and review. The removal of a student from the learning environment will occur only for just cause and in accordance with due process of law.

The following rules are effective during the following times and in the following places.

- on the school grounds during and immediately before or immediately after schools hours
- on the school grounds at any other time when the school is being used by a school group
- off the school grounds at a school activity, function or event
- en route to and from school on a school bus to other school vehicle

DISORDERLY CONDUCT – LEVEL I

Disorderly conduct is any activity in which a student engages that tends to impede orderly procedures or instructional activities, orderly operation of the school or the frequency or seriousness of which would disturb the classroom or school.

Acts of disorderly conduct may include, but are not limited to, the following.

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- school tardiness
- truancy
- gambling
- loitering in unauthorized places
- littering
- speeding or illegally parking on school grounds
- obscene language
- deliberate violation of safety codes

- other disorderly acts as determined by the board

The staff will follow these basic enforcement procedures in instances of disorderly conduct.

- When the staff member observes (or is notified about and verifies) an offense, the staff member will take immediate action to correct the misconduct. The staff member will use an appropriate sanction and maintain a record of the misconduct and the sanction.
- If a certain misconduct is not immediately correctable, the staff member should refer the problem to the appropriate administrator for action specified under the policy.
- The administrator should meet with the reporting staff member, and if necessary, the student and the parent/legal guardian, and should effect the appropriate disciplinary action.
- The administrator will maintain a complete record of the procedures.

The staff may apply sanctions in cases of disorderly conduct which may include, but are not limited to, the following.

- verbal reprimand
- withdrawal of privileges
- demerits
- detention
- in-school suspension
- other sanctions approved by the board

DISRUPTIVE CONDUCT – LEVEL II

Disruptive conduct is any activity in which a student engages which is directed against persons or property, and the consequences of which tend to endanger the health or safety of him/herself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.

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

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

- use of tobacco products, e-cigarettes, and/or any other tobacco paraphernalia
- use of intoxicants
- fighting
- vandalism (minor)
- stealing
- threats against others
- trespassing
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteers or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances, as defined by law or local school board policy

- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- any other acts as determined by the board

The basic enforcement procedures to be followed in instances of disruptive conduct are as follows.

- When the administrator observes (or is notified and verifies) an offense, he/she will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences.
- The administrator will notify the parent/legal guardian of the student's misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian, confer with them about the student's misconduct and effect the appropriate disciplinary action.
- The administrator will keep a complete record of the procedures.

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

- Temporary removal from class
- Alternative education program
- In-school suspension
- out-of-school suspension
- transfer
- referral to outside agency
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities
- other sanctions as approved by the board

CRIMINAL CONDUCT – LEVEL III

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

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

- assault and battery
- extortion
- bomb threat
- possession, use or transfer of dangerous weapons
- sexual offenses
- vandalism (major)
- theft, possession or sale of stolen property in excess of \$25

- arson
- furnishing or selling unauthorized substances, as defined by board policy
- furnishing, selling or possession of controlled substances (drugs, narcotics or poisons)
- distribution, sale, purchase, manufacture or unlawful possession of a controlled substance
- threatening to take the life of or inflict bodily harm upon a teacher, principal or members of their immediate family

The basic enforcement procedures to be followed in instances of criminal conduct are as follows.

- When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and, if appropriate, meet with the student.
- If warranted, the administrator should immediately remove the student from the school environment. The administrator will notify a parent/legal guardian as soon as possible.
- If appropriate, school officials should contact law enforcement authorities.
- Staff will follow established due process procedures when applicable.
- The administrator will keep a complete record of the procedures.

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

- out-of-school suspension
- assignment to alternative schools
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities
- other sanctions as approved by the board

PROCEDURES FOR ADMINISTRATIVE HEARINGS

A principal (or designee) may suspend a student for violation of school level probation or a Level III offense. Parent and student will receive notification of the suspension and pending administrative hearing.

1. The administrative hearing will be scheduled through designated district office staff by the principal or designee on the day of the suspension. The hearing officer will generally conduct the hearing within three to eight school days from the date of the suspension from school.
2. The student's parent or legal guardian must appear with the student at the hearing. Rescheduling must be requested at least two school days before the hearing time. Hearings will be rescheduled twice. If the parent/guardian and student are a No Show for the second rescheduled date, the hearing officer will continue with the hearing. Due to scheduling requirements, a delay of no more than 10 minutes can be allowed for a tardy parent/guardian/student.
3. An administrative hearing is an administrative proceeding. The parent/legal guardian should notify the district office within two school days if they are bringing an attorney to the hearing.
4. Only the student's parents and legal guardians are allowed in the administrative hearings.

Documentation of legal guardianship may be required.

5. At the hearing, the hearing officer will allow the student to admit or deny the offense or offenses.
6. If the student denies the allegations, evidence will be reported based on the offenses and the student will be allowed to explain his/her version of the facts.
7. The hearing officer must allow all parties to share evidence or written statements from witnesses. The witnesses have a right to privacy.
8. Appropriate behavior by the student and the parent/guardian will be maintained and expected during the hearing procedure. The hearing officer may stop the hearing at any point for failure to comply with a directive of the hearing officer.
9. After following the above procedures, the hearing officer, based on all facts presented in writing and orally, will decide whether the student did or did not commit an offense and will issue an appropriate consequence. The hearing officer will prepare a written decision and will mail a copy of the decision.
10. The hearing officer may require restitution for damages to the school district for personal property.
11. A recording will be made of the hearing and kept for no less than one year from the date of the hearing. The parent may request a copy of the recorded hearing. No other parties may record the hearings.
12. At the hearing officer's discretion, based upon the information presented at the hearing, one of the following district-level sanctions may be imposed (this is not an exhaustive list):
 - Return to school
 - District Level Probation
 - Assigned to the alternative school- 45 days, 90 days, the remainder of the school year
 - Referral for counseling
 - Referral to virtual school
 - Additional suspension days
 - Referral for an expulsion hearing

APPEALS PROCESS

To appeal the decision of the hearing officer, the parent must submit an appeal in writing to the superintendent within 10 days of the hearing. The appeal request will be limited to the established record, and no new testimony will be allowed.

EXTENUATING, MITIGATING OR AGGRAVATING CIRCUMSTANCES

The board may give the appropriate administrator the authority to consider extenuating, mitigating or aggravating circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

DISCIPLINE OF DISABLED STUDENTS

Disabled students are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other children in the program. However, federal and state law and regulations

require the public schools to meet the individual educational needs of disabled children to the extent that current educational expertise permits.

TOBACCO USE BY STUDENTS

Code **JCDAA** Adopted **4/18/1991** Latest Revision: **9/15/2016** Latest Review: **04/06/2023**

Purpose: To establish the basic structure for the board's prohibition of tobacco use by students.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100% tobacco-free environment.

The district does not allow students to use or to possess tobacco products, tobacco paraphernalia, smokeless tobacco, or vaping products. This restriction applies while students are on school grounds, in the school buildings, on buses or during any other time they are under the direct administrative jurisdiction of the school whether on or off the school grounds.

GOAL

The goal of this policy is to provide a 100% tobacco-free, smoke-free environment for all students, staff and visitors within all district facilities, vehicles and grounds and at all district-sponsored events by doing the following:

- Exhibiting healthy behavior for all students, staff, visitors and the entire community
- Utilizing proven and effective science-based tobacco use prevention curricula
- Providing access to cessation counseling or referral services for all students and staff

PROCEDURES

- Prohibit the use and/or possession of all tobacco products or paraphernalia including but not limited to cigarettes, cigars, pipes, smokeless tobacco, snuff, and vaping products by all students, staff and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for students and staff.

ENFORCEMENT

The district will enforce this policy by determining appropriate disciplinary actions for students violating this policy such as the following:

- Parent/legal guardian/administrator conferences
- ~~Mandatory enrollment in a tobacco prevention education~~

- **May have** community service
- In-school suspension
- Out-of-school suspension
- Suspension from extracurricular activities

School administrators will develop procedures consistent with the discipline code of this district in order to enforce this policy.

EDUCATION AND ASSISTANCE

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing appropriate counseling and/or referral services for students.

TOBACCO INDUSTRY MARKETING OR SPONSORSHIP

The district will not accept any contributions or gifts, money or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff or students at district-sponsored events.

Adopted 4/18/91; Revised 02/21/02; 03/01/2012; 09/15/16; 04/06/2023

Constitutional and Statutory Provisions:

- A. United States Code
 - 1. 20 U.S.C. 6081 - Pro-Children Act of 1994.
- B. S. C. Code, 1976, as amended:
 - 1. Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt from certain circumstances).
 - 2. Section 16-17-500 - Supplying minors with tobacco or cigarettes.
 - 3. Section 59-67-150 - Qualifications of bus driver drinking or smoking on bus.
 - 4. Section 16-17-500 and 501 – Youth access to Tobacco Prevention Act of 2006.

Policy

DRUG AND ALCOHOL BY STUDENTS

Code JCDAB *Adopted: 2/16/1984 Latest Revision: 02/21/2002 Latest Review: 04/06/2023*

Students may not possess, use, sell, purchase, barter, distribute, manufacture, dispense, barter, intend to purchase, intend to possess, intend to distribute or be under the influence of alcoholic beverages or controlled or illegal substances, imitation controlled substances (as defined by state law), an illegal drug of narcotic, a chemical inhalant, medication prescribed or not prescribed for the student by a physician, or an unauthorized over-the-counter medication or alcoholic beverages (beer, ale, liquor, wines, or alcoholic beverages of any kind on district or school property or at any district or school-sponsored activities. This prohibition also pertains to look-alike substances, i.e., any substance represented to be or is substantially similar in color, shape, size, markings, etc. to an alcoholic beverage or controlled or illegal substance. Students in violation of this policy shall be disciplined in accordance with state law and district policies.

NOTE: All medication must be registered with the school nurse.

The definition of “controlled substance,” “counterfeit controlled substance,” and “imitation controlled substance” is contained in the South Carolina Code of Laws, as amended, [Section 44-53-110](#).

Possession, distribution, or being under the influence of licit or illicit, look alike/imitation drugs, chemicals alcohol, anabolic steroids, inhalants, and any drug nor prescribed for the student by a physician or any substance represented as a drug on the school grounds or at school-sponsored events is in violation of this policy.

No student shall aid, abet, assist, or conceal the possession, consumption, purchase, or distribution of any alcoholic beverage by another student or students in any of the circumstances listed above.

No student shall market or distribute any substance which is represented to be or is substantially similar in color, shape, size, or markings of a controlled substance in any of the circumstances listed above.

Possession of paraphernalia is prohibited. Paraphernalia includes any equipment, product, or materials used to produce, conceal, consume, manufacture, compound, convert, process, prepare, inject, ingest, inhale, or otherwise introduce into the human body drugs, alcohol, controlled substances, or any prohibited items listed above.

No gear, paraphernalia, clothing, etc. that advertises drug use or drug products will be allowed on FCSD#3 property, school or district grounds, or at any school or district sponsored events.

No student shall process or use a prescription or non-prescription drug unless procedures established in policy JGCD.

Any student who violates this policy is subject to disciplinary procedures.

If the situation warrants, district or school administrators should communicate all available information to appropriate law enforcement entities and cooperate in any law enforcement.

Constitutional and Statutory Provisions

A. Alcohol: S. C. Constitution

1. Article XVII, Section 14 - Must be over 21 to possess distilled liquors.

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

1. Section 16-17-530 - Students who come to school in an intoxicated condition or conduct themselves in a disorderly or boisterous manner could be arrested for a misdemeanor.
2. Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.
3. Section 20-7-370 - Must be 21 to possess fermented liquors.

Policy

STUDENT CONDUCT ON BUSES

Code JCDAD Adopted: 05/1973 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

Safety is of prime importance for our students as we transport them to and from school and school-sponsored activities. Safety requires the cooperation of students, parents/guardians and school personnel.

The district charges students with the responsibility of conduct which will result in safe transportation, respect for school personnel and respect for other students. The school bus is an extension of school activity. Therefore, the Board expects students to conduct themselves on the bus in a manner consistent with the establisher standards for safety and classroom behavior. All bus riders must cooperate fully with the bus driver and observe the bus rules as described in the Florence County School District Three code of Conduct.

The bus driver is responsible for supervision of students on the bus. He/she may stop the bus at any time that misbehavior or threatened misbehavior presents a hazard to safe driving.

The driver will report students who create a disturbance on school buses. The principal or his/her designee as authorized by state law and regulation, may suspend or deny bus transportation to a student whose conduct is persistently and/or flagrantly detrimental to safety and order on the bus.

The board supports the use of video cameras on school buses used for transportation to and from school as well as for field trips, curricular and extracurricular activities. The district will use video cameras to monitor student behavior. The district may use videos as evidence in a student disciplinary proceeding. The videos are student records subject to school district confidentiality, board policy and administrative regulations. These videos are not subject to parental review without permission from the superintendent or his/her designee.

The discipline of students with disabilities for bus misconduct must not result in an improper removal from their programs.

Adopted 5/73; Revised: 10/20/88; 8/19/93; 9/16/93; 04/12/02; 04/19/12; 03/10/2022

Constitutional and Statutory Provisions

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-67-240 - Disciplinary powers of bus drivers
 - 2. Section 59-67-250 - Copies of Section 59-67-240 to be posted
 - 3. Section 59-67-470 - Superintendent to supervise conduct of pupils riding buses.

- B. State Board of Education Regulations:
 - 1. R-43-185 - Bus conduct.

SECRET SOCIETIES/GANG ACTIVITY

Code **JCDAF** Adopted: **04/20/2017** Revised: **03/10/2022** Latest Review: **04/06/2023**

PURPOSE: The Board of Trustees will maintain conditions on school property for all school-sponsored events in order to ensure as safe an environment as possible for students and staff in accordance with law and the standards set by the Florence County School District Three Board of Trustees. In establishing such standards, the Board prohibits the presence of secret societies and gangs, gang-like activity, and gang related apparel, on school property and at school-sponsored events, because the Board finds that gangs, gang-like activities, and gang-related apparel threaten the safety and well-being of students and employees, and are harmful to the educational purposes of the District.

DEFINITIONS: The following definitions shall be used in connection with this policy:

Gang: As used herein, the term “gang” means any ongoing organization, association, or group of three or more persons, whether formal or informal, which is not sponsored by the school, which may or may not have secret and/or exclusive membership, and which has an identifiable name or identifying sign or symbol, whose members individually or collectively engage in, or have engaged in, the commission of criminal acts, the violation of school rules, the establishment of territory or “turf,” or any other action which threatens the safety, welfare, or property of others.

Gang-like activities: As used herein, the phrase “gang-like activity” shall mean any conduct engaged in by a student 1) on behalf of any gang, 2) to perpetuate the existence of any gang, 3) to effect the common purpose and design of any gang, and 4) or to represent a gang affiliation, loyalty or membership in anyway while on school grounds or while attending a school function. For purposes of this policy, “gang-like activity” may include, but is not limited to, the following activities occurring on school property or at a school sponsored activity:

- Wearing, possessing, using, distributing, displaying, or selling any gang-related apparel, i.e., any clothing, jewelry, apparel, emblem, badge or accessory that denotes membership in, or affiliation with, a gang;
- Committing any act or omission, or using any speech or expression, either verbal or nonverbal, including hand signals and gestures, that denotes membership in, or affiliation with, any gang;
- Hazing, initiating, soliciting or recruiting others for membership in a gang;
- Requesting any person to pay for “protection,” claiming “turf” or territory, or intimidating, bullying, retaliating against, threatening, or harassing any person;
- Encouraging, inciting, or coercing another person to act, commit acts of omissions against his/her will in furtherance of the common purpose and design of any gang;

- Committing any illegal act, including but not limited to, assault, battery, hazing, extortion, causing a riot or disrupting the orderly operation of school, and vandalism, such as defacing school property with gang graffiti or messages;
- Possessing, selling, or facilitating the possession or sale of a weapon, controlled substance, drug paraphernalia, or other prohibited contraband.

Gang-related apparel: As used herein, the term “gang-related apparel” means any clothing, jewelry, emblem, accessory, or badge that denotes membership in, affiliation with, support for, or loyalty to, a gang, as that term is defined herein. Recognizing that gang styles and clothing continually evolve and change, that no list could comprehensively define all clothing affiliated with gangs, and that the wearing of an item that is typically associated with gangs may not actually connote actual membership in a gang, the Board provides the following representative list of clothing items as guidance to students and parents, that they might be informed of those items that, according to District administrators and Florence County detectives, often denote gang membership or affiliation.

- Baseball hat or other cap with gang symbols, moniker, or insignia on it, particularly on inside of brim;
- Bandannas, or “rags,” worn on a person or displayed;
- Shirts, jackets, or apparel with gang symbols, monikers, insignia, clothing, or other gang identifiers;
- Any apparel or style of wearing clothing that school officials, in light of the totality of the circumstances, and after consultation with law enforcement authorities, view as denoting gang membership or affiliation.

Adopted: 4/20/2017. Revised: 03/10/2022

CELL PHONES/TECHNOLOGY AND COMMUNICATION DEVICES

Code: JCDAG Adopted: 10/2004 Latest Revision: 04/06/2023 Latest Review: 04/06/2023

This policy is intended to ensure that personal electronic devices on district and school property, including the school bus, do not interfere with the learning, safety and well-being of students and staff.

For the purposes of this policy, a personal electronic device is any device that emits any audible signal, vibrates, displays any message or video image, or is otherwise capable of sending, receiving, emitting, photographing, recording, storing or displaying any type of audio or visual communication, files, or data. This includes, but is not limited to, cellular phones, smartphones, earphones, camera phones, smart watches, camera devices, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants, MP3 players, iPods, iPads, tablets, computers radios, pagers, any device that allows the possessor to access the Internet, or any similar device or any accessories to such devices such as earphones and Bluetooth devices.

Primary/Elementary Students

Primary or elementary students may not display or use a personal electronic device while on school property, including the school bus, or attending a school-related activity, whether on or off school property, during the school day. The student-owned device must be powered off during the school day.

The district will make an exception to this rule if the student needs the device for a legitimate medical reason. The principal must have written/approved evidence of the student's medical need on file.

Middle School Students

Students may possess or use personal electronic devices on school property until the beginning school day bell/signal. The device will also be allowed after school denoted by the ending school day bell/signal.

High School Students

Students may possess or use personal electronic devices on school property during the following times:

- **before the bell rings to begin the instructional school day**
- **after the dismissal bell at the end of the instructional school day**
- **during lunch while in the cafeteria**
- **during class changes**

While riding to and from school on a school bus or other vehicle provided by the board or on a school bus or board-provided vehicle during school-sponsored activities, these electronic devices are only to be used for silent activities such as reading, texting, games

with the sound muted or using headphones, or viewing web pages. Distracting behavior, to include talking on the phone to another individual, which creates an unsafe environment will not be tolerated.

All students are prohibited from using electronic and cellular devices to capture, record, or transmit the words/sounds (audio) and/or images (pictures/video) of any student, district employee, or other person in the school or while attending a school-related activity without express, prior notice and explicit consent for the capture, recording or transmission of such words or images by the student's principal, assistant principal, or district office administrator. Using a device to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted.

Students are prohibited from using devices to take pictures or record audio/pictures/video in locker rooms, bathrooms, hallways, or on school buses or other district vehicles. The use of devices to take pictures or record audio/video is also prohibited in classrooms.

Students are prohibited from using devices in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated pursuant to policy JI, Harassment, Intimidation or Bullying.

Students are also prohibited from using a device to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using device to receive such information.

Violations of this policy will result in disciplinary action and/or confiscation of the device. The building administration and/or district office may also refer the matter to law enforcement if the violation involves an illegal activity (e.g., child pornography.) Discipline will be imposed in a progressive manner based on the number of previous violations and/or the nature of or the circumstances surrounding a particular violation. Any device confiscated by district employees will be marked in a removable manner with the student's name and held in a secure location at the student's school until it is retrieved by the parent/legal guardian.

Devices in the custody of the administration will not be searched or otherwise tampered with unless school/district officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search of devices will be conducted in accordance with policy JCAB, Student Interrogations, Searches and Arrests.

Consequences:

- First offense - Student warning; parent conference with administrator; device will be confiscated and returned at conference in which parent and student signs a memorandum of understanding outlining cell phone policy.

- Second offense – Electronic device will be confiscated for a total of five days; parent conference with an administrator in which parent and student will sign a memorandum of understanding outlining cell phone policy.

- Third offense – Electronic device will be confiscated for a total of 30 days; parent conference with an administrator in which parent and student will sign a memorandum of understanding outlining cell phone policy.

- Fourth offense and beyond – Electronic device will be confiscated for the remainder of the school year.

Note: Although the district will take appropriate steps to safeguard all cellular telephones and electronic devices that are confiscated, the district will not be responsible for lost, stolen or damaged devices.

Adopted October/ 2004; Revised: May/2012, April 20, 2017; May 17, 2018; October 18, 2018, February 11, 2020, January 20, 2022, April 6, 2022

Legal references:

S.C. Code, 1976 as amended:

Section 50-63-280- Possession of paging devices by public school students; mobile telephones included; adoption of policies.

DRESS CODE

Code: JCDB Adopted 10/20/1988 Latest Revision: 04/06/2023 Latest Review: 04/06/2023

Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. ~~Presently a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health and safety of students or others is prohibited.~~ **Clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health and safety of students or others is prohibited.**

Principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations on the basis of students' religious beliefs or medical conditions. Individual schools are permitted to specify additional examples of dress or appearance that are prohibited at the schools under this policy.

If a student's dress or appearance is such that it constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work or otherwise violates this dress code, the principal of the principal's designee may require the student to change his/her dress or appearance. A repeated violation of this policy may result in disciplinary action.

The board directs the superintendent to develop appropriate administrative rules to put this policy in effect.

School Uniforms

Florence School District Three schools, for the purposes of increasing student achievement, promoting safety, improving discipline and enhancing school climate, may request to the board to implement school uniforms.

Adopted 10/20/88; Revised 02/21/02; 09/19/02; 04/19/12; 04/06/2023

Policy

STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES

Code JCE Adopted 10/20/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

The district provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by district personnel. These grievances may arise from allegations of violation of student legal rights or district policy.

In addition, the board recognizes there may be conditions in the school system which the district could improve and that students should have more means by which they can effectively express their concerns.

The district will resolve student complaints and grievances through orderly processes and at the lowest possible level.

- A teacher will provide any student and/or his/her parent the opportunity to discuss a decision or situation that the student considers unjust or unfair.
- If the incident remains unresolved, the student and/ or his/her parent or the teacher may bring the matter to the principal's attention for consideration and action.
- If the matter is still unresolved after the procedure outlined above is used, the concerned party may bring the matter to the superintendent or his/her designee for consideration.
- If the matter is still unresolved, the complaining party may bring it in writing to the Board for review.

Title IX complaints

Students who believe that they have been discriminated against on the basis of their sex have the right to file a formal Title IX complaint. Then the district's Title IX coordinator will follow the process outlined in law.

Section 504 complaints

Students who believe that they have been discriminated against on the basis of their handicapping condition have the right to appeal to their principals. If the student is not satisfied with the decision of the principal, he/she may appeal to the District's 504 coordinator, superintendent and then to the Board. The superintendent will schedule appeals to the board.

Adopted: 10/20/88; Revised: 8/19/93; 02/21/02; 04/19/12; 03/10/2022

Constitutional and Statutory Provisions:

- A. Federal Laws
 - 1. Section 86.8 (a.b), Title IX Regulations of the Education Amendments of 1972.
 - 2. Section 504 of the Rehabilitation Act of 1973.

Policy

CORPORAL PUNISHMENT/PHYSICAL FORCE

Code **JDA** *Adopted:* 10/20/1988 *Latest Revision:* 04/06/2023 *Latest Review:* 04/06/2023

Corporal punishment may be defined as physical contact and is distinguished from a reprimand, a suspension, or an expulsion. Corporal punishment shall not be administered as a method of correcting inappropriate behavior in Florence County School District Three schools.

Each school principal will immediately investigate any reported use of physical force on a student by a district employee and make a written report regarding his/her findings to the superintendent or his/her designee.

All school personnel will be informed of this policy on an annual basis.

The superintendent may permit reasonable and necessary physical force under the following circumstances:

- to quell a disturbance which threatens physical injury to persons, including those students involved, or which threatens serious damage to property
- to obtain possession of weapons or other dangerous objects upon the person or within the control of a student
- for any person to defend him/herself from physical force
- to remove a student from a classroom, school trip or activity, school bus, school or other school property when the student's continued presence poses a threat of danger to other persons or property
- to remove a student when the student fails or refuses to obey a directive made by a teacher/administrator indicating that the student is to cease offensive/disruptive behaviors; however, in non-emergency situations, the teacher/administrator shall request assistance from an administrator or school resource officer prior to initiating any physical contact to remove the student

Restraint

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

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

For the purpose of this policy, the following definitions will be utilized.

Physical restraint is defined as a personal restriction that immobilizes or reduces the

ability of an individual to move his or her arms, legs, or head freely. It includes the holding of a student for any purpose others than those described above. This does not include temporarily holding an individual to help him or her participate in education or daily living activities.

Seclusion

The South Carolina Department of Education Guidelines on the Use of Seclusion and Restraint from August 20, 2012 indicates “the SCDE strongly discourages LEAs from placing students in seclusion under any circumstances. FCSD#3 does not support the use of seclusion.

For this purpose of this policy, the following definition will be utilized.

Seclusion is defined as the involuntary confinement of a student alone in a room or area where the student is prevented from leaving. It includes the use of any room or area in which the student is alone and not free to leave (or believes they are not free to leave).

Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program, and is implemented for the purpose of calming.

Examples of seclusion include the following:

- When a student is alone in a room, even if school staff monitors a student through an observation window or video feed.
- When a student is not free to leave a room, even if the door is unlocked or ajar, for example, if a staff holds an unlocked door closed or blocks the exit.

Safety Emergencies and Intentional Physical Contact

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

- To quell a disturbance which threatens physical injury to person, including those students involved
- To obtain possession of weapons or other dangerous objects upon the person or within the control of a student
- To defend one’s self from physical harm
- To physically stop a student from engaging in behavior that present an immediate threat to the safety of the student or others
- To provide medical intervention.

Staff who intervene in a “Safety Emergency,” as described above, do not require specialized training.

Parent/Guardian Notification

School staff will provide a student's parent/legal guardian with written or oral notice on the same day that an incident necessitating the use of a restraint technique occurred, unless circumstances prevent same-day notification. Regardless of the initial notification method to parent/guardian, written notice will be provided to the parent/guardian within 24 hours after the incident. In the case of a Safety Emergency, the disciplinary referral can constitute the notification to the parent/guardian and will be provided within 24 hours of the incident.

Adopted 10/20/88; Revised 04/12/02, 02/11/2020

SUSPENSIONS

Code JDD Adopted: 10/20/1988 Latest Revision: 07/16/2015 Latest Review: 04/06/2023

Students may be suspended for any action listed in Policy JCDA or for any other action, which, in the opinion of the principal, is dangerous, disruptive, or tends to interfere with the orderly conduct of the business of the school.

The period of the suspension shall be for ten (10) days or less in the judgment of the principal for any one offense but not more than thirty (30) days in any school year.

In consultation with the principal and the superintendent, a student may be suspended during the last ten (10) days of a school year.

A student may be suspended by a principal, an assistant principal, or a principal's designee.

A student shall receive a written notification of the suspension and shall leave the school premises as soon as practicable thereafter. A letter will be mailed to parents, with the address provided in the database system, of this suspension. During the period of such suspension, the student shall not visit any school grounds, attend any school function or ride in any school transportation.

Suspensions may be appealed as follows:

- To the building principal, if the suspension was imposed by an assistant principal or the principal's designee.
- To superintendent or superintendent's designee if the suspension is in excess of five days.

In-School Suspension

Schools may provide an in-school suspension as an alternative to traditional suspension. The main objectives for this program are to keep students in school and to give suspended students the opportunity to maintain academic work on a daily basis.

Adopted 10/20/88; Revised 5/23/91, 8/19/93, 05/16/02, 03/15/12, 07/16/15

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1 Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct including provisions for dismissal of those failing to comply with such rules.
 2. Section 59-63-210 - Grounds for suspension, expulsion or transfer.
 3. Section 59-63-240 – Expulsion for remainder of year; hearings

Policy

STUDENT EXPULSIONS

Code JDE Adopted: 5/17/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

A student may be expelled for any reason listed in the Student Behavior Code in Policy JCDA for the commission of any crime, gross immorality, gross misbehavior, or the violation of any other written rules and regulations established by the Board or the State Board of Education, or when the presence of the student is deemed to be detrimental to the best interest of the school. Expulsion means the student cannot attend school or be on the school grounds of any school in the District, cannot attend any program at any school in the daytime or at night, and cannot ride a school bus.

Students who bring a firearm to school must be expelled for at least one calendar year. The board directs the administration to bring recommendations for expulsion consistent with this policy, except that the Superintendent may, on a case-by-case basis, modify this expulsion requirement based on a consideration of all the circumstances of the incident, including the student's age.

The board may permanently expel any student, consistent with this policy, who is determined to be incorrigible. Incorrigible students may include, but are not limited to, those students who are found to have physically assaulted any District staff member. Students who are recommended for permanent expulsion will be granted an automatic appeal to the Board. Students who have been permanently expelled may petition the Board of Trustees for readmission for the succeeding school year.

If procedures for expulsion are initiated, the parents or legal guardian of the pupil shall be notified, in writing, of the time and place of a hearing before the District Hearing Officer or the superintendent's designee. At the hearing, parents or legal guardians shall have the right to bring legal counsel and all other regular legal rights, including the right to present witnesses and other evidence and to question any and all witnesses presented by the administration. The right to appeal the decision to the Florence County School District Three Board of Trustees is reserved to the student and the administration.

The student may appeal the action of the board to the proper court.

Should the board reject an administrative recommendation for expulsion or should a court of final disposition reverse the expulsion action, the board will excuse all student absences resulting from said action.

The hearing shall take place within fifteen (15) days of the written notification at a time and place designated by the Hearing Officer or the superintendent's designee, and a decision shall be rendered within ten (10) days of the hearing. The student may be suspended from school and all school activities during the time the expulsion procedures, including any appeal.

Students who have been expelled from another school district will not be allowed to enroll in Florence County School District Three during the year of their expulsion. In such cases, upon request, the student will be permitted a hearing regarding

the district's denial of enrollment pursuant to the expulsion hearing procedures set forth in this policy.

Enrollment of expelled students with disabilities from another school district will be in accordance with the above procedures as modified by federal and state special education law.

Every expelled student shall have the right to petition for readmission for the succeeding school year.

Adopted: 5/17/88; Revised: 5/23/91, 8/19/93, 9/15/94, 02/15/96, 01/20/97, 02/20/97, 5/16/02, 5/10/12, 04/20/17, 03/10/2022

Constitutional and Statutory Provisions

- A. Unites States Code:
 - 1. 20 U.S.C. 3351 – Gun-Free Schools

Legal references:

United States Code:
20 U.S.C. 7151 - Gun-Free Schools.

Education of Individuals with Disabilities, 20 U.S.C. Sec. 1400, et seq.

29 U.S.C. Section 794, et seq. (Section 504 of the Rehabilitation Act of 1973, as amended).

Code of Federal Regulations, 34 CFR parts 300 and 301.

Code of Federal Regulations, 34 CFR Part 104.

S.C. Code, 1976, as amended:

Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

Section 59-63-210 - Grounds for suspension, expulsion or transfer

Section 59-63-235 - District must expel student.

Section 59-63-240 - Expulsion hearings - times, procedures, legal rights appeals.

S.C. Supreme Court:

Davis v. The School District of Greenville County, 374 S.C. 39, 647 S.E.2d 219 (S.C. 2007).

Policy

ADMISSION OF HOMELESS STUDENTS

Code JFA Adopted: 7/12/2007 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students.

The superintendent will develop administrative procedures to implement this policy.

The district will not deny admission to any student on the basis of race, religion, sex, disability, national origin, immigrant status or English-speaking status.

Adopted 07/12/07; Revised: 02/11/2020

Legal references:

A. Federal Law:

1. McKinney-Vento Homeless Education Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.
2. No Child Left Behind Act of 2001, P.L. 107-110, Section 1115.

Administrative Rule

ADMISSION OF HOMELESS STUDENTS

Code **JFA-R**

Definitions

Enrollment - attending classes and participating fully in school activities.

School of origin- the school that the student attended when permanently housed or the school where last enrolled, including a preschool, and the designated receiving school at the next grade level for all feeder schools when a student completed the final grade level served by the school of origin.

Homeless student- individual who lacks a fixed, regular, and adequate nighttime residence and includes the following:

- student who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping ground due to lack of alternative adequate accommodations; is living in emergency or transitional shelter; or is abandoned in a hospital
- student who has a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for a human being
- student who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting
- migratory student who qualifies as homeless because the student is living in circumstances described above

Unaccompanied student- includes a student not in the physical custody of a parent/guardian.

Assignment to School

The district will, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness, or enroll the student in a school on the same basis as other students in the attendance areas in which the homeless student is actually living.

In determining the best interest of the student, the district will do the following:

- Give priority to the request of the parent/guardian or unaccompanied student.
- Operate under the presumption that placement in the school of origin is in the student's best interest and, to the extent feasible, keep a homeless student in the

- school of origin, unless doing so is contrary to the wishes of the student's parent/guardian.
- Consider student-centered factors in making its determination, including, but not limited to, the effect of mobility on the achievement, education, health, and safety of homeless students and the placement of the student's siblings.
 - Provide a written explanation, including a statement regarding the right to appeal and to request a state-level review, if the district sends a homeless student to a school other than the school of origin or the school requested by the parent/guardian.
 - In the case of an unaccompanied student, ensure that the district's liaison, helping with placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal and to request a state-level review.

When a student obtains permanent housing, transportation to the school of origin will be provided until the end of the academic year if it is in the best interest of the student to remain in that school.

Enrollment

The district will immediately enroll the students in the school selected even if the student is unable to produce records normally required for enrollment such as academic records, medical records, proof of residency, proof of guardianship, birth certificates, or other documentation.

The district will contact the school last attended to obtain relevant academic and other records.

If the student needs to obtain immunizations or medical records, the district will refer the parent/guardian to the district's liaison who will help in obtaining necessary immunizations or records.

As appropriate, the district will ensure homeless student have access to academic and extracurricular activities for which they meet eligibility criteria.

Records

Any records ordinarily maintained by the district including immunizations or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs will be maintained so that the records are available in a timely fashion when a homeless student enters a new school or district, consistent with state and federal law.

Schools will treat information about a homeless student's living situation as student education record, subject to the protections of the Family Educational Rights and Privacy Act (FERPA).

Enrollment Disputes

If a dispute arises over school selection or enrollment, the student will immediately be admitted to the requested school pending resolution of the dispute.

The parent/guardian of the student will be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent/guardian or student to appeal the decision.

The student or parent/guardian will be referred to the district's liaison who will ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison will ensure the student is immediately enrolled in school pending the resolution of any administrative or judicial proceeding regarding an enrollment dispute. The student must be provided all relevant service and be allowed to participate fully in all school activities.

Services

Each homeless student will be provided services offered to other student, including the following:

- Transportation services
- Education services for which the student is eligible
- School nutrition programs
- Extracurricular activities

Coordination

The district will coordinate the provision of services to homeless students with local social services agents and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation or transfer of school records, to ensure that homeless students have access to available education and related services.

District Liaison

The district's liaison will ensure the following:

- Homeless students are identified.
- Homeless students enroll in and have a full and equal opportunity to succeed in district schools.
- Homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state law and regulations as well as district policies.
- Homeless families and students receive educational services for which they are eligible and referrals to healthcare services, dental services, mental services, housing services, and other appropriate services.
- The parent/guardian of a homeless student is informed of the educational and

related opportunities available to the student is provided with meaningful opportunities to participate in the education of his/her child.

- Public notice of the educational right of homeless students is distributed where such students receive services and in a manner and form understandable to the parents/guardians of such students.
- Enrollment disputes are mediated.
- The parent/guardian of a homeless student or any unaccompanied student is informed about and assisted in requesting a state-level review of the district's final enrollment decision.
- The parent/guardian of a homeless student or any unaccompanied youth is fully informed of all transportation services, including transportation to the school or origin, and is assisted in accessing transportation to the school selected.
- School personnel, service providers, and advocated working with homeless students and their families are informed of the liaison's duties and receive professional development and other support from the liaison.
- Unaccompanied students are enrolled in school, have opportunities to meet the same challenging academic standards as other students, and are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status from the local liaison for purposes of determining their eligibility for aid for post-secondary program enrollment.
- The parent/guardian has access to the resources of the district for preparation of an appeal of the enrollment decision.

The district's liaison will coordinate and collaborate with the state coordinator, community, and school personnel responsible for the provision of educational and related services to homeless students.

Policy

**ADMISSION OF LIMITED PROFICIENCY AND
MIGRANT STUDENTS**

Code JFABE Adopted: 5/18/2017 Latest Review: 04/06/2023

Purpose: To establish the basic structure for the admission of students with limited English proficiency and migrant students to schools within the district.

Students with limited English proficiency and migrant students will have equal access to the same educational opportunities as other students within the district.

A student will not be denied enrollment due to the lack of proof of immigration status and the district will not request that information from the parents/legal guardians.

Only the following two documents are required for enrollment:

- immunization records (DHEC allows a 30-day waiver for student to present records or to begin immunizations)
- birth certificates or proof of age (required for first-time enrollment of children entering kindergarten or first grade)

Parents/Legal guardians do not have to present a South Carolina driver's license or other photo ID for access to the main office in order to enroll their children in school.

Students with limited English proficiency should be placed with students of the same age.

Students with limited English proficiency and migrant students are eligible to participate in all age-appropriate school programs and to receive all available services.

The district will not deny admission to any student on the basis of race, religion, sex, disability, national origin, immigrant status, or English-speaking status.

Parents/Legal guardians may contact the state department of education to file a complaint if they believe their children have been denied enrollment due to their English-speaking or immigration status.

Adopted: 05/18/17

Legal references:

Federal Law:

Every Student Succeeds Act of 2015, Pub. L. No 114-95, 129 Stat. 1802.

Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c et seq. - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.

Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

S. C. Code, 1976, as amended:

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

Federal Cases:

Parents Involved in Community Schools v. Seattle School District No. 1, 551 U.S. 701 (2007).

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

Policy

STUDENTS IN FOSTER CARE

Code: JFABF Adopted: 12/14/2017 Latest Review: 04/06/2023

The board believes that students in foster care are best served through a collaborative relationship between the district and the South Carolina Department of Social Services (DSS). Every effort will be made to ensure that these student experience limited educational disruption during their placement in foster care and that they remain in their school of origin whenever possible.

Students in foster care will have equal access to the same free, appropriate public education as provided to other students in the district. They will also be provided the services and have access to the programs and activities that are offered to other students attending district schools, including educational services for which the students meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical educational programs, and school nutrition programs.

Definitions

Foster Care – 24-hour substitute care for students placed away from their parents/ legal guardians and from whom DSS has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, student care institutions, and pre-adoptive homes. To the extent required under applicable law, this also includes student who an appropriate student welfare agency indicates are awaiting foster care placement.

School of Origin – the school in which a student is enrolled at the time of placement in foster care.

Additional costs- the difference between what the district would otherwise spend to transport a student to his/her assigned school and the cost of transporting a student in foster care to his/her school of origin.

District Point of Contact

The superintendent will designate a district a district foster care point of contact who will be the primary liaison between the district and DSS and will be responsible for the following:

- coordinating with DSS to develop a process for implementing federal and state laws and regulations related to students in foster care
- leading the development of the best interest determination process
- facilitating the transfer of records and immediate enrollment and data sharing with DSS
- developing and coordinating local transportation procedures

Placement Process

DSS will notify the district when a student is being moved to a new residence for purposes of entering foster care. Within three school days of this notification, DSS and the district point of contact will jointly determine the student's best interest for school placement, in consultation with the student, if appropriate, and other key stakeholders who can provide meaningful input as to the student's academic, social and emotional well-being (e.g. teacher, coaches, and counselors). If the student is served by an Individualized Educational Program (IEP) or 504 Plan or receives services as an English Learner, the associated staff members must be included in this determination process. The student will stay in his/her current school of enrollment until the determination is made.

Factors that will be considered when making a best interest determination include:

- preferences of the student
- student's attachment at the school, including meaningful relationships with staff and peers
- placement of the student's siblings
- influence of the school climate on the student, including safety
- availability and quality of services in the school to meet the student's education and socioemotional needs
- history of school transfers and how they have impacted the student
- how the length of the commute would impact the student, based on the student's developmental stage
- whether the student has a disability and is served under the Individuals with Disabilities in Education Act or Section 504 and availability of all associated services
- whether the student is an English learner and will have continued access to language services

If it is determined that the best interest of the student is for him/her to transfer to the school of residence, the student will immediately (i.e., the next school day) be enrolled therein. The receiving school must enroll the student, and the school of origin should expedite the transfer of school records, which should be completed within three school days.

At the end of the student's foster care placement, he/she will be permitted to remain enrolled in the receiving school until the end of the academic year, if appropriate.

Placement dispute resolution

If the district foster care point of contact and the DSS representative do not agree on the student's best interest for school placement, the student will remain enrolled at the school in which he/she was enrolled at the time he/she entered foster care. Within five school days of the best interest determination meeting, the district foster care point of contact and the DSS representative will meet together to review the best interest determination documentation and resolve any dispute. If these two individuals are unable to agree on

placement, they will obtain guidance and consultation from their respective state-level agencies (SCDE and DSS).

To initiate this consultation at the state agency level, an email will be sent to the designated foster care point of contact at each agency via email within 10 days following the local meeting and the information from the Best Interest Determination meeting. SCDE and DSS will then work together to provide guidance and assistance to both the district and the DSS representative. If no decision regarding placement can be agreed upon, federal guidance indicates that DSS will be the final decision maker.

Transportation

Transportation costs will not be considered when determining the student's best interest.

The district foster care point of contact and DSS representative will collaborate to develop transportation requirements that detail the handling of disputes over which entity or entities will pay any additional costs incurred in providing transportation to students in foster care and which agency or agencies will pay the costs until any dispute is settled. As appropriate, input from other federal programs staff, including special education and McKinney-Vento staff, and the transportation director will be obtained in developing this plan. Input may also be obtained from the superintendent and the board, if needed.

When a transportation dispute arises between the district and DSS over paying the costs of transportation, every effort will be made to reach a resolution at the local level prior to initiating the state-level dispute resolution process.

Recordkeeping

Evidence of compliance with this policy will be maintained by the district. Such evidence includes, but is not limited to, the best interest determination, the student's immediate enrollment, and the collaboration between entities regarding transportation.

Adopted 12/14/2017

Legal References:

A. Federal Law:

1. Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802.
2. Fostering Connections to Success and Increasing Adoptions Act of 2008, Pub. L. 110-351, 122 Stat. 3949.
3. Social Security Act, 42 U.S.C.A. §671(a)(10) and § 675(1) (G) – student welfare agency requirements related to supporting normalcy for students in foster care and ensuring the educational stability of students in foster care.

B. Other:

1. South Carolina Department of Education & South Carolina Department of Social Services Joint Guidance, *Fostering Connections: Joint Guidance for Ensuing School Stability of Students in Foster Care*, December 2016.

STUDENT WELFARE

Code JG Adopted: 10/20/1988 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

The schools of this district will cooperate vigorously to expose the problems of child abuse and neglect.

All Florence County School District Three employees who have received information in their professional capacity which gives them reason to believe that the physical or mental health or welfare of a child under the age of 18 has been or may be adversely affected by abuse or neglect must report such a situation. The principal, assistant principal, teacher, nurse or counselor may make the report to a law enforcement agency in the county where the child resides or to the county where the child resides or to the county Department of Social Services.

Other school employees who have reason to believe that a child under the age of 18 has been subject to, or who may be subjected to physical abuse or neglect, may also report or cause a report to be made as stated above.

The State of South Carolina provides both civil and criminal immunity to those reporting suspected child abuse or neglect. Anyone required to report and knowingly fails to do so may be guilty of a misdemeanor.

Reporting procedures

School personnel who suspect child abuse or neglect may make a report in good faith. It is not the responsibility of school personnel to prove that the child has been abused or neglected, or to make a determination of whether the child is in need of protection. Any involvement of school personnel in investigation or treatment should be in conjunction with the local child protection unit of the Department of Social Services.

The teacher or other school employee first suspecting the abuse must make an oral report by telephone or otherwise which includes the following information:

- name, address and age of student;
- name and address of parent or caretaker;
- nature and extent of injuries or description of neglect;
- any other information that might help the cause of the injuries or condition.

In order to enable the principal to respond properly to any investigation by DSS, the person making the report shall inform his/her principal of an oral or written report submitted in case of child abuse or neglect as soon as practicable.

School employees who make child abuse or neglect reports must maintain the confidentiality of the information contained in the report. Employees will release this information only to the Department of Social Services or, in the alternative, the county law enforcement agency.

All school district employees shall maintain an awareness of their requirements and responsibilities regarding the reporting of child abuse and neglect. School administrators of this district shall provide periodic in-service on the subject.

Adopted 10/20/88; Revised 05/16/02, 02/11/2020

Constitutional and Statutory Provisions

- A. S. C. Code, 1976, as amended:
 - 1. Section 20-7-10 et. seq. – Children Code.
 - 2. Section 20-7-510 – et. seq. regarding duty of school authorities to report suspected cases of abuse and neglect.

Policy
STUDENT INSURANCE COVERAGE

Code: JGA Adopted: 10/29/1988 Latest Revision: 04/19/2012 Latest Review: 04/06/2023

The district will share student health coverage plans with parents/guardians as received from vendors. These are voluntary programs offered to parents and paid for by parents. At a minimum, the health coverage insurance may provide accident coverage for students on the way to and from school, while at school, and whenever students are engaging in school-sponsored activities.

Adopted 10/20/88; Revised 05/16/02; 04/19/2012

STUDENT HEALTH SERVICES/ ACCIDENTS/FIRST AID

Code: JGC Adopted: 10/20/1988 Latest Revision 10/20/2022 Latest Review: 04/06/2023

Sickness at school

Students who are ill may obtain a pass from their class teacher to go to the nurse's office. The school nurse will make arrangements for them to go home by contacting one of their parents or guardians, if necessary. Any student who fails to report to the office and leaves school without permission will be disciplined.

Accident/First Aid

The school nurse, first responder, or principal's designee will be responsible for providing emergency services in case of injury to, or sudden illness of, a child or staff member.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call by telecommunications.

Procedures

Each school will develop procedures for the proper handling of such emergencies. The administration will distribute these procedures to the staff.

The procedures will include the following requirements:

- The school nurse or another trained person will be responsible for administering first aid.
- The school will notify the student's parent/legal guardian of the student's illness or injury. The school will request that the parent/legal guardian make appropriate arrangements for the student's care.
- If the school cannot contact the parent/legal guardian immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school will summon medical service or an ambulance to take the student to the appropriate medical facility. Schools will notify the parents/legal guardians as soon as possible.
- Schools will administer first/aid emergency care and the routine delivery of health services to students according to the procedures specified in the Health Services Procedures Manual or other appropriate document.

Under no circumstances should a school staff member, including a school nurse, follow the terms of Do Not Resuscitate (DNR) instructions signed by the parent/legal guardian of a student.

Adopted 10/20/88. Revised: 9/17/98, 05/16/02, 04/19/12, 02/11/2020, 10/20/2022

Legal References:

- A. S. C. Code of Laws, 1976, as amended:
 1. Section 40-76-10, *et seq.*- South Carolina Automated External Defibrillator Act.
 2. Section 44-78-50 – Minors ineligible to request DNR orders.
-

Policy

VACCINATIONS AND STUDENT IMMUNIZATIONS

Code JGCB Adopted: 6/20/1991 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

All students in pre-school through twelve (12) are required to furnish a valid South Carolina Certificate of Immunization prior to enrollment. School officials shall record the immunization data on the student's health record and/or attach a copy of the certificate to the student's permanent record.

Practices pertaining to medical and religious exemptions as well as transfer students must conform to current state law or regulations of the South Carolina Department of Health and Environmental Control.

Adopted 6/20/91; Revised 05/16/02; 04/19/12, 02/11/2020

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 44-29-180 – Evidence of pupil immunization prior to admission.

- B. State Board of Education Regulations:
 - 1. R-43-272 – School Admission.

- C. State Board of Health and Environmental Control Regulations:
 - 1. R-61-8 – Immunization of Students.

Policy

COMMUNICABLE/INFECTIOUS DISEASES

Code JGCC Adopted: 10/20/1988 Latest Revision: 05/16/2002 Latest Review: 04/06/2023

The Board reserves the right to remove or exclude any child whose physical condition would expose other students to infection or infestation (example, head lice). Then a student has been prohibited from school attendance as provided above, the Board may require a satisfactory certificate from one or more licensed physicians that such attendance is no longer a risk to the student or to others attending school.

Notification of other students and staff of the existence of a communicable disease shall be accomplished in accordance with regulations and guidelines established by the Department of Health and Environmental Control.

School personnel having knowledge of a minor student's HIV infection must maintain strict confidentiality as required by state law.

Adopted 10/20/88; Revised 9/17/98, 05/16/02

Constitutional and Statutory Provisions:

- A. South Carolina Code, 1976, as amended:
 - 1. Section 44-29-200 – Attendance of teachers or pupils with contagious or infectious disease may be prohibited.
 - 2. Section 44-29-195 – Requirements for returning to school after having head lice; department to provide treatment vouchers.

- B. Department of Health and Environmental Control/Regulations
 - 1. R-61-20 – Communicable diseases.
 - 2. R-61-21 – Sexually transmitted diseases.

Policy

Assisting Students with Medications

Code: JGCD Adopted: 10/20/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

PURPOSE: To establish the basic structure for assisting students with medications.

School personnel will not dispense medications (including aspirin) except as provided in this policy.

Schools do not dispense non-prescription medicines. However, there are some situations that may require the school's cooperation with the parents/legal guardians and the physician in dispensing prescription medicines to students.

Prior to administering prescribed medication which is to be taken over a long period of time, a signed and dated request from the parent/legal guardian giving permission for the medicine to be administered must be on file with the school nurse.

An order from the physician who prescribed the medicine must be on file. This statement will contain the name of the medicine, the dosage, the time(s) to be given and the route of administration. The physician will sign and date the statement.

Upon receipt of parental permission and doctor's orders, school personnel will assist the student in taking the prescribed medication in the manner prescribed. Medication should be given by a school nurse, if possible. In cases where this is not possible, the principal may authorize other school personnel to administer medication which may include the school secretary, guidance counselor and/or assistant principal. Medications are to be recorded and initialed by the person administering them.

Parents/Legal guardians may not hold the school, district or district personnel liable for any adverse reaction to a drug when it has been given under the prescribed manner.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call.

Individual Healthcare Plan (IHP)

The district will provide certain students with special healthcare needs an individual healthcare plan. This plan will meet the needs of the student for health monitoring and care during the school day or at school-sponsored events.

In accordance with this plan, the district authorizes the student to self-monitor and self-administer medication as prescribed by the student's healthcare provider unless there is

sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

The district will grant permission to self-monitor and self-administer medication on a year-by-year basis based on appropriate written authorization from the parent/legal guardian and the student's healthcare provider who prescribed the medication.

The district will notify the parents/legal guardians at the beginning of each school year of all available services and rights under this policy pursuant to Section 504 of the Rehabilitation Act of 1973, the IDEA and medical homebound regulations.

The parent/legal guardian will sign a statement acknowledging that the district will incur no liability as a result of any injury arising from taking or using medications or self-monitoring devices by the student and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the student.

At the beginning of the school year, the district will send a notice developed by the state department of education to all parents/legal guardians that notifies them of available services and rights pursuant to Section 504 of the Rehabilitation Act of 1973, the IDEA and medical homebound regulations.

Adopted: 10/20/88; Revised: 9/17/98, 05/16/02, 04/19/12, 04/20/17, 02/11/2020, 03/10/2022

Legal references:

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

Section 40-33-70 - Amends law relating to on-site supervision of a nurse.

Sections 59-63-80 and 90 - Policy for individual healthcare plan for certain students.

Section 15-78-60 - Immunity from liability for districts and employees.

Section 44-53-360 - Prescriptions.

AUTOMOBILE USE

Code JGFF Adopted: 10/20/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

For the safety and well-being of students as well as for the purpose of conserving energy, the board requests parents to encourage students to ride school buses where available, and students who live within the walking distance of school to walk to school. Student driving of personal vehicles to school is discouraged. Where private transportation is necessary, the parents are encouraged to do the driving.

Parking on school property is a courtesy extended to students and others by the Board of Trustees.

The administration will establish rules and regulations for the safety of all persons using school lots and for the maximum protection of the vehicles. However, the district shall assume no responsibility for damage to cars or for theft of cars or articles from cars.

Permission to park on school property may be rescinded by the administration for any person who does not observe the regulations.

The district retains the authority to conduct routine searches at any time of the exterior of student automobiles parked on school property. The district retains authority to conduct searches for the interior of student automobiles whenever a school official has reason to believe that a student has violated board policies, school rules or state law.

Adopted 10/20/88. Revised: 3/10/2022

STUDENT TRANSPORTATION

Code JGG Adopted: 10/20/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

Transportation may be provided to all eligible students within the boundaries provided for by state funds and State Board of Education boundaries.

State funds are provided to transport all pupils who live more than 1 ½ miles from the school in their attendance zone. Also such funds are provided to ensure there is a bus stop within three-tenths (0.3) mile of each child's residence.

Students who travel to and from school on school buses, or who make trips in connection with school-sponsored activities, are under school supervision. The district is, therefore, responsible for them.

The administration shall establish regulations to make it possible for the district to act in this supervisory capacity.

Such regulations shall assure that they use only school-approved transportation when traveling with an official school group on field trips or to extracurricular events.

Adopted 10/20/88; Revised 05/16/02; 04/19/12; 03/10/2022

Constitutional and Statutory Provisions:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-650-10 (B) – Transportation for kindergarten students.
 - 2. Section 59-67-420 – Extent of transportation provided.
 - 3. Section 59-67-425 – Child Development Program Transportation.
 - 4. Section 59-67-490 – Proposed routes to be submitted to State Board annually.
 - 5. Section 59-67-520 – Transportation of handicapped students.

- B. State Board of Education Regulations:
 - 1. R-43-80 through 43-82 – Transportation.

STUDENT SCHOOL ACTIVITIES FUNDS

Code JHB Adopted: 10/20/1988 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

The activity fund group consists principally of monies held by the district/schools as custodian or fiscal agent for others, such as student organizations and monies held for certain auxiliary enterprises such as concessions, athletics, etc.

The Superintendent shall have responsibility and authority to implement all policies and rules pertaining to the supervision and administration of student activity funds in all schools.

Whether such funds are collected from student contribution, club fees, for special activities or result from admission to special events or from other fund-raising activities, all such funds shall be under the jurisdiction of the school principal. The principal is directly responsible to see that all funds shall be properly accounted for and used only for authorized purposes.

The principal is responsible for preparing an annual activity fund budget and for seeing that records of school activity funds comply with strict standards.

Adopted 10/20/88; Revised 5/23/91, 05/16/02, 03/10/2022

Legal References:

Department of Archives and History Regulation: Regulation 12-901 through 12-906.6
Article 9 – General retention schedules for school districts

Policy

STUDENT ORGANIZATIONS

Code JHC Adopted: 02/07/1985 Latest Revision: 04/19/2012 Latest Review: 04/06/2023

The activities and financial affairs of student body organizations in the school district will be conducted in accordance with state law and policies, rules and regulations of the school district.

Each principal shall be responsible for regulating, controlling or prohibiting clubs or other such activities on school property or during school hours. The principal shall have jurisdiction over all student organizations as well as their activity funds.

Qualifications for membership in student organizations

The public school is a democratic institution, which requires that membership in clubs and other organizations of the school, be based on objective criteria. These criteria must permit all students to compete for membership without prejudice as to race, creed or subjective judgment of their peers.

Any combination of the following may be used as the basis for selecting students for membership:

- Scholarship;
- Citizenship;
- Grade level;
- Subject level;
- Special proficiency evaluated by certificated personnel on the basis of predetermined standards.

Under no circumstances will membership in a school club be based on subjective judgment of students constituting the club.

Adopted 02/07/85; Revised 05/16/02, 04/19/12

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 1. Section 59-63-270 – Regulation or prohibition of clubs or like activities.

Policy

LIMITED OPEN/CLOSED FORUM

Code JHCA Adopted: 05/16/2002 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

The Equal Access Act requires that public secondary schools grant equal access to student groups who wish to meet for religious, political or philosophical purposes if the school allows other types of non-curriculum related student groups to meet. The district will provide a limited open forum for secondary student non-curriculum related groups to meet on school premises.

Secondary schools may not deny equal access to or discriminate against other students conducting meetings that may contain religious, political or philosophical speech or ideas with which the school disagrees. These meetings must not be otherwise unlawful or materially or substantially interfere with the orderly conduct of educational activities within the school.

Each secondary principal will establish the time for such meetings either before or after school or during the lunch hour to ensure equal access to student groups wishing to meet.

The principal will approve student group's use of school facilities to conduct a meeting during the limited open forum provided that the following conditions are met:

- The meeting will take place during the limited open forum at a time the principal designates.
- The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and that they are participating of their own volition. Only students enrolled in the school may request the meeting.
- Neither school authorities nor district employees may promote, lead or participate in these meetings. Principals may assign personnel to supervise these meetings. This action does not constitute sponsorship by the district of such meetings. School employees may, however, not only supervise but also conduct meetings that are held as part of a curriculum related or other school-sponsored activity, such as a school play or an athletic activity.
- The meeting does not in any way interfere with the conduct of the regular instructional activities of the school. Since education of the student is the prime responsibility of the school, any other activities are secondary. The school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program.
- Student meetings are not controlled, conducted or directed by persons or groups not affiliated with the school. The principal must approve visitors to the school for such meetings prior to the meeting.

- The meeting must be open to all students without regard to race, sex, gender, religion, color, national origin, disability, age, sexual orientation, or any other protected characteristics as may be required by law. The school may not in any way limit the meeting to a particular number of students.

The limited open forum policy does not apply to elementary and middle schools in the district.

Adopted: 05/16/02. Revised 04/19/12; 03/10/2022

Constitutional and Statutory Provisions:

- A. United States Statutes at Large:
 - 1. The Equal Access Act, Public Law 98-377 – Providing for equal access by students to limited open forums.
- B. S. C. Code, 1976, as amended:
 - 1. Section 59-63-270 – Regulation or prohibition of clubs or like activities.
- C. State Board of Education Regulations
 - 1. R-43-140 – Organizational Plan – South Carolina schools classified as junior high schools and schools classified as senior high schools are secondary schools.

Policy

SCHOOL-RELATED STUDENT PUBLICATIONS

Code: JHCC Adopted: 10/20/1988 Latest Revision: 04/19/2012 Latest Review: 04/06/2023

The designated sponsor(s) of any officially recognized school-sanctioned and school-financed publication (e.g. newspaper, yearbook, literary magazine, et al.) will assume the initial responsibility of screening and editing all materials earmarked for publication. Although journalism students should be given meaningful editorial latitude, the sponsor(s) retains the inherent obligation to delete any article or comment likely to create substantial disruption of, or significant interference with, school activities. The sponsor shall always consult with the principal in questionable matters.

Any student objection of a sponsor's exercise of discretion in this regard should be brought to the attention of the sponsor in writing. Within 48 hours, these complaints will be made the subject of a conference with the complainant(s), the sponsor, and the school principal. It is the principal's responsibility to decide the matter in close consultation with the district superintendent and legal counsel.

Adopted 10/20/88. Revised 04/19/12

U.S. Supreme Court:

January 13, 1988, Hazelwood vs Cathy Kuhlmeir – Gives principals new authority to monitor the content of school publications.

Policy

STUDENT ACTIVITIES / SOCIAL EVENTS

Code JHD Adopted: 04/2012 Latest Revision: 04/20/2017 Latest Review: 04/06/2023

Social events will be permitted under the guidelines outlined.

Each school principal shall provide for student activities / events as a vital part of the total educational program and as a means of developing wholesome attitudes and good human relations as well as knowledge and skills. School personnel shall properly supervise and operate the activities /events in accordance with district policies and school procedures.

The administration shall plan, develop, manage, review and evaluate student activities /events as learning experiences within the total school curriculum. Each principal shall be responsible for organizing student activities/events with adequate supervision, administering student finances and approving all student activities with the assistance of delegated members of the faculty.

Charter school student participation in extracurricular activities

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.

Home school student participation in interscholastic activities

A student residing in the district and eligible to attend schools of the district who has been taught in accordance with state law governing home schooling requirements for a full academic year prior to participating in an interscholastic activity may be eligible to participate in the interscholastic activities of the school where he/she is zoned to attend.

For purposes of this section, interscholastic activities are those extracurricular activities of the district involving participation or competition among or between schools, including interscholastic extracurricular music, speech, athletic and other such extracurricular activities.

The district will not allow an ineligible student to participate in any interscholastic activity.

Students diagnosed as disabled under the criteria established by the state board of education and satisfying the requirements of their Individualized Education Plan (IEP) as required may participate in interscholastic activities.

Any challenge to a charter school or home school student's approval, denial or revocation of the privilege to participate in an interscholastic or extracurricular activity will be subject to the review and appeal procedures, if any, pertaining to the activity involved.

The superintendent or his/her designee will be responsible for disseminating this policy and supporting information to students, staff, parents/legal guardians, coaches, athletic directors, volunteers and members of the community through means to include, but not be limited to, student/staff handbooks, athletic handbooks, district website, parent notifications, etc.

Adopted: 04/12; Revised: 04/20/17

Legal references:

Federal Legislation:

Education of the Handicapped Act - Public Law 94-142 - Provides for free, appropriate, public education for all handicapped children.

S.C. Code, 1976, as amended:

Section 59-39-160 - Requirements for student participation in interscholastic activities.

Section 59-63-425 - Student may transfer.

Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.

Section 59-65-40 - Home schooling programs.

Section 59-65-45 - Alternative home schooling requirements.

Section 59-65-47 - Associations or home schools; requirements.

Section 59-40-10, et. seq. - South Carolina Charter School Act of 1996.

Section 59-63-100, et. seq. - Equal Access to Interscholastic Activities Act.

State Board of Education Regulations:

R-43-244.1 - Interscholastic activities: academic requirements for participation.

HARASSMENT, INTIMIDATION OR BULLYING

Code : JI Adopted: 11/2011 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

The board prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation or bullying is defined as a gesture, electronic communication, cyberbullying, (cell phones and social networking sites), or a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the following.

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school
- intimidation of a weaker person: the process of intimidating or mistreating somebody weaker or in a more vulnerable situation

Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or employees may be made anonymously. The identity of the victim or reporter of bullying or harassment will be protected to the extent allowed by law.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying. The appropriate school administrator or his/her designee will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation or files a false report after consideration of the nature, severity and circumstances of the act.

The board expects students and staff to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and district. Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation, consistent with this policy.

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

The superintendent, or designee, will be responsible for ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers and members of the community including its applicability to all areas of the school environment as outlined in this policy.

The superintendent, or designee, will also ensure that a process is established for discussing the district policy with students.

Adopted November, 2011. Revised 03/10/2022

Legal references:

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

1. Section 16-3-510 - Organizations and entities revised.
2. Section 59-19-90 - General powers and duties of school trustees.
3. Sections 59-63-210 through 270 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.
4. Section 59-63-275 - Student hazing prohibited.
5. Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.
6. Section 59-63-110, et. seq. - Safe School Climate Act.

B. State Board of Education Regulations:

1. R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy

SEXUAL HARASSMENT AND RETALIATION (STUDENTS)

Code JIA Adopted: 09/17/2020 Latest Review: 04/06/2023

Florence School District Three is committed to maintaining a learning environment free from sexual discrimination and harassment. In keeping with this commitment, the district will not tolerate sexual harassment of students in the education program or any district activity (including admission) by any person, including, but not limited to, other students, staff members, volunteers, or visitors. Further, the district will not tolerate retaliation against a person who has made a report or filed a complaint alleging sexual harassment or who has participated as a witness in a sexual harassment investigation.

This policy applies to behavior that takes place:

- in any school or district building or on any school or district premises before, during, or after school
- on any bus or other vehicle as part of a school activity
- during any school or district-sponsored activity or extracurricular activity
- at any time or place when the student is under the care of district staff
- at any time or place when the behavior can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school

It also applies to behavior communicated in writing or electronically through mail, telephones, cell phones, computers, or other telecommunication devices and includes text messaging, instant messaging, and social media. In the situation that the behavior originated from a non-school computer or network, but has been brought to the attention of school officials, the decision for the district to take action in accordance with this policy will be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school. While the behavior may not be considered a violation of Title IX, it should be treated as a violation of district policy and the applicable code of conduct.

All students and staff members are responsible for helping to ensure that sexual harassment does not occur. If a student or staff member feels that he/she has experienced or witnessed sexual harassment directed towards a student, he/she will immediately notify a teacher, supervisor or building-level principal, and/or file a formal complaint with the district's Title IX coordinator as outlined in the administrative rule associated with this policy. A staff member who does not promptly report what he/she reasonably believes to be sexual harassment may be subject to disciplinary action.

Reports of sexual harassment may be made anonymously, but formal disciplinary action will not be taken solely on the basis of an anonymous report. The district will investigate all sexual harassment reports impartially, thoroughly, and promptly and take immediate and proportionate corrective action to end the sexual harassment and prevent the reoccurrence of similar misconduct. Investigations may occur even if the alleged victim does not file a complaint directly or does not wish to see action taken by district or school administration. On an individualized and appropriate basis, interim measures may be taken following receipt of a complaint to minimize the risk of harm to all parties and to prevent continued sexual harassment or retaliation.

Confidentiality

To the fullest extent practicable, while ensuring a thorough and impartial investigation, the district will keep reports and the terms of their resolution confidential, including the names of individuals who submit reports, witnesses who provide information regarding reports, and the individuals

named in such reports. All records generated under the terms of this policy and related administrative procedures will be maintained with utmost confidentiality to the extent permitted by law, specifically the Family Educational Rights and Privacy Act (FERPA). Confidentiality, however, cannot be guaranteed. All complainants proceeding through the complaint process will be advised that their identities will be disclosed to the party being accused of inappropriate conduct.

Parents/Legal guardians of any student making a complaint or against whom any complaint is made will be notified as soon as possible following the filing of the complaint.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JCDA, Student Behavior Code.

Staff members found in violation of this policy will be subject to disciplinary action, up to and including termination, and may be referred to law enforcement officials, as appropriate, consistent with district policy, including GAM Staff Conduct and Ethics.

Visitors or volunteers found in violation of this policy will be subject to appropriate sanctions and may be referred to law enforcement officials, as appropriate.

Notification

Notice of this policy will be circulated to all district schools and departments and incorporated in student handbooks. At the beginning of each school year, the information in this policy and its associated administrative rule will be provided to staff members, students, and parents/legal guardians. Information provided to students will be presented in a manner appropriate to the student's age, grade, and comprehension level.

Adopted 09/17/2020

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, *et seq.*
 - 2. American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*
 - 3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*
 - 4. Title II of the Americans with Disabilities Act, 42 U.S.C.A. Section 12132.
 - 5. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*
 - 6. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, *et seq.*
 - 7. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*

- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 16-3-755 - Sexual battery with a student.

STUDENT SEX/GENDER DISCRIMINATION

Code : JIAA Adopted: 03/17/2022 Latest Review: 04/06/2023

The district prohibits discrimination and harassment on the basis of sex or gender in all of its programs and activities by its employees, students and third parties.

Note: Upon receipt of a complaint under this policy, the administrator shall consult with the Title IX coordinator for guidance. This policy does not apply to any conduct that rises to the level of sexual harassment, as determined by the Title IX coordinator, consistent with the 2020 Title IX regulations addressed board policies JCE.

All students and employees must avoid any action or conduct which could be viewed as sex/gender discrimination or harassment or inappropriate conduct of a sexual nature, including acts of sexual violence or conduct which create a hostile environment. This includes any action or conduct communicated or performed in person, in writing or electronically through such means as a cell phone, computer or other telecommunication device, and includes text messaging and social networking.

Definitions:

Sex/Gender discrimination consists of unfair or different treatment of an individual or group of individuals based on sex or gender (including gender identity, sexual orientation, and pregnancy, childbirth and any related medical conditions).

Any student who believes they have been subjected to sex/gender discrimination is encouraged to file a complaint in accordance with Title IX. A parent/legal guardian may also file a complaint on behalf of their child. All allegations will be investigated promptly. Student who file such a complaint will not be subject to retaliation or reprisal in any form.

Any employee who is found to have engaged in sex/gender discrimination or harassment, or inappropriate conduct of a sexual nature, will be subject to disciplinary action, up to and including, a recommendation of termination. Any student who is found to have engaged in sex/gender discrimination or harassment, will be subject to disciplinary action, up to and including, a recommendation of expulsion. If a non-employee including, but not limited to, an individual working in the district through another agency or third party, a contractor, a sales representative or a service vendor is determined to have engaged in sex/gender discrimination or harassment or engaged in inappropriate conduct of a sexual nature toward an employee or student, the district will take appropriate action against the individual, including severing the relationship with the individual or entity, The district will take all other appropriate steps to correct or rectify the situation.

Adopted 03/17/2022

Legal references:

United States Code of Laws, as amended:

Age Discrimination Act of 1975, 42 U.S.C.A Section 6106, *et. seq.*

Americans with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et. seq.*

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et. seq.*

Title II of the Americans with Disabilities Act, 42 U.S.C.A> Section 12132.

Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et. seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, *et. seq.*

Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et. seq.*

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

Section 16-3-755 – Sexual battery with a student.

HAZING

Code JICFA Adopted: 05/18/2017 Latest Review: 04/06/2023

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from hazing.

The district prohibits hazing by students, staff and third parties as a part of any school-sponsored activity. All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting or engaging in any hazing activity. Further, no administrator, coach, sponsor, volunteer or district employee will permit, condone or tolerate any form of hazing.

For purposes of this policy, state law defines hazing as "the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature."

Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates.

Any student who feels he/she has been subjected to hazing is encouraged to file a complaint in accordance with policy JCDA. All complaints will be investigated promptly and confidentially. The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing

Any student or employee who is found to have engaged in hazing will be subject to disciplinary action, up to and including termination in the case of an employee or expulsion in the case of a student. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

The superintendent will be responsible for ensuring notice of this policy is provided to students, staff and parents.

Adopted: 05/18/2017

Legal references:

S.C. Code, 1976, as amended:

Section 16-3-510 - Organizations and entities revised (hazing unlawful; definitions).

Section 59-19-90 - General powers and duties of school trustees.

Sections 59-63-210 through 270 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.

Section 59-63-275 - Student hazing prohibited.

Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.

State Board of Education Regulations:

R-43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy

STUDENT SOLICITATIONS / STUDENT FUNDRAISING

Code JK Adopted: 10/20/1988 Latest Revision: 04/19/2012 Latest Review: 04/06/2023

Florence County School District Three Schools strive to safeguard the students and their parents from money raising plans of outside organizations, commercial enterprises and individuals. The superintendent or his /her designee must approve all major fund raising campaigns. All funds will be deposited in and disbursed through the district accounting system (see policy DI). Principals will share an expenditure plan as well as the final expenditures for each fundraiser with their School Improvement Council (SIC) or Parent Teacher Organization (PTO). Each school will also post the expenditure plan and final expenditures on their website.

Students in PreK-5 shall not participate in fundraising activities in which they would be selling items or soliciting contributions, pledges or orders. However, these students may be used as couriers between school and home of information, order blanks and materials pertaining to fundraising activities sponsored by the school and school-related organizations such as the PTO.

Fundraising campaigns sponsored within the school must be in support of specific student activities or projects that will contribute to the improvement of the school's program. Each campaign shall be submitted by the principal to the superintendent or his/her designee for approval and shall be carried out under the principal's supervision.

Students shall not be permitted to participate in fundraising activities during school hours, except with the expressed approval of the principal/designee.

Personal contributions to meet the basic needs of the school or to finance extracurricular activities will not be solicited by students.

No services, written materials or items from private sources shall be sold, distributed or advertised on school premises or in the school or school district without the expressed permission of the principal to the superintendent or the superintendent's designee for approval.

Permission to distribute to students materials unrelated to the individual school or school district must be requested through the superintendent or his/her designee for approval

Solicitation of monetary donations and contributions from students will be permitted only with the approval of the district superintendent or the superintendent's designee approval.

Nothing in this policy prohibits schools from participating in charitable / service fundraising campaigns submitted to the district superintendent or his/her designee for approval.

Adopted 10/20/88; Revised 5/23/91, 10/15/91, 05/16/02, 04/19/12

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 16-17-420 – Board can regulate any activity that would disturb school.

SOLICITATIONS OF STUDENTS

Code JKA Adopted 10/10/1988 Latest Revision: 05/16/2002 Latest Review: 04/06/2023

Florence County School District Three Schools strive to safeguard the students and their parents from money raising plans of outside organizations, commercial enterprises and individuals. Each school shall be limited to one fund raising campaign each year.

This policy applies particularly to ticket sales and sales of articles or services except those directly sponsored or handled by the school authorities.

No organization may solicit funds of students, canvass students for information, and sell tickets, articles or services to students without the approval of the Superintendent.

As a matter of policy, the Board expects such activities to be kept to a minimum. The Superintendent shall seek direction from the Board in instances where prior practice has set no policy as to a particular request.

All information, advertising, tickets and other materials must carry the name of the sponsor.

Adopted 10/10/88; Revised 10/15/91, 05/16/02

Policy

USE OF EPINEPHRINE AUTO-INJECTORS

Code JLCDB Adopted: 03/17/2022 Latest Review: 04/06/2023

Purpose: To establish the basic structure for the use of epinephrine auto-injectors in the district.

The board recognizes that on occasion an emergency situation may arise when a school nurse or other designated school personnel believes in good faith that a student or an individual on school premises is experiencing anaphylaxis, a life-threatening type of allergic reaction. State law permits physicians and certain medical personnel licensed to prescribe medications of epinephrine auto-injectors be maintained in the name of a school. A school may maintain a stock supply of epinephrine auto-injectors in accordance with a prescription issued pursuant to the Safe Access to Vital Epinephrine (SAVE) Act.

Pursuant to state law and in accordance with this policy, the board authorizes school nurses and other designated school personnel to utilize epinephrine auto-injectors in the following circumstances.

- Provide an epinephrine auto-injector to a student to self-administer in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is one file with the school
- Administer an epinephrine auto-injector to a student or other individual on school premises whom the school nurse or other designated school personnel believes in good faith is experiencing anaphylaxis in accordance with a standing protocol of a physician, an advanced practice registered nurse or physician assistant licensed to prescribe medication pursuant to state law regardless of whether the student or other individual has a prescription for an epinephrine auto-injector.

The superintendent or his/her designee, in consultation with the South Carolina Department of Education and the South Carolina Department of Health and Environmental Control, will develop and implement a plan to authorize the district schools to maintain a supply of undesignated epinephrine auto-injectors and to provide and administer epinephrine auto-injectors to students and other people. The plan will provide for the management of students with life-threatening allergies enrolled in the schools of the district and must include, but not limited to, the following:

- Education and training for school personnel on the management of students with life-threatening allergies, including training related to the administration of an epinephrine auto-injector; techniques on how to recognize symptoms of severe

allergic reactions, including anaphylaxis; and the standards and procedures for the storage and administration of an epinephrine auto-injector.

- Procedures for responding to life-threatening allergic reactions including emergency follow-up procedures
- A process for the development of individualized health care and allergy action plans for every student with a known life-threatening allergy.

The superintendent or his/her designee will make the plan available to the public on the district's website or by other means as determined by the superintendent.

No one, including without limitation parent/legal guardian of student, should rely on a school of this district for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector. Students and their parents/legal guardians should consult with their own physician regarding the medication.

The SAVE Act provides school boards, districts, schools, school nurses and/or other designated school personnel immunity from liability for damages caused by injuries to a student or another person resulting from the administration or self-administration of an epinephrine auto-injector and plan development and implementation as allowed and set forth under the Act. This immunity does not apply to acts of omission constituting gross negligence or willful, wanton or reckless conduct.

The district will provide a student with a known life-threatening allergy an individual healthcare and allergy action plan pursuant to policy.

Adopted: 03/17/2022

Policy

CONCUSSIONS AND STUDENT ATHLETES

Code JLCEF Adopted: 05/18/2017 Latest Review: 04/06/2023

Purpose: To establish the basic structure for the identification, management and return to play of student athletes with suspected concussions.

The board recognizes that concussions may be serious and potentially life threatening and that such injury may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries.

Recognition and management

If a coach, athletic trainer, game official or physician suspects that a student athlete under their control has sustained a concussion or brain injury in a practice or in an athletic competition, the student athlete must be removed from practice or competition at that time.

A student athlete who has been removed from play may return to play if, as a result of evaluating the student athlete on site, the athletic trainer, physician, physician assistant (pursuant to scope of practice guidelines) or nurse practitioner (pursuant to a written protocol) determines in his/her best professional judgment that the student athlete does not have any signs or symptoms of a concussion or brain injury.

A student athlete who has been removed from play and evaluated and who is suspected of having a concussion or brain injury may not return to play until he/she has received written medical clearance by a physician.

Teacher notification

A concussion can interfere with school, work, sleep and social interactions. Many athletes who have a concussion will have difficulty in school with short and long-term memory, concentration and organization. Teaching staff should be made aware of a concussed student in order to provide an appropriate learning plan until symptoms clear. The coach, athletic trainer, athletic director or school nurse will be responsible for notifying teachers of the presence of a concussed athlete in the classroom.

Concussion management plan

The district will utilize guidelines and procedures developed by the South Carolina Department of Health and Environmental Control and the South Carolina Department of Education and other pertinent information to develop and implement a comprehensive and practical concussion management plan for identifying and managing sports-related

concussions. The district will utilize this plan to inform and educate coaches, student athletes and their parents/legal guardians of the nature and risk of concussions, including the dangers associated with continuing to play after a concussion.

Information to parents/legal guardians

The district annually will distribute the concussion information sheet to all coaches, volunteers, student athletes and their parents/legal guardians. The concussion information sheet will provide information on the nature and risk of concussion and brain injury and on the risks associated with continuing to play after a concussion or brain injury.

The parent/legal guardian's receipt of the information sheet will be documented in writing or by electronic means before the student athlete is permitted to participate in an athletic competition or practice.

For purposes of this policy, student athlete as defined in state law includes cheerleaders.

Adopted: 05/18/17

Legal references:

S.C. Code of Laws, 1976, as amended:
Section 59-63-75 et seq. – Concussions and student athletes.

Policy

SELF ESTEEM PROMOTION/SUICIDE PREVENTION

Code JLDBB Adopted: 05/1/2017 Latest Review: 04/06/2023

Purpose: To establish the board's vision for the district's suicide awareness and prevention programs.

The board recognizes that suicide is a major killer of young people between the ages of 15 and 24. Therefore, the board directs the superintendent to initiate and continue appropriate awareness and prevention programs in the district.

The school staff, students and parents/legal guardians all can contribute significantly towards the prevention of adolescent suicide. The district will, therefore, consider each of these segments of the school community when developing its programs.

Since the necessary professional expertise to carry out such a program may not be adequately available within the school system, the board also directs the superintendent to identify local mental health agencies able to provide necessary assistance. The superintendent will establish a continuing cooperative relationship with these agencies in this effort.

The board directs that the program developed include information that will help the school staff, parents/legal guardians and students to do the following.

- Understand the developmental stages of adolescence.
- Understand how feelings of depression and despair can lead to suicide.
- Recognize the early warning signs of suicide.
- Learn how to help in a suicidal crisis.
- Identify community resources where teenagers can get help.
- Address the impact of such a tragedy.

The superintendent will ensure implementation of the required training in this area for the renewal of credentials for individuals employed in a middle or high school.

Adopted: 05/18/17

Legal references:

S.C. Code, 1976, as amended:

Section 59-1-150 - Kindergarten, elementary school, middle school, secondary school, junior high school and high school defined.

Section 59-26-110 - Jason Flatt Act; youth suicide prevention teacher training.

Policy

STUDENT FEES, FINES AND CHARGES

Code: JQ Adopted: 5/18/2017 Latest Revision: 10/20/2022 Latest Review: 04/06/2023

Purpose: To establish the basic structure for the assessment of student fees, fines and charges.

The board recognizes that the district may charge student fees to offset the cost of educational materials and supplies. However, the district will not deny any student a basic education because of his/her failure to pay these supplementary charges.

No school will charge a fee that has not been approved by the superintendent/ board.

The superintendent or his/her designee will work with principals to formulate the necessary controls and records to assure that all fees are uniform and held to a minimum.

The district will not charge instructional fees to students who receive free lunches and will prorate instructional fees for students who receive reduced-price lunches.

Fines and charges

No students are exempt from charges for books, lockers, materials, supplies or equipment that are lost or damaged.

Adopted: 05/18/17. Revised: 10/20/2022

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 1. Section 59-19-90(8) - Authority of board to charge matriculation and incidental fees.
 2. Section 59-63-785 – School meal debt collections and exceptions.
-

Policy

**PREGNANT STUDENTS/MARRIED STUDENTS/
SINGLE MOTHERS**

Code JQE Adopted: 10/20/1988 Latest Revision: 04/19/2012 Latest Review: 04/06/2023

Pregnant students, married students and single mothers are required to attend school under state laws. Administrators will make students aware of other special courses available to them upon request from student or parent/guardian.

The superintendent or his/her designee may grant an attendance waiver to a student who has a child if determined that suitable daycare is unavailable. The student must consult with the superintendent or his/her designee in a timely manner to consider all available daycare options or the district will consider the student to be in violation of the compulsory attendance law to include penalties for non-attendance.

In South Carolina, a Board of Trustees may not suspend or expel a student who becomes married or pregnant unless it can be shown that the student interferes with and/or is detrimental to the educational process of the district.

Title IX regulations of the Educational Amendments of 1972, Section 868.40, direct that a pregnant girl who, for medical reasons, finds it necessary to be homebound, must be provided the same services as provided to other students who are homebound for medical reasons.

Adopted 10/20/88; Revised 05/16/02, 04/19/12

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 1. Section 59-65-30 – Provides that married students, pregnant students who are mothers are exempt from school attendance.
- B. 1970 – 71 Opn. Atty. Gen., No. 3191, p. 163, Regina v. Robert English, Civil Action No. 76-616, filed August 6, 1975, United States District Court for the District of South Carolina, Columbia Division.
- C. Title IX regulations of the Education Amendments of 1972, Section 86.40.

STUDENT RECORDS

Code JR Adopted: 4/19/1985 Latest Revision: 03/10/2022 Latest Review: 04/06/2023

The principal of each school is the legal custodian of all student records for that school.

Parents/guardians or eligible students (age 18 or above) will have access to their school records. The schools will notify parents/guardians of the following:

- type of records kept
- procedure for inspecting and copying these records
- *right to have the records interpreted and explained
- right to challenge data thought to be incorrect; procedures for removing such data or inserting a rebuttal statement
- right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented

A non-custodial parent will be denied access only if a court order to deny access is presented.

The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician or school psychologist for his/her own use and that are not available to others are exempted from this definition.

The school will require prior written consent before information may be divulged to third parties. Exceptions to this rule exist for each of the following.

- school officials (persons with legitimate educational interest in the student such as instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards.)
- officials in other schools in which the student seeks to enroll
- military recruiters who seek student contact information; at the time of transfer, parents/legal guardians may review the material
- state and national educational organizations that require student data for confidential research and statistical purposes
- material under court order, although parents/legal guardians must be notified of the order

The district may disclose directory information that may include names, photographs, addresses, telephone listings, dates of birth and other information without first obtaining written parental permission. The district must define directory information in the

administrative rule accompanying this policy and the annual notice to the public before disclosure.

The principal will maintain juvenile criminal records and information provided by the department of youth services in accordance with this policy and applicable district procedures.

The principal will destroy such juvenile criminal records upon the juvenile's completion of secondary school, or when the juvenile reaches 21 years of age, whichever occurs earlier.

The superintendent will establish administrative rules for compliance with Family Educational Rights and Privacy Act and other applicable acts and regulations.

Adopted 04/19/85; Revised 10/14/88, 09/22/02, 04/19/12, 03/10/2022

Constitutional and Statutory Provisions:

United States Code, Annotated:

Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [20 U.S.C. 1232g].

South Carolina Code of Laws, 1976, as amended:

Section 20-7-3300 - Juvenile records and information provided to a public or private school.

END of SECTION J

**MOTION TO APPROVE REVISIONS MADE TO POLICIES
JB, JBD, JCAB, JCDA, JCDAB, JCDAG, JCDB, AND JDA
BY:**

2ND TO MOTION BY

VOTE:

PUBLIC RELATIONS GOALS AND OBJECTIVES

Code KA Adopted: 10/20/1988 Latest Revision: 8/18/2006 Latest Review: 04/06/2023

The Board of Trustees believes that the public schools belong to the people who create them by consent and support them by taxation. The schools are only as strong as the support afforded them by an intelligent and informed community. The support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the schools.

The district will encourage and foster cooperation between schools and local business and industry. The district will accomplish these objectives by recruiting business and industry personnel to serve on local school improvement councils, by having businesses and industry personnel serve as school volunteers or mentors, and by promoting the business/school partnership program to all local businesses and industries.

Adopted 10/20/88; Revised 08/18/06

Legal References

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

Section 59-5-65(12) – District to adopt policies and procedures encouraging school and businesses partnerships.

State Board of Education Regulations:

R-43-280 – Creating more effective partnership among the schools, parents, community and business.

PARENT INVOLVEMENT IN EDUCATION

Code KB Adopted: 08/06 Latest revision 03/10/2022 Latest Review: 04/06/2023

The Board of Trustees believes parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in a collaborative effort.

Florence County School District Three encourages, supports and values the participation and involvement of parents and families in the educational experiences of their children. The District shall be committed to developing family-friendly schools, offices and programs that welcome and serve parents and families in positive and supportive environments.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the Florence County School District Three is committed to the following:

Parent Involvement (2000 Parent Involvement in Their Children's Education Act)

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success in the following ways:

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Include parental involvement expectations as part of staff evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent involvement (No Child Left Behind Act of 2001)

Florence County School District Three also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental

involvement and to set and realize goals for parent-supported student learning. The district will do the following:

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following.
 - a) keeping families informed of opportunities for involvement and encouraging participation in various programs;
 - b) providing access to educational resources for parents/families to use together with their children;
 - c) keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs;
- Enable families to participate in the education of their children through a variety of roles.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- If practicable, provide information in a language understandable to parents.

Title I Parent Involvement

Florence County School District Three recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and state department of education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of ~~migratory~~ **migrant** students. In cooperation with parents, the district's policy, plan and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Limited English Proficient (LEP) parent involvement

Pursuant to federal law, parents of LEP students will be provide notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Adopted: 08/17/06. Revised 3/15/12, 3/10/2022

Legal references:

A. Federal law:

1. No Child Left Behind Act of 2001, P.L. 107-110 - Sections 1111- 1120B.

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

1. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
2. Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.

BOARD MEETING NEWS COVERAGE

Code KBCC Adopted: 2/1973 Latest revision 3/15/2012 Latest Review: 04/06/2023

The board believes that one of its paramount responsibilities is to keep the public informed of its actions. Therefore, representatives of the local news media shall be permitted to attend all regular, special and annual meetings of the board. In the event that representatives of the news media are unable to attend a meeting of the board, they shall be provided a summary of important board actions.

The superintendent, or designee, shall make available a copy of board meeting agenda to news media representatives.

All reports approved by the board shall be a matter of official record and, upon request, will be made available to the press or other members of the public by the superintendent.

When individual board members receive requests from news media representatives for information about board meetings, members shall refer the information seekers to the board chairman, who shall be the official public spokesman for the board (except as the board specifically delegates this responsibility to others).

(Also BCBJ)

Adopted 2/73; Revised 11/20/86, 10/20/88, 04/18/91, 03/15/12

Constitutional and Statutory Provisions:

- A. S.C. Code 1976, as amended:
1. Section 30-4-10 ,et seq. - S.C. Freedom of Information Act.
 2. Section 59-1-340 - Board meetings open to news media.

PUBLIC INFORMATION PROGRAM

Code KC Adopted: 10/88 Latest revision: 03/10/2022 Latest Review: 04/06/2023

The Board of Trustees needs full support from informed residents in its efforts to provide instructional programs and schools which challenge the potential of its students. Florence County School District Three recognizes the need for maximum school-business-community partnership in relating to the policy and operation of its schools. To this end, the board encourages full dissemination of information about the district to all residents and solicits the views of individuals and organizations on present and future instructional programs and processes.

Therefore, the board will:

1. Recognize the right and the need of the general public to be informed about the operation of the local schools.
2. Direct all school employees to encourage good school-community-business interaction by:
 - Transmitting only pertinent and accurate information to individuals upon the authorized and appropriate request;
 - Seeking ways to improve schools-community-business relations through building level programs.
3. Recognize the right of the news media to inquire, research, and report information about the schools to the public. Staff members also must consider the privacy rights of individuals and confidentiality requirement placed upon the district by law.
4. Conduct all its business in public sessions except for those Executive Sessions items specified by the Section 30-4-70 of the S.C. Code, 1976, as amended (Policy BCBK).
5. Solicit and hear views of individuals and representatives of community organizations through organized channels of communication.
6. Maintain an office of public information on the administrative level to coordinate administrative activities in the school-relations area.

Adopted 10/88; Revised 08/06, 03/15/12, 3/10/2022

Legal references:

S.C. Code, 1976 as amended:
Section 30-4-80 et seq.
Section 30-4-70 et seq.

FREEDOM OF INFORMATION/RIGHT TO KNOW

Code KDB Adopted 09/94 Last Revision 03/10/2022 Latest Review: 04/06/2023

The board is a public body and its meetings and records are a matter of public information except as such meetings and records pertain to individual personnel and other classified matters as provided by law.

The board supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information, including posting information on the district web site.

The district will provide information as expediently as possible but may take up to 10 business days to respond for records less than two years old or 15 business days for records more than two years old, as provided for in Section 30-4-30 (c) of the South Carolina Freedom of Information Act, for requests of a non-routine or extensive nature.

While in many cases the district can provide the requested information free of charge, according to Section 30-4-30 (b) of the South Carolina Freedom of Information Act, the district may establish and collect reasonable fees, not to exceed the actual costs, for the collection and duplication of requested records that are not easily accessible. If it is determined that a fee will be charged, the district will endeavor to furnish the information at the lowest possible cost and any and all charges will be consistent, irrespective of the requesting body or individual. A schedule of fees is posted on the district website.

If warranted, the district may also require a reasonable deposit of these costs before the work is performed.

Information on how to make an FOIA request, exemptions and prohibitions, timelines and fees can be found on the district website.

Adopted 9/94; Revised 12/16/04, 03/15/12, 11/16/17, 3/10/2022

Legal references:

S.C. Code, 1976, as amended:

Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act

DISTRICT-SPONSORED INFORMATION MEDIA

Code: KDC Adopted: 02/27/2020 Latest Revision 04/06/2023: Latest Review: 04/06/2023

The district website is intended to provide a means of sharing information with stakeholders and the public about the district's educational program and district-sponsored activities.

Official district websites and social media accounts include only those created by the superintendent or his/her designee; those hosted and maintained on the district's computer networks **or by third parties** with the full knowledge and approval of the superintendent or his/her designee; and those designated as official websites and social media accounts by the superintendent or his/her designee. Any websites or social media accounts that otherwise contain references to the district or its operations or educational program are not considered official, and the district will not be responsible for their content.

Building-level principals are responsible for content and maintenance of individual school websites and social media accounts. All information published on these websites and social media accounts must be approved by these individuals or their designees. The superintendent acts as the final authority when issues arise concerning these platforms and their content.

Social Media Comments Policy

The district's official social media platforms are one way the district elects to provide information to parents/legal guardians and other members of the public. Such platforms are administered by staff designated by the superintendent. The district reserves the right to remove comments that contain:

- conduct ~~or~~ **that** encouragement ~~of~~ illegal activity
- content that violates federal or state law
- content that promotes, fosters, or perpetuates discrimination against protected classes
- content that violates legal ownership interest of any other party, such as copyright or trademark infringement
- information that may tend to compromise the safety or security of the district or its technology systems
- profane language or content
- promotions of particular for-profit services, products, or political candidates or organizations
- sexual harassment content
- solicitations of commerce or advertisements, including promotion or endorsement
- spam or comments that include links to external online sites
- other comments deemed inappropriate by the district

Violators of this policy may have their comments removed. Continued or egregious violations of this policy may prompt the district to further restrict an individual's commenting on official social media platforms.

Comment review process

When a comment that is regarded as violating the social media comments policy is reported, the superintendent or his/her designee will review the comment and authorize removal, as appropriate. The superintendent's determination as to violations of the social media comments policy, and removal of comments, are final.

Adopted: 02/27/2020, Revised 4/6/2023

Legal References:

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

Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

Federal Cases:

Davison v. Randall, 912 F. 3d 666 (4th Cir. 2019).

COMMUNITY USE OF SCHOOL FACILITIES

Code **KG** *Adopted* **10/20/1988** *Latest Revision:* **04/06/2023** *Latest Review:* **04/06/2023**

In order to assure a close relationship between the school and the community, it shall be the policy of the board to grant and encourage maximum use of school facilities to responsible and properly organized **Florence County School** District Three groups for the purpose of education, recreation, and entertainment.

The superintendent, or designee, approves or disapproves all requests for use of facilities (see policy EBH). Charges shall be made according to the schedule of fees **as shown in the administrative rule for Policy KG.** ~~approved by the board.~~ The superintendent shall establish such rules and regulations as needed to implement this policy as well as to assure the preservation of school district property.

Adopted 10/20/88. Revised 03/15/12, 02/11/2020, 3/10/2022, 4/6/2023

GIFTS TO SCHOOLS

Code KHE Adopted: 06/20/1991 Latest Review: 04/06/2023

The board authorizes the superintendent to accept gifts to particular schools or the district on behalf of the board, and to report such acceptance to the board. The board will officially acknowledge the gifts and thank the donors.

In instances where the superintendent doubts the appropriateness or usefulness of an offered gift, he/she will refer the offer to the board, which will make a decision on the matter.

The district will accept a restricted gift, donation or service only after school board approval and then only if such gift, donation or service will improve the quality of education in the school.

The board reserves the right to refuse any gift or donation which it feels may adversely affect the education of district students.

Adopted 06/20/91

FREE MATERIALS DISTRIBUTION IN SCHOOL

Code: KI Adopted: 5/1973 Latest Revision: 03/15/2012 Latest Review: 04/06/2023

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

Supplemental printed materials from commercial, political, religious or other non-school sources should have approval of the principal before being used in the schools. This approval may be given to materials which are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, which are timely and up-to-date, and which promote American democratic ideals and moral values.

Teachers may use special aids (non-printed materials) such as models, videos, digital images, charts and exhibits for educational purposes with the approval of the principal although such materials may bear the name of a commercial business firm that may have provided the aid.

Educational videos secured from or through commercial sources shall be previewed by the school principal or designee prior to student viewing to assure their educational value.

Adopted 5/73; Revised 10/20/88, 01/24/02, 03/15/2012

POLITICAL CAMPAIGN MATERIALS DISTRIBUTION

Code: KIA Adopted: 02/21/2002 Latest Review: 04/06/2023

The Board of Trustees wants to promote the free expression of political ideas but also has an obligation to ensure the orderly conduct of its school programs. The board also understands its obligation to provide equitable treatment for all political parties and candidates while, at the same time, neither endorsing nor appearing to endorse any candidate or party. Therefore, the board permits:

Teachers to use political campaign materials or conduct mock elections as a relevant part of the instructional program provided that the teacher does not advocate one candidate or one party.

Teachers and principals to invite candidates to visit classes and assemblies if equal opportunity is afforded to all bona fide candidates for a particular office. A teacher must have the principal's approval prior to inviting candidates to the school, or the invitation must meet an instructional objective of the teacher.

School publications to accept political advertisements when paid advertisements are solicited from the public. The publication's sponsor and principal will be responsible for calling to the attention of the superintendent any concern regarding content. No advertisement will be refused without the superintendent seeking advice from the district's legal counsel.

School improvement councils and other school-sponsored groups to hold candidate forums in school facilities as long as all candidates are invited to attend. Any campaign materials must be removed at the conclusion of the activity.

The use of schools as an official polling place—in the event of such use, the rules and regulations of the election commission will prevail.

In an attempt to ensure that political campaign activities are not disruptive, the board prohibits:

School personnel and non-students from participating in non-school-sponsored political campaign activities, or distributing campaign materials, in schools during school hours or on school buses.

The distribution of campaign materials electronically, through courier service, or by placement in staff mailboxes, unless the material is sent through the United States mail and is addressed to an individual staff member. Political campaign materials not individually addressed and which are delivered in bulk, whether by hand or mailed, will not be distributed.

The use of school equipment to aid any candidate.

Distribution of political campaign materials on vehicles in parking lots during the school day.

Nothing in this policy should be construed as attempting to curb the political activities of district employees after hours of official employment and at non-district functions or to limit the distribution of information regarding school referenda.

Adopted: 02/21/02

PUBLIC USE OF SCHOOL RECORDS

Code **KL** Adopted: **10/20/1988** Latest Revision: **04/06/2023** Latest Review: **04/06/2023**

The board recognizes the right of any person, under the South Carolina Freedom of Information Act, to inspect or copy any public record* of the district. Pursuant to this Act, the board enacts the following policy concerning the handling of such requests:

1. All requests to inspect and/or copy records shall be made in writing to the attention of the district superintendent.
2. Within 10 business days (excluding Saturdays, Sundays and legal public holidays) of receipt of a written request, notification to the person making the request of the determination is to be given, as to whether or not the records will be made available and the reasons for the decision are to be stated. For records more than 24 months old, the initial notification deadline is 15 business days. If there are any questions concerning the status of the document(s) requested, the matter may be brought to the attention of the board and/or consultation with the board's attorney may be sought.
3. The district shall establish and collect fees for the actual cost of searching for or making copies of the records. Such records shall be furnished at the lowest possible cost to the person requesting the records. Such fees shall be determined by the superintendent and subject to the approval of the board. (Fees will not be charged for examination or review to determine if the requested documents are subject to disclosure.)
4. At the option of the board **Superintendent, or his/her designee**, certain copies of district material may be furnished without charge or at a reduced charge where it is determined that waiver or reduction of the fee is in the public interest because furnishing the information can be considered as primarily benefiting the general public.
5. Records shall be provided in a form that are convenient and practical for use by the person requesting copies of the records if it is equally convenient to provide the records in such form.
6. The following matter may be exempt from disclosure:
 - a. information of a personal nature where the public disclosure thereof will constitute unreasonable invasion of personal privacy;
 - b. matters specifically exempted from disclosure by statute or law;
 - c. documents incidental to proposed contractual arrangements and proposed sale or purchase of property;
 - d. salaries of employees below the level of department head; provided, however, that complete salary schedules showing compensation ranges for each employee classification, including longevity steps, where applicable, shall be made available; correspondence or work products of legal counsel for the district and any other material that would violate attorney-client relationships; any other matters exempt from disclosure under the South Carolina Freedom of Information Act, S. C. Code Ann. Section 30-4-10 "et seq". 1976, as amended.
7. If any public record contains material that is exempt and non-exempt, the exempt and nonexempt material shall be separated and the nonexempt material made available for examination.

*For purposes of this policy, "public record" is defined by S.C. Code Ann. Section 30-4-20(c), 1976 as amended.

Adopted 10/20/88. Revised 03/15/2012, 3/10/2022, 04/06/2023

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
 - 1. Section 30-4-10”et. seq. Freedom of Information Act.

SCHOOL RESOURCE OFFICERS

Code KLGGA Adopted: 12/14/17 Latest Review: 04/06/2023

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

Definition

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

Jurisdiction

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

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

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

Roles and Responsibilities

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

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

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

Memorandum of Understanding/Contract

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

Adopted: 12/14/2017

Legal References:

- A. S.C. Code. 1976, as amended:
 - 1. Section 5-17-12 – School resource officer definition and jurisdiction.
 - 2. Section 59-24-60 – Requires administrators to contact law enforcement.
- B. State Board of Education Regulations:
 - 1. R43-210- School resource officers.
 - 2. R43-243 – Special education discipline guidelines.
 - 3. R43-279 – Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

VISITORS TO SCHOOLS

Code: KM Adopted: 10/29/1988 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

The board encourages parents and other citizens of the district to visit classrooms at any time to observe the work of the school.

The board requires that all visitors report to the school office and receive the principal's authorization before visiting in the building. Schools will establish a sign-in procedure to ensure school and student security.

Students are required to obtain prior permission of the principal to bring guests to school.

Visitors are expected to conduct themselves appropriately while on school property. Visitors whose behavior is disruptive to the school environment shall be removed from the school premises.

By permitting visitors into the schools, the district is in no way authorizing the use of the schools as a public forum, and visitors shall limit their interactions with students and employees to those actions reasonably related to the purpose of the visit.

Principals will not permit unauthorized persons in school buildings or on school grounds. Both state law and the school board authorize principals to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on grounds.

Further, state law allows school administrators to conduct reasonable searches of the person and property of visitors on school premises.

It is against the law for school administrators or officials to conduct a strip search.

School must post notice of the search law at all regular school entrances and any other access point to the school grounds.

Adopted 10/29/88; Revised 9/15/94, 02/11/2020

Constitutional and Statutory Provisions:

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

Section 16-17-420 – Disturbing school and penalties therefore.

Section 59-19-90(5) – Board in control of property of District.

Section 59-19-120 – Board may issue regulations governing use of school buildings for other than normal school activity.

Section 59-63-110, et seq. – Search of persons and effects on school property.

PUBLIC COMPLAINTS

Code KN Adopted: 5/1973 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

Although no member of the community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred back through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern board actions or board operations only.

Complaints to any board member against any action of any employee, policy or regulation of the district will be referred to the superintendent for investigation, appropriate action or recommendations as the situation might justify.

The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Superintendent or designee
4. School Board

If the superintendent cannot resolve the matter satisfactorily, the complainant will register the complaint in writing with the chairperson of the board, setting forth the facts on which the complaint is based.

Any complaint about school personnel will be investigated by the administration before consideration and action by the Board.

Adopted 5/73; Reviewed 10/20/88; Revised: 02/11/2020

END OF SECTION K

**MOTION TO APPROVE REVISIONS MADE TO POLICIES KDC, KG,
AND KL BY:**

_____ 2ND MADE BY _____

VOTE: _____

INTER-ORGANIZATIONAL RELATIONS GOALS AND OBJECTIVES

Code LA Adopted: 10/20/88 Latest Revision: 04/06/2023 Latest Review: 04/06/2023

The public schools of **Florence County School** District Three have the primary responsibility for the formal education of the youth of the district. We recognize that many organizations while not primarily concerned with education play a definite role in the education of the youth of the district. Therefore, it shall be the desire of the board to establish positive working relationships with other public and private organizations involved in the education process.

Adopted 10/20/88. Revised 4/6/2023

SCHOOL-COMMUNITY COOPERATION

Code **LB** *Adopted:* **02/07/1985** *Latest revision:* **01/24/2002** *Latest Review:* **04/06/2023**

The district supports effective partnerships among schools, parents, community and businesses. Such partnerships contribute to the education of students in our district.

It is, therefore, the policy of the district to do the following:

- Strengthen the involvement of parents in the education of their children.
- Increase the participation of business and industry in public schools.
- Broaden community involvement in our schools.

To strengthen the involvement of parents in the education of their children, the district encourages schools to do the following:

- Conduct a minimum of two parent-teacher conferences in each school.
- Provide parents opportunities to assist in developing educational programs for their children.
- Make parenting classes and seminars available to parents.
- Provide opportunities for parents to serve on councils, to discuss academic achievement of the schools, and to become involved in parent-teacher groups.

To broaden community involvement in schools, the district encourages schools to do the following:

- Encourage volunteer programs.
- Encourage civic and professional organizations to participate in programs.
- Implement an effective public information program to inform citizens about schools and about the achievement of students.
- Establish awards' programs to recognize individuals and firms that contribute to effective partnerships.

Adopted 02/7/85; Revised 10/20/88, 01/24/02

Constitutional and Statutory Provisions:

- A. S. C. Code, 1976, as amended:
1. Section 59-5-65 (11), (12), (13), - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

RELATIONS WITH LOCAL GOVERNMENT

Code LDA Adopted: 5/1973 Latest Revision: 10/20/1988 Latest Review: 04/06/2023

The board, as an independent body, has no statutory relationship to other governmental bodies. It will, however, cooperate with other governing agencies both educational and civic, to achieve the goal of all governmental bodies, namely the best interests of the youth and the citizens of the District Three area.

While the board will maintain complete autonomy at all times, it will in cases where it deems it to the best interest of the youth and taxpayers of the district, work cooperatively with the agencies in the community.

Adopted 5/73; Reviewed 10/20/88

RELATIONS WITH POLICE DEPARTMENT

Code LDAJ Adopted: 9/15/1994 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones which may result, or do in fact result, in injury or serious threat of injury to the person or to another person or his/her property.

Specifically, the actions which will result in the immediate contact of law enforcement include, but are not limited to, the following level three offenses in the Florence District Three Student Behavior Code (JCDA):

- assault and battery
- extortion
- bomb threat
- possession, use or transfer of dangerous weapons
- sexual offenses
- vandalism (major)
- theft of property of significant value
- possession or sale of stolen property of significant value
- arson
- furnishing, selling or possession of controlled substances (drugs, narcotics or poisons)
- threats to school personnel (explicit)

Adopted 9/15/94; Revised 02/11/2020

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:
59-24-60 – Require administrators to contact law enforcement.

Policy Reference:

KLGA – School Resource Officers

POLICE INTERROGATIONS AND INVESTIGATIONS

Code LDAJA Adopted: 5/17/1988 Latest Revision: 02/11/2020 Latest Review: 04/06/2023

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is, therefore, the implicit responsibility of the school administration to protect each student under its control. Therefore:

1. Schools are not to be used for conducting routine police interrogations.
2. When law enforcement officers find it necessary to question students during the school day, the school principal or his/her designee may be present. Every reasonable effort will be made prior to questioning of the student to contact a parent/legal guardian or emergency contact for the student to offer the opportunity to be present.
3. If custody and/or arrest is involved and an official warrant has been issued, the principal/director or designee shall assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law, are observed.

Adopted 5/17/88; Revised 02/11/2020

PARENTS ORGANIZATIONS/BOOSTER ORGANIZATIONS

Code LEB/LEC Adopted: 5/17/1988 Latest Revision: 01/24/2002 Latest Review: 04/06/2023

The board looks upon school support groups as an integral part of the district. These groups can help the district promote an effective educational program. The board encourages the participation of parents organizations and booster organizations.

These groups will not have administrative authority in connection with the operation of the school. The board has final authority over all phases of the school and money raised for schools. Equipment donated to the school becomes the property of the district.

The board encourages administration, staff and employees to be supportive and accommodating to the activities of these groups. Each group shall submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval by the board.

These support groups need administrative approval for any events, programs or operations that involve:

- the participation of children;
- operation of a school service;
- charges to children;
- solicitation of children; and
- communications sent home with all children in a school.

The board directs the administration to establish regulations and procedures which will provide for an orderly and systematic operation of such groups. The board further directs the administration periodically to evaluate the productivity and impact of the support groups.

Adopted 5/17/88; Revised 1/24/02

END OF SECTION L

MOTION TO APPROVE REVISIONS MADE TO POLICY LA

BY: _____

2ND BY: _____ **VOTE:** _____