



AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
DUTCH FORK MIDDLE SCHOOL'S CAFETERIA
APRIL 16, 2018

1. Call to order at 5:30 p.m.
2. Approval of the agenda
3. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. 2018-2019 Reappointments (Exhibit B)
 - c. A briefing on the status of legal claims for services related to facilities improvements/additions at Chapin High School
 - d. Contractual matter regarding design services for elementary school #13
 - e. Contractual matter regarding HVAC replacement at Lake Murray Elementary School
4. Call to order at 7:00 p.m.
5. Welcoming remarks
6. Invocation – Larry Haltiwanger, Vice Chairman, Board of Trustees
7. Pledge of Allegiance – Reggie McFadden, student council president
8. School Board Spotlight
9. Approval of the minutes of the March 26, 2018 board meeting
10. Welcome and brief overview of Dutch Fork Middle School by Vernon Sava, Principal
11. Superintendent's Report
 - a. Update on construction at Chapin Middle School
12. Public participation*

ACTION AGENDA

13. Action as Necessary or Appropriate on Matters Discussed in Executive Session
14. Approval of contract for HVAC replacement at Lake Murray Elementary School
15. Approval to name the Irmo Elementary School's Auditorium in memory of Mr. Francis W. Allen (Exhibit C)
16. First reading approval of proposed revisions to board policy BEDH "Public Participation at Meetings" (Exhibit D)
17. First reading approval of proposed FY 18-19 General Fund Budget (Exhibit E)

DISCUSSION AGENDA

18. Proposed Board Meeting Schedule for 2018-2019 (Exhibit F)
19. Proposed revisions to board policy JICDA "Code of Conduct" and Administrative Rule JICDA-R "Code of Conduct" (Exhibit G)
20. Textbook Adoptions (Exhibit H)
21. Adjourn

INFORMATION AGENDA

22. The next board meeting will be May 7, 2018 at Lake Murray Elementary School.

*The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes. Questions asked during public participation that are placed in writing may receive a written response in a timely manner.



Minutes/March 26, 2018

The Board of Trustees of School District Five of Lexington and Richland Counties met at Leaphart Elementary School with the following members present:

Mr. Larry Haltiwanger, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mr. Michael Cates
Mrs. Jan Hammond
Ms. Beth Hutchison
Mr. Ed White
Dr. Stephen Hefner, District Superintendent
Dr. Christina Melton, District Superintendent-Elect

The following staff were in attendance:

Ms. Katrina Goggins, Director, Office of Communications
Dr. Michael Harris, Chief Student Services Officer
Dr. Allison Jacques, Chief Human Resources Officer
Mr. Len Richardson, Chief Finance Officer

Vice Chairman Larry Haltiwanger gave welcoming remarks.

The Invocation was given by Ed White, Board of Trustees. The Pledge of Allegiance was led by Cederik Tisdale and William Tisdale, students at Leaphart Elementary School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of Leaphart Elementary School was given by Courtney Long, Principal.

During the Superintendent's Report, Len Richardson presented the Monthly Financial Reports (Exhibit B).

During the public participation time, Kayla Garrett and Jenny Bowers spoke regarding the Alternative Academy buildings and fields; Tammy Maier spoke regarding Inclusion Assembly opportunity.

Tina McCaskill and Daniel Koon presented a request to name the Irmo Elementary School's Auditorium in memory of Mr. Francis W. Allen (Exhibit C).

Len Richardson presented the proposed FY 18-19 General Fund Budget (Exhibit D).

Katrina Goggins presented information on board policy BEDH "Public Participation at Meetings" (Exhibit E).

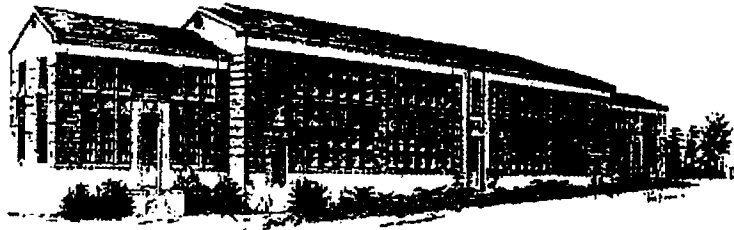
A = Absent
AB = Abstain
N = No
X = Yes
R = Recuse

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of March 26, 2018

	B A U M G A R D N E R	C A T E S	G A N T T	H A L T I W A N G E R	H A M M O N D	H U T C H I S O N	W H I T E
1. M. Baumgardner S. Hammond Approve the agenda	X	X	A	X	X	X	X
2. M. Hammond S. Hutchison Enter executive session to consider the following : a) selected employment items (Exhibit A)	X	X	A	X	X	X	X
3. M. Cates S. Hammond Approve the minutes of the March 12, 2018 board meeting	X	X	A	X	X	AB	AB
4. M. Hammond S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	A	X	X	X	X
5. M. Baumgardner S. White Adjourn at 8:22 p.m.	X	X	A	X	X	X	X

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AB = Abstain
N = No
X = Yes
R = Recuse



Irmo Elementary School

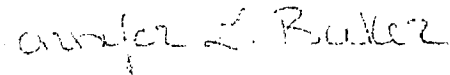
7401 Gibbes Street
Irmo, South Carolina 29063
803-476-4200 • FAX 803-476-4220
www.lexrich5.org/ies
Tina McCaskill, Principal

March 19, 2018

District Five School Board:

The Irmo Elementary School Improvement Council would like to request that the school's auditorium be named for Mr. Francis W. Allen. We were approached by a community group who was interested in having a part of the school named for Mr. Allen for the reasons outlined in the attached letter. Our SIC met on Tuesday, February 27 and voted in favor of this request. Our group has approached our PTA about being willing to house the funds that the community group would raise for the plaque(s) that would be mounted designating this honorable naming of the auditorium. Once the funds are raised, IES would like to have a small ceremony to formally announce the naming of the auditorium for Mr. Allen. His contributions to District Five certainly seem worthy of this honor. We appreciate your consideration of this request and will look forward to hearing from you before moving forward with fundraising and notification to the community group of our approval.

Sincerely,



Jennifer Baker
SIC Chairperson



Tina McCaskill
Irmo Elementary Principal

February 14, 2018

**Dr. Tina McCaskill
Principal
Irmo Elementary School
7401 Gibbes Street
Irmo, SC 29063**

Dear Dr. McCaskill:

I appreciate you and the President of the Irmo Elementary SIC meeting with me a couple of weeks ago regarding the naming of an area at Irmo Elementary after Mr. Francis W. Allen.

Mr. Allen, a veteran of WW II, a graduate of Newberry College who received his Masters Degree in Education from the University of South Carolina, began his 31 years of working in Education in 1952. His career in Lexington/Richland School District 5 was as follows:

- 1. Mr. Allen became the Principal of Irmo High in 1959. Located at the current Irmo Elementary School, there were a total of approximately 350 students in grades 1-12. Mr. Allen was principal over all of the grades.**
- 2. During the beginning of the spring semester in 1964, Irmo High moved to the present location of Irmo High School where Mr. Allen was the sole Principal of the school.**
- 3. Later in 1966 he moved back to the current Irmo Elementary School where he became principal from 1966-68.**
- 4. From 1968-1970 Mr. Allen was Principal at Irmo Junior High School. This was the first year of full integration in Lexington Richland District 5 and the Junior High was located at the site of the former African American School, Richlex. Currently, this is the Dutch Fork Elementary School site.**
- 5. In 1970 Mr. Allen became the Principal of the new Irmo Middle School and remained in that leadership role until he was called to work at the District Office where he remained until his retirement in 1983.**

As you are aware Mr. Allen touched the lives of many students who went through the Irmo Schools for over 20 years. He was beloved by many of this students and a number of them would like to have Mr. Allen's name memorialized at one of the schools in the district. Since the historical records show that he served at the current Irmo Elementary School site longer than at any other location, it would seem logical that this would be the school where a building should be named after him. A number of his former students have petitioned Lexington Richland School District 5 to name a building after Mr. Allen.

During our meeting a couple of weeks ago, it became apparent that the Irmo Elementary School Auditorium would be a good location on the school campus to remember Mr. Allen. He presided over several Irmo High graduations there, not to mention countless school assemblies.

Thank you and the Irmo Elementary SIC for your consideration in naming the Irmo Elementary School Auditorium, built in 1935, after Francis W. Allen. His former students will be extremely grateful for memorializing Mr. Allen's name in this manner. Mrs. Susie Looney Newell, 1964 Class President of Irmo High School, who spear-headed this effort will be especially pleased.

Let me know if I may be of further assistance to you or the SIC regarding this matter.


Sincerely,

Daniel H. Koon,
President of the Irmo High SIC
Lifelong resident of the Irmo area and former student under Mr. Allen



Memorandum

To: Members of the Board of Trustees

From: Katrina Goggins 
Director of Communications

Date: April 12, 2018

Re: Study of SC Midlands school districts' public participation policies

Per request of the Board, the district administration is providing comparative information on public participation policies from neighboring school districts:

Public Comment

Of the seven Midlands school districts we researched, all have a process or means through which members of the public can address the Board during public meetings. Five districts allow members of the public to sign up before or during a board meeting, while the other two require members of the public to submit requests to be added to board meeting agendas. The time provided for members of the public to speak range from 3 minutes per individual to 15 minutes for presentations by individuals. Below are summaries of school districts' policies.

- **Kershaw County School District** requires members of the public to sign up before the "beginning of public forum." Public forum is limited to a total of 30 minutes. Each speaker has a total of 5 minutes to address the Board.
- **Lexington County School District One** Policy BCBI provides a 15 minute public participation period at each of its regular monthly board meetings. An individual may address the board for up to three minutes by completing the "I would like to address the Lexington County School District One Board" card available at the meetings. The policy also states that anyone wishing to be placed on the agenda to formally address the Board "should inform the superintendent, in writing, of his/her desire to do so and his/her topic as early as possible, but no later than noon ten (10) calendar days prior to a scheduled meeting date."
- **Lexington County School District Three** Policy BEDH requires citizens to "submit a written request for an item to be placed on the agenda no later than 5:00 p.m. on the fifth working day prior to a scheduled meeting of the Board. The chairman of the Board will introduce speakers who have previously submitted a request to the Board at the appropriate time during the agenda and invite them to make comments on agenda topics...." There is a 15-minute time limit. Any presentation requiring more than 15 minutes is scheduled for a special meeting.
- **Lexington County School District Two** reserves a time period of 15 minutes "in open session for citizen participation related to any topic on the board meeting agenda." Citizens must sign up "prior to the beginning of the board meeting. A time limit of five minutes per individual or agenda item topic" is provided. Additionally, members of the public can request to be placed on the agenda by submitting a written request no later than 10 school days prior to a scheduled meeting of the Board. Time for presentations are limited to 15 minutes.

- **Lexington School District Four** provides "general public participation in which persons may address the Board. Each person that signs up to speak will be limited to a three minute presentation." Policy BEDH allows members of the public to request items be placed on the agenda. Individuals must provide a written request for an item to be placed on the agenda no later than 10 school days prior to a scheduled board meeting. Each participant is given a maximum of five minutes to present information to the Board.
- **Richland County School District One** Policy BEDH states that members of the public "must submit a written request for an item to be placed on the agenda on the day of a scheduled meeting of the Board." Each person that signs up to speak will be limited to a three-minute presentation.
- **Richland County School District Two** Policy BEDH outlines processes for both "informal" and "formal" presentations during board meetings. Under the "informal" process, time is "set aside by the Board prior to the beginning of the official meeting and again prior to the end of the meeting to allow members of the public to address the Board on matters of their concern." The Board "has the discretion to limit the time allocated to each speaker" during informal presentations. Under the procedure for "formal" presentations, citizens must "submit a written request for an item to be placed on the agenda no later than 5:00 p.m. on the third working day prior to a scheduled meeting of the Board." "Unless an extension of time is granted, each speaker will limit him/herself to five minutes."

Written Questions

School District Five of Lexington and Richland Counties values the input of the public and works diligently to provide prompt information and responses to inquiries regarding school and district matters.

On May 19, 2017, several significant changes to the state Freedom of Information Act was signed into law, including a shorter timeline for responses, clarity on FOI fees and costs, and protections against burdensome requests.

Since it was passed, the FOIA changes have been touted as a successful, fair and effective means for the public to get information. School District Five, however, has a duplicate process. Policy BEDH also provides the means for the district to provide information to members of the public. If questions are submitted in writing, members of the public "receive a response by the next school board meeting," and responses are posted on our website.

Through our research of Midlands school district policies, we found just one other policy:

...Questions or comments made during public participation may receive a response from the administration if an answer is readily available, or if the question has been provided in writing to the administration by noon the Thursday prior to the regular monthly Monday meeting. In addition, any board member may request the administration to provide an oral response to the questions asked, or statements made, during public participation at the next meeting of the board.

-Policy BEDH Public Participation at Meetings, Lexington School District Four

Administration Recommendation

The Administration recommends no significant changes to the public comment portion of the agenda but recommends that the process for providing written responses be removed from Policy BEDH, since SC FOIA already provides an adequate public records process. Attached are proposed revisions to the policy.

** Please note Public Information Officers from Midlands school districts were provided copies of their policy summaries to review for accuracy and changes made upon their request if noted prior to 10 a.m. on 4/12/18.*

Policy BEDH Public Participation at Meetings

Issued ____/18

Purpose: To establish the basic structure for public participation in board meetings.

Appearance of individuals or groups before the board

The board encourages the citizens of this community to appear and bring before the board any matter directed towards the improvement of the school system, and the agenda of the board provides for any individual or group to be heard on a subject relating pertaining to the policies or administration of the school system.

Any individual desiring to speak is requested to sign in with the director of community services beginning 15 minutes prior to the before the beginning of the meeting. The Board Chair will recognize ~~Those~~ wishing to speak to an agenda topic, or non-agenda topic, will be called on to speak during public participation. They will be asked to ~~Each speaker will~~ use the microphone provided and shall begin their remarks by ~~give announcing~~ their name, address and the group, if any, that is being represented.

The presentation should be as brief as possible, yet include all information considered important by the speaker. Unless the Board Chair allows additional time an extension is granted by the board chairman, each speaker will be limited to three minutes.

If one spokesperson has presented a matter, it is not necessary for others to repeat the same ideas, but anyone may speak who has comments to add that are pertinent.

Persons appearing before the board are reminded, as a point of information, that the members of the board are without the authority to act independently as individuals in official matters; thus, questions may be directed to the board but answers must be deferred pending consideration by the entire board. ~~However, questions or comments made during public participation may receive a response from the administration if an answer is readily available, or if the question has been provided in writing to the administration by noon of the day of the meeting. In addition, a~~Any board member may request the administration to provide an oral response to the questions asked, or statements made, during public participation at the next meeting of the board. ~~All questions provided in writing to the director of community services will receive a response by the next school board meeting. To ensure that the community is fully informed, responses will be posted on the district website. The purpose of this policy is to allow members of the public to present the Board with comments, thoughts and ideas, it is not a question and answer period. While any Board Member may request that the Administration respond to a particular question, the Board Policy is to prefer that any queries made by members of the Public are made utilizing the Freedom of Information Act.~~

The privilege of addressing the Board does not include the ability to make personal attacks on any board member, district employee or other member of the public. The Board Chair or other presiding officer is authorized to terminate the remarks of any person should the Chair in his or her absolute discretion determine that the speaker's remarks are designed to attack another party as opposed to make comments directed toward the improvement of the school system or bringing items or issues of public concern to the Board.

~~The board will not permit the objective of giving everyone the opportunity to be heard to be used as a means of making an unsupported and unwarranted attack on the members of the board or the staff of the school system. The board, therefore, vests in the chairman or presiding officer of the board the prerogative to determine whether or not a given speaker is acting within the provisions of this policy and full authority to terminate the remarks of any person when such remarks have as their objective to attack any person associated with the school system.~~

Note: *For hearing procedures before the board, see KN, Complaints.*

Adopted 1973; Revised 11/16/81, 1/21/85, 10/11/04, 5/22/06, / /18

Legal references:

S.C. Code, 1976, as amended:


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



MEMORANDUM

To: Members of the Board of Trustees

Through: Stephen Hefner, Ed.D., Superintendent

From: A. Len Richardson 
Chief Finance & Operations Officer

Date: April 9, 2018

Re: Board Meeting – April 16, 2018
First Reading - Proposed 2018-2019 General Fund Budget

The proposed FY 2018-2019 General Fund Budget will be presented for the first reading.

RECOMMENDATION:

The administration recommends for approval the first reading of the FY 2018-2019 General Fund Budget by the Board.

ALR:tl

2018-2019 Meeting Schedule
School District Five of Lexington and Richland Counties
Board of Trustees

Date	Location
July 16, 2018	Center for Advanced Technical Studies
August 13, 2018	Center for Advanced Technical Studies
September 17, 2018	Dutch Fork High School
October 15, 2018	Irmo Middle School
November 12, 2018	Lake Murray Elementary School
December 10, 2018	Oak Pointe Elementary School
January 14, 2019	CrossRoads Intermediate School
February 11, 2019	Chapin Elementary School
March 18, 2019	Dutch Fork Middle School
April 8, 2019	Irmo High School
April 29, 2019	Chapin Middle School
May 20, 2019	Ballentine Elementary School
June 17, 2019	Center for Advanced Technical Studies

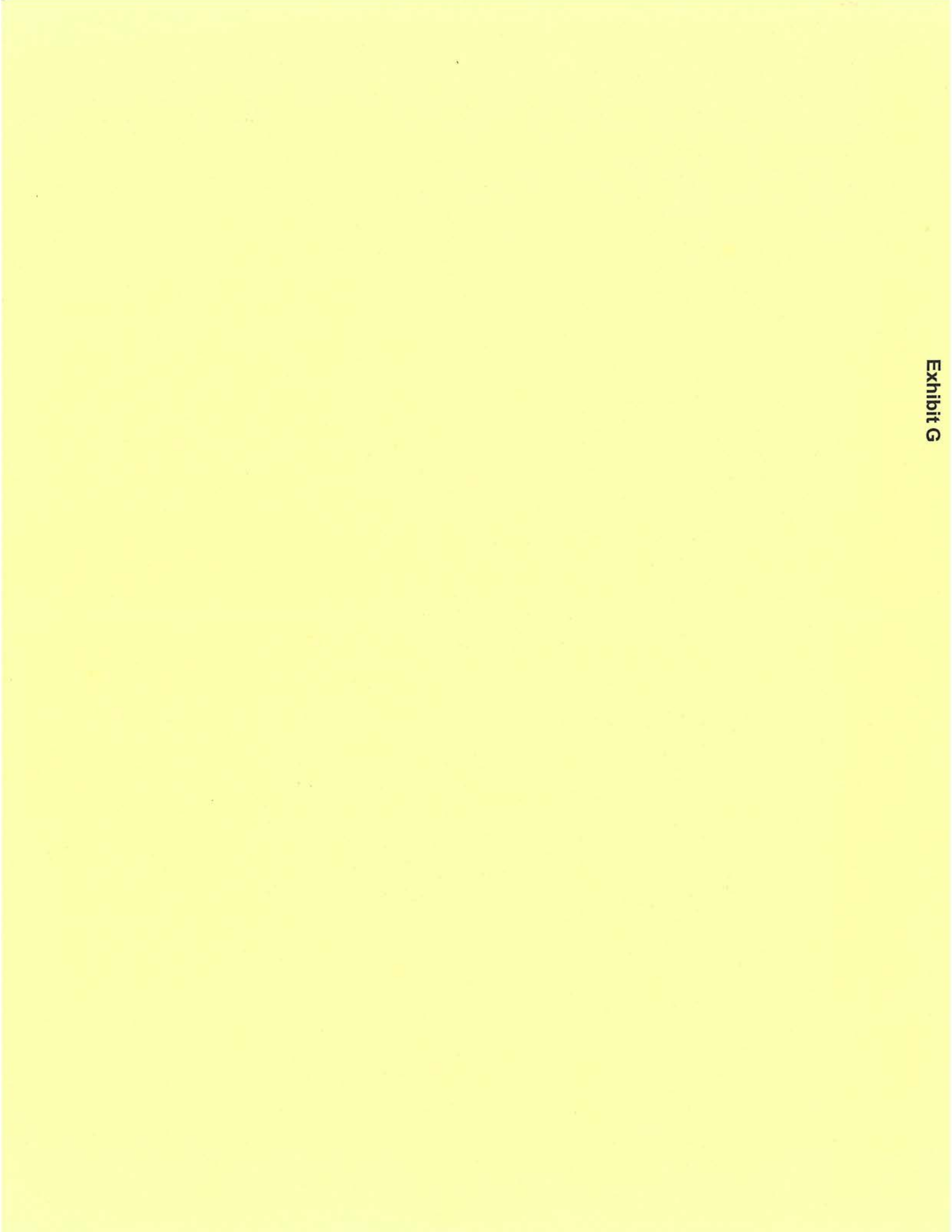




EXHIBIT G

MEMORANDUM

TO: Members of the Board of Trustees
Stephen Hefner, Ed.D., Superintendent

FROM: Dr. Michael R. Harris
Chief Planning and Administrative Officer

DATE: April 11, 2018

RE: April 16, 2018 Board Meeting, Discussion.
"Proposed Policy JICDA Code of Conduct"

Recommendation:

The administration recommends that the proposed Board Policy JICDA Code of Conduct proceed to First Reading approval.

Attachments: Recommended Policy JICDA Code of Conduct

CODE OF CONDUCT

Code **JICDA** Issued **5/10**

~~Purpose: To establish the basic structure for a code of conduct and discipline for students.~~

~~The district's code of conduct and discipline is established to achieve and maintain order in the schools. In administrative rule JICDA-R, the board and the administration offer a list of offenses along with 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 administration will consider extenuating circumstances when taking disciplinary action.~~

~~The administrative rule is effective during the following times and in the following places:~~

- ~~• on school grounds before, during or after school hours~~
- ~~• on school grounds at any other time when the school is being used by a school group~~
- ~~• off the school grounds at any school and/or school-related activity, function or event~~
- ~~• on a school bus or other school vehicle~~
- ~~• at any time or in any place (including off school grounds and during non-school hours) where student conduct has a direct effect on the school's ability to maintain an orderly and safe learning environment including participation in a district approved technology-delivered course~~

Adopted 5/10/10

~~Legal references:~~

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

- ~~1. Section 59-19-90 General powers and duties of school trustees.~~
- ~~2. 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.~~
- ~~3. Section 59-67-240 Other duties of bus driver; discipline of students for misconduct.~~
- ~~4. Section 59-63-280 Possession of paging devices by public school students; mobile telephones included; adoption of policies.~~
- ~~5. Section 16-3-1040 Threatening the life, person or family of a public official.~~

~~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.~~

CODE OF CONDUCT

Code **JICDA** Issued

The board expects students to conduct themselves in an orderly, courteous, dignified, and respectful manner. This requirement refers to actions toward other students and teachers, language, dress, and manners. The board believes self-discipline is an interpersonal goal of public education.

Students have a responsibility to know and respect the policies, rules, and regulations of the school and district. Violations of such policies, rules, and regulations will result in disciplinary actions.

The district's code of conduct and discipline is established to achieve and maintain order in the schools. In administrative rule JICDA-R, the administration offers a list of offenses along with 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 board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy (see policies JKD and JKE). The administration will consider extenuating circumstances when taking disciplinary action.

The administrative rule is 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
- off the school grounds at a school activity, function, or event
- en route to and from school on a school bus or other school vehicle

Adopted ^

Legal references:

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

1. Section 59-19-90(3) - General powers and duties of school trustees - regulation of student conduct.
2. Sections 59-63-210 through 280 - Grounds for which trustees may expel, suspend, or transfer pupils.
3. Section 59-63-370 - Student's conviction or delinquency adjudication for certain offenses; notification of senior administrator at student's school; placement of information in permanent school records.
4. Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.

B. State Board of Education Regulations:

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



MEMORANDUM

TO: Members of the Board of Trustees
Stephen Hefner, Ed.D., Superintendent

FROM: Dr. Michael R. Harris
Chief Planning and Administrative Officer

DATE: April 11, 2018

RE: April 16, 2018 Board Meeting, Discussion.
"Proposed Administrative Rule JICDA-R Code of Conduct"

Recommendation:

The administration recommends that the proposed Board Administrative Rule JICDA-R proceed to First Reading approval.

Attachments: Recommended Administrative Rule JICDA-R

CODE OF CONDUCT

Code **JICDA-R** Issued **5/14**

~~In order to maintain an appropriate educational climate, it may be necessary to apply disciplinary sanctions to students, including their removal from the learning environment. These sanctions will occur only for good cause and in accordance with applicable state and federal law.~~

~~The following regulations are designed to protect all members of the educational community in the exercising of their rights and responsibilities.~~

~~These regulations are effective during the following times and places.~~

- ~~• on school grounds before, during or after school hours~~
- ~~• on school grounds at any other time when the school is being used by a school group~~
- ~~• off the school grounds at any school and/or school-related activity, function or event~~
- ~~• on a school bus or other school vehicle (including school bus safety rules)~~
- ~~• at any time or in any place (including off school grounds and during non-school hours) where student conduct has a direct effect on the school's ability to maintain an orderly and safe learning environment.~~

~~Students and parents/legal guardians are encouraged to become familiar with the rules and regulations contained in this booklet. If there are any questions, they should talk with the building level administrator or call the district hearing officer.~~

~~In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular situation and may consider, but will not be limited to, verbal and/or written statements of admission, witness statements from others, video surveillance, et al.~~

~~The board of trustees has the authority to approve a one-year pilot plan for any school that alters any consequences for categories 3 and 4. The results of the one-year pilot plan would be reported to the board for consideration of incorporation into the district wide plan.~~

Harassment, intimidation or bullying

~~School District Five of Lexington and Richland Counties prohibits any acts of harassment, intimidation or bullying of a student by students, staff and third parties which interfere with or disrupts a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment, whether such acts occur 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 by the district as a gesture, a written, verbal, physical or sexual act, or electronic communication, to include cyber bullying (which is the use of cell phones, instant messaging, email, chat rooms or social networking sites such as Face Book, My Space and Twitter) that is 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.~~

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PAGE 2 - JICDA-R - CODE OF CONDUCT

- ~~• Insulting or demeaning a student or group of students causing substantial disruption in or substantial interference with the orderly operation of the school.~~

~~Any student who believes that he/she has been subjected to harassment, intimidation or bullying in violation of this policy is encouraged to file a complaint in accordance with procedures established by the district. 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, although disciplinary action will not be taken against any person solely on the basis of an anonymous report.~~

~~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 of harassment, intimidation or bullying.~~

~~The board expects students 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 who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action in accordance with the district's student behavior code. Any employee who violates this policy will be subject to disciplinary action. The district also may refer any individual who has violated this policy to law enforcement officials. The district will take any other appropriate steps to correct or rectify the situation.~~

~~The superintendent or his/her 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 his/her designee will also ensure that a process is established for discussing the contents of this policy with students.~~

~~The district's procedures for responding to incidents of bullying, harassment, and/or intimidation are as follows:~~

- ~~• Any student or parent/legal guardian of a student who believes that the student has been bullied, harassed or intimidated in violation of district policy should immediately report such conduct to a teacher, administrator or other school official. The report may be oral or in writing.~~
- ~~• Any school employee who observes an incident of bullying, harassment or intimidation of a student will immediately report the incident to the appropriate building administrator. (principal or assistant principal)~~
- ~~• Any school employee who receives a report of bullying, harassment or intimidation will immediately forward the report to the appropriate building administrator. (principal, assistant principal)~~
- ~~• Anyone employed by the school district has the responsibility of reporting any known or reported incidents of bullying, harassment or intimidation of any student, faculty or other district employee to the appropriate school or district administrator.~~
- ~~• An administrator will promptly and thoroughly investigate all such reports and upon completion of that investigation, will notify the parents/legal guardians of all affected students that corrective action has been taken by the school.~~

PAGE 3 - JICDA-R - CODE OF CONDUCT

- ~~• Corrective action may include the student perpetrator being disciplined in accordance with the student code of conduct, as well as being required to complete program(s) regarding conflict resolution, anger management and/or social interaction skills.~~
- ~~• In any disciplinary incident in which safety is a concern, a student may be temporarily suspended from the bus pending the result of a full investigation. Investigations will normally be completed within three school days. No student will be removed from the bus until a transportation supervisor has made direct contact with the student's parent/legal guardian. Students will have the right to appeal bus suspensions to the transportation coordinator.~~
- ~~• When an out-of-school suspension and school bus suspension are adjudicated for an incident, the school bus suspension will begin after the completion of the out-of-school suspension.~~

Definitions of terms

~~**AIDING AND/OR ABETTING WITH A RULE VIOLATION:** Assisting with or intentionally being in the presence of another student when a violation of policy occurs.~~

~~**ARSON:** To intentionally damage any real or personal property by fire or incendiary device.~~

~~**ASSAULT OF A STAFF MEMBER:** Any deliberate inappropriate physical contact with a staff member. Any adult who has been authorized by the school to supervise students is considered a staff member in case of an assault. In determining whether an assault has occurred, the principal or his/her designee will determine the level of injury to the staff person, as well as the specific facts and circumstances of the incident.~~

~~**AUTO BREAKING/TAMPERING:** Entry into any type of motor vehicle parked on school district property, or a vehicle that is owned, stored or used by the school district with the intent to commit a crime. This includes, but is not limited to, vehicles belonging to faculty, students, parents/legal guardians, visitors, school buses and driver education vehicles. Entering an open or unlocked vehicle without permission with intent to commit a crime constitutes auto breaking/tampering. Forced entry is not required.~~

~~**BURGLARY:** Entry at any time of the day into any school, portable classroom, school district building or structure on school property without consent with the intent to commit a crime. Forced entry is not required in burglary violations.~~

~~**CONTROLLED SUBSTANCE:** A drug, substance or immediate precursor as defined in Sections 44-53-190 through 44-53-270. Prescription medications are considered controlled substances and any person, who knowingly or intentionally possesses, dispenses or uses the substance, unless the substance was obtained directly from his/her valid prescription, will be considered in violation of the policy.~~

~~**CRISIS:** A situation that may result in the disruption of the safe and orderly operation of the school or school bus.~~

~~**DRUG PARAPHERNALIA:** Any instrument, device, article or contrivance used, designed for use or intended for use in ingesting, smoking, administering or preparing marijuana, hashish or cocaine. Examples of paraphernalia include, but are not limited to, smoking screens, marijuana or hashish pipes or bowls, rolling papers, chamber pipes, drug scales and roach clips.~~

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~~**EXTRACURRICULAR ACTIVITIES:** Any and all school sponsored activities, clubs and organizations that meet for the purpose of representing the school or district in competitions, awards ceremonies or community appearances. This would also include athletic programs, band, chorus and social functions, i.e., proms and school dances.~~

~~**FIGHTING:** Mutual combat. This may include pre-meditated attacks or assaults initiated by verbal disagreements.~~

~~**FIREARM:** Any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by explosion or burning substance or any device readily convertible to that use.~~

~~**GRADUATION:** The awarding of an academic degree, usually signifying the end or completion of state requirements for a diploma. Participation of any student under suspension or expulsion by a school or the district will be prohibited from graduation exercises, programs and ceremonies.~~

~~**HARASSMENT:** A pattern of intentional, substantial and unreasonable verbal, written or physical contact that is initiated, maintained or repeated after being given notice by a teacher/administrator that the conduct is inappropriate.~~

~~**HAZING:** To pursue by requiring unnecessary or disagreeable work; by banter, ridicule or criticism; or to play abusive and humiliating tricks on someone by way of initiation.~~

~~**HEALTH CODE VIOLATIONS:** For the purpose of this policy, the following are considered health code violations: deliberate spitting on or at another person or his/her food or beverage; deliberate urination or defecation in a public or inappropriate location; and other such health code violations will be considered as prohibited (see category 2).~~

~~**HONOR CODE:** The expectation of the student to demonstrate integrity and individual responsibility, personally and academically, to maintain a fair and honest environment.~~

~~**INDECENT EXPOSURE:** To willfully expose one's private body parts to view of others.~~

~~**INHALANT:** An aromatic hydrocarbon or other such substance used for the purpose of intoxication or inebriation. Examples of inhalants include, but are not limited to, gasoline, magic markers, glue, whiteout or nitrous oxide.~~

~~**LYNCHING:** Section 16-3-220. Any act of violence inflicted by a mob upon the body of another person and from which death does not result.~~

~~**MOB:** Section 16-3-230. A "mob" is defined for the purpose of this article as the assemblage of two or more persons, without color or authority of law, for the purpose and with the intent of committing an act of violence upon the person of another.~~

~~**PERSONAL PROPERTY:** For the purposes of this policy, all property that is not owned by the district/school is considered personal property.~~

~~**PHYSICAL ASSAULT:** Knowingly, recklessly having the intent to cause bodily injury to another person. This does not include in the elementary school a temper tantrum by a child or incidental bodily contact. The principal or his/her designee at the elementary school will make a determination as to whether physical assault has occurred.~~

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~~POSSESSION:~~ ~~Being in a student's locker, purse, gym bag, backpack or other item carried by or belonging to the student, on the student's person or in a car driven by or occupied by the student or items found in a car parked on school property or at a school sponsored activity. In determining whether a student intentionally or knowingly possessed an item, the principal or his/her designee will consider all the facts and circumstances of the particular incident.~~

~~PROHIBITED WEAPON:~~ ~~Knife with a blade over two inches long, a blackjack, a dirk (a stabbing knife such as a switchblade), a metal pipe or pole, metal knuckles, razor, razor blade, martial arts throwing star, BB gun, pellet gun or any other deadly weapon usually used to inflict personal injury. To determine the length of a knife blade, it will be measured from the tip to where the blade and handle (casing) meet. Box cutters and utility knives containing blades are also prohibited on school/district property.~~

~~When a weapon is found in a student's possession, it is up to the school principal to determine if the student's possession was knowing or intentional. If the student maintains that he/she did not knowingly have possession and the explanation is credible to the administrator, the student will not be suspended. If the student's explanation is not deemed credible by the principal, policy requires secondary students to be suspended with a recommendation for expulsion. First offense elementary students may receive a suspension depending on the circumstances.~~

~~Students who realize they have accidentally brought a weapon such as a knife to school should go immediately to a teacher or administrator and turn it in. If it is clear the student turned the item in immediately upon discovery, the student will not be suspended. Students who delay turning in such an item or who turn in the item only after having been discovered, may be suspended with a recommendation for expulsion.~~

~~South Carolina law requires the school to notify local law enforcement officials when a gun or knife with a blade in excess of two inches is found in the possession of a student. Law enforcement officials determine if a student is to be charged and taken into custody.~~

~~REPLICA GUN:~~ ~~A device which appears to be an operable firearm and is presented as being a real gun, but which lacks the ability to expel a projectile. Replica guns do not include obvious toy guns.~~

~~SEARCHES:~~ ~~School administrators have the right to search a student's purse, gym bag, backpack and any other item carried or possessed by a student, as well as the student's person, pockets or car upon reasonable suspicion. Metal detectors may be used in accordance with board policy. Searches of school property, including lockers and desks, may be conducted in accordance with board policy. Canine searches are also routinely conducted in accordance with board policy.~~

~~SEXTING:~~ ~~The act of sending sexually explicit messages or photos electronically, primarily between cell phones or Internet.~~

~~SEXUAL ASSAULT:~~ ~~Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. This definition includes forcible rape, forcible sodomy or forcible rape with an object.~~

~~SEXUAL HARASSMENT:~~ ~~Unwelcome sexual advances, sexual gestures, or sexual favors and other verbal or physical conduct of a sexual nature where there is a pattern of harassing behavior or a single significant incident. Such conduct interferes with the student's education or creates an intimidating, hostile, offensive school environment. Sexual harassment may include, but is not limited to, verbal harassment, including sexually offensive comments or slurs; physical harassment, physical interference with movement or work; or visual harassment such as sexually offensive cartoons, drawings or posters. Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.~~

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~~**TRESPASSING:** Being on any district property or school campus at an unreasonable hour when not involved in a school activity, when school is out, or present on the campus of a school not enrolled in without school administration or district level authorization. Unreasonable hours in this context include, but are not limited to, after 11:00 p.m. when the school facility is not in use for an approved activity, at any time on school holidays, during summer break, and weekends or at any time someone is found inside a fenced in area that is posted with no trespassing signs. Students who are on suspended or expelled status will also be considered as trespassers if they do not have prior express school administration or district level authorization to be on school grounds.~~

~~**UNDER THE INFLUENCE:** In determining whether a student is under the influence of alcohol, inhalants or controlled substances, the student's appearance/manner, his/her behavior and/or the presence of an alcohol/drug odor or statements made by the student as to consumption may be considered. Because any consumption of alcohol or drugs by a minor is illegal, any consumption, without regard to amount, of alcohol or drugs/controlled substances/inhalants will constitute under the influence for the purpose of this policy. Law enforcement and/or the school nurse will assist building administrators in making the determination of whether a student is under the influence.~~

~~**VANDALISM:** Intentionally or recklessly causing damage to or defacing school or personal property or such action causing disruption to the educational process and/or school activities.~~

~~**Suspension from school or transportation and appeals**~~

~~Suspension in or out of school will be assigned by the school principal/director or his/her designee according to the procedures specified in board policy JKD (Suspension of Students).~~

~~Suspension from riding in a school bus or in other school vehicles will be assigned by the office of transportation. Inappropriate behavior (categories 1, 2, 3) on a bus will also involve school assigned consequences.~~

~~After a parent/legal guardian is notified in writing of a suspension, the parent/legal guardian has three school days to request an appeal of the suspension. The request for appeal must be in writing and should state the specific basis for the appeal. Suspensions may be appealed as follows.~~

- ~~• To the principal if the decision to suspend was made by a school level designee.~~
- ~~• To the district hearing officer if the decision to suspend was made by the principal.~~
- ~~• Bus suspensions may be appealed to the coordinator of transportation.~~
- ~~• In the event that the principal determines that he/she has been too involved in the decision to suspend to conduct an impartial hearing, the principal may request that the district hearing officer conduct the appeal hearing.~~
- ~~• In cases of eight to 10 day suspensions, if the principal holds the appeal hearing and subsequently decides to uphold the suspension, the parent/legal guardian may petition the district hearing officer for a further appeal, provided that such petition is made in writing within three school days of the date of the signed receipt of the decision letter from the principal. The petition will state on what basis the parent/legal guardian believes that the suspension was unfair or unwarranted. The district hearing officer will have discretion whether to grant a further appeal and that decision will be final.~~
- ~~• All in school suspensions and out of school suspensions under eight days may not be appealed beyond the school level unless the suspension was initially assigned by the principal. There is no appeal for detentions or lesser consequences beyond the school level.~~

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~~Whenever a student is suspended, the administrator will schedule a conference with the student's parent/legal guardian within three school days of the suspension. The conference date will be extended beyond the three days only if the parent/legal guardian requests an extension in writing.~~

~~After the second in- or out-of-school suspension, the parent/legal guardian may be called in for a student assistance intervention meeting before the student can return to school/class. These meetings may also be held for each student that has accumulated at least one Category II level offense, two Category III level offenses and anytime during five to 10 Category IV level offenses. The purpose of the meetings will be to discuss individual student school behavior plans, academic progress and achievement, and social awareness.~~

~~These meetings may be held with the following members present: parents/legal guardians, students, school administration and school counselor/ social worker. Although the school counselor and social worker will serve as an advocate for the parent/legal guardian and student, the parent/legal guardian is free to have additional support personnel present. A behavior contract also will be signed by the parent/legal guardian and student after the second out-of-school suspension.~~

~~For high schools, suspension days are recorded as unexcused absences. Unexcused absences are counted towards the denial of credit. An attendance make-up program will be offered in the high schools for unexcused absences. No student will be denied credit due to excessive absence solely on the basis of his/her suspensions.~~

~~Expulsion from school~~

~~Expulsion will be recommended only by the principal of the school to which the student is assigned. Procedures to be followed regarding expulsion are specified in board policy JKE (Expulsion of Students). Expelled students may not attend any event in which a district five school is participating nor be on any district property during the period of expulsion.~~

~~Any expelled student who is on district property after school hours for church services, recreational league sports or if it is court ordered, (monitored) community service hours must have the prior written permission of the superintendent or his/her designee.~~

~~Law enforcement involvement~~

~~All Category 1 Offenses will result in law enforcement involvement. Some offenses in Categories 2 and 3 will also involve law enforcement.~~

~~Dismissal of expelled students from the Academy for Success~~

~~The principal of the Academy for Success will have the authority to dismiss any expelled student from the Academy based upon the student's behavior violations while enrolled at the school. The dismissal may be appealed to the district hearing officer and will be reported to the superintendent.~~

~~Each expelled student accepted at the academy will be placed on a behavior contract. The student and parent/legal guardian will be notified of the dismissal and the reason for the dismissal in writing and may appeal the dismissal to the district hearing officer, provided that any such appeal is made in writing within three school days of receipt of the notice of dismissal.~~

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Category 1 offenses

Acts considered to be Category 1 Offenses include, but are not limited to the following.

~~1.789 ***Possession, transfer or use of a firearm.~~

~~1.789 ***Possession, transfer or use of a prohibited weapon other than a firearm including a knife
with a blade over two inches, BB gun, paint ball gun, pellet gun, air soft pistol, razor, razor blade, martial arts throwing star, metal knuckles, mace and pepper spray, blackjack, adir and a metal pipe or pole. Box cutters and utility/X-Acto knives containing any size blades are also considered a violation of this section. (SC 16-23-430.) (See Glossary)~~

~~1.680 ***Possession, transfer, distribution, use in any amount or being under the influence of alcohol. Since alcohol consumption is illegal by minors, consumption of any amount of alcohol will constitute a violation of this section. This includes being present on district/school property or at any school-sponsored event after using any amount of these substances (see note 1) (See Glossary).~~

~~*Note 1: In determining whether a student is under the influence of drugs or alcohol, the student's appearance/manner, his/her behavior and/or the presence of an alcohol odor, as well as statements made by the student and others as to consumption of alcohol or drugs, will be considered.*~~

~~1.580/1.570/1.575~~

~~***Possession (1.580), transfer (1.570), distribution (1.570), use in any amount or being under the influence (1.575) of marijuana (including marijuana seeds), hallucinogenic drugs, inhalants or any other controlled or illegal substance. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances (see note 1) (See Glossary).~~

~~*Note 1: In determining whether a student is under the influence of drugs or alcohol, the student's appearance/manner, his/her behavior and/or the presence of an alcohol odor, as well as statements made by the student and others as to consumption of alcohol or drugs, will be considered.*~~

~~1.610 ***Sexual assault.~~

~~1.520 ***Assault of a staff member or any other adult designated by the school to supervise students, including volunteers (See Glossary).~~

~~1.500 ***Arson, which is the intentional damage of school property or attempted arson of school property (See Glossary).~~

~~1.260 ***Communicating a threat of a destructive device or weapon. Communicating, writing, threatening or transmitting to a person or school facility that there is, or will be, a destructive device, bomb, shooting or dangerous event, with the intent of intimidating, threatening or interfering with government functions or school activities; or, harboring one who is guilty of this offense.~~

~~1.700 ***Possession or transfer of dangerous explosives, plastic explosives, chemical reaction-type and pipe bomb materials including, but not limited to, Molotov cocktails and dynamite.~~

~~1.510 ***Active participation in an act of mob violence, to include lynching. A mob is described as two or more people (See Glossary).~~

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- ~~1.350 ***Unauthorized tampering with security, fire, access control of surveillance system or alarms.~~
- ~~1.690 ***Participating in sexual conduct/activity which also includes compromising situations and circumstances. Such conduct may involve only the individual student or may involve other people.~~
- ~~1.540 ***Burglary to a school, portable classroom, school district building or any structure on school district property.~~
- ~~1.700 ***Auto breaking unlawful entry into a motor vehicle on school property or into a school district vehicle at any location.~~

~~Consequences for students who commit a Category 1 Offense will be as follows.~~

- ~~• Students will be suspended immediately pending a possible recommendation for expulsion from school. During the investigative period high school and middle school students may be suspended from school for up to three school days pending a possible recommendation for expulsion. Once the investigation has been completed, the principal will meet with the student and his/her parent/legal guardian to discuss the results of the principal's investigation and to provide the student the opportunity to present his/her defense to the matter. At the conclusion of that meeting, the principal will inform the student whether he/she intends to proceed forward with the recommendation for expulsion.~~
- ~~• Whenever these offenses are committed, law enforcement will be called and charges (juvenile petition or warrant) will be filed against the perpetrator. Although in some cases, law enforcement's decision whether to press criminal charges for weapons or drugs may require possession of that item on the person, in all such cases the school administrator will still contact law enforcement and file an incident report.~~
- ~~• In considering the developmental appropriateness of consequences, kindergarten, first and second graders, will be addressed as follows.~~
 - ~~— First offense which will be determined by the principal or his/her designee, may include, but not be limited to, a parent conference, time out, detention hall, administrative review, in-school suspension or out-of-school suspension.~~
 - ~~— Second offense will result in a three day out of school suspension.~~
 - ~~— Third offense will result in a five day out of school suspension and recommendation for expulsion.~~
 - ~~— Fourth offense will result in an automatic recommendation for expulsion.~~
- ~~• Elementary students, grades three through five, will be addressed as follows.~~
 - ~~— First offense will result in a three day out of school suspension and the student may be recommended for expulsion.~~
 - ~~— Second offense will result in a 5-day out of school suspension and the student may be recommended for expulsion.~~
 - ~~— Third offense will result in an automatic recommendation for expulsion.~~

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- ~~• Students who are suspended out of school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.~~
- ~~• Restitution of property and damages where appropriate will be sought by the school or district.~~
- ~~• Secondary students who commit alcohol, drug or sexually related violations will be referred to an appropriate counseling program. Failure to successfully complete an approved counseling program may result in additional disciplinary action. Alternative eight to 10 week alcohol and other drug programs must be approved by the district hearing officer.~~
- ~~• Elementary students who commit alcohol, drug or sexually related violations will be referred to the appropriate school personnel for assessment.~~
- ~~• Students who are expelled for possession of a firearm will be subject to the 1995 federal and state laws that mandate a one year (365 days) expulsion term unless the superintendent determines to reduce the term of expulsion.~~

Law enforcement involvement

~~All Category 1 Offenses will involve law enforcement. Category 2 and 3 Offenses may involve law enforcement. These offenses are noted with two stars (**) or three stars (***) as follows.~~

~~** Law enforcement may be contacted after investigation of the situation.~~

~~*** Law enforcement will be contacted and police report will be filed.~~

Category 2 Offenses

~~Acts considered being Category 2 Offenses include, but are not limited to, the following.~~

~~2.760/2.670/2.740 —~~

~~*** Vandalism (2.760), theft (2.670), possession or transfer (2.740) of personal or school district property where value is \$50.00 or more.~~

~~2.027 ** Making serious threats to a staff member or any other person authorized by the school to supervise students.~~

~~2.750 ** Trespassing (See Glossary).~~

~~2.010 ** Detonating (in any way causing to go off) fireworks, incendiary devices, smoke and/or stink bombs or other noxious gas devices.~~

~~2.004 *** Selling, possessing, transferring or using items represented as being illegal or substantially similar as controlled substances, prescription drugs or over the counter drugs, without regard to amount.~~

~~2.004. ** Selling, possessing, transferring or using items that are substantially similar in color, shape, size, or markings to a controlled substance, i.e., Wizard Smoke, etc. See JICH.~~

~~2.520 *** Physical assault of a student (See Glossary).~~

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- ~~2.789 *** Possession of a knife with a blade two inches or less, starter pistol, replica weapon/device or bat. The blade will be measured from tip to base. This does not include a baseball bat that has been approved for recreational purposes in the elementary school.~~
- ~~2.004 ** Possession of any item of drug paraphernalia (See Glossary).~~
- ~~2.789 *** Use of any item not generally considered as a weapon but used as a weapon to inflict bodily harm. Such items include, but are not limited to, a knife with a blade two inches or less, starter pistol, replica weapon/device, paintball gun or bat.~~
- ~~2.700 ** Any other behavior, whether on or off campus, that threatens the safety of students or staff members (regardless of where behavior takes place) or disrupts the operation or function of the school. This includes coming on school/district property after consuming non-prescribed controlled substances and/or illegal drugs.
(Notes 1 and 2 apply also.)~~
- ~~2.390 *** Possession or use of mace or pepper gas or spray.~~
- ~~2.013 ** Sexual harassment (See Glossary).~~
- ~~2.019 *** Indecent exposure (See Glossary).~~
- ~~2.270 ** Direct refusal to obey a staff member or any adult authorized by the school to supervise students, including volunteers, in a crisis situation.~~
- ~~2.620 *** Fraudulent request for emergency services.~~
- ~~2.651 Pattern of threatening, bullying or intimidating other students.~~
- ~~2.009 ** Fighting (See Glossary).~~
- ~~2.270 Refusal to obey school or District Administrator.~~

~~Consequences for students who commit a Category 2 Offense will be as follows.~~

~~Kindergarten, first and second graders~~

- ~~• First offense will result in a parent conference and a penalty deemed appropriate by the principal.~~
- ~~• Second offense may include, but not limited to, time out, detention hall, administrative review, in-school suspension or out-of-school suspension.~~
- ~~• Third offense will result in three days suspension from school and a possible recommendation for expulsion.~~

~~Grades three to five~~

- ~~• First offense May include, but not limited to, time out, detention hall, administrative review, in-school suspension or out-of-school suspension.~~

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- ~~Second offense — Three days mandatory suspension from school and the student may be recommended for expulsion.~~
- ~~Third offense — Automatic suspension from school with a possible recommendation for expulsion.~~

Middle school students

- ~~First offense — Up to five days out of school suspension or immediate suspension with a recommendation for expulsion.~~
- ~~Second offense — Immediate suspension from school with a recommendation for expulsion.~~

High school students

- ~~First offense — Up to eight days out of school suspension or immediate suspension with a recommendation for expulsion.~~
- ~~Second offense — Immediate suspension from school with a recommendation for expulsion.~~

~~Students who are suspended out of school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.~~

~~Restitution of property and damages where appropriate will be sought by the school or district.~~

~~Note 1: In determining whether a student is under the influence of drugs or alcohol, the student's appearance or manner, their behavior and/or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol or drugs, will be considered.~~

~~Note 2: Any student who violates the alcohol, inhalant or controlled and/or illegal substance rule will be suspended from participation and attendance in any and all extracurricular activities for 30 school days. These 30 days (excluding summer school) will carry over into the next school year if the violation occurs near the end of the current school term. These 30 days begin when the student begins the out of school suspension.~~

~~Elementary students who commit alcohol, drug or sexual harassment related violations will be referred to the appropriate school personnel for assessment.~~

~~Secondary students who commit alcohol, drug or sexual harassment related violations will be referred to an approved alcohol and drug counseling program before reentering school.~~

~~Because of the seriousness of these offenses, if the violation occurs on the bus, the office of transportation will conduct the preliminary investigation, take action regarding the opportunity to ride a bus and refer the violation to the school for further action.~~

- ~~First offense (K-5) — 10 day suspension.~~
- ~~Second offense (K-5) — 15 day suspension.~~
- ~~Third offense (K-5) — 20 day to indefinite suspension.~~

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Category 3 Offenses

~~Acts considered to be Category 3 Offenses include, but are not limited to, those listed below. Some acts may also result in the involvement of law enforcement. These acts are denoted with asterisks according to the previously stated key (two stars ** = law enforcement may be contacted after investigation of the situation and three stars *** = law enforcement will be contacted and police report will be filed). All fights will be reported to law enforcement regardless of denotation.~~

~~3.560 ** Planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program.~~

~~3.750 ** Unauthorized entry to any school sponsored event.~~

~~3.630 Gambling (games of chance for money or profit).~~

~~3.230 Possession/use or transfer of tobacco or tobacco products. (this includes electronic cigarettes)~~

~~3.270 Refusal to obey a staff member or any other adult authorized by the school to supervise students to report to a certain place or to leave a certain place.~~

~~3.007 Creating or participating in a classroom disturbance that interferes with the instructional process.~~

~~3.160/3.150~~

~~— Cutting class (3.160) /school (3.150).~~

~~3.310 Leaving or attempting to leave school grounds without permission, whether or not the school day has actually begun.~~

~~3.320 Walking out of a class (without teacher approval).~~

~~3.016 Engaging in verbal abuse, name calling (i.e., ethnic or racial slur or derogatory statements about sexual orientation) intentionally addressed publicly to others that may disrupt the school educational program or incite violence.~~

~~3.407 Provoking or simulating a fight.~~

~~3.220 Violation of the Acceptable Use Agreement.~~

~~3.651/3.650/3.652~~

~~— Threatening, bullying (3.651) or intimidating (3.650) or extorting students, staff member, or any other adult designated by the school to supervise students including volunteers.~~

~~3.018 Unauthorized striking or lighting a match/lighter or igniting caps or use of poppers on school property.~~

~~3.710 Possession/Distribution of pornographic or obscene material.~~

~~3.210/3.290~~

~~— Profanity/Obscenity (3.210), racial or ethnic slur (3.290) directed to a staff member or to any adult authorized by the school to supervise students, including volunteers.~~

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~~3.017 Inappropriate sexual gesture/behavior.~~

~~3.017/3.003/3.029~~

~~Health code violation (3.017, Biting (3.003), Urination and or defecation (3.029)~~

~~Consequences for students who commit any Category 3 Offense will be as follows.~~

~~Elementary students~~

~~Consequences for students (K-5) who commit a Category 3 Offense are determined by the principal or his/her designee and will be as follows:~~

- ~~• May include, but not be limited to, time out, detention hall, administrative review, in-school suspension or suspension out of school.~~
- ~~• May include, but not be limited to, time out, detention hall, administrative review, in-school suspension or suspension out of school. The student may also be placed on a behavior contract by the school.~~

~~Repeated Category 3 Offenses may result in a recommendation for expulsion.~~

~~Restitution of property and damages where appropriate will be sought by the school or the district.~~

~~Students who are suspended from school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.~~

~~Because of the seriousness of Category 3 Offenses, if the offense occurs on the bus, the transportation department will conduct a preliminary investigation and refer the report to the school administration for further action.~~

~~Middle and high school students~~

~~The following consequences will be assigned for middle school students who commit a health code violation; use profanity/obscenity, a racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers; uses any inappropriate sexual gestures/behaviors or plans and/or organize and/or instigates and/or participates in an activity that causes substantial disruption to the educational program.~~

- ~~• First offense Up to three days out of school suspension and law enforcement may be called and charges may be filed.~~
- ~~• Second offense Up to six days out of school suspension or recommendation for expulsion. Law enforcement may be called and charges may be filed.~~
- ~~• Third offense Six to 10 days out of school suspension or recommendation for expulsion. Law enforcement may be called and charges may be filed.~~
- ~~• Fourth offense Immediate suspension from school with a recommendation for expulsion. Law enforcement may be called and charges may be filed.~~

~~For middle school students who violate the tobacco use/possession rule, the consequences are the following.~~

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- ~~First offense~~ ~~Parent conference, counseling and in school suspension. Law enforcement will be called to issue a citation.~~
- ~~Second offense~~ ~~Saturday morning detention and/or in school suspension. Law enforcement will be called to issue a citation.~~
- ~~Third offense~~ ~~Three days out of school suspension and law enforcement will be called to issue a citation.~~
- ~~Fourth offense~~ ~~Possible recommendation for expulsion.~~

~~* Note: The Clean Indoor Air Act, Section 44-95-20, will also be followed.~~

~~The following consequences will be assigned for high school students who commit a health code violation; use profanity/obscenity, a racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers; display inappropriate sexual gestures/behaviors or plan and/or organize and/or instigate and/or participate in an activity that causes substantial disruption to the educational program.~~

- ~~First offense~~ ~~Four Six (4-6) days out of school suspension and law enforcement will be called and charges may be filed.~~
- ~~Second offense~~ ~~Eight (8) days out of school suspension or recommendation for expulsion. Law enforcement will be called and charges may be filed.~~
- ~~Third offense~~ ~~Immediate suspension from school with a recommendation for expulsion. Law enforcement will be called and charges may be filed.~~

~~**For high school students who violate the tobacco use/possession rule, the consequences are the following.**~~

~~Section 16-17-500. Sale or purchase of tobacco products for minors; proof of age; location of vending machines; penalties; smoking cessation programs.~~

- ~~First offense~~ ~~Saturday detention, Twilight school, In school suspension. Law enforcement will be called to issue a citation. (SC Statue Statute 44-95-20)~~
- ~~Second offense~~ ~~Four (4) days out of school suspension. Law enforcement will be called to issue a citation.~~
- ~~Third offense~~ ~~Eight (8) days out of school suspension. Law enforcement will be called to issue a citation.~~
- ~~Fourth offense~~ ~~Possible recommendation for expulsion. Law enforcement will be called to issue a citation.~~

~~* Note: The Clean Indoor Air Act, Section 44-95-20, will also be followed.~~

~~The following consequences for middle school and high school students will be assigned for all category 3 offenses other than use of profanity/obscenity, a racial or ethnic slur, directed to a staff member or any adult authorized by the school to supervise students, including volunteers, uses inappropriate sexual gestures/behaviors or plans and/or organizes and/or instigates and/or participates in an activity that causes substantial disruption to the educational program.~~

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- ~~First offense~~ ~~Detention, in school suspension and/or possible out of school suspension.~~
- ~~Second offense~~ ~~Two days in school suspension and/or possible out of school suspension.~~
- ~~Third offense~~ ~~Two days out of school suspension and parent conference scheduled.~~
- ~~Fourth offense~~ ~~Four days out of school suspension.~~
- ~~Fifth offense~~ ~~Recommendation for expulsion.~~

~~CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS.~~

~~Tobacco possession/smoking, or planning and/or organizing and/or instigating and/or participating in an activity that causes disruption to the educational program or interfere with school bus safety~~

- ~~First offense~~ ~~(K-5) Five day suspension.~~
- ~~Second offense~~ ~~(K-5) 10 day suspension.~~
- ~~Third offense~~ ~~(K-5) 15 day to indefinite suspension.~~

~~For offenses other than simple assault, tobacco possession, smoking, or planning and/or organizing and/or instigating and/or participating in an activity that causes disruption to the educational program or interfere with school bus safety~~

- ~~First offense~~ ~~(K-5) Three day suspension.~~
- ~~Second offense~~ ~~(K-5) five day suspension.~~
- ~~Third offense~~ ~~(K-5) 10 day to indefinite suspension.~~
- ~~Fourth offense~~ ~~(K-Grade 5) 15 day suspension to indefinite suspension.~~

~~The following consequences for middle school students will be assigned for any other offense not covered in the above; the following consequences for students who commit a category III offense on the bus or in a school vehicle will be~~

- ~~First offense~~ ~~Five day suspension.~~
- ~~Second offense~~ ~~10 day suspension.~~
- ~~Third offense~~ ~~15 day to indefinite suspension.~~
- ~~Fourth offense~~ ~~20 day suspension to indefinite suspension.~~

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Category 4 Offenses

Acts considered to be Category 4 Offenses include, but are not limited to, the following.

~~4.006/4.011—~~

~~Lying or giving false information either verbally or in writing to a teacher, administrator or school staff member (4.006). Examples: deliberate forgery of parent/educator signatures (4.011) or changing/deleting information sent home by the school to the parent/legal guardian. Making false accusations about a staff member also falls within this section.~~

~~4.360—Failure to properly identify self or present school identification when requested to do so. Failing to properly display a school ID also falls within this section.~~

~~4.017—Disrespect to teacher or staff member or other adult approved by the school to supervise students, including volunteers.~~

~~4.270—* Persistent disobedience (see third bulleted item under “consequences”).~~

~~4.007/4.340—~~

~~Class disruption or disruption of school activities/environment (4.007), including school bus (4.340).~~

~~4.022/4.014—~~

~~Inappropriate physical contact including, but not limited to, pushing or shoving.~~

~~4.010—Possession of fireworks, live ammunition or other incendiary devices (This includes stink/smoke bombs and vials of noxious gases/liquids).~~

~~4.330/4.390—~~

~~Violation of Wireless Communication Device~~

~~4.180—Excessive tardiness/early dismissals.~~

~~4.271—Failure to serve any properly assigned school discipline.~~

~~4.650—Hazing (see hazing policy JICFA) (See Glossary).~~

~~4.018—Possession, sale or distribution of unauthorized materials at school.~~

~~4.012—Harassment (See Glossary).~~

~~4.004—Violation of health room rules. All medication (to include over the counter or prescription) brought to school by a student must be in the original container, labeled appropriately and administered by the school nurse. Exceptions under a physician's order are managed by the school nurse.~~

~~4.002—Failure to sign in/sign out from school in the office when required.~~

~~4.200—Being in an unauthorized area/inappropriate use of facilities.~~

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~~4.015 Inappropriate display of affection between students.~~

~~4.190 Violation of Honor Code~~

~~4.370 Littering school grounds.~~

~~4.280 Dress code violations. (See Appendix E)~~

~~4.028 Violation of safety rules. This includes, but not limited to propelling objects i.e. rocks, spitballs or food items and science lab rule violations, etc.~~

~~4.210/4.290 —~~

~~Profanity (4.210)/obscene gesture (4.290) directed toward another student or directed towards no one in particular.~~

~~4.390 Possession of a lighter or matches.~~

~~4.270 Failure to obey a staff member.~~

~~4.017 Disrespect to others, i.e. verbal ridicule, pulling wedgies, ankling/zipping, etc.
(Ankling/ Zipping is defined as pulling down the pants of another).~~

~~4.280 Wearing items or clothing that could pose a safety threat to one's self or others (heavy chains, not made as jewelry, studded bracelets/collars, nose/lip to ear chains, etc.).~~

~~4.001 Aiding and/or abetting another student(s) who is committing any rules violation
(See Glossary).~~

~~4.430 * Violation of a behavior contract (see third bulleted item under "consequences").~~

~~4.760/4.670/4.740 —~~

~~** Vandalism (4.760), theft (4.670), possession or transfer (4.740) of school or personal property where value is less than \$50.00.~~

~~4.700 Planning or creating a situation that may lead to a crime or rule violation.~~

~~4.250 Participation in gangs/gang-related activity (refer to policy JICF).~~

~~4.340 Any behavior or act that interferes with the safe operation of a school bus.—~~

~~Consequences for students who Commit Category 4 Offenses other than participation in gangs/gang-related activity will be as follows.~~

- ~~• Any offense will result in a behavior management intervention deemed appropriate by the school such as a conference, revocation of driving and parking privileges, counseling, parent conferences, detention hall, Saturday detention, in-school suspension, Twilight School out of school suspension or a recommendation for expulsion.~~
- ~~• Any student suspended three times for a Category 4 Offense must be placed on a behavior contract by the administration.~~
- ~~• A range of consequences from immediate counseling to indefinite suspension from riding the vehicle will be imposed on students by the office of transportation when an offense occurs on a school bus or other school vehicle. Students who are suspended out of school immediately~~

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~~forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.~~

~~Consequences for students who commit the offense of participation in gangs/gang-related activity will be as follows.~~

- ~~• First offense — Parent/Legal guardian/student/administration conference.~~
- ~~• Second offense — Three (3) days out of school suspension and the student may be recommended for expulsion (Elementary School only).~~
- ~~• Third offense — Five (5) days out of school suspension and the student may be recommended for expulsion (Middle School only).~~
- ~~• Fourth offense — Eight (8) days out of school suspension and the student may be recommended for expulsion (High School only).~~
- ~~• Recommendation for expulsion.~~

~~* A series of repeated infractions will result in a recommendation for expulsion.~~

~~Note: In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular incident.~~

~~Note: Also, students who inappropriately use video cameras, video phones or other recording devices are subject to violation of the Privacy Act and can be assigned school and bus consequences.~~

Rules for riding the bus

- ~~• No glass containers on the bus.~~
- ~~• No spitting, eating or drinking on the bus.~~
- ~~• No profanity, verbal abuse, harassment, teasing, obscene or sexual gestures.~~
- ~~• No standing while the bus is in motion.~~
- ~~• No hanging any part(s) of one's anatomy out a window.~~
- ~~• No throwing or shooting any type of objects.~~
- ~~• No play fighting or horse playing.~~
- ~~• Do not ride any bus that the rider is not assigned to.~~
- ~~• Do not ride any bus during a suspension of bus privileges.~~
- ~~• Do not vandalize the bus or ignite any flammable object.~~
- ~~• Do not hold onto the bus from the outside.~~
- ~~• Do not make excessive noise or other disruptive behavior.~~

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- ~~Keep feet, body and bags out of the aisle.~~
- ~~Do not block the aisle with band instruments or bookbags.~~
- ~~Students must obey the directions of the driver.~~
- ~~Do not exhibit behavior that disturbs the students or driver.~~
- ~~Talk quietly, but avoid loud, boisterous behavior, including singing, clapping, stomping or yelling.~~
- ~~No spraying of cologne, deodorant, body spray or any other type chemicals or aerosols, pump spray or lotion while on the bus.~~
- ~~Never tamper with the emergency exits or any other part of the bus equipment, including fire extinguishers and first aid equipment unless there are reasonable grounds to believe that an actual emergency situation exists.~~
- ~~Board and exit the bus at their designated stop or school.~~
- ~~Be at the bus stop five minutes prior to scheduled pick-up time.~~

Offenses committed on the bus or in a school vehicle

Consequences for students who commit a Category 1 Offense on the bus or in a school vehicle will be as follows.

- ~~First offense (K grade 3) 15 day to indefinite suspension.~~
~~(Grades 4-5) 30 day to indefinite suspension.~~
~~(Grades 6-12) Suspended pending expulsion hearing determination.~~
- ~~Second offense (K grade 3) 30 day to indefinite suspension.~~
~~(Grades 4-12) Suspended pending expulsion hearing determination.~~
- ~~Third offense (K Grade 12) Suspended pending expulsion hearing determination.~~

Consequences for students who commit a Category 2 Offense on the bus or in a school vehicle will be as follows.

- ~~First offense (K grade 5) 10 day suspension.~~
~~(Grades 6-8) 15 day suspension.~~
~~(Grades 9-12) 30 day to indefinite suspension.~~
- ~~Second offense (K grade 5) 15 day suspension.~~
~~(Grades 6-8) 30 day suspension.~~
~~(Grades 9-12) Suspended pending expulsion hearing.~~
- ~~Third offense (K grade 5) 20 day to indefinite suspension.~~
~~(Grades 6-8) Suspended pending expulsion hearing.~~

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~~Consequences for students who commit a Category 3 Offense on the bus or in a school vehicle will be as follows.~~

~~Tobacco possession/smoking or planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program or interfere with school bus safety:~~

- ~~• First offense (K-5) Five day to indefinite suspension.
(Grades 6-12) 15 day suspension.~~
- ~~• Second offense (K-5) 10 day to indefinite suspension.
(Grades 6-12) 30 day suspension.~~
- ~~• Third offense (K-5) 15 day to indefinite suspension.
(Grades 6-12) 45 day to indefinite suspension.~~

~~For offenses other than tobacco possession/smoking or planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program.~~

- ~~• First offense (K-grade 5) Three day to indefinite suspension.
(Grades 6-12) 10 day suspension.~~
- ~~• Second offense (K-grade 5) Five day to indefinite suspension.
(Grades 6-12) 15 day suspension.~~
- ~~• Third offense (K-grade 5) 10 day to indefinite suspension.
(Grades 6-12) 30 day to indefinite suspension.~~
- ~~• Fourth offense (K-grade 5) 15 day to indefinite suspension.~~

~~Consequences for students who commit a Category 4 Offense on the bus or in a school vehicle will be as follows.~~

- ~~• Any offense (K-grade 12) A range of consequences from immediate counseling to indefinite suspension.~~

Technology offenses

~~With the increasing use of technology in the school curriculum, the appropriate use of the computer and other equipment, systems and data is vital.~~

~~Note: See individual categories for specific offenses and consequences.~~

Discipline of students with disabilities

~~Suspension and expulsion of students with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA 04) or Section 504 of the Rehabilitation Act will be handled in accordance with the district's procedures to ensure compliance with those regulations.~~

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~~For students whose behavioral violations are determined by the IEP/IAP committee to be directly related to the student's disability, any suspension or combination of suspensions which exceed 10 days is considered a change in placement and may not occur. In such cases, the IEP/IAP committee will determine appropriate behavioral interventions and/or consider the appropriateness of the student's educational placement and need for a change in placement.~~

~~Administrators dealing with suspension offenses by students with disabilities will consult the office of special services regarding the suspension of students with disabilities.~~

Expulsion from school

~~Expulsions will be recommended only by the principal/director of the school to which the student is assigned. Procedures to be followed regarding expulsions are specified in board policy JKE (Expulsion of Students). Expelled students may not attend any event in which a district school is participating nor be on any district property during the period of expulsion. Any expelled student who is on district property after school hours for church services, recreational league sports or if it is court ordered (monitored) community service hours must have the prior written permission of the superintendent or his/her designee.~~

Transfer in lieu of expulsion

~~Any student transferred to the Alternative Academy for Success in lieu of expulsion may not attend any school sponsored event or be on any district property during the period of his/her transfer. All transferred students will sign a behavior contract prior to enrolling at the Alternative Academy for Success. The district hearing officer will hear all appeals for dismissal from the Alternative Academy for Success.~~

Dismissal of expelled/transferred (in lieu of) students from the alternative academy

~~The director of the alternative academy will have the authority to dismiss any expelled/transferred student from the alternative academy based upon the student's behavior violations while enrolled at the school. The dismissal may be appealed to the district hearing officer and will be reported to the superintendent. Each expelled student accepted at the alternative academy will be placed on a behavior contract.~~

School board policies

~~**JCF (Secret Societies/Gang Activity)** – If the district determines that a student has initiated or participated in a gang or a secret society as defined in this policy, that student will be disciplined in a manner which may include, but will not be limited to, detention, removal from extracurricular activities, suspension and/or expulsion and referral to law enforcement, dependent upon the circumstances of the particular offense. The district also reserves the right to prohibit any student from wearing/displaying any article of clothing or accessory which the district has determined to be a gang indicator.~~

~~**JCFA (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.”~~

~~**JCG (Tobacco Use by Students)** – Students will not be permitted to use, possess or transfer tobacco products or tobacco paraphernalia while on school grounds; in the school buildings; on buses; or during any other time that the student is under the direct administrative jurisdiction of the~~

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~~school whether on or off the school grounds. All district buildings and buses are officially designated as "tobacco-free." This particular stipulation applies to any individual - student, faculty/ staff member, administrator, visitor or patron.~~

~~**JKB (Detention of Students)** - School administrators or teachers may assign detention after school hours to students with undesirable patterns of attendance, conduct or academic performance. Staff members will assure that students have one day's notice before the assigned detention period so that parents/legal guardians may be informed and may provide for transportation.~~

~~**JKD (Suspension of Students)** - When suspension of a student is contemplated, the administrator will have a conference with the student. At this conference, the administrator will notify the student of the charges against him/her and if he/she denies them, will explain the evidence the authorities have and offer the student an opportunity to present his/her side of the story. Suspension from school will be construed to prohibit a student from attending any day or night school functions or riding a school bus and from entering the school or school grounds, except for a prearranged conference with an administrator. Notice of the suspension will be sent home with the student, parent/legal guardian will be called and a letter will be mailed to the home address on file with the school.~~

~~**JKE (Expulsion of Students)** - Expulsion means that 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. Expelled students cannot attend or participate in any school sponsored event. An expelled student who is approved by the board of trustees may apply for acceptance into the alternative academy.~~

~~**JCH (Drug and Alcohol Use by Students)** - Possession, sale, distribution, use, in any amount, of alcohol, marijuana, hallucinogenic drugs or any other controlled substance is prohibited. No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance.~~

Sections from the South Carolina Code of Laws relative to the discipline policy

~~59-63-1110. Any person entering the premises of any school in this state will be deemed to have consented to a reasonable search of his/her person and effects.~~

~~59-63-1120. School administrators may conduct reasonable searches on school property of lockers, desks, vehicles and personal belongings with or without probable cause.~~

~~16-7-160. Illegal use of stink bombs or other devices containing foul or offensive odors. This is a misdemeanor and, if convicted, may be fined for no more than \$3,000 or sentenced up to three years. This becomes a felony if it causes bodily harm.~~

~~16-7-170. Entering a public school for the purpose of destroying records or, in fact, destroying or damaging records is a misdemeanor and, if convicted, an individual will be fined no more than \$5,000 or imprisoned not more than three years.~~

~~16-11-550. Threatening to kill, injure or intimidate an individual or damage or destroy property by means of explosive or incendiary aids; agrees with; or conspires with will be guilty of a felony. If convicted, an individual may be jailed from one to 15 years.~~

~~16-23-430. Carrying weapons or other objects which may be used to inflict bodily injury while on school property. This is a felony and, if convicted, an individual may be fined \$1,000 or jailed up to five years or both.~~

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- ~~59-63-235. A one-year (365 days) expulsion for a student who is determined to have brought a firearm to a school or any setting under jurisdiction of a local board of trustees.~~
- ~~16-23-420. Carrying or displaying firearms in a public building or adjacent areas is a felony and, if convicted, an individual must be fined up to \$5,000 or imprisoned up to five years or both.~~
- ~~16-17-420. Disturbing school is a misdemeanor and, if convicted, an individual will pay a fine of \$100 to \$1,000 or imprisoned for 30 to 90 days. Fighting is included within the prohibition of this law. Use of foul or offensive language toward a principal, teacher or police officer can constitute a crime.~~

Authority of the hearing officer

- ~~• ** Uphold or alter the decision of a principal to suspend a student.~~
- ~~• ** Reduce the number of days of an out-of-school suspension imposed by the school's administration.~~
- ~~• Determine the dates that an out-of-school suspension will be served.~~
- ~~• Expel a student from school and all activities associated with schools in the district.~~
- ~~• In lieu of expulsion, transfer students from their home school to the Alternative Academy for Success for a definite period.~~
- ~~• Return students to their regular school after an expulsion hearing.~~
- ~~• Decide the placement of a student entering or returning to the district via DJJ, imprisonment/ confinement or mandatory stay in a medical facility for behavioral issues.~~

~~** Denotes only applicable in situations where out-of-school suspension is eight days or more or if the principal is directly involved.~~

~~Issued 8/15/93; Revised 9/12/94, 7/27/95, 7/8/96, 6/2/97, 7/13/98, 6/28/99, 6/26/00, 6/25/01, 7/8/02, 5/19/03, 5/19/03, 7/19/04, 5/9/05, 5/22/06, 6/25/07, 7/28/08, 7/13/09, 5/10/10, 5/23/11, 5/5/14~~

CODE OF CONDUCT

Code **JICDA-R** Issued

Level I - Behavioral Misconduct

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

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

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

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

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

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

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

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

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

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Level II - Disruptive Conduct

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

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

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

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

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

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

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

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

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

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

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

Level III - Criminal Conduct

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

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

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

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

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

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

An administrator will impose the appropriate disciplinary action. If warranted, the administrator should immediately remove the student from the school environment.

Staff will follow established due process procedures when applicable.

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

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

Extenuating or Mitigating Circumstances

The board may confer upon the appropriate administrator the authority to consider extenuating or mitigating circumstances which may exist in a particular case of misconduct, excluding criminal conduct. The administrator should consider such circumstances in determining the most appropriate consequence.

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

Discipline of Students with Disabilities

Disciplinary process

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

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

Program prescriptions

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

Suspensions

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

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

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

Expulsions

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

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

Immediate removal

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

Issued ^



MEMORANDUM

To: Members of the Board of Trustees

Through: Stephen W. Hefner, Ed.D.
Superintendent

From: Christina S. Melton, Ed.D. *CSM*
Superintendent-Elect

Date: April 9, 2018

Re: April 16, 2018 Board Meeting
Discussion Item
Textbook Adoptions FY 2018-2019 Recommendations

After a careful review of all state adopted textbooks, the textbook adoption committees, composed of parents, teachers, and subject area coordinators are bringing the attached textbook recommendations for School District Five to you for your review.

- French 1 - 4
- AP French
- IB French
- German 1
- IB German
- Latin 1 - 3
- Spanish 1 - 3
- Spanish 4 & 5 Honors
- AP Spanish
- IB Spanish

Recommendation: The administration supports all textbook recommendations moving forward for approval.

Ms. Kathy Stafford, World Languages Coordinator, will be present to answer any questions you may have regarding these adoptions.

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: French Levels 1-4

Grade level/Cluster: 8-12

Title: *T'es branché*

Author: M. Corsain et al

Publisher: EMC

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is current and accurate.
- The content is aligned to the ACTFL Standards and *SC Standard for World Language Proficiency* and supports the district curriculum. Content-specific practices and skills are clearly defined.
- The content makes connections to other disciplines as well as includes AP themes.
- The content helps develop a global perspective through culture and art.

II. Organization and Style (25/25)

- The lexile level is appropriate.
- The format is well-organized, visually pleasing and modern with a clear learning progression that connects to prior knowledge and skills. A variety of graphics and realia are used.
- The text is adaptable to different instructional levels.
- The text sequence provides multiple opportunities and adequate time for learning. There is a recycling of content throughout.

III. Instructional Supports (20/20)

- The materials engage students in authentic and meaningful learning experiences.
- The materials support a variety of instructional approaches to enhance multiple modes of communication.
- The materials provide modifications and extensions for all students, including those performing above grade level. This series provides extension for Pre-AP/AP success.
- Pacing guides prior to each chapter, handbooks, manuals and keys are provided for teachers, with online availability.

IV. Technology (25/25)

- The technology provides opportunity to broaden perspectives and enrich learning.
- Digital content can be updated based on new discoveries or current events, with iCulture videos updated monthly.
- Professional development and technical support are available.
- The technology resources provide students the opportunity to take active roles to demonstrate learning in unique ways.

V. Monitoring Student Progress (23/25)

- The teacher-friendly materials include editable and aligned rubrics, scoring guidelines and exemplars that provide guidance for assessing student performance.
- There are a variety of assessments such as selected or constructed response, project-based, extended response or performance task that can be adapted for pre and post assessments.
- The assessments, including performance-based tasks provide teachers with varied data to inform instruction with online support.
- Assessments can be customized and have large item banks.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: French AP

Grade level/Cluster: 11-12

Title: *Allon au-dela!*

Author: Ladd

AP French: Preparing for Language and Culture Examination (Workbook)

Publisher: Pearson

Copyright Date: 2012

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17/20)

- The content is current and accurate.
- The content is organized around the six thematic units and accompanying Essential Questions found in the AP French Language and Culture Curriculum Framework.
- The content makes connections to other disciplines: history, government, literature, etc.
- The content supports global perspectives.

II. Organization and Style (22/25)

- The Lexile (readability) level is appropriate.
- The text has consistent formatting with a variety of graphics.
- The text is adaptable to different instructional levels.
- The text has a clear learning progression with connections to prior knowledge and skills, based on AP Exam.
- The text sequence provides multiple opportunities and adequate time for student learning, based on AP Exam.

III. Instructional Supports (16/20)

- The materials engage students in authentic and meaningful learning experiences.
- The materials support a variety of experiences and approaches to enhance interactive participation.
- Online versions for students provide modifications and extensions.
- Teacher's Guide includes lesson plans, scripts, answer keys and correlation to AP French. Preparing for the Language and Culture Examination.

IV. Technology (20/25)

- Technology provides students the opportunity to broaden their perspectives and enrich learning.
- Digital content can be updated based on new discoveries or current events.
- Technical support is available with digital courseware.
- Technology resources provide students the opportunity to take an active role and demonstrate learning in unique ways.

V. Monitoring Student Progress (22/25)

- Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance. Online workbook is editable and easy to monitor.
- There are a variety of assessments aimed at AP such as selected or constructed response, project-based, extended response, or performance task. There are tests for each chapter that include vocabulary, content and opinion questions.
- The materials provide pre and post assessments including formative, summative, peer and self-assessment thus providing multiple opportunities for students to receive feedback. All five modes of communication are included plus cultural perspectives.
- The assessments provide teachers with varied data to inform instruction, along with AP rubrics.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: French IB

Grade level/Cluster: 11-12

Title: *Le Monde en Francais*

Author: Abrioux, Chretien, Fayaud

Publisher: Cambridge

Copyright Date: 2015

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned with the district curriculum and IB curriculum.
- All core topics are aligned to the IB curriculum.
- The content makes connections to other disciplines.
- The content is relevant and supports a global perspective.

II. Organization and Style (25/25)

- Lexile level is appropriate for students.
- The text is clear and appealing to students with all instructions in target language.
- The text is varied and engaging with modern and up-to-date authentic materials.
- The text has a variety of communicative activities (presentational and interpersonal) and interpretive tasks that require different reading skills.

III. Instructional Supports (20/20)

- The materials provide authentic learning experiences.
- The materials provide online exercises and grammar reviews.
- The materials provide modifications and extensions for all students.
- The materials are specifically tailored to IB students and diploma candidates.

IV. Technology (25/25)

- There are online tests that mirror the IB exams.
- There are audio and video files available.
- There are technology resources online.
- Links are given throughout to extend learning and practice.

V. Monitoring Student Progress (25/25)

- There are practice assessments and checklists for students.
- The students can monitor their own progress throughout IB Core Topics.
- The assessments provide easy student monitoring for the teacher.
- Grammar exercises are given in context.

Committee Chairperson:



Date:

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: German 1

Grade level/Cluster: 8-12

Title: *Deutsch Aktuell*

Author: Specht, Jarvis, Kraft

Publisher: EMC

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (16/20)

- The content is current and accurate, with a new and modern design.
- The content is aligned to SC Standard for World Language Proficiency and the district curriculum
- The content makes connections to other disciplines (math, art, science, architecture, etc.), with an updated culture section.
- The content supports students in developing a global perspective.

II. Organization and Style (21/25)

- Lexile level is appropriate for students
- The text has a clear learning progression with connections to prior knowledge and skills. Many real photographs and authentic materials are used to scaffold learning.
- The text is adaptable to different instructional levels. There is well-scaffolded grammar support.
- The text sequence provides multiple opportunities and adequate time for student learning.
- All new culture content is tied to Products, Practices, Perspectives.

III. Instructional Supports (18/20)

- The materials engage students in authentic and meaningful learning experience. The ancillaries include a workbook, audio clips videos and assessments.
- The materials support a variety of experiences and approaches to enhance interactive participation.
- The materials provide modifications and extensions for all students including those performing above grade level.

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IV. Technology (22/25)

- Technology provides students the opportunity to broaden their perspectives and enrich learning
- Technical support is available.
- Technology resources provides students the opportunity to take active role to demonstrate learning in unique ways.
- Online activities, audio files and video selections are available.

V. Monitoring Student Progress (20/25)

- Materials include editable and aligned rubrics, scoring guidelines and exemplars that provide guidance for assessing student performance.
- There are a variety of assessments such as selected or constructed response, project-based, extended response, or performance task.
- The materials provide pre and post assessments including formative, summative, peer and self assessment thus providing multiple opportunities for students to receive feedback.
- The assessments provide teachers with varied data to inform instruction.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: German IB

Grade level/Cluster: 11-12

Title: *Deutsch im Einsatz*

Author: Fox, Marshall, Brock, Duncker

Publisher: Advance Materials

Copyright Date: 2013

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned with the district curriculum and IB curriculum
- All core topics are aligned to the IB curriculum.
- The content makes connections to other disciplines.
- The content is relevant and supports a global perspective.

II. Organization and Style (25/25)

- The Lexile level is appropriate.
- The text is clear and appealing to students with all instructions in target language.
- The text is varied and engaging with modern and up-to-date authentic materials.
- The text has a variety of communicative activities (presentational and interpersonal) and interpretive tasks that require different reading skills.

III. Instructional Supports (20/20)

- The materials provide authentic learning experiences.
- The materials provide online exercises and grammar reviews.
- The materials provide modifications and extensions for all students.
- The materials are specifically tailored to IB students and diploma candidates.

IV. Technology (25/25)

- There are online tests that mirror the IB exams.
- There are audio and video files available.
- Technology resources include online, video and audio.
- Links are given throughout to extend learning and practice.

V. Monitoring Student Progress (25/25)

- There are practice assessments and checklists for students.
- The students can monitor their own progress throughout IB Core Topics.
- The assessments provide easy student monitoring for the teacher.
- Grammar exercise are given in context.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Latin 1-3

Grade level/Cluster: 9-12

Title: *Latin for the New Millennium*

Author: Milena Minkovo and Terence Tunberg

Publisher: Bolchazy-Carducci

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is current and accurate as well as being a new series.
- The content is aligned to SC Standard for World Language Proficiency, correlating with the standards for classical languages.
- The content helps make connections to other disciplines (history, art, mythology, ancient literature, etc.)
- The content supports students in developing a global connection, and makes connections with the ancient world.

II. Organization and Style (25/25)

- The Lexile level is appropriate and the text is designed with high school students in mind,
- The text has consistent formatting as illustrated in the Table of Contents and has a variety of photographs and pictures of art.
- The text is adaptable to different instructional levels, providing a fusion approach to Latin by combining the best practices of the reading method and the traditional grammar approach.
- The text has a clear learning progression as outlined in the Table of Contents and provides adequate time for student learning through practice exercises.

III. Instructional Supports (20/20)


- The materials engage students in authentic and meaningful learning experiences, making connections with mythology and the ancient world.
- The materials support a variety of experiences and approaches to enhance interactive participation, including conversational Latin.
- The materials provide modifications and extensions for all students by providing a variety of aural/oral activities and exercises.
- Quality teacher manuals are provided with all answers and translations supplied.

IV. Technology (23/25)

- Technology provides students the opportunity to broaden their perspectives and enrich learning through flashcards for smartphones and through a Roman town archaeology game.
- Ongoing professional development and technical support are available through webinars.
- Technology provides students the opportunity to take an active role through resources provided and also includes a variety of readings, experiences and enrichment materials for students.
- Technology provides the students with a link to a Latin dictionary.

V. Monitoring Student Progress (24/25)

- There are a variety of assessments in student texts and workbooks.
- The materials provide a pre-built question bank and thus have large item banks.
- The test items can be edited and augmented with tech-created questions and are easy to customize.
- The materials provide various types of assessments and multiple opportunities for student to receive feedback.

Committee Chairperson 

Date 3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Spanish Levels 1-3

Grade level/Cluster: 8-12

Title: *Auténtico*

Author: P.P. Boyles, M. Met and R.S. Sayers

Publisher: Pearson

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is current and accurate.
- The content is aligned to the *SC Standard for World Language Proficiency* document and supports the district curriculum. Content-specific practices and skills are clearly defined.
- The content makes connections to other disciplines.
- The content helps develop a global perspective through culture and art.

II. Organization and Style (24/25)

- The Lexile level is appropriate.
- The format is well-organized, visually pleasing and modern with a clear learning progression that connects to prior knowledge and skills. A variety of graphics and realia are used.
- The text is adaptable to different instructional levels.
- The text sequence provides multiple opportunities and adequate time for learning. There is a recycling of content throughout.

III. Instructional Supports (20/20)

- The materials engage students in authentic and meaningful learning experiences.
- The materials support a variety of instructional approaches to enhance multiple modes of communication.
- The materials provide modifications and extensions for all students, including those performing above grade level. This series provides extension for Pre-AP/AP success.
- Pacing guides prior to each chapter, handbooks, manuals and keys are provided for teachers, with online availability.

IV. Technology (25/25)

- The technology provides opportunity to broaden perspectives and enrich learning.
- Digital content can be updated based on new discoveries or current events.
- Professional development and technical support are available.
- The technology resources provide students the opportunity to take active roles to demonstrate learning in unique ways.

V. Monitoring Student Progress (22/25)

- The teacher-friendly materials include editable and aligned rubrics, scoring guidelines and exemplars that provide guidance for assessing student performance.
- There are a variety of assessments such as selected or constructed response, project-based, extended response or performance task that can be adapted for pre and post assessments.
- The assessments, including performance-based tasks provide teachers with varied data to inform instruction with online support.
- Assessments can be customized and have large item banks.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Spanish 4 & 5 Honors

Grade level/Cluster: 11-12

Title: *Realidades*

Author: Zayas-Bazaan

Publisher: Pearson

Copyright Date: 2014

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The content is current and accurate.
- The content is aligned to ACTFL Standards with a separate guide for AP..
- The content makes connections to other disciplines (art, music, literature, technology, culinary arts, nutrition, etc.).
- The content supports students in developing a global perspective, with connections to all the Spanish-speaking world.

II. Organization and Style (23/25)

- The Lexile level is appropriate for students.
- The text has consistent formatting with a variety of graphics, illustrations, diagrams, photographs, and illustrations.
- The text is adaptable to different instructional levels.
- The text has a clear learning progression with connections to prior knowledge and skills.

III. Instructional Supports (19/20)

- The materials engage students in authentic and meaningful learning experiences.
- The materials support a variety of reading, writing and speaking tasks with thematically linked readings and skills-based practice activities.
- The materials provide modifications and extensions for all students, including those performing above grade level.
- Quality guides, handbooks, manuals and keys are provided for teachers.

IV. Technology (23/25)

- Technology provides opportunities to broaden perspectives and enrich learning.
- Ongoing professional development and technical support are available.
- Technology resources (bilingual dictionary, interactive maps, video materials, etc.) provide the opportunity to take an active role and demonstrate learning in unique ways.
- Technology resources allow for significant task redesign and integration.

V. Monitoring Student Progress (23/25)

- Materials include editable and aligned rubrics, scoring guidelines and exemplars that provide guidance for assessing student performance.
- There are a variety of assessments such as selected or constructed response, project-based, extended response or performance task, with a good variety of listening, speaking, reading and writing tasks.
- The materials provide pre and post assessments including formative, summative, peer and self-assessment thus providing multiple opportunities for students to receive feedback.
- The assessments provide teachers with varied data to inform instruction and a resources library.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Span AP

Grade level/Cluster: 11-12

Title: *Abriendo Paso Gramática* (Grammar)
Abriendo Paso Temas y lecturas (Readings)
AP Spanish: Preparing for Language and Culture Examination (Workbook)

Author: José M. Díaz, María F. Nadel

Publisher: Pearson

Copyright Date: 2014

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The content is current and accurate.
- The content is aligned to *SC Standard for World Language Proficiency* document and content-specific practices and skills are clearly defined.
- The content makes connections to other disciplines.
- The content supports global perspectives.

II. Organization and Style (23/25)

- The Lexile (readability) level is appropriate.
- The text has consistent formatting with a variety of graphics.
- The text is adaptable to different instructional levels.
- The text has a clear learning progression with connections to prior knowledge and skills.

III. Instructional Supports (20/20)

- The materials engage students in authentic and meaningful learning experiences.
- The materials support a variety of experiences and approaches to enhance interactive participation.
- The materials provide modifications and extensions for all students.
- Guides, handbooks, manuals and keys are available for teachers.

IV. Technology (15/25)

- Technology provides students the opportunity to broaden their perspectives and enrich learning.
- Digital content can be updated based on new discoveries or current events.
- Technical support is available with digital courseware and resources to support integration.
- Technology resources provide students the opportunity to take an active role and demonstrate learning in unique ways.

V. Monitoring Student Progress (22/25)

- Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance.
- There are a variety of assessments aimed at AP such as selected or constructed response, project-based, extended response, or performance task. There are tests for each chapter that include vocabulary, content and opinion questions.
- The materials provide pre and post assessments including formative, summative, peer and self-assessment thus providing multiple opportunities for students to receive feedback.
- The assessments provide teachers with varied data to inform instruction, along with AP rubrics.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Spanish IB

Grade level/Cluster: 11-12

Title: *Mañana*

Author: Contreras/Duranona/Valentini

Publisher: Cambridge

Copyright Date: 2015

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned with the district curriculum and IB curriculum
- All core topics are aligned to the IB curriculum.
- The content makes connections to other disciplines.
- The content is relevant and supports a global perspective.

II. Organization and Style (25/25)

- The Lexile level is appropriate.
- The text is clear and appealing to students with all instructions in target language.
- The text is varied and engaging with modern and up-to-date authentic materials.
- The text has a variety of communicative activities (presentational and interpersonal) and interpretive tasks that require different reading skills.

III. Instructional Supports (20/20)

- The materials provide authentic learning experiences.
- The materials provide online exercises and grammar reviews.
- The materials provide modifications and extensions for all students.
- The materials provide learning support for the Language B Guidelines.

IV. Technology (25/25)

- There are online tests that mirror the IB exams.
- There are audio and video files available.
- Technology resources include online, video and audio.
- Links are given throughout to extend learning and practice.

V. Monitoring Student Progress (25/25)

- There are practice assessments for students.
- Students can monitor their own progress throughout IB Core Topics.
- The assessments provide easy student monitoring for the teacher.
- Grammar exercises are given in context.
- Checklists for students are in the text.

Committee Chairperson



Date

3-28-18

Adopted 4/28/86; Revised 9/19/2017