

Regular Meeting of the Board of School Trustees

MES/MMS Media Center

6979 Hwy 28 South

McCormick, SC 29835

June 10, 2019

6:00 Executive Session

1. Personnel Matters (Leaves, Hires, Separations, Teacher Contracts)
2. Contractual Matters (3)

7:00 Regular Session

- I. **Call to Order**.....Chair Moss
Declare a Quorum Moment of Silence Welcome Pledge of Allegiance
- II. **Approval of Agenda**.....Chair Moss
- III. **Action on Executive Session Items**
 1. Personnel Matters (Leaves, Hires, Separations, Teacher Contracts)
 2. Contractual Matters
- IV. **Approval of Minutes**.....Chair Moss
- V. **Board Spotlight**
 - MES – Nynita Paul
 - MMS – Gena Wideman
 - MHS – Steve English
- VI. **Public Comments**
- VII. **Office of the Superintendent**
 - a) Request to Home School (A)
 - b) Request for Overnight Stays (A)
 - c) Second Reading 2019-2020 Budget (A)
 - d) Job Descriptions (A)
 - Director of Federal/State Programs and Accountability
 - Director of the Early Learning and Student Services
 - AVID Tutors
 - Nurse
 - Pre-School Teacher

e. Policies (A)

- JE- Student Attendance
- JH- Student Absences and Excuses
- JH-R – Student Absences and Excuses
- JICFA – Hazing
- JICFAA – Harassment, Intimidation and Bullying Complaint Form
- JICFAA-R – Harassment, Intimidation and Bullying
- JKB – Detention of Students
- JKD – Suspension of Students
- JKE – Expulsion of Students
- JICF – Secret Societies/ Gang Activities
- JICDA – Code of Conduct
- JICDA-R – Code of Conduct

f. Instructional Program (I)

- Curriculum Resources and Support Services for Schools
- Professional Development Offerings
- Elementary School Daily Schedule
- Middle School Daily Schedule
- Puzzle Pieces

Inspiring, challenging and preparing our students for tomorrow's global opportunities

April, 2019

Frederick C. Buskey, Ed. D.
Senior Lecturer (Retired), Clemson University

EDUCATION

Educational Doctorate in Educational Leadership, 2004

Bowling Green State University – Bowling Green, Ohio

Master of Arts in Physical Education, 1987

The Ohio State University – Columbus, Ohio

Bachelor of Arts in Physical Education, 1985

Humboldt State University – Arcata, California

EMPLOYMENT HISTORY

Founder, Coach, and Consultant (2018-present) with Strategic Leadership Consulting.

Dedicated to helping leaders at all levels and in all industries engage in strategic action on a daily basis. Developed information materials and tools to assist leaders. Working with school district and building leaders and their teams.

Leadership Coach and Consultant (2007-2018) with KMH and Moonshadow

Leadership Solutions. Coached beginning and experienced principals, high-potential school leaders, and high-level executives in a Fortune 500 company.

Senior Lecturer (2018-May, 2019) and **Lecturer** (2013-2018) in Leadership,

Educational and Organizational Leadership Development, Clemson University

Led development of new mission and program area focus on leaders for high needs schools, revision of program assessment plan, and development of new assessment. Enhanced existing and developed new partnerships with school districts.

Assistant Professor in Department of Human Services (2011-2013) and Educational

Leadership and Foundations (2006-2011), Western Carolina University

Led innovative online program redesign to focus on courageous leadership.

Developed enrollment management processes and led development of student support processes. Gained approval for leadership certificate program.

Special Education Coordinator, Putnam County ESC, 2001 - 2006

Provided support and oversight of county-wide low incidence special education programs, responsible for over 20 direct reports, led teacher professional development, helped to create and grow two programs serving children with autism, and helped write, oversee, and implement major grants.

Entry Year Teacher Coordinator, Putnam County ESC, 2000 - 2006

Coordinated multi-county consortium serving over 20 entry year teachers.

Creatively adapted program to maintain services in the face of diminishing state fiscal support.

Alternative School Teacher, Putnam County ESC, 2000 – 2001

Provided guidance and mentoring for students serving short term suspensions.

History Teacher, Liberty Benton Middle School, 1995 – 2000

Team leader for development of interdisciplinary thematic units and leadership development programs. Worked with state agencies to support and influence state accountability test.

Learning Disabilities Teacher, Liberty Benton High School, 1992 – 1995

Provided support and mentoring for students with mild disabilities.

Physical Education Teacher, Robert College of Istanbul, 1988-1991

Developed lifetime fitness units for students in grades 6-12. Developed extensive girls' basketball program to provide supportive culture and sense of belonging for female boarding students aged 12-18.

Graduate Assistant for Football Recruiting, The Ohio State University, 1986-1987

Extensive involvement in development of recruiting materials and logistical support for student-athlete visits. Supported implementation of talent management software. Evaluated athletic and academic abilities of potential recruits.

SCHOLARSHIP

Published Journal Articles (Peer Review)

Klar, H. W., Huggins, K. S., Andreoli, E. M., & Buskey, F. C., (2019). Developing rural school leaders through leadership coaching: A transformative approach.

Leadership and Policy in Schools. doi: [10.1080/15700763.2019.1585553](https://doi.org/10.1080/15700763.2019.1585553)

Klar, H. W., Huggins, K. S., Buskey, F. C., Desmangles, J. K., & Phelps-Ward, R. (2018). Developing social capital for collaboration in a research-practice partnership. *Journal of Professional Capital & Community*, 1-20. doi: 10.1108/JPC-01-2018-0005

Huggins, K. S., Klar, H. W., Hammonds, H. L., & Buskey, F. C. (2017). Developing leadership capacity in others: An examination of high school principals' personal capacities for fostering leadership. *International Journal of Education Policy & Leadership* 12(1). doi: 10.22230/IJEPL2017v12n1a670

Huggins, K. S., Klar, H. W., Hammonds, H. L., & Buskey, F. C. (2016). Supporting leadership development: An examination of high school principals' efforts to develop leaders' personal capacities. *Journal of Research on Leadership Education*, 11(2), 200-221. DOI: 10.1177/1942775116658636

Klar, H. W., Huggins, K. S., Hammonds, H. L., & Buskey, F. C. (2015). Fostering the capacity for distributed leadership: A post-heroic approach to leading schools. *International Journal of Leadership in Education: Theory to Practice*, 19(2), 111-137. doi: 10.1080/13603124.2015.1005028

Lindle J. C., Della Sala, M. R., Reese K. R., Klar, H. W., Knoepfel, R. C., & Buskey, F. C. (2015). A logic model for coaching experienced rural leaders: Lessons from

- year one of a pilot program. *Professional Development in Education*, [online], 1-19. doi: 10.1080/19415257.2015.1037927
- Brown, L. & Buskey, F. C. (2014). Creative crisis: English teacher testimony of the violent writings of high school youth. *Journal of Adolescent & Adult Literacy*, (58)1, 37-57. DOI: 10.1002/jaal.321
- Buskey, F. C., & Pitts, E. M. (2013). The role of personal ethical checking in courageous school leadership. *NCPEA Education Leadership Review*, 14(3), 73-80.
- Buskey, F. C. (2013). Servants, managers, and monkeys: New perspectives on school leadership. *International Journal of Leadership in Education: Theory and Practice*, 17(1), 123-129. DOI:10.1080/13603124.2013.807359
- Della Sala, M. R., Klar, H. W., Lindle, J. C., Reese, K. L., & Knoeppel, R. C., Campbell, M., & Buskey, F. (2013). Implementing a cross-district principal mentoring program: A human resources approach to developing mid-career principals' leadership capacities. *Journal of School Public Relations*, 34(2), 162-192.
- Buskey, F. C., & Polizzi, J. (2012). A tale of two educational leadership program redesigns: How policy influences process. *Journal of School Leadership*, 22(3), 462-492.
- Buskey, F. C., & Karvonen, M. (2012). Evaluating innovative leadership preparation: How what you want drives what (and how) you evaluate. *Journal of Leadership Education*, 11(1), 204-221.
- Buskey, F. C., & Topolka-Jorissen, K. (2010). No more silos: A new vision for principal preparation. *Educational Leadership Review*, 11(2), 112-122. Retrieved from http://www.ncpeapublications.org/attachments/article/330/Buskey_Topolka-Jorissen.pdf
- Jacobs, J., Buskey, F., Topolka-Jorissen, K., Szlizewski, L. & Allen, A. (2010). Creating program transformation through a mantra. *International Journal of Educational Leadership Preparation*. 5(2). Retrieved from <http://cnx.org/content/m34580/latest/>
- Buskey, F. C. & Jacobs, J. E. (2009). Catalysts for redesigning principal preparation: A courageous journey. *International Journal of Educational Leadership Preparation*, 4(2). Retrieved from <http://cnx.org/content/m22016/latest/>

Published Journal Articles (Editorial Review)

- Buskey, F. C. & Pitts, E. (2009). Training subversives: The ethics of leadership preparation. *Phi Delta Kappan*, 91(3), 57-61.

Published Book Chapters

- Buskey, F. C., Klar, H. W., Huggins, K. S., & Desmangles, J. K. (2017). Spanning boundaries to enhance rural school leadership: Examining a research-practice partnership co-design team. In M. Reardon and J. Leonard (Eds.). *Innovation and*

Implementation in Rural Places: School-University-Community Collaboration in Education (pp. 57-80). Charlotte, NC: Information Age Publishing.

Buskey, F. C. & Hemphill, M. (2016). Coming in from out of the dark. In A. H. Normore & J. S. Brooks (Eds.), *The dark side of leadership: Identifying and overcoming unethical practice in organizations* (pp. 113-131). Bingley, UK: Emerald Group Publishing.

Buskey, F. C. (2012). The rise and fall of Camelot: Designing, implementing, and dismantling an online program. In J. Tareilo & B. E. Bizzell (Eds.), *NCPEA Handbook of Online Instruction and Programs in Educational Leadership* (pp. 235-249). Ypsilanti, MI: NCPEA Publications.

Buskey, F. C. (2010). Turbulence and transformation: One professor's journey into online learning. In V. Yuzer & G. Kurubaçak (Eds.), *Transformative Learning and Online Education: Aesthetics, Dimensions and Concepts* (pp. 166-184). Hershey, PA: IGI Global.

Manuscripts Under Review & Development

Klar, H. W., Huggins, K. S., Andreoli, E. M., & Buskey, F. C., (2019). *Developing Leaders through Transformative Leadership Coaching: Assessing the Impact of a Rural, Multi-District Research-Practice Partnership*. Manuscript under review.

Andreoli, P. M., Klar, H. W., Huggins, K. S., & Buskey, F. C. (2018). *Learning to lead school improvement: An analysis of rural school leadership development*. Manuscript under review.

Klar, H. W., Huggins, K. S., Buskey, F. C., & Andreoli, P. M. (2017). *Fostering leadership coaching: An analysis of a research- practice partnership for rural school leadership development*. Manuscript under development.

Peer Reviewed Presentations

Klar, H. W., Huggins, K. S., Andreoli, P. M., & Buskey, F. C., (2019, April). *Developing leaders through transformative leadership coaching: Assessing the impact of a rural, multi-district research-practice partnership*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Moyi, P., Klar, H. W., Ylimaki, R. M., Andreoli, P. M., Buskey, F. C., Dou, J. T., Hardie, S. Karrington, K. L., & Roper, C. (2019, April). *Sociocultural interactions of leaders and students from marginalized communities in the southeastern United States*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Klar, H. W., Huggins, K. S., Andreoli, P. M., & Buskey, F. C., (2018, November). *Learning to lead school improvement: An analysis of rural school leadership development*. Paper presented at the University Council for Educational

Administration Convention, Houston, TX.

- Andreoli, P. M., Buskey, F. C., Dou, J. T., Hardie, S., Harrington, K., Klar, H. W., Moyi, P., Roper, C. & Ylimaki, R. (2018, November). *Sociocultural Interactions of Leaders and Students from Marginalized Communities in the Southeastern United States*. Paper presented at the University Council for Educational Administration Convention, Houston, TX.
- Klar, H. W., Huggins, K. S., Andreoli, P. M., & Buskey, F. C., (2018, April). *An analysis of rural school leadership development: Fostering school leadership capacity through the Leadership Learning Community*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Klar, H. W., Huggins, K. S., Buskey, F. C., & Andreoli, P. M. (2017, November). *Facilitating leadership coaching: An analysis of a research- practice partnership for rural school leadership development*. Paper presented at the University Council for Educational Administration Convention, Denver, CO.
- Buskey, F. C. (2017, May). *Disruptive leadership: A post-heroic leadership theory for the rest of us*. Paper presented at the annual meeting of the New DEEL, Philadelphia, PA.
- Huggins, K. S., Klar, H. K., Buskey, F. C., Desmangles, J. K., & Phelps-Ward, R., (2017, April). *Developing experienced leaders' coaching capacities: A preliminary analysis of a research practice partnership*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, Texas.
- Klar, H. K., Huggins, K. S., Phelps-Ward, R., Desmangles, J. K., Buskey, F. C. (2016, November). *Re-envisioning leadership development in rural schools: An examination of social capital development within research-practice partnerships*. Paper presented at the annual convention of the University Council for Educational Administration, Detroit, MI.
- Bishop, D., Buskey, F. C. (2016, October). *Stuck in the middle: An instructional coach's journey through conflicting district and building level values*. Paper presented at the 21st annual meeting of the Consortium for the Study of Leadership and Ethics in Education, London, Ontario, Canada.
- Heidlebaugh-Buskey, P. K., Buskey, F. C. (September, 2016). *Rule breaking as culturally responsive pedagogy*. Paper presented at the annual Fall Forum of the North Carolina Association for Colleges and Teacher Educators, Raleigh, NC.
- Buskey, F. C., Klar, H. K., Desmangles, J. K., Huggins, K. S., Lindle, J. C., & Peterson, G. J. (2015, November). *Spanning boundaries to create action-oriented scholarship: A case study of an innovative research-practice partnership*. Paper presented at the annual convention of the University Council for Educational Administration, San Diego, CA.
- Buskey, F. C., Huggins, K. S., Klar, H. K., Desmangles, J. K., Wilson Jr., R. L. (2015, October). *From professional development to ethical imperative: The power of*

- collaboration*. Paper presented at the 20th annual meeting of the Consortium for the Study of Leadership and Ethics in Education, State College, PA.
- Heidlebaugh-Buskey, P., Buskey, F. C. (2014, November). *Breaking Good: Non-Conforming Rural Teachers Meeting Diverse Learners' Needs*. Paper presented at the annual convention of the University Council for Educational Administration, Washington D.C.
- Klar, H. W., Huggins, K. S., Hammonds, H. L., Buskey, F. C. (2014, April). *Dispositions for Developing Leadership: An Examination of Principals' Capacities for Fostering Leadership Capacity*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania.
- Huggins, K. S., Klar, H. W., Hammonds, H. L., Buskey, F. C. (2013, November). *Becoming a Teacher Leader: A Study of Leadership Development in Three High Schools*. Paper presented at the University Council for Educational Administration Convention, Indianapolis, Indiana.
- Reese, K.L., Lindle, J.C., Della Sala, M.R., Klar, H.W., Knoeppel, R.C., Marion, R., & Buskey, F.C. (2013, November). *Learning and reflection in the midst of persistent challenges on practicing school leaders' time*. A paper presented at the annual convention of the University Council for Educational Administration (UCEA), Indianapolis, IN.
- Buskey, F. C. & Karvonen, M. (2013, April). *Can we prepare ethical leaders? A longitudinal study of principal preparation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Brown, L. & Buskey, F. C. (2013, April). *Creative crises: English teacher testimony of the violent writings of high school youth*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Brown, L. & Buskey, F. C. (2012, April). *Violent writing: A quantitative examination of an unexplored high school phenomenon*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.
- Jacobs, J. E., Buskey, F. C., Hemphill, M., Greer, R., & Taylor, J. (2011, August). *Improving access & equity through ethical decision-making: A symposium on voices of principal preparation*. Symposium conducted at the 65th Annual Summer Conference of the National Council of Professors of Educational Administration, Portland, Oregon.
- Buskey, F. C. & Karvonen, M. (2011, April). *Using cross-cohort analysis to inform program and assessment design in educational leadership*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Buskey, F. C., Starratt, R.J., Buskey, P. Shapiro, S., Pauken, P. & Topolka-Jorissen, K. (2011, April). *"Integrity, fairness, and in an ethical manner": Exploring ISLLC Standard 5 as the foundation of school leadership*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Buskey, F. C. & Karvonen, M. (2010, November). *Evaluating innovative leadership preparation: How what you want drives what (and how) you evaluate*. Paper presented at the 24th annual convention of the University Council for Educational Administration in New Orleans, Louisiana.
- Buskey, F. C. & Polizzi, J. A. (2010, October). *A tale of two educational leadership products: How policy influences outcomes*. Paper presented at the 24th annual convention of the University Council for Educational Administration in New Orleans, Louisiana.
- Shapiro, J.P., Gross, S.J., and others, including, Buskey, F.C. (2010, October). *The New DEEL: Building partnerships and community in the U.S. and beyond*. Panel at the 24th annual convention of the University Council for Educational Administration in New Orleans, Louisiana.
- Jacobs, J.E., Buskey, F.C., Greer, R.E., Hemphill, M. & Taylor, J. (2010, September). *Leading through ethical decision making: Voices of principals in preparation*. Paper presented at the State Conference of the North Carolina Association of Colleges of Teacher Education.
- Buskey, F. C., Topolka-Jorissen, K., & Jacobs, J. E. (2010, April). *Assessing the ability of a principal licensure program to develop sustainable ethical leadership: What can course assessments tell us?* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Pitts, E., & Buskey, F. C. (2010, March). *Exploring the spirituality of artistic insubordination: Tapping an educator's resource for student-advocacy*. Paper presented at the annual meeting of the New DEEL, Philadelphia, PA.
- Buskey, F. C. & Pitts, E. (2009, November). *The role of ethical checking in courageous school leadership*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.
- Buskey, F.C. (2009, November). *Virtue, courage and action*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.
- Polizzi, J. & Buskey, F.C. (2009, November). *A tale of two principal licensure programs*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.
- Allen, A., Szlizewski, L., Buskey, F.C., Jorissen, K.T., & Jacobs, J. E. (2009, November). *Critical choices in educational leadership program redesign: Learning how to create transformation using a mantra*. Innovative Session presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.
- Polizzi, J. & Buskey, F.C. (2009, October). *A tale of two programs*. Paper presented at the 14th annual Values and Leadership Conference, State College, PA.
- Buskey, F. C. & Pitts, E. (2009, February). *Artistic Insubordination: Should educational administration programs prepare subversives?* Paper presented at the Annual New Deel Conference, Philadelphia, PA.
- Buskey, F. C. & Jorissen, K. T. (2008, October). *No more silos: A new vision for*

- principal preparation*. Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL.
- Buskey, F. C. & Jacobs, J. E. (2008, April). *Redesigning principal preparation: A courageous journey*. Paper presented at the annual meeting of the National Association of Elementary School Principals, Nashville, TN.
- Buskey, F. C. (2007, September). *Building ethical capacity: What can licensure programs do?* Paper presented at the 12th annual Values and Leadership Conference, State College, PA.
- Buskey, F. C. (2007, September). *Ethical capacity: What, when, and how?* Paper presented at the 12th annual Values and Leadership Conference, State College, PA.
- Buskey, F. C. (2006, April). *Principal caring: Factors in teacher perceptions*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Buskey, F. C. & Earley, M. A., (2005, October). *A Call to action: the moral imperative in school leadership*. Paper presented at the annual meeting of the Mid-West Educational Research Association, Columbus, OH.
- Buskey, F. C. (2005, October). *Impact: A principal's effective ethical actions*. Paper presented at the annual meeting of the 10th annual Values and Leadership Conference, State College, PA.
- Buskey, F. C. (2005, October). *Gandhi, King, and school leadership*. Paper presented at the annual meeting of the 10th annual Values and Leadership Conference, State College, PA.
- Buskey, F. C. and Pauken, P. D, (2005, April). *Moral Magnetism: Leadership with a purpose*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Invited Presentations

- Polizzi, J. & Buskey, F.C. (March, 2009). *A Tale of Two Principal Licensure Programs*. Keynote presentation at the annual meeting of the New DEEL, Philadelphia, PA.
- Buskey, F. C. & Sircey, S. (November, 2008). *Assessing student performance in the online setting: Process, product, and possibility*. Presented at Passages to eLearning, Maggie Valley, NC.

Unpublished Scholarly Works

- Buskey, F. C. (2004). *Moral Magnetism: Leadership with a Purpose*. Unpublished doctoral dissertation, Bowling Green State University. Bowling Green, OH. DAI, 66, no. 01A (2004): p. 37.
- Buskey, F. C. (2000). Model Social Studies Lessons Unpublished curriculum support materials. Ohio Department of Education, Columbus, OH.

GRANTS

- Co-Author of internal Distance Learning Grant at Western Carolina University (\$6000), 2010
- Primary Author of OISM Grant for Putnam County ESC (\$60,000), 2006
- Primary Author of Access Grant for Putnam County ESC (\$45,000), 2005
- Primary Author of Access Grant for Kalida Local (\$20,000), 2005
- Co-Author of 21st Century Grant for Putnam County ESC (\$2.5 million), 2003
- Co-Author of Access Grant for Leipsic Local (\$120,000), 2002
- Primary Author of Access Grant for Jennings Local (\$50,000), 2002
- Primary Author Entry Year Grant for county consortium (\$40,000), 2001
- Co-Author Entry Year Grant for county consortium (\$50,000), 2000

RECOGNITIONS

- Dean's Research Award nominee, College of Education and Allied Professions, 2012-13, Western Carolina University
- Scholarship of Teaching and Learning Award, Finalist, Western Carolina University, 2012
- Dean's Research Award nominee, College of Education and Allied Professions, 2010-11, Western Carolina University
- PDK selected, as one of the "12 must-reads of 2009-2010", Buskey, F. C. & Pitts, E. (2009). Training Subversives: The Ethics of Leadership Preparation. *Phi Delta Kappan*, (91)3, 57-61.
- JR Robinson Online Teaching Award nominee, 2010, Western Carolina University
- Legislative Award for Teaching Excellence, 2010, Western Carolina University
- Last Lecture Award, finalist, 2009, Western Carolina University
- Chancellor's Award for Engaged Teaching, nominee, 2008, Western Carolina University
- JR Robinson Online Teaching Award finalist, 2008, Western Carolina University
- Distinguished Dissertation Award nominee, Bowling Green State University, 2006
- David L. Clark National Graduate Student Research Seminar in Educational Leadership and Policy nominee, 2003
- United States Department of Education's Teacher in Residence: selection as one of four finalists nationally, 2000
- National Board Certification in Early Adolescent/Social Studies, 1999

TEACHING

Courses taught at Clemson University

- EDL 7000 – Introduction to Public School Administration
- EDL 7100 – Organizational Theory for School Administrators
- EDL 7150 – School Community Relations
- EDL 7250 – Legal Phases of School Administration
- EDL 7300 – Supervision of Instruction
- EDL 7400 – Curriculum Planning and Improvement

- EDL 75xx – School Internship I and II
- EDL 9050 – Theory and Practice in Educational Leadership
- EDL 9100 – Introductory Doctoral Seminar

Courses taught at Western Carolina University

- EDL 601/701 – Ethical School Leadership
- EDL 602/702 – Leading School Culture
- EDL 725 – Introduction to School Leadership
- EDL 721 – School Law
- EDL 714 - Role of School Leaders in Special Education
- EDL 600, 686, 687, 688 – Principal Internship
- EDL 620 - Ethics and School Law
- EDL 793 - Topics in School Leadership
- EDL 899 - Dissertation Research
- EDCI 480 - Reading Research Education
- EDL 625 – Introduction to School Administration
- EDSU 405 – Leading Instructional Improvement

SERVICE

Service to Field of Scholarship

- Reviewer, Education Policy, 2014-2017
- Reviewer, NASSP Bulletin, 2012-2016
- Reviewer, International Journal of Leadership in Education, 2009-2016
- Conference Proposal Reviewer, AERA, 2011-2018
- Conference Proposal Reviewer, UCEA, 2011-2018

Service to the Profession

Other national, State, and Regional Service

- UCEA Ethics Committee: UCEA Ethical Code for the Preparation of Educational Leaders, 2010-2011
- UCEA and LTEL-SIG Taskforce to Evaluate Educational Leadership Preparation Effectiveness, 2009-2012
- Pre-service School Executive Advisory Group, North Carolina Department of Public Instruction, 2007-2011
- NC Quest, support of school administrators, 2006-2007
- Chancellor's Task Force on Teacher Supply and Demand, 2006-2007
- Member of Ohio Department of Education Alternative Assessment Advisory Committee, 2003 – 2006
- Member of Ohio Northern University College of Education Advisory Committee, 2004 – 2006
- Special Advisor to Representative Hoops for the Governor' Blue Ribbon Panel on School Reform, 2002 – 2003
- Member regional board of Westcentral-Entry Year Teacher Taskforce, 2000 – 2003

- Member regional board of Westcentral-Regional Professional Development Council, 2000 – 2002
- Provided Testimony to Legislative Office of Education Oversight, 2000

Service to Clemson University

Service to Clemson University

- Steering Committee, Consortium for Innovative Educational Practice, 2017-present
- Co-Coordinator, Leadership Learning Community, field outreach and leadership development, 2014-2016
- College of Education Awards Committee, Chair (2017-18), member (2015-17)
- Athletic Scholarship Appeals Committee, Fall, 2017-2018
- Graduate Recruitment Fellowship Committee, Spring, 2017-2018
- Graduate Advisory Committee, 2014-Fall, 2016
- Graduate Council, 2014-Fall, 2016

Service to the College of Education

- Member, Evaluation Committee for the Associate Dean of Research, 2017-18
- College of Education Awards Committee, Chair (2017-18), member (2015-17)
- Member, search committee, Director of Field & Clinical Partnerships/Outreach, Spring, 2016

Service to the Department

- Program Coordinator, K-12 Building and District level licensure programs, 2014-May, 2019
- Member, EOLD Search Committee for two assistant professors in educational leadership, 2016-17
- Representative, Western Piedmont Educational Consortium, superintendents' monthly meetings, 2015-present
- District Level Licensure Program Accreditation and Program Redesign, 2014-15
- PhD Committee, 2014-2016
- LCH Program Coordinator's Committee, 2014-2016
- Interim Director, Leadership 2.0/3.0, Spring, 2015
- Senior Lecturer Policy Committee, Spring, 2014

Service Partnerships

- Clemson-Pickens/Oconee Leadership Collaborative, 2017-2019
- Clemson-WPEC Leadership Collaborative, 2017-2019
- Clemson-Greenville Leadership Collaborative, 2017-2019
- Clemson-Anderson Leadership Collaborative, 2017-2019

Service to Students

- PhD Dissertation Committee Membership
 - Deborah Bishop
 - Lashia Bowers
 - Anna Brink

- Darian Byrd
- Wallace Cobbs
- Staci Galli
- Maddi Jurek
- Kippy Kelly
- Clifford Lee
- Frederick Lee
- Cindy Riyad
- Debra Wallace
- Erica Walters
- Building level licensure M.Ed. and Ed.S. advising
 - Pickens-Oconee 2018 (8)
 - WPEC 2018 (10)
 - Greenville 2018 (13)
 - Anderson 2017 (9)
 - Greenville 2017 (11)
 - WPEC 2016 (28)
 - Greenville 2016 (15)
 - Pickens, 2015 (22)
 - Greenville 2015 (29)

Service to Western Carolina University Service

Service to Western Carolina University

- University of North Carolina Faculty Assembly Representative, 2012-2013
- Academic Policy Review Council, 2011-2013
- Professional Education Council, 2011-2013
- Online Exam Proctoring, CEAP Representative, Educational Outreach, 2012
- University Club Board member, 2009-2012
- Graduate Council, 2008-2011
- Working on integration of MSA/Certificate programs into QEP, 2008-2011
- JM Robinson Award Committee member, 2007-2008
- SIG Leader, Transformational Learning in eLearning, 2007-2009

Service to the College of Education and Allied Professions

- CEAP Assessment Committee, 2011-2013
- Conceptual Framework Committee, 2011-2012
- CEAP Elections and Nominations Committee, 2009-2012
- CEAP Technology Committee member, 2007-2010

Service to the Department

- Sub Committee Chair on Collegiality, 2011
- Advisor (average 30 students per semester)
- Program Director, Master of School Administration and Post Master's Certificate, August 2006-December 2008 and August 2010-September, 2011
- Completed Program Prioritization reports for MSA and PMC-PSL, 2011

- Completed curriculum revision for MSA and PMC-PSL, 2011
- Ed.D. Redesign Committee, 2010-2011
- Co-Chair, Educational Leadership Search Committee, 2010-2011
- ELF Budget Committee, 2009-2010
- Secondary Education Search Committee, 2009-2010
- Principal Add-on Licensure Advisor, 2006-2009
- Awards Committee, 2008-2009
- Chair, Educational Leadership Search Committee, Fall 2008
- Led redesign of principal licensure programs, 2007-2009
- Led recognition of post-Master's program to Certificate status, 2007-2008
- Educational Leadership Search Committee, 2006-2007
- Principal Fellows Program Coordinator, 2006-2007

Service to Students

- Dissertation Committee Chair
 - Lori Brown, 2009-August 2011
- Dissertation Committee Membership
 - Cory Causby, 2011
 - Marvin Elliot, 2012
 - Marlowe Majer, 2012
 - Emily McCullough, 2013
 - Julie Vidoto, 2014
 - Heidi Von Dohlen, 2012

Staff Development and K-12 Service

- Principal Mentor, Aiken County School (SC), 2009-2011
- Presenter, Teaching Routines, ILT IN-service, Cherokee Elementary School, Fall 2010
- Staff Developer, Differentiated Instruction, for Thomas E. Kerns Elementary School, Greenville, S.C., 2006-2007
- Co-Presenter, *Assessment Mapping*, Trumbull County ESC, Fall 2005
- Co-Presenter, *Inclusionary Options and Practices*, Fort Jennings Local, Spring 2005
- Presenter, *Inclusion, Taking the Y out of YOUR*, various groups, 2001 – Present
- Presenter, *Engaging Students in Learning*, Ohio Council for the Social Studies Annual Meeting, 2001
- Presenter, *Inclusion, Teaming, and the Law*, Columbus Grove Local, Spring 2004
- Co-Presenter, *Substitute Teaching Nuts and Bolts*, Putnam County Educational Service Center annually 2001-present
- Co-Presenter, *Issues in Tracking*, Kalida Local, Fall 2002
- Presenter, *The Sound Teacher Induction Program*, Entry Year Principal's Retreat, Sandusky, Ohio, 2001
- Trainer, *Pathwise Observation System*, multiple trainings for potential Mentor Teachers, 2000 – Present
- Co-Presenter, *Use of Student Academic Performances to Promote Interdisciplinary Learning*, Ohio Middle School Annual Conference, 1999

- Presenter, *Inclusionary Practices for Social Studies Teachers*, Northwest Ohio Special Education Regional Resource Center, Spring 1995

Strategic Leadership Consulting

Proposal for McCormick County School District

Situation and Context

McCormick County School District is in the midst of change. Ms. Bagley, the interim superintendent, has been tasked with improving the outcomes for students across the district. Miss Bagley is the sixth superintendent in the past eight years. While community support for the schools is strong, the community also does not have high expectations, resulting in a lack of urgency and exacerbating resistance to change. Failure to improve measures of student achievement will result in state intervention. A focus on leadership support and development will help school leaders independently and proactively focus on instructional leadership practices resulting in improved teaching and increased student performance.

Objectives

1. Improve the instructional leadership skills of each principal
2. Improve each principal's ability to communicate and support high expectations for teaching and learning
3. Increase each principal's skills in conducting formative classroom observations
4. Develop instructional coaching skills in each principal

Measures of Success

1. Principals will align their personal time and resources with academic priorities
2. Principals and teachers will engage in conversations about student outcomes using multiple forms of data
3. Principals will conduct varied forms of formative observation on a consistent basis throughout the school year with all teachers, with the goal that each teacher receives four or more observations in addition to walk-bys, walk-ins, and walk-throughs
4. Teacher performance will improve related to goals mutually agreed upon throughout the observation process

Value

1. Confidence by the Superintendent and School Board that principals are self-directed and focused on instruction
2. Ability of Superintendent to focus on other responsibilities and know that principals have support
3. Principals feel equipped to help their teachers meet high expectations for student outcomes
4. Leaders and teachers perceive the value of changes to be worth more than the efforts to change

Strategic Leadership Consulting

Project Options

Each option is priced per/principal. Each option includes the option(s) before it. Each principal could receive a different choice of option (e.g. elementary principal option 1, middle school principal option 2, and high school principal option 3).

Option 1: Focus on individual leader development

- Gain insight into each principal' needs and contexts by shadowing and meeting with them (May, 2019)
- Provide a leadership styles inventory for use in coaching (May, 2019)
- Work with principals to identify individual goals for improvement and follow up with targeted training (May or June, 2019)
- Provide a full day face-to-face professional development session to develop strategies to enhance instructional leadership (June, July, or early August, 2019)
- Provide a combination of face-to-face and remote support with a frequency of about every three weeks (August, 2019-June, 2020)
- Provide retainer service for the superintendent for the duration of the contract (24/7 rapid response by phone, text, or email) 365 days of the year (with exceptions for travel and vacation)

Option 2: Focus on building instructional leadership team

- Interview all instructional leaders, including assistant principals, instructional coaches, and district leaders (May 2019)
- Provide leadership styles inventory for all instructional leaders (May 2019)
- Include all relevant instructional leaders in full day face-to-face professional development session (June, July, or early August, 2019)
- Expand face-to-face support for principals to include group support for the instructional team (August, 2019-June, 2020)

Option 3: Focus on instructional team implementation of best practices

- Expand professional development training to two-days with additional focus on process development and structuring of PLCs (June, July, or early August, 2019)
- Develop instructional leaders' capacity to lead professional development through shadowing, modeling, and contributing to various PD activities (PLCs, faculty meetings, PD) throughout the school year. Note this does not include actually creating content for and leading teacher professional development days (August, 2019-June, 2020)
- Attend up to two School Improvement Council meetings and provide feedback and input (TBA)
- Meet with the School Board, if desired, up to two times (TBA)
- Work with the instructional team during a one-day workshop to develop meaningful and actionable elements of the strategic plan (April or May, 2020)

Strategic Leadership Consulting

Terms and Conditions

The investment for each option on a per/principal basis. Each option includes the option(s) before it. The investment for each option is as follows: option 1 is \$10,000; option 2 is \$20,000, and option 3 is \$50,000.

In consideration of the prior negative experiences the school board has had with consultants, the project will be split into three phases. Phase 1 will span June 15-December 1, 2019 and consist of Option 1 for all three principals (\$30,000, prorated to \$18,000). If, at the conclusion of phase 1, the superintendent is dissatisfied with the project, phases 2 and 3 will be cancelled and I will refund 40% of the phase 1 investment (\$7,200). Under these terms, the maximum risk for the district is \$10,800 for five months of professional development for three principals.

The request to cancel the project must be made by December 14, 2019 in writing via email or registered mail. The only reason needed to be provided is that the district is dissatisfied. The refund will be issued by check within 10 business days. This offer applies only to phase 1 of the project.

Phase 2 will span January 15-June 1. Phase 2 will consist of option 1 (prorated to \$12,000), with the possibility of increasing the level of support to option 2 (prorated to \$24,000) if performance and funding warrant it.

Phase 3 will span August 1, 2020-June 1, 2021. Phase 3 will consist of option 2 (\$60,000). Phase 3 will occur based on mutual agreement of both parties. The decision to conduct phase 3 must be made by both parties by April 1, 2020.

This proposal is good from April 18 to May 21, 2019.

Phase 1 Investment: \$18,000, due by June 15, 2019

Phase 2 Investment: \$12-24,000, due by January 15, 2020

Phase 3 Investment: \$60,000, due by July 15, 2020

Betty Bagley, Superintendent Signature: _____ Date: _____

Frederick Buskey, SLC Signature: _____ Date: _____

Please return signed contract to:

Frederick Buskey, Strategic Leadership Consulting

PO Box 1293

Cullowhee, NC 28723

This proposal is written expressly and exclusively for McCormick County School District and should not be shared or distributed.

School year: 2019-2020
McCormick SC 29835

To whom it may concern:

This is to inform you that we intend to home educate our son Andy Mullins age 9 during the 2019-2020 school year. We will abide by the SC code of Law 59-65 Section 59-65-47 option 3. We are in the process of enrolling in the Grace Homeschool Association for 2019-2020 school year.

Sincerely,
Mr and Mrs Todd Mullins
124 Arbor Lane
McCormick SC 29835
Ccrintodd@gmail.com
864-993-3730

- **ITEM TITLE:** *McCormick Middle and High School Student-Athletes*

REQUESTED ACTION:

FCA Football Camp at Presbyterian College July 18-20, 2019

EXECUTIVE SUMMARY:

- *We are asking permission for an overnight stay at Presbyterian College July 18-20, 2019.*
- *We will have 15 of our student-athletes going to represent our school district at FCA football camp.*
- *Chaperones (Paul Pratt, Elzye Harrison, Kenneth Gunter, and Rico Salliewhite)*

STRATEGIC PLAN GOAL (S): (Check all that applies)

- ☒ **Goal 1 – Student Achievement**
☒ **Goal 2 – School Climate**
☐ **Goal 3 – Teacher/Administrator Quality**

FINANCIAL IMPACT:

Each student will apply for FCA Scholarships.

The United Methodist Church will host a dinner to raise funds for FCA leadership and team camps.

We would like to use a McCormick County School District bus to transport students on this trip.

LIST NAME OF EXHIBIT(S):

BOARD ACTION TAKEN ON:
(For Official School Board Records' Only)

SOURCE OF ADDITIONAL INFORMATION

Name of Department Head

Signature of Department Head

BY:

School Board Chairperson

MEETING DATE <i>April 23, 2018</i>	ACTION ITEM <u> </u> YES <u> X </u> NO	AGENDA ITEM IX. c .
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McCormick County School District
Board Agenda Request Form
821 N. Mine Street
McCormick, South Carolina 29835
(864) 852-2435

- **ITEM TITLE:** *McCormick Middle and High School Student-Athletes*

REQUESTED ACTION:

St. Simons Island Leadership Camp July 1-5, 2019

EXECUTIVE SUMMARY:

- *We are asking permission for an overnight stay at Presbyterian College July 1-5, 2019.*
- *We will have 11 of our student-athletes going to represent our school district at FCA Volleyball camp.*
- *Chaperones (Rico Salliewhite and Christian Salliewhite)*

STRATEGIC PLAN GOAL (S): (Check all that applies)

☒ **Goal 1 – Student Achievement**

☒ **Goal 2 – School Climate**

☐ **Goal 3 – Teacher/Administrator Quality**

FINANCIAL IMPACT:

Each student will apply for FCA Scholarships.

The United Methodist Church will host a dinner to raise funds for FCA leadership and team camps.

We would like to use a McCormick County School District bus to transport students on this trip.

LIST NAME OF EXHIBIT(S):

BOARD ACTION TAKEN ON:
(For Official School Board Records' Only)

SOURCE OF ADDITIONAL INFORMATION

Name of Department Head

Signature of Department Head

BY:

School Board Chairperson

- ITEM TITLE: <i>McCormick Middle and High School Student-Athletes</i>	
REQUESTED ACTION: FCA Volleyball Camp Columbia International College July 15-17, 2019	
EXECUTIVE SUMMARY: <ul style="list-style-type: none"> - <i>We are asking permission for an overnight stay at Presbyterian College July 15-17, 2019.</i> - <i>We will have 11 of our student-athletes going to represent our school district at FCA Volleyball camp.</i> - <i>Chaperones (Brittany Callaham)</i> 	
STRATEGIC PLAN GOAL (S): (Check all that applies) <input checked="" type="checkbox"/> Goal 1 – Student Achievement <input checked="" type="checkbox"/> Goal 2 – School Climate <input type="checkbox"/> Goal 3 – Teacher/Administrator Quality	
FINANCIAL IMPACT: Each student will apply for FCA Scholarships. The United Methodist Church will host a dinner to raise funds for FCA leadership and team camps. We would like to use a McCormick County School District bus to transport students on this trip.	
LIST NAME OF EXHIBIT(S):	
BOARD ACTION TAKEN ON: (For Official School Board Records' Only)	SOURCE OF ADDITIONAL INFORMATION
_____ Name of Department Head	_____ Signature of Department Head
BY: _____ School Board Chairperson	

MEETING DATE <i>April 23, 2018</i>	ACTION ITEM <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	AGENDA ITEM IX. c.
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McCormick County School District
Board Agenda Request Form
 821 N. Mine Street
 McCormick, South Carolina 29835
 (864) 852-2435

McCormick County School District
Position Description

POSITION TITLE: Director of Federal/State Programs and Accountability

SUMMARY: The Director of Federal/State Programs and Accountability works under the supervision of the Superintendent. The component of Federal/State Programs and State programs includes the following: Title I, II, III (M-V Act), IV (Student Support and Academic Achievement), and V (Rural and Low Income Students), , Migrant Education, Instructional Provisos, Textbook Adoption, 21st Century, Arts in Basic Curriculum, , Read to Succeed etc. Additionally, the DFS&A will be responsible for G&T The responsibilities and functions include program administration of funds and improvement of instruction in these areas. He/she is responsible for ensuring that all programs are operated within the guidelines of federal and state laws and regulations. He/she is the supervisor of instruction for the Artistic Programs, ESOL program, 21st Century, Read to Succeed, Title I Programs, and other federal or state grant program working in cooperation with the administration and teachers of these schools. Accountability responsibility will involve planning, compliance, and submission of reports and documents related to AdvancEd, Accreditation, and State Strategic and School Renewal plans. This position will also have responsibility for managing and monitoring the student information data system: PowerSchool.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*
TO FACILITATE THE IMPROVEMENT OF STUDENT LEARNING AND THE SCHOOL'S ACADEMIC ACHIEVEMENT IN TITLE I SCHOOLS

TITLE I AND TITLE II

Assure that the school complies with all laws and requirements of Elementary and Secondary Education Act and Title I and will assist the principal, staff, and community in:

- Conducting a comprehensive needs assessment through analysis of disaggregated student performance data, demographic data, and other pertinent indicators;
- Developing a district-wide Title I plan that focuses monetary and human resources on identified needs;
- Monitoring consistently the accurate implementation of all aspects of the Title I plan;
- Conducting both formative and summative evaluation of the effectiveness of the Title I plan;
- Implementing the requirements of parent involvement policies and school-parent compacts;
- Assisting schools in organizing and conducting parent involvement programs that may include but are not limited to literacy, parenting, parent-child academic interactions, and community activities;

- Ensuring the accuracy of the Title I Equipment inventory;
- Developing and implementing extended day or extended year academic programs;
- Determining the school's status relating to meeting state-identified accountability requirements through an analysis of disaggregated student performance data.
- Collaborating with the principal and other school and district personnel to plan and implement professional training for teachers, aides, administrators, pupil services personnel, parents, and other community audiences.
- Collaborating with the principal and other school and district personnel to identify, evaluate, and implement research-based curricular materials and instructional methods that support the required strategies of Title I and the required state and district academic standards in mathematics and English Language Arts.
- Assisting with federal and state Title I program evaluations.
- Serving as a member of Title I school and district planning and advisory committees.
- Monitoring school-level compliance of all Title I assurances and in collect and archive all required Title I documentation.
- Working flexible hours (some after school hours) to facilitate staff training, parenting and tutoring programs, enrichment activities, and other duties as assigned from the school and/or district level.
- Assuming other related Title I duties as assigned by the Superintendent.
- Overseeing the budget plans for Neglected & Delinquent (N&D) funding while working closely with the district's Family Liaisons to ensure that qualifying students receive the necessary support.
- Ensuring compliance with the defined regulations of N&D.

MCKINNEY-VENTO AND TITLE III

- Ensure compliance with the defined regulations of the McKinney-Vento Act.
- Work with schools to identify students who qualify for Migrant Education status and ensure that the qualifying students receive the necessary support
- Collaborate with the Early Childhood, Elementary, and Secondary Coordinators to develop the Title III Program
- Develop the annual Title III plan for the school district.
- Ensure that qualifying students are identified and served with ESOL services.
- Serve as the primary contact for advising schools and Title III/ESOL teachers.
- Ensure compliance with the defined regulations of the Title III/ESOL guidelines and regulations and best instructional practices for English Language Learners.
- Coordinate district-wide efforts to develop appropriate curriculum development and instructional resources for the Title III/ESOL program.
- Oversees the budget for Title III funding.
- Ensures compliance with all federal and state requirements.

- Attends state-level training in order to stay current in reference to the guidelines and procedures relative to Title III/ESOL.
- Review aggregated and disaggregated data to ensure growth in ESOL student performance.

COORDINATE 21ST CENTURY PROGRAMS

- Establish Campus-Based After School program and Summer Bridge Program (when available) that strives to improve student academics, attendance behavior, promotion rates, and graduation rates.
- Plan, develop, implement, and evaluate overall programs, services and activities to ensure they meet state objectives and the needs and interests of students.
- Ensure the establishment and implementation of all policies and procedures that fulfill the requirements of the 21st Century Learning Centers.
- Ensure the reporting of student data and information from each center to meet grant reporting requirements to ensure that timelines will be met.
- Compile regular reports reflecting all activities, attendance, participation, or other data as needed.
- Ensure the control of center expenditures against the grant budget.
- Help recruit and negotiate community- based organizations and volunteers for the program.
- Provide direct and indirect supervision of Site Coordinators.
- Ensure administrative and operational systems are in place to maintain the operation of the physical properties and equipment.
- Ensure and enforce compliance with organizational policies and procedures for all staff.
- Require, manage and provide staff development opportunities for staff and volunteers.
- Conduct regular staff meetings.
- Ensure a productive work environment at all sites.
- Ensure that plans for technology, information management systems and updating staff skills are implemented.
- Develop partnerships with parents, community leaders and organizations.
- Develop and maintain public relations to increase the visibility of the after-school and summer programs, services, and activities within the community.
- Supervise and coordinate all staff and volunteers at special events.
- Maintain contact with external community and school groups, students' parents, and others to assist in resolving problems and to market/ promote the program.
- Articulate the district's mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing the district's mission.

DISTRICT READ TO SUCCEED (R2S) LIAISON

- Provide support for the effective implementation of Act 284-Read to Succeed legislation through planning, budgeting, implementing, and evaluating.

- Oversee district reading coaches and act as a liaison between the coach and the South Carolina Department of Education (SCDE).
- Provide assistance in determining third grade retention, Literacy Assessment Portfolios, and parent conferences on reading success and “Good Cause Exemptions.”
- Coordinate Summer Reading Camp per SCDE regulations.
- Provide support to teachers concerning Read to Succeed guidelines.
- Provide information for related Reach to Succeed courses available for teachers to acquire their needed Literacy Teacher credentials.

Coordinate the Gifted and Talented Academic/Artistic Program.

- Develops annual GT plan for the school district.
- Works collaboratively with the District Testing Coordinator to ensure that the qualifying students are identified and served.
- Serves as the primary contact for advising schools and GT teachers.
- Ensure compliance with the defined regulations of the GT guidelines.
- Coordinates professional learning school-level staff on GT guidelines and regulations and best instructional practices for gifted learners.
- Coordinates district-wide efforts to develop appropriate curriculum development and instructional resources for the GT program.
- Oversees the budget for GT funding.
- Attends state-level training in order to stay current in reference to the guidelines and procedures relative to GT.
- Reviews aggregated and disaggregated data for gifted learners to ensure optimal student learning experiences.

English as a Second Language Services (ESOL)

- Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners. Conducts meetings with staff for the purpose of coordinating districtwide activities including disseminating and receiving information, planning and implementing activities/events, addressing operational issues, etc.
- Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring
- Coordinates a variety of administrative activities (e.g. screening, interviewing, recommending, and/or orienting program staff; etc.) for the purpose of ensuring a positive learning environment and the efficient use of resources within the specified program area
- Coordinates English language proficiency testing for the purpose of identifying students that qualify for English Language Development programs
- Identifies program needs (e.g. instructional materials and equipment, etc.) for the purpose of providing input to school administration that will enhance the ELD program

- Monitors District and Site level advisory committees for the purpose of ensuring compliance and obtaining input to maximize program effectiveness
- Monitors inventory of instructional materials, equipment and supplies for the purpose of identifying required items to provide instruction in accordance with established curriculum
- Participates in meetings, workshops, trainings, and seminars (e.g. site management team, specialized staff, district curriculum, etc.) for the purpose of conveying and/or gathering information required to perform functions
- Prepares a variety of reports and written materials (e.g. District ELD plan, benchmark objectives, supply orders, equipment inventory, etc.) for the purpose of documenting activities and ensuring compliance with established guidelines
- Recommends budget expenditures for the purpose of addressing curricular, equipment and supply needs required to implement the instructional program
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students. Responds to inquiries from school personnel for the purpose of providing information, assistance and/or direction related to the grade level or special area activities

Accountability and Accreditation

- Supervises the development of goals, preparation of short and long-range plans, and the implementation of programs and services for assessment, grant development and planning
- Conducts evaluations of key MCSD program initiatives as a means of informing the superintendent, Board and community as to the effectiveness of MCSD programming and recommendations for improvement
- Serves as the LEA testing coordinator and oversees the administration of the state assessment program as directed by the South Carolina Department of Education
- Analyzes assessment data for national, state and district assessment programs and prepares that data for release to the public
- Coordinates program evaluation services for the school system; provides leadership in planning, developing, administering, interpreting and reporting the district's evaluation programs and procedures, broker's evaluations services between schools and external evaluators
- Provides data analysis and reporting, designs data-collections strategies; collects and/or assembles data; designs basic information services to facilitate the analysis of data; identifies and applies appropriate statistical analysis; produces graphical, tabular and narrative summaries of data and statistical analysis; writes reports and executive summaries of findings
- Conducts statistical analysis of academic initiatives with focus on improving student achievement; analyzes student data, coaches, principals and teachers on the use of data to make informed decisions

- Provides overall leadership and supervision of the District's progress and performance measurement system that includes information from all parts of the District to (1) support the timely monitoring of district-wide and school wide administrative and instructional programs, and (2) measure and report on progress and performance to meet the information needs of various staffs throughout the District and various stakeholders throughout the community
- Oversees federal and state accountability requirements related to Every Student Succeeds Act (ESSA), state and local accountability requirements
- Coordinates, facilitates and manages administrative activities, programs and personnel in accordance with the system's Theory of Action and Mission, Vision, Core Beliefs and Commitments
- Manages the development and oversight of planning initiatives with local and state government
- Participates as the district representative in multi-agency efforts aimed at planning related community involvement projects
- Develops department's goals and objectives that support the MCSD's Purpose, Vision, Beliefs and Goals
- Provides leadership and oversight in the development and maintenance of the annual budgets
- Performs related duties as assigned.

Supervises and Monitors the Districts Student Database System (PowerSchool) and collaborates with the District and School personnel for information management and dissemination to:

- Utilize the computerized Student Information Management System, a computer-driven system of word processing, spreadsheet and file maintenance programs, to enter, store and/or retrieve information as requested or as otherwise necessary
- Select data from varied sources, and summarizes information for standard reports, including preparing reports for submission to school administrators, school system administrators, and State Department of Education, as required or as requested, ensuring delivery in a timely manner; records various files on storage disks as backup copies or for delivery to appropriate officials or offices
- Monitor and supervise the preparation and maintenance of computer records of daily student attendance from submitted forms; reviews late-arrival forms and reconciles with absences to create "tardy" lists; reviews check-out forms, and reconciles with absences to create "early leave" correspondence to students' parents to advise of excessive absences, absences, according to established policies
- Monitor and supervise the preparation of attendance reports and reconciles manual and computer reports monthly
- Monitor and supervise the preparation and maintenance database of student enrollment, recording such data as student's name, address, parents or guardians, sex, race, immunization

record, grade of assignment, class schedule, grades, school bus assignment, lunch period assignment, medical needs, emergency contacts, etc.; records student suspensions and prepares periodic statistical reports; records students' withdrawal from school enrollment, recording reasons for withdrawal and students plans, as available, and preparing periodic statistical reports; prepares and maintains daily backup records on storage disks

- Prepare and maintain records of exceptional students being served by school, including student's enrollment and personal data, and specific handicap(s) of individual students
- Compare various data against data in secondary or previously used information system, contacting such officials as necessary to resolve discrepancies
- Attend seminars, conferences, workshops, classes, lectures, etc. as appropriate, to enhance and maintain knowledge of trends and developments in the field of database management, with specific emphasis on use of the PowerSchool system
- Perform other related work as required.

CERTIFICATIONS/QUALIFICATIONS:

- Master's degree or higher
- Valid South Carolina teacher credential; administrative certification preferred.
- Experience in supervision or experience in curriculum development or instruction is preferred.
- Experience in the following is also preferred: 1) Five years' experience with Title I programs; 2) Extensive knowledge of Title I and other federal/special programs legislation
- Exceptional interpersonal skills
- Outstanding oral and written communications skills
- Advanced computer skills
- Knowledge of budgeting procedures
- GT Endorsement preferred

REPORTS TO: District Superintendent

DAYS: 240

McCormick County School District

Position Description

POSITION TITLE: Director of Early Learning and Student Services

SUMMARY:

The Director of Early Learning and Student Services works under the supervision of the Superintendent. Early learning includes curriculum and instructional programs in grades Pre-k and the district childcare center. The Director is responsible for ensuring all curriculum and instructional programs are operated within the guidelines of the federal and state laws and regulations for Early Learning. He/She coordinates with other instructional personnel for CERDEP, Read to succeed, and Artistic Programs, Science, Technology, Engineering, Arts, and Mathematics (STEAM), programs. The Director will be responsible for monitoring and supervising Multi-Tiered System of Support (MTSS) and 504 Plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

TO FACILITATE THE IMPROVEMENT OF STUDENT LEARNING AND THE SCHOOL'S ACADEMIC ACHIEVEMENT IN EARLY LEARNING

Assure that school complies with all laws and requirements of Early Learning and will assist principal, staff, and community in:

- Coordinate the development of instructional materials, policies, and guidelines related to the early childhood and elementary programs.
- Conducting a comprehensive needs assessment through analysis of disaggregated student performance data, demographic data, and other pertinent indicators.
- Developing a district-wide strategic plan that focuses the alignment of curriculum, instruction, and assessment.
- Keeping abreast with of new and innovative programs and teaching techniques.
- Monitoring consistently the accurate implementation of all aspects of the district's professional development plan.
- Conducting both formative and summative evaluation of the effectiveness of the district's strategic plan, professional development plan, and program effectiveness.
- Assist schools in organizing and conducting parent involvement programs that may include, but are limited to literacy, parenting, parent-child academic interventions, and community activities.
- Developing and implementing extended day or extended year academic programs.
- Oversee the recruitment and screening procedures for the 4K program.

- Assess the use of district curriculum programs and materials for the purpose of evaluating program effectiveness.

Collaborate with other district personnel (e.g. District administrators, building principals, teachers, etc.) to identify, evaluate, and implement research-based curricular materials and instructional methods that support academic standards in elementary and early learning.

- Collaborate with the principal and other school and district personnel to plan and implement professional training for teachers, aides, administrators, pupil services personnel, parents, and community members.
- Collaborate and assist the Federal Programs Office Coordinator in monitoring school-level compliance of all federal program assurances and in collecting and archiving all required documentation.
- Serve as a member of district planning and advisory committees.
- Work flexible hours to facilitate staff training, parenting and tutoring programs, enrichment activities, and other duties as assigned from the school and/or district level.
- Provides general assistance to other employees and departments as needed.

Collaboratively coordinates with the Director of Federal/State Programs Office with the Title III program and ESOL services to:

- Develop the annual Title II plan for the district.
- Works as the District Testing Coordinator to ensure that qualifying students are identified and served with ESOL services.
- Coordinate and assist with the Federal Programs Office to ensure compliance with the defined regulations of the Title III/ESOL guidelines.
- Coordinates professional learning for school-level staff on Title III/ESOL guidelines, regulations, and best instructional practices for English Language Learners.
- Coordinates district-wide efforts to develop appropriate curriculum development and instructional resources for Title III/ESOL.
- Attends state-level training in order to stay current in reference to the guidelines and procedures relative to Title III/ESOL.
- Reviews aggregated and disaggregated data to ensure growth in ESOL student performance.

Collaboratively works with responsible school personnel to provide administrative leadership to the Multi-Tiered System of Support (MTSS) structure team to ensure all essential components of MTSS are implemented and monitored with fidelity, lead to dramatic, and quantifiable academic, social-emotional, and behavioral achievement results for students to:

- Provide technical assistance to administrators, teachers and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS) at the district and school levels. This includes support within professional learning communities that integrate standards-based instruction and professional growth systems. Technical assistance activities include walkthroughs, feedback, modeling and other supportive assistance necessary to implement a Multi-Tiered System of Supports
- Work with building administrators to ensure MTSS processes, protocols, timelines and implementation plans are implemented with fidelity and meet the needs of our students
- Provides services to building administrators, teachers, parents/guardians on the MTSS processes
- Coordinate high quality MTSS professional development activities for all for school and district employees
- Attend Student Support Team/Cluster meetings to support teachers in problem solving, goal setting, implementation, monitoring and the evaluation process of students in Tier II/III
- Work with the Literacy Coach and Instructional Coaches to direct interventionists across the District on interventions and movement through the tiers
- Work with the designated Data/Assessment Coordinator to establish and maintain appropriate student tracking
- Consult with staff including teachers, administrators, and/or other ancillary staff on program evaluation and effectiveness
- Support the continued growth of the district's climate and culture goal work with staff, students, parents and community
- Prepare local, regional, state and federal reports as needed
- Work with the School Staff and Director of Federal/State Programs to coordinate the acquisition of support materials and equipment
- Monitor the MTSS process to ensure compliance to federal and state regulations/ guidelines
- Work with the designated Data/Assessment Coordinator to compile, maintain and review data required for the educational, behavioral and social emotional needs of students
- Monitor the evaluation activities within all MTSS tiers
- Schedule and attends all trainings in district level response to intervention behavioral and social emotional meetings
- Attend local, regional and state meetings and conferences as required.

504 Plans Monitoring and Management

- Align 504 evaluation procedures and services to the District and department vision, mission and goals for student learning
- Provide recommendations to the Assistant Superintendent of Student Services based upon student needs, personnel, equipment, supplies, etc. that will enhance the services for students
- Coordinate the initial and reevaluation process to determine students who are eligible for services under Section 504

- Support building level teams in identifying educational needs, supports and services for students eligible for 504 services through development of effective professional learning
- Coordinate and implement the child find procedures required by district, state, and federal guidelines
- Support the Director of Student Services in the coordination and facilitation of 504 evaluations, periodic reviews, and all associated paperwork
- Support school counselors and classroom teachers in meeting the implementation requirements of 504 plans
- Participate in community outreach opportunities in order to develop and maintain a working relationship between the district and community providers of services for students and families
- Maintain up-to-date knowledge and expertise on evidence-based practices, legal mandates and service delivery to students eligible for 504 services
- Participate in a variety of meetings (e.g. department, district curriculum, parent groups and conferences, site council, district preparations, in-service, etc.) for the purpose of representing both the department/district and ensuring the development of articulated services
- Respond to parents, building administration, district administration, etc. for the purpose of providing information, assistance and/or direction
- Serve as a liaison between building student services department and district student services leadership for the purpose of enhancing communications between all parties

EDUCATION and/or EXPERIENCE:

- Master's degree or higher
- SC certification in Early Childhood or Elementary; Administrative certification.
- Minimum of five years of successful teaching experience.
- Experience in supervision or experience in curriculum development or instruction is preferred
- Exceptional interpersonal skills
- Outstanding oral and written communications skills
- Advance computer skills
- Knowledge of budgeting procedures

Reports to: District Superintendent

Days: 240

McCormick County School District

Job Description

POSITION TITLE: School Nurse, RN

SUMMARY: The purpose of this classification is to assist the District by using clinical knowledge and judgment to create a climate of health and well-being district-wide. Uphold professional standards; adhere to the State Nurse Practice Act and other state and local statutes and regulations applicable to school nursing. Promote health and wellness in students, and work collaboratively with medical personnel, family, and staff to restore health.

EDUCATION and/or EXPERIENCE:

- Completion of Associate's degree from an accredited School or College of Nursing.
- This position requires a S.C. Nursing License. CPR, First Aid and AED certifications.
- Education substituted for experience.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide care for students who become sick or injured during school hours or school-related activities.
- Promote and assist in the control of infectious diseases through prevention, screening, early intervention, and reporting as indicated.
- Provide health and wellness counseling to students for the prevention of illness, create awareness, and encourage responsible, healthy decisions and practices.
- Administer medication for conditions including asthma, seizure disorder, diabetes, attention deficit disorder, and hyperactivity disorder; administer prescribed and over-the-counter medications as ordered by the healthcare provider and/or parent/guardian.
- Utilize the nursing module to maintain detailed, health-specific documentation for each student encounter including; nurse assessment notes, medication administration, Medicaid coding and documentation, accident reports, and other encounters.
- Monitor school immunization records to ensure compliance with state law.
- Develop, implement, and evaluate individualized healthcare plans (IHP) for students with special healthcare needs.
- Provide feedback as part of the education evaluation team to develop the individualized educational plan (IEP); provide feedback related to nursing interventions to the education evaluation team to assist in the development of the IEP.
- Participate in nursing staff development programs as necessary for training and certifications.
- Ability to maintain a SC nurses' license; Knowledge of the State Nurse Practice Act; Knowledge of the Health Insurance Portability and Accountability Act (HIPAA); Knowledge of pharmacology, including the classification, indications and dosages, adverse reactions, and contraindications of medications administered; Knowledge of disease transmission including blood borne pathogens.

- Knowledge of infection control practices; Knowledge and certification in CPR and AED; Ability to perform vision screenings; Knowledge of medical terminology; Knowledge of Medicaid policy, coding, and documentation.
- Knowledge of medical equipment usage and maintenance; Knowledge of DHEC policies and procedures.
- Knowledge of District exclusion and readmission policies for contagious and infectious diseases
- Knowledge of the signs, symptoms, and prevention of infection.
- Ability to complete an individualized healthcare plan using the nursing process (Assessment, Nursing Diagnosis, Goals, Interventions, and Evaluation/Outcomes).
- Ability to communicate effectively orally and in writing; Strong computer, digital, and information literacy skills.

Terms of Employment: Salary determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

McCormick County School District

Job Description

POSITION TITLE: Avid Tutor

SUMMARY: AVID tutors guide students toward academic and personal excellence that will reach far beyond their middle and high school years. AVID tutors will be active participants in the learning, growth, and personal development of students, with the ultimate goals of preparing students to be successful in college and careers.

EDUCATION and/or EXPERIENCE:

- Be a high school graduate and enrolled in a college or university; college graduates are also welcome to apply.
- Possess an educational philosophy that supports equity and access to rigorous curriculum for any student with the ability and willingness to work hard.
- Possess personal attributes of integrity and respect for others as well as the ability to work effectively in collaborative teams and serve as a mentor for middle and/or high school students.
- Possess at least entry-level college writing, speaking, and interpersonal communication skills.
- Possess effective organizational skills.
- Be able to implement goals, lead tutorial groups, manage multiple tasks, and meet deadlines.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Take an active role in developing the academic and personal strengths of AVID students.
- Establish and maintain a rapport with students.
- Serve as a role model/mentor to AVID students by being a lifelong learner, demonstrating appropriate academic and social behaviors, and wearing appropriate attire at all times.
- Complete 16 hours of training in using WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies and the AVID tutorial process.
- Assist students with AVID binder organization, focused note taking skills, and learning logs.
- Review students' Tutorial Request Forms (TRFs) before tutorials and prioritize learning needs.
- Facilitate inquiry-based tutorial groups and monitor tutorial work of the assigned group of students.
- Participate in ongoing coaching and debriefing in inquiry and the AVID tutorial process by the AVID coordinator/teacher.
- Communicate frequently and honestly with the AVID coordinator/teacher regarding student progress and areas of concern.

Shift Type: Part - Time

Reports to: Principal's

Days: 180

Salary Range: \$10.00/ per hour

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

McCormick County School District

Job Description

POSITION TITLE: Pre- Kindergarten Teacher (4 year old)

SUMMARY: To teach students the content and skills as defined in the McCormick County School District Curriculum and develop proficiency in analytical thinking and problem solving, instill love and appreciation for independent learning, and build ethical character and promote responsible citizenship.

EDUCATION and/or EXPERIENCE:

- Bachelor's degree from an accredited college
- Valid South Carolina teaching certificate (Early Childhood)
- Documented successful teaching experience Proficiency In the use of technology

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans and provides daily instruction based on the McCormick County School District Curriculum that meets the individual needs, interests, abilities, and developmental levels of assigned students.
- Plans daily instruction that uses instructional strategies to accommodate individual differences in maturity and rates, styles, and modalities of learning.
- Provides content for learners that is appropriate for the unit objectives, for students' ability and developmental levels, and maintains a pace appropriate for all students.
- Provides content for learners using multiple sources and formats, explanations, examples, and demonstrations and provides emphasis on key elements.
- Monitors and enhances learning using multiple strategies such as observation of student performance, appropriate questioning techniques, informal assessment, appropriate adjustment of instructional strategies, effective instructional feedback, and appropriate and sufficient reviews and summaries of content and skills.
- Maintains and reinforces appropriate expectations for student performance and responsibility and student expectations for completing assignments.
- Communicates with parents/legal guardians regarding the academic performance of the students.
- Displays confidence and enthusiasm and promotes student to student interactions and students to teacher interactions
- Establishes and communicates to students and parents clear and appropriate rules and consequences for student behavior and enforces rules in a fair and consistent manner.
- Establishes effective routines for non-instructional tasks, plans for smooth transitions between instructional events, and manages instructional materials, resources, and technologies.

- Maintains a physical environment that promotes learning and is safe and attractive.
- Maintains confidentiality of student records.
- Works cooperatively with the district.
- Attends staff meetings and serves on committees as required.
- Performs requirements as established by state and federal laws and requirements established by the Board of Trustees.
- Fulfills professional responsibilities beyond the classroom.
- Participate in Professional Development Programs.
- Performs other duties as assigned.

Terms of Employment: Salary determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Policy

STUDENT ATTENDANCE

Code **JE**

Purpose: To establish the basic structure for student attendance.

State law requires all children between the ages of five and 17 to attend a public or private school or kindergarten approved by the State Board of Education, the South Carolina Independent Schools Association for home instruction, or the district for home schooling. A parent/legal guardian whose child or ward is not six years old on or before September 1st of the school year may waive kindergarten attendance for his/her child.

As defined by the Office of Civil Rights (OCR), a chronically absent student is absent a minimum of 10 percent of the enrollment period – for any reason (e.g., suspension, illness-excused or unexcused). According to the OCR, an absent student is one who misses 50 percent of the instructional day for any reason (excused or unexcused).

If a child, who is at least six but not yet 17 years old, accumulates three consecutive unlawful absences or a total of five unlawful absences, that child is classified as a truant. Reg. 43-274(II)(A). Once a child is classified as a truant, the child's parents and school officials have additional responsibilities to improve the child's attendance.

The board expects children to attend school regularly. Regular attendance is necessary if students are to make the desired and expected academic and social progress. Parents are expected to make every reasonable effort to have their child in school on time daily.

The school year consists of 180 school days. In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed.

Cf. JH

Adopted prior to 2/9/78; Revised 7/28/80, 7/26/82, 3/11/91, 6/26/00, 8/30/04

Legal References:

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

1. Section 59-35-10 - Each district to provide a kindergarten program.
2. Section 59-63-20(3) - Entrance age for kindergarten program.
3. Section 59-63-20(4) - Entrance age for first grade
4. Section 59-63-20(6) - Four-year-olds may attend optional child development programs.
5. Section 59-65-10, et seq. - Compulsory attendance age group in South Carolina includes children ages five through 17; parents may waive compulsory kindergarten attendance requirement.

B. State Board of Education Regulations:

1. R43-274 - Student attendance.

Policy JE Student Attendance

Issued 8/04

Purpose: To establish the basic structure for student attendance.

State law requires all children between the ages of five and 17 to attend a public or private school or kindergarten. A parent/legal guardian whose child or ward is not six years old on or before September 1st of the school year may waive kindergarten attendance for his/her child.

The board expects children to attend school regularly. Regular attendance is necessary if students are to make the desired and expected academic and social progress.

The school year consists of 180 school days. High school students must attend 85 days of each 90-day semester to receive one-half unit of credit. They must attend 170 days through the course of the school year to receive one unit of credit.

Cf. [JH](#)

Adopted 2/9/78; Revised 7/28/80, 7/26/82, 6/26/00, 8/30/04

Legal references:

S.C. Code, 1976, as amended:

[Section 59-35-10](#) - Each district to provide a kindergarten program.

[Section 59-63-20\(3\)](#) - Entrance age for kindergarten program.

[Section 59-63-20\(4\)](#) - Entrance age for first grade.

[Section 59-63-20\(6\)](#) - Four-year-olds may attend optional child development programs.

[Section 59-65-10](#) - Compulsory attendance age group in South Carolina includes children ages five through 17; parents may waive compulsory kindergarten attendance requirement.

State Board of Education Regulations:

[R-43-274](#) - Student attendance.

McCormick County School District

Policy

STUDENT ABSENCES AND EXCUSES

Code **JH**

Purpose: To establish the basic structure for allowing and excusing student absences.

As defined by the Office of Civil Rights (OCR), a chronically absent student is absent a minimum of 10 percent of the enrollment period – for any reason (e.g., suspension, illness-excused or unexcused). According to the OCR, an absent student is one who misses 50 percent of the instructional day for any reason (excused or unexcused).

The board believes that attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. However, the board recognizes that some absences are unavoidable.

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. The board may grant approval of excessive absences in accordance with board policy.

The district will utilize a written intervention plan for improving student attendance. The purpose of the plan will be to link students with attendance problems and their families to all appropriate school and community resources.

The board recognizes that truancy is primarily an educational issue and will take all reasonable, educationally sound and corrective actions prior to resorting to the juvenile justice system. Parents will be expected to make every reasonable effort to have their child in school on time daily.

Student Attendance Regulations

Elementary/Middle school

The school will record student attendance on a daily basis. A student must attend a minimum of 170 days to be considered for promotion unless exempted by the special consideration conditions.

Secondary high school credit

In each class, a student must attend a minimum of 85 days (6/7 period schedule) or 42 days (eight period schedule) in a semester course and 170 days (6/7 period schedule) or 85 days (eight period schedule) in a year course before receiving consideration for credit and/or promotion.

Excuses - All Students

A student must give the school, within three school days of her/his return to school, a written excuse from a parent/legal guardian or health practitioner involved in the student's care for all absences.

All absences require a written explanation from the parent/guardian within three (3) school days of return from the absence. Written explanation of absences must include the student's name, parent/guardian's full name, date(s) of absence(s), documentation of the reason for absence, and a parent/guardian's signature. All documentation required by the school is subject to review and must be approved by the principal.

Absences in excess of ten days per year will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation.

Definitions/Explanations

Tardiness

Students are expected to arrive at school on time and to report to each class on time. Students who enter a classroom late are disruptive to the instructional program and may be subject to disciplinary actions. Habitually tardy students may be referred to the attendance officer.

Minimum day in school

As defined by the Office of Civil Rights (OCR), a chronically absent student is absent a minimum of 10 percent of the enrollment period – for any reason (e.g., suspension, illness-excused or unexcused). According to the OCR, an absent student is one who misses 50 percent of the instructional day for any reason (excused or unexcused).

In elementary school, a student who misses a portion of a school day for any reason will be counted absent if he/she misses school for a minimum of 50% of the school day. The student will not get credit en route to perfect attendance if he or she misses more than 50% of the day.

In middle and high school, attendance is based on class periods. For example, if a student attends five of seven periods, he/she is marked present in five and absent in two. This student would be marked present for the day based on the 50% OCR definition. If the student attends three of seven periods, he or she is marked present in three and absent in four. THIS student is marked absent for the day based on the OCR definition.

If the middle and high school students' daily attendance reflect an absence, the student will not credit for the day en route to perfect attendance. If a student is absent for 50% of that class period, he or she is considered absent for that class period.

The following definitions pertain to absences:

Lawful absences shall include but are not limited to:

- *Absences caused by a student's own illness and whose attendance in school would endanger his or her health and the health of others; the principal shall require a physician's certificate from the parent/legal guardian of a student reported continuously absent for illness.*
- *absences due to an illness or death in the student's immediate family*
- *absences due to a recognized religious holiday of the student's faith*

Unlawful Absences include but are not limited to:

- *absences of a student without the knowledge of his/her parents/legal guardians*
- *absences of a student without acceptable cause with the knowledge of his/her parents/legal guardian*

Medical homebound instruction

Parents/Legal guardians who anticipate a student's absence due to an extended health problem should apply immediately for medical homebound instruction. The school will not count the student on medical homebound instruction as absent. The student should attend all scheduled homebound session in lieu of attending school during the approved period. Any missed homebound instructional time may result in an attendance intervention plan.

Participation in After-School Activities

No student who misses any portion of a school day unlawfully shall be permitted to participate later that day or evening in any extracurricular, school-sponsored, authorized, or related school activity.

School-sponsored activities

With approval from the principal, students may be absent for a portion of the school day or the entire day for school-sponsored activities such as field trips, academic competitions, athletic events, or other extracurricular activities. The school will not count the student absent from class/school in such cases.

Interventions/Make-Up

When students have three consecutive unlawful or five unlawful absences, the school will contact the parents/legal guardians and develop a plan to improve attendance.

The plan for improving a student's attendance will include, but not be limited to, the following:

- reasons for unlawful absence
- methods to resolve cause of unlawful absence
- actions to be taken in the event unlawful absences continue
- Signature of parent/legal guardian or evidence that an attempt had been made to involve parent/legal guardian (phone call, letter, etc.)

When the number of unlawful absences reaches four (six or seven-period schedule) or two (eight-period schedule) in a semester course or eight (six or seven-period schedule) or four (eight-period schedule) in a yearly course, the school's attendance counselor will send a letter on behalf of the board to the parents/legal guardians as a reminder of the student's potential loss of credit for additional absences.

Referrals and judicial intervention

The district will not refer a child age six to 17 years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the parent/legal guardian. The district will not use a consent order from any local school or district as an intervention plan.

Refusal by the parent/legal guardian to cooperate with school intervention planning can result in a referral of the student to family court and the filing of a report against the parent/legal guardian with social services in accordance with law.

The district will inform the parent/legal guardian and/or the student of their right to have legal representation and their right to a trial at this time.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and district will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to another school

If a student transfers to another public school in South Carolina, intervention plans shall be forwarded to the receiving school. School officials will contact the parent(s)/guardian(s) and local team members to review the plan and revise as appropriate. Court ordered plans might be amended through application to the court.

Make-Up Work

Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Examples of make-up work that address both time and academic requirements of a course may include the following:

- after-school and/or weekend make-up programs
- extended-year programs

All make-up time and work must be completed within 30 days from the last day of the course.

1. Provision for make up of schoolwork missed during lawful absences shall be worked out with the teacher(s) concerned at the earliest time possible, but should not exceed five (5) school days after the student returns to school.
2. Make up of schoolwork missed during unlawful absences may be approved only with permission of the principal after consultation with the teacher(s) concerned.

3. These Procedures for Make-up Work apply to all schools in the district.
4. In addition to the above, each school will develop procedures to handle absences consistent with the following:
 1. The status of all student absences shall be communicated to the teacher(s) concerned within three (3) days of the student's return to school.
 2. Student absences for school activities or college visitation may be excused by the principal. The effect that the student's absence has on his or her education should be taken into consideration when decisions are made with regard to individual student class absences for school activities.
 3. Each school will review its procedures for dealing with absences on an annual basis and make appropriate adjustments consistent with this administrative rule. Each school will also place its plan for dealing with absences in its student handbook (if applicable) and communicate this plan to parents/guardians through newsletters or other means early in the school year.

School principals will exert every realistic effort to provide assurance that this regulation is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Special Considerations

Students suspended out-of-school (lawful absence) have the right to take all major tests and semester examinations without penalty. Make-up work will follow procedures determined at the school level. A suspended student cannot be penalized by an academic reduction of grades.

Each principal will establish an attendance appeals committee at the school-site level to hear appeals from students who have six (six or seven-period schedule) or three (eight-period schedule) or more lawful absences for a semester course or have 11 (six or seven-period schedule) or six (eight-period schedule) or more absences from a yearly course. Five professional personnel appointed by the principal will be on this committee. The appeals committee will conduct hearings within five days of the end of each semester. The appeals committee will make recommendations to the principal to grant or to deny promotion or credit. The principal will be the final authority at the school level. Due process is served by this procedure.

Students and their parents/legal guardians may apply for exemption to the attendance requirements because of extended or chronic illnesses that are certified by a physician or emergency conditions that are approved by the principal.

The classroom teacher has the primary responsibility for recording attendance accurately and monitoring make-up work.

As defined by the Office of Civil Rights (OCR), a chronically absent student is absent a minimum of 10 percent of the enrollment period – for any reason (e.g., suspension, illness-excused or unexcused). According to the OCR, an absent student is one who misses 50 percent of the instructional day for any reason (excused or unexcused).

Adopted 2/9/78; Revised 7/28/80, 7/26/82, 7/30/84, 6/26/00, 8/30/04

Legal References:

A. Federal Law:

1. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431, *et seq.*
2. Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802.

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

1. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.
2. Section 59-46-50 - Interstate compact on educational opportunity for military children.
3. Section 59-65-50 - Nonattendance reported to court having jurisdiction of juveniles.

C. State Board of Education Regulations:

1. R43-274 - Student attendance.

Legal references:

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

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

Policy JH Student Absences and Excuses

Issued 8/04

Purpose: To establish the basic structure for allowing and excusing student absences.

The board believes that attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. However, the board recognizes that some absences are unavoidable.

Any student who misses school must present a written excuse signed by his/her parent(s)/legal guardian(s). A valid excuse will contain the date of the absence and the reason for the absence. If a student brings a false (or forged) excuse, he/she will be referred to the administration for appropriate action. The school principal or his/her designee will review the excuse for each student's absence and classify the absence as lawful or unlawful in accordance with the guidelines set forth below. The principal reserves the right to request a doctor's excuse if a student has a long-term illness. If a student fails to bring a valid excuse to school within two days of his/her return to school, he/she will automatically receive an unlawful absence. The school administration will keep all excuses confidential.

This policy applies to all grade levels from kindergarten through grade 12. The policy also pertains to individual classes or portions of the school day. A parent(s)/legal guardian(s) should consider this when scheduling medical, dental or other appointments for his/her child.

A student will be considered lawfully absent in the following circumstances.

- the student is ill and his/her attendance in school would endanger his/her health or the health of others
- there is a death or serious illness in the student's immediate family
- the student is observing a recognized religious holiday of his/her faith
- the student must appear in court or has an appointment with a legal officer and provides written verification
- the student has received prior approval by the principal or his/her designee to participate in a school-related activity
- the student has a medical or dental appointment
- the student has approved college visits with administrative approval
- the student encounters unusual circumstances as determined by the principal. Whenever possible, the student must obtain approval in advance from the principal for such absences.

A student will be considered unlawfully absent in the following circumstances.

- the student is absent from school without the knowledge of his/her parent(s)/legal guardian(s)
- the student is absent without acceptable cause with the knowledge of his/her parent(s)/legal guardian(s)

Absences due to suspension will not be counted as an unlawful absence for truancy purposes.

Tardies

The school considers students arriving after the appointed beginning time to be late. Students arriving after the beginning of class may not enter without an admittance slip from the office.

Approval or disapproval of absences

In order for a student in kindergarten through eighth grade to receive credit, he/she must attend school for 170 days. The board or its designee will approve or disapprove any student's absence in excess of 10 days for grades K through eight, whether lawful, unlawful or a combination thereof.

To receive credit for a high school course, a student must attend school 42 days for a 45-day semester course, 84 days for a 90-day year course and 170 days for a 180-day course. The board or its designee will approve or disapprove any student's absence in excess of three days per semester or six days per year for grades nine through twelve, whether lawful, unlawful or a combination thereof. In order to receive one Carnegie Unit of credit, a student in grades 9 through 12 must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students whose absences are approved will be allowed to make-up any work missed in order to satisfy the 120-hour requirement.

The principal or his/her designee will be responsible for implementing and expediting the homebound program for students experiencing a prolonged illness or injury requiring them to be absent from school.

Make-up work

A student will be allowed to make up work missed during lawful absences from school as long as he/she makes appropriate arrangements with the teacher(s) within two days after returning to school. The teacher(s) will notify the student of a reasonable time in which the work must be completed.

Appeals process for denial of course credit

Superintendent level

If a student has been denied course credit due to attendance regulations, the parent(s)/legal guardian(s) or student (age 18 or emancipated) may make an appeal to the superintendent. Any such appeal must be made to the superintendent in writing within 10 calendar days of the date the student is advised that he/she failed to receive course credit. The written appeal should provide some explanation as to why the student failed to meet the attendance requirement.

The appeal will be conducted as an informal hearing. The attendance officer, parent(s)/legal guardian(s) and student may be present. They may address the superintendent and present any supporting documentation regarding the student's attendance record. Within 10 calendar days of the hearing, the superintendent will render a decision regarding the appeal and report his/her decision in writing to the parent(s)/legal guardian(s) and the school.

Board level

After following the above procedure, the parent(s)/legal guardian(s) or student (18 or emancipated) may petition the board to review the superintendent's decision. The petition for board review must be made in writing to the superintendent within 10 calendar days after receipt of the superintendent's written decision. The superintendent will, at the next regularly scheduled board meeting, present the request, together with copies of all documents presented at the hearing before the superintendent, to the board. The board will notify the parent(s)/legal guardian(s)/student within 10 calendar days whether or not it will review the matter. If a hearing is conducted, it will be conducted informally as determined by the board.

Truancy

Definitions

- *Truant*

A child ages 6 to 17 meets the definition of a truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

- *Habitual truant*

A "habitual" truant is a child, ages 12 to 17 years, who fails to comply with the intervention plan developed by the school, the child and the parent(s)/legal guardian(s), and who accumulates two or more additional unlawful absences.

- *Chronic truant*

A "chronic" truant is a child, ages 12 to 17 years, who has been through the school intervention process, has reached the level of a "habitual" truant, has been referred to family court and placed on an order to attend school, and continues to accumulate unlawful absences.

- *Intervention plans*

Once a student is determined to be truant, or after three consecutive unlawful absences or a total of five unlawful absences occur, the attendance officer will attempt to identify the reasons for the student's continued absence and develop a plan in conjunction with the student and parent(s)/legal guardian(s) to improve future attendance. The attendance officer will develop a written intervention plan.

The plan for improving student attendance will include, but not be limited to, the following.

- designation of a person to lead the intervention team
- reasons for the unlawful absences
- actions to be taken by the parent(s)/legal guardian(s) and student to resolve the cause of unlawful absences
- documentation of referrals to appropriate service providers and, if applicable, alternative school and community-based providers
- actions to be taken by intervention team members
- actions to be taken in the event unlawful absences continue
- signature of parent(s)/legal guardian(s) or evidence that attempts were made to involve parent(s)/legal guardian(s)
- documentation of involvement of team members
- guidelines for making revisions to the plan

Referrals and judicial intervention

A student ages 6 to 17 years will not be referred to the family court to be placed on an order to attend school prior to the written intervention planning being completed with the parent(s)/legal guardian(s) by the school. Should the parent(s)/legal guardian(s) refuse to cooperate with the intervention plan to remedy the attendance problem, the district may refer the student to family court in accordance with S.C. Code Ann. § 59-65-50 (1990) and file a report against the parent(s)/legal guardian(s) with the department of social services in compliance with S.C. Code Ann. § 20-7-490(2)(c) (Supp. 2002).

Petition for a school attendance order

If the intervention plan is not successful and further inquiry by school officials fails to cause the truant student and/or parent(s)/legal guardian(s) to comply with the written intervention plan, or if the student and/or parent(s)/legal guardian(s) refuses to participate in intervention and the student accumulates two or more additional unlawful absences, the student will be considered an "habitual" truant. Thereafter, the school attendance officer may refer the student to family court for truancy. Each referral must include a copy of the plan and specify any corrective action regarding the student and/or the parent(s)/legal guardian(s) that the district recommends that the court adopt, as well as any other available programs or alternatives identified by the district. The intervention plan must be attached to the petition to the Family Court and served on the student and the parent(s)/legal guardian(s).

Petition for contempt of court

Once a school attendance order has been issued by the family court and the student continues to accumulate unlawful absences, the student will be considered to be a "chronic" truant and the district may refer the case back to family court. The school and district must exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or the parent(s)/legal guardian(s) in contempt of court. Any petition for contempt of court must include a written report indicating the corrective actions that were attempted by the district and what graduated sanctions or alternatives to incarceration are available to the court in the community. The district must include in the written report its recommendation to the court should the student and/or parent(s)/legal guardian(s) be found in contempt of court.

Transfer of plans

If a student transfers to another public school in South Carolina, his/her intervention plan must be forwarded to the receiving school. School officials will contact the parent(s)/legal guardian(s) and local team members to review the plan and revise as appropriate. Court ordered plans may be amended through application to the court.

Adopted 2/9/78; Revised 7/28/80, 7/26/82, 7/30/84, 6/26/00, 8/30/04

Legal references:

Federal law:

[20 U.S.C. Section 7112](#) (2002) - No Child Left Behind Act of 2001.

[42 U.S.C. Section 5601](#), *et seq.* (2002) - Juvenile Justice and Delinquency Prevention Act of 1974.

S.C. Code, 1976, as amended:

[Section 59-65-90](#) - State Board to establish rules and regulations defining lawful and unlawful absences.

State Board of Education Regulations:

[R-43-274](#) - Student attendance.

McCormick County School District

Policy

STUDENT ABSENCES AND EXCUSES

Code JH-R

Purpose: The board designates the principal of the school to promptly approve or disapprove any student's absence of more than 10 days in a school year.

Unlawful Absences

A student ages six to 17 years who has three consecutive unlawful absences or a total of five unlawful absences is considered truant as defined by State Board of Education regulation.

A student ages 12 to 17 years who fails to comply with the school's intervention plan and accumulates two or more additional unlawful absences is considered a habitual truant.

When a student ages 12 to 17 years who has been through the school intervention process, has reached the level of a habitual truant, has been referred to family court, and has been placed on an order to attend school, and continues to accumulate unlawful absences, that student is considered a chronic truant.

Intervention

In order to encourage and assist students in attending school regularly, the administration will administer the appropriate intervention procedures.

Once a student is determined to be truant, school officials will make every reasonable effort to meet with the parent/legal guardian to identify the reasons for the student's continued absence, including telephone calls, home visits, written messages, and emails.

A written intervention plan will be developed by school administrators in conjunction with the student and the parent/legal guardian. The intervention plan must include, but is not limited to, the following:

- a designated person to lead the intervention team (may be someone from another agency)
- reasons for the unlawful absences
- actions the parent/legal guardian and student will take to resolve the causes of the unlawful absences
- documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs
- actions to be taken by intervention team members
- actions to be taken in the event unlawful absences continue
- signature of parent/legal guardian or evidence that attempts were made to include them
- documentation of involvement of team members
- guidelines for making revisions to the plan

School officials may utilize a team intervention approach to include representatives from social services, community mental health, substance abuse and prevention, and other persons deemed appropriate in formulating the intervention plans.

Referrals and judicial intervention

The district will not refer children ages six to 17 years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the parent/legal guardian. The district will not use a consent order from any local school or district as an intervention plan. Refusal by the parent/legal guardian to cooperate with school intervention plans can result in a referral of the student to family court and the filing of a report against the parent/legal guardian with social services in accordance with law.

The district will inform the parent/legal guardian and/or the student of their right to have legal representation and their right to a trial.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and district will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to another school

If a student transfers to another public school in South Carolina, intervention plans shall be forwarded to the receiving school. School officials will contact the parent(s)/guardian(s) and local team members to review the plan and revise as appropriate. Court ordered plans may be amended through application to the court.

Approval of Absences in Excess of 10 Days

- Absences in excess of ten days per year will not be considered excused with a parent/guardian note unless they are accompanied by official medical or legal documentation.

Make-Up Work

Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Examples of make-up work that address both time and academic requirements of a course may include the following:

- after-school and/or weekend make-up programs
- extended-year programs

All make-up time and work must be completed within 30 days from the last day of the course.

1. Provision for make up of school work missed during lawful absences shall be worked out with the teacher(s) concerned at the earliest time possible, but should not exceed five (5) school days after the student returns to school.
2. Make up of school work missed during unlawful absences may be approved only with permission of the principal after consultation with the teacher(s) concerned.
3. These Procedures for Make-up Work apply to all schools in the district.
4. In addition to the above, each school will develop procedures to handle absences consistent with the following:
 1. The status of all student absences shall be communicated to the teacher(s) concerned within three (3) days of the student's return to school.
 2. Student absences for school activities or college visitation may be excused by the principal. The effect that the student's absence has on his or her education should be taken into consideration when decisions are made with regard to individual student class absences for school activities.
 3. Each school will review its procedures for dealing with absences on an annual basis and make appropriate adjustments consistent with this administrative rule. Each school will also place its

plan for dealing with absences in its student handbook (if applicable) and communicate this plan to parents/guardians through newsletters or other means early in the school year.

School principals will exert every realistic effort to provide assurance that this regulation is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Proficiency-based credit

On a limited case-by-case basis, students who have excessive absences approved by the board may be permitted to demonstrate course proficiency without satisfying the 120-hour attendance requirement. General requests for proficiency-based credit must be made through the process described in Regulation 43-234 and approved by the South Carolina Department of Education. Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement.

School principals will exert every realistic effort to provide assurance that this administrative rule is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Issued 7/5/77; Revised 6/26/78, 7/26/82, 6/26/00, 8/30/04

AR JH-R Student Absences and Excuses

Issued 8/04

In order to ensure that lawful absences will be dealt with fairly and consistently throughout the district, the following procedures are to be followed when students miss more than the allowable number of absences.

- All lawful and unlawful absences will count toward a student's total number of absences.
- A student will be allowed to make up days as follows for lawful absences.
 - Grades K-8 Seven days
 - Grades 9-12 Two days - half semester course
 - Four days - full semester course
 - Eight days - full year course
- Students enrolled in English I and/or Algebra I in the eighth grade must meet the standards applicable to high school attendance for these courses.
- Students are not required to make up days missed that are covered by a medical excuse or due to a death in the immediate family or a recognized religious holiday. They are required, however, to make up any work missed while absent for these reasons.
- Students will be allowed up to three lawful absences for the death of immediate family located in state. Students will be allowed up to five lawful absences for out-of-state funerals. (*We recommend reducing the number of days excused - high school students are only allowed three absences, for any reason, in a half semester class. This, however, is the board's decision.*)
- At the high school level, attendance is maintained by each class on a daily basis; therefore, it is possible that a student may earn credit for some courses while being denied credit in other courses.
- Absences must be made up within two weeks of the date the student returns to school or the date of the absence, whichever is later.
- At the high school level, failure to meet state-mandated minimum attendance requirements which require a student to attend at least 120 hours of instruction in order to receive a Carnegie Unit, will cause a student to be denied credit for that respective course whether the absences are lawful or unlawful, or a combination of both.
- Seniors will be allowed two college visitation days without attendance penalty.

For the purpose of this AR only, the first three days of suspension in a one-unit course will not be counted as unlawful. For a half unit course, the first day of suspension will not be counted as unlawful. Any suspension days beyond those stated above will be counted as unlawful.

Issued 7/5/77; Revised 6/26/78, 7/26/82, 6/26/00, 8/30/04

McCormick County School District

HAZING

Code **JICFA**

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from hazing.

The district prohibits hazing by students, staff and third parties as a part of any school-sponsored activity. All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting, or engaging in any hazing activity. Further, no administrator, coach, sponsor, volunteer, or district employee will permit, condone, or tolerate any form of hazing.

For purposes of this policy, state law defines hazing as “the wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student, of a tyrannical, abusive, shameful, insulting, or humiliating nature.”

Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates.

Any student who feels he/she has been subjected to hazing is encouraged to file a complaint in accordance with policy JII. All complaints will be investigated promptly and confidentially. The district prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing.

Any student or employee who is found to have engaged in hazing will be subject to disciplinary action, up to and including termination in the case of an employee or expulsion in the case of a student. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

The superintendent will be responsible for ensuring notice of this policy is provided to students, staff, and parents/legal guardians.

Cf. GBEB, JIC

Adopted ~~10/22/07~~, Revised ~~4/23/18~~

Legal references:

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

1. Section 16-3-510 - Organizations and entities revised (hazing unlawful; definitions).
2. Section 59-19-90 - General powers and duties of school trustees.

3. Sections 59-63-210 through 270 - Grounds for which trustees may expel, suspend, or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.
4. Section 59-63-275 - Student hazing prohibited.
5. Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.

B. State Board of Education Regulations:

R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy

HARASSMENT, INTIMIDATION OR BULLYING

Code JICFAA

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from harassment, intimidation, or bullying.

The board prohibits acts of harassment, intimidation, or bullying of a student by students, staff, and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus, or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical, or sexual act reasonably perceived to have the effect of the following:

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school
- Any student who feels he/she has been subjected to harassment, intimidation, or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly, and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or employees may be made anonymously.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation, or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying.

The 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 or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Students, parents/legal guardians, teachers, and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the

inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

The superintendent 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 will also ensure that a process is established for discussing the district policy with students.

Cf. GBEB, JIAA, JICDA

Adopted 1/22/01; Revised 1/9/12

Legal references:

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

Section 16-3-510 - Organizations and entities revised (hazing unlawful; definitions).

Section 59-19-90 - General powers and duties of school trustees.

Section 59-63-110, et seq. - Safe School Climate Act.

Sections 59-63-210 through 270 - Grounds for which trustees may expel, suspend, or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.

Section 59-63-275 - Student hazing prohibited.

Section 59-67-240 - Other duties of bus driver; discipline of students for misconduct.

B. Federal Cases:

Kolwalski v. Berkeley County Schools, 652 F.3d 565 (4th Cir. 2011).

C. State Board of Education Regulations:

R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Policy JICFAA Harassment, Intimidation or Bullying

Issued 1/12

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from harassment, intimidation or bullying.

The board prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation or bullying is defined as a gesture, electronic communication, or a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the following.

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or employees may be made anonymously.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying.

The 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 or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

The superintendent 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 will also ensure that a process is established for discussing the district policy with students.

Cf. [GBEB](#), [JIC](#), [JCDA](#)

Adopted 1/22/07; Revised 1/9/12

Legal references:

S.C. Code, 1976, as amended:

[Section 16-3-510](#) - Organizations and entities revised (hazing unlawful; definitions).

[Section 59-19-90](#) - General powers and duties of school trustees.

[Sections 59-63-210](#) through 270 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.

[Section 59-63-275](#) - Student hazing prohibited.

[Section 59-67-240](#) - Other duties of bus driver; discipline of students for misconduct.

[Section 59-63-110](#), *et. seq.* - Safe School Climate Act.

State Board of Education Regulations:

[R-43-279](#) - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Court cases:

Purdham v. Fairfax Co. Sch. Bd., 637 F.3d 421, 427 (4th Cir. 2011).

McCormick County School District

Policy

HARASSMENT, INTIMIDATION, OR BULLYING FORM

Code **JICFAA-E**

Download for below.

<https://www.boardpolicyonline.com/?b=mccormick>



HARASSMENT, INTMIDATION OR BULLYING COMPLAINT

Name of Student/Complainant

Address

Home Phone Number

Parent's Name

School

Grade

Name(s) of Alleged Perpetrator(s)

Approximate date(S) when harassment, intimidation or bullying occurred, or is occurring.

Location or situation where alleged harassment, intimidation or bullying

Nature of the harassment, intimidation or bullying

Other individuals who may have information or knowledge about the incident(s) or in which whom you confided about the alleged harassment, intimidation or bullying:

Individuals who you believe may have witnessed, or also been subjected to the alleged harassment, intimidation or bullying. _____

Remedy Sought _____

Signature of complainant _____

Date _____

Signature of Individual Receiving Complaint _____

Policy

HARASSMENT, INTIMIDATION AND BULLYING

Code **JICFAA-R**

This administrative rule is intended to do the following:

- Discourage employees, students, and third parties associated with the district from subjecting students of the district to unlawful harassment, intimidation, or bullying on the basis of race, religion, sex, creed, disability, national origin or immigrant status or English-speaking status.
- Promote a harassment, intimidation, or bullying free work environment.
- Establish on-going education and awareness of the problem of harassment, intimidation, or bullying.
- Provide information about how to report allegations of harassment, intimidation, or bullying.
- Effectively and appropriately address all harassment, intimidation, or bullying that is reported or observed.

Preventive Action

Periodically, the district will ensure the following:

- Policy JICFAA and this administrative rule are fully referenced in student handbooks and copies are available in each school and the district office.
- All students and employees are informed about the nature of harassment, intimidation, or bullying; the district's prohibition against these acts; the procedures for registering a complaint; and the possible redress which is available. The information provided will take into consideration and be appropriate to the ages of students.
- Each principal has designated a male and female administrator or faculty member to serve as the school's harassment, intimidation, or bullying contact persons.
- All administrators and school harassment, intimidation, or bullying contact persons are informed of the district's harassment, intimidation, or bullying procedures and understand how to implement them.
-

Reporting and Response Procedures

Any student who feels that he/she has been the object of unlawful harassment, intimidation, or bullying is encouraged to file a complaint with his/her principal or one of the designated school contact persons (except for situations covered in the following paragraph). Such a complaint may also be filed by the student's parent/legal guardian.

Under no circumstances will a student be required to first report allegations of harassment, intimidation, or bullying to the principal or a school contact person if that person is the individual who is accused of the harassment, intimidation, or bullying. In such cases, the student or student's parents/legal guardians may file the complaint with the superintendent or her/his designee.

If an employee, who is not a designated contact person, receives a complaint of harassment, intimidation, or bullying or observes any behavior which could amount to harassment, intimidation, or bullying, the employee will report the matter to the principal or to one of the school contact persons.

When any incident of alleged harassment, intimidation, or bullying is reported to or observed by a principal or school contact person, that person will conduct or oversee an investigation into the allegations.

The principal or his/her designee at each school is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or his/her designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any. Prior to conducting the investigation, the principal or school contact person should initially discuss with the student and, if appropriate, his/her parent/legal guardian what actions are being sought and the investigation procedures that will be followed. act that may be a violation of this policy. While submission of a written report is not required, the reporting party is encouraged to submit a written report. Oral reports also will be considered official reports; however, the principal or his/her designee should document the oral report for the school's records. Reports may be made anonymously, but formal disciplinary action must not be based solely on the basis of an anonymous report. If requested, the identity of the victim will be protected to the extent allowed by law.

The principal and/or his/her designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or his/her designee will conduct a prompt, thorough, and complete investigation of each alleged incident.

Reasonable efforts will be made to prevent public and unnecessary disclosure of the names of all individuals involved in the harassment, intimidation, or bullying allegation, except to the extent necessary to carry out an investigation and comply with statutory obligations. Interim measures designed to protect the student from further harassment, intimidation, or bullying during the investigation should be taken where appropriate.

A written record of the investigation will be made and will include corrective or disciplinary action taken. The student who brought the harassment, intimidation, or bullying allegation will be informed, in writing, that the investigation has been completed and that appropriate actions, if warranted, were taken. The student and his/her parents/legal guardians also will be advised as to how to report any subsequent problems.

If harassment, intimidation, or bullying of a student is determined to have taken place, actions will be taken which are reasonably calculated to end the harassment, intimidation, or bullying and prevent it from occurring again. Steps will also be taken to assist in remedying the effects of harassment, intimidation, or bullying on the individual student or students subjected to it. The appropriate administrator will take whatever disciplinary action is warranted, up to and including a recommendation for termination of the offending employee or expulsion of the offending student.

The board also prohibits any person from falsely accusing another of harassment, intimidation, or bullying. The consequences and appropriate remedial action for a student found to have falsely accused

another may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of harassment, intimidation, or bullying will be in accordance with district policies, procedures, and contracts. Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another of harassment, intimidation, or the school administrator will determine bullying after consideration of the nature, severity, and circumstances of the act, including reports to appropriate law enforcement officials.

All principals and/or school contact persons will follow up periodically on any incident of harassment, intimidation, or bullying they were responsible for investigating to determine whether the student has been subjected to any further harassment, intimidation, or bullying since the corrective action was taken. The results of the follow-up should be documented.

In cases involving potential criminal conduct or where a child's physical or mental health or welfare has been or may be adversely affected by sexual abuse, appropriate school personnel should report the situation to appropriate authorities in accordance with South Carolina Code Section 20-7-510 and/or Section 50-24-60.

Additional Obligations of Employees and Students

All employees and students will cooperate with and maintain the confidentiality of any investigation of alleged acts of harassment, intimidation, or bullying conducted by the district or by an appropriate state or federal agency. Failure to do so could result in disciplinary action against the individual who failed to cooperate or who violated the confidentiality of the matter.

No employee or student of this district will take any action to discourage any other student from reporting alleged harassment, intimidation, or bullying. However, any person who intentionally provides false information in connection with a report or investigation of harassment, intimidation, or bullying may be subject to disciplinary action.

All employees and students will report to the principal, school contact persons, or, in appropriate cases, the employee's immediate supervisor, any conduct on the part of third parties, such as sales representatives or service vendors, which is believed to constitute harassment, intimidation, or bullying.

No employee or student of this district will destroy evidence relevant to any investigation of harassment, intimidation, or bullying.

No employee or student of this district will retaliate in any way against another employee or student who has provided information as a witness to or victim of an incident of harassment, intimidation, or bullying.

Consequences and Remedial Responses

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and

must be consistent with the school district's code of conduct (JICDA-R). Remedial measures will be designed to correct the problem behavior, prevent another occurrence of the problem, and protect the victim of the act. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of consequences

- admonishment
- temporary removal from the classroom
- deprivation of privileges
- classroom or administrative detention
- referral to disciplinarian
- in-school suspension during the school week or the weekend
- out-of-school suspension
- legal action
- expulsion
-

Examples of remedial measures

Personal

- restitution and restoration
- mediation
- peer support group
- corrective instruction or other relevant learning or service experience
- supportive student interventions
- behavioral assessment or evaluation as appropriate
- behavioral management plan
- assignment of leadership responsibilities (e.g., hallway or bus monitor)
- involvement of school disciplinarian
- student counseling
- parent conferences
- recommendation of therapy/treatment

Environmental (classroom, school building, or school district)

- school and community surveys for determining the conditions contributing to harassment, intimidation, or bullying
- adoption of bullying prevention programs
- school policy and procedures revisions
- modifications of schedules
- adjustments in hallway traffic
- targeted use of monitors (e.g., hallway, cafeteria, bus)
-
- small or large group presentations for addressing the behaviors and the responses to the behaviors
- general professional development programs for certificated and non-certificated staff

- parent conferences
- family counseling
- involvement of parent-teacher organizations
- involvement of community-based organizations
- development of a general bullying response plan
- peer support groups
- law enforcement (e.g., school resource officer, juvenile officer) involvement

Notice of this policy will be provided to students, staff, parents/legal guardians, volunteers, and members of the community by posting it on the district's web site, publishing it in the district's parent/student handbook and publishing it in school publications.

The superintendent will also ensure that a process is established for discussing the district policy with students. The superintendent will direct the principal to develop an annual process for discussing the school district policy on harassment, intimidation, and bullying with students, which may include student assemblies and small group meetings.

Issued 3/26/07; Revised 4/23/18

DETENTION OF STUDENTS

Code **JKB**

Purpose: To establish the board's vision for student detention.

A school administrator or teacher may detain a student for disciplinary reasons after school hours, provided the parent/legal guardian has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home.

Parents/Legal guardians may be asked to arrange for the transportation of the detained student. However, if the parent/legal guardian cannot or will not provide it, an alternative disciplinary procedure may be substituted.

Students who are detained after school must never be left alone during their detention. Their supervision must be provided, or arranged for, by the teacher or administrator who detains them.

The school will limit detention on any one day to 60 minutes

Adopted 2/9/78; Revised 6/26/00, 8/30/04

Policy JKB Detention of Students

Issued 8/04

Purpose: To establish the board's vision for student detention.

A school administrator or teacher may detain a student for disciplinary reasons after school hours, provided the parent/legal guardian has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home.

Parents/Legal guardians may be asked to arrange for the transportation of the detained student. However, if the parent/legal guardian cannot or will not provide it, an alternative disciplinary procedure may be substituted.

Students who are detained after school must never be left alone during their detention. Their supervision must be provided, or arranged for, by the teacher or administrator who detains them.

The school will limit detention on any one day to 60 minutes.

Adopted 2/9/78; Revised 6/26/00, 8/30/04

McCormick County School District

Policy

SUSPENSION OF STUDENTS

Code JKD

Purpose: To establish the board's vision for the suspension of students.

It is the policy of this board to provide due process of law to students, parents/legal guardians, and school personnel through procedures for the suspension of students, which are consistent with federal law, state law, regulation and local policy.

According to state law, the board may suspend a student from school for commission of any crime, gross misbehavior, persistent disobedience, or for violation of rules and regulations. The board may also suspend a student when the presence of the student is detrimental to the best interest of the school.

The board delegates to its administrators the authority to suspend a student from a teacher's class or from the school, not in excess of 10 days for any one offense and for not more than 30 days in any one school year. No administrator may suspend a student from school during the last 10 days of the school year if the suspension will make the student ineligible to receive credit for the school year without the approval of the board unless the presence of the student constitutes an actual threat to a class or a school, or a hearing is granted within 24-hours of the suspension.

When a student is suspended from a class or a school, the administrator will notify, in writing, the parents/legal guardians of the student, giving the reason for suspension and setting a time and place when an administrator will be available for a conference with the parents/legal guardians. The conference will be set within three days of the date of the suspension.

After the conference with the school administrator, the parents/legal guardians may appeal the suspension to the superintendent or his/her designee. The request for an appeal hearing must be submitted in writing within 10 days of the date of the conference with the administrator. The request must state the basis of the appeal, in particular the perceived error in judgment or in procedure by the school administrator and summarize the supporting evidence. The superintendent or his/her designee will meet with the parents/legal guardian within 10 days of the receipt of the written appeal and will provide a decision in writing within 10 days of hearing the appeal.

After the hearing with the superintendent or his/her designee, the parents/legal guardians may request an appeal to the board. The request must be submitted in writing to the board chairman within 10 days from the date set forth on the superintendent or his/her designee's decision letter. The request must outline the basis of the appeal, in particular the perceived error in judgment or in procedure by the school administrator and summarize the supporting evidence. After considering the request, the board may or may not grant an appeal hearing. If the board grants a hearing, it must occur within 30 days of the day the board voted to hear the appeal.

Out-of-school suspensions will be construed to prohibit a student from entering the school or school grounds, attending any day or night school functions, or riding a school bus. A student may enter school grounds for a pre-arranged conference with an administrator,

In all cases of out-of-school suspension, every effort must be made to notify the parents/legal guardians immediately, document the notice, and to take due precautions in dismissing the student from school. The student normally will either be released into the custody of a parent/legal guardian or at the regular school closing time with any normal school transportation provided.

Whenever a student who is classified as having a disability commits a suspendable offense, the principal or his/her designee will confer with the coordinator for special programs (note: or other district staff) before initiating suspension procedures.

Adopted 2/9/78; Revised 8/3/79, 9/28/81, 6/26/00, 8/30/04

Legal References:

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

Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

Section 59-63-210, et seq. - Grounds for suspension, expulsion, or transfer.

Policy JKD Suspension of Students

Issued 8/04

Purpose: To establish the board's vision for the suspension of students.

It is the policy of this board to provide due process of law to students, parents/legal guardians and school personnel through procedures for the suspension or expulsion of students which are consistent with federal law, state law and regulation and local policy.

According to state law, the board may suspend a student from school for commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations established by the district board of trustees, a county board or the state board of education. The board may also suspend a student when the presence of the student is detrimental to the best interest of the school.

Suspension is the exclusion of a student from school and school activities for a period of time not to exceed 10 school days for any one offense.

The board delegates the power of suspension to the principal or his/her designee.

The board uses the word suspension in this policy to mean either suspension from school or in-school suspension as determined by the principal.

Review of suspension will be discretionary with the board. However, the board must review suspensions that occur within the last 10 days of the school year which would make a student ineligible to receive credit for the school year.

Whenever a student who is classified as disabled commits a suspendable offense, the principal or his/her designee will confer with the coordinator for special programs before initiating suspension procedures.

Adopted 2/9/78; Revised 8/3/79, 9/28/81, 6/26/00, 8/30/04

Legal references:

S.C. Code, 1976, as amended:

[Section 59-19-90\(3\)](#) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

[Section 59-63-210, et seq.](#) - Grounds for suspension, expulsion or transfer.

[Section 59-63-240](#) - Expulsion hearings - times, procedures, legal rights appeals.

McCormick County School District

Policy

EXPULSION OF STUDENTS

Code JKE

Purpose: To establish the board's vision for the expulsion of students.

Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by the board. Authority to expel students from school rests solely with the board.

The board may expel a student for the remainder of the school year for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the board. A student may also be expelled when it is determined by the district, in considering all of the facts and circumstances of a particular incident, that the presence of the student is detrimental to the best interests of the school.

In all cases where a student has committed an offense that could result in expulsion as specified in the student behavior code (policy JICDA), the principal will have the discretion whether to recommend expulsion. In exercising that discretion, the principal will consider all of the facts and circumstances of the incident, with the primary consideration being student safety. Prior to making a decision whether to recommend expulsion, the principal will also discuss the matter with the superintendent or his/her designee. The hearing officer cannot be the designee.

The student may be suspended from school and all school activities during the time of expulsion procedures, as determined appropriate by the principal.

If procedures for expulsion are initiated, the parent/legal guardian of the student will be notified, in writing, of the time and place of an evidentiary hearing. At the evidentiary hearing, the parent/legal guardian will have the right to bring legal counsel as well as all other regular legal rights, including the right to question all witnesses who appear at the hearing. The evidentiary hearing will take place within 15 days of the written notification of expulsion at a time and place designated by the district hearing officer and a decision will be rendered in writing within 10 days of the hearing.

Either party may appeal the decision of the hearing officer to a panel of three current or former school administrators. The request for appeal must be submitted in writing to the hearing officer within 10 days from the date set forth on the hearing officer's decision letter. The panel will hear the appeal and will render a decision in writing within 10 days of the hearing.

The right to appeal the decision of the panel of three school administrators to the board is reserved for either party. The request must be submitted in writing to the board chairman within 10 days from the date set forth on the superintendent or his/her designee's decision letter. The request must outline the basis of the appeal, in particular the error in judgement or in procedure by the hearing officer, and summarize the supporting evidence. After considering the request, the board may or may not grant an appeal hearing. If

the board grants a hearing, it must occur within 30 days of the day the board voted to hear the appeal. The action of the board may be appealed to the circuit court.

The board or the hearing officer may transfer a student to another school in lieu of expulsion but only after a conference or hearing with the parent/legal guardian. The parent/legal guardian may appeal a transfer made by the hearing officer.

The board may permanently expel any incorrigible student. However, in all other expulsion cases, the expelled student will have the right to petition for readmission at the completion of the expulsion period for the following year.

Expulsion will be construed to prohibit a student from entering the school or the school grounds, attending any day or night school function, or riding a school bus, except for a prearranged conference with an administrator. Expulsion prohibits a student from attending a function at any school in Pickens County.

Weapons

See policy JICI for expulsion relating specifically to weapons, including firearms.

Adopted 2/9/78; Revised 8/3/79, 9/28/81, 5/30/83, 6/26/00, 3/25/02, 8/30/04

Legal References:

A. United States Code:

1. 20 U.S.C. 7151 - Gun-Free Schools.
2. Education of Individuals with Disabilities, 20 U.S.C. Sec. 1400, et seq.
3. 29 U.S.C. Section 794, et seq. (Section 504 of the Rehabilitation Act of 1973, as amended).
4. Code of Federal Regulations, 34 CFR parts 300 and 301.
5. Code of Federal Regulations, 34 CFR Part 104.
- 6.

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

1. Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.
2. Section 59-63-210 - Grounds for suspension, expulsion or transfer
3. Section 59-63-235 - District must expel student.
4. Section 59-63-240 - Expulsion hearings - times, procedures, legal rights appeals.

C. S.C. Supreme Court:

1. Davis v. The School District of Greenville County, 374 S.C. 39, 647 S.E.2d 219 (S.C. 2007).

Last Modified by Rosanne Morris on September 26, 2018

Policy JKE Expulsion of Students

Issued 8/04

Purpose: To establish the board's vision for the expulsion of students.

Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by the board. Authority to expel students from school rests solely with the board.

Weapons

See policy [JICI](#) for expulsion relating specifically to weapons.

Readmission of students

Any student who has been dismissed from school by the board must be readmitted by board action. Parents/Legal guardians of such students should make a written request to the superintendent for a hearing to consider readmittance of their child 45 days prior to desired date of return.

The board will have the following information available.

- general background of conduct, previous suspensions, nature of offenses
- age of student, how much time he/she has been out of school, including both recent instances and past instances
- brief résumé of student's past history in school, number of grades repeated, school attendance
- specific information relative to the case at hand which might help the board in its decision

Adopted 2/9/78; Revised 8/3/79, 9/28/81, 5/30/83, 6/26/00, 2/25/02, 8/30/04

Legal references:

United States Code:

[20 U.S.C. 3351](#) - Gun-Free Schools.

S.C. Code, 1976, as amended:

[Section 59-19-90\(3\)](#) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.

[Section 59-63-210](#) - Grounds for suspension, expulsion or transfer.

[Section 59-63-235](#) - District must expel student.

[Section 59-63-240](#) - Expulsion hearings - times, procedures, legal rights appeals.

McCormick County School District

Policy

SECRET SOCIETIES/GANG ACTIVITY

Code JICF

Purpose: To establish the basic structure for the district's prohibition of student secret societies and gang activities.

The board finds that secret societies and gangs that initiate, advocate, or promote activities threatening the safety or well-being of persons or property on school grounds or secret societies and gangs that disrupt the school environment are harmful to the educational process. The district prohibits the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with a group that presents a clear and present danger contrary to the school environment and educational objectives.

The district prohibits incidents involving initiations, hazing, intimidation, or related activities of such group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students.

The administration will establish procedures and regulations to ensure the discipline of any student wearing, carrying, or displaying secret societies and gang paraphernalia, exhibiting behavior or gestures that symbolize secret societies and gang membership, or causing or participating in activities that intimidate or affect the attendance of another student.

The administration will provide in-service training in secret societies and gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups or activities as an alternative.

Adopted 6/26/00; Revised 8/30/04

Legal references:

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

1. Section 59-63-270 - Regulation or prohibition of clubs or like activities on school property.
2. Section 59-63-275 - Student hazing prohibited; definitions.

Last Modified by Rosanne Morris on April 25, 2018

Policy JICF Secret Societies/Gang Activity

Issued 8/04

Purpose: To establish the basic structure for the district's prohibition of student secret societies and gang activities.

The board finds that secret societies, gangs which initiate, advocate or promote activities threatening the safety and well-being of persons or property on district and school property or events, or gangs which disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti or the presence of any apparel, jewelry, accessory or manner of grooming by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with such a group presents a clear and present danger contrary to the school environment and educational objectives.

The district prohibits incidents involving initiations, hazing, intimidations, bullying or related activities of such group affiliations which are likely to cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students.

The administration will establish procedures to ensure the discipline of any student wearing, carrying or displaying secret society or gang paraphernalia, exhibiting behavior or gestures symbolizing gang membership or causing or participating in activities which intimidate or affect the attendance of another student.

The administration will provide information to employees about gang or group behavior and characteristics to facilitate employee identification of students at-risk and to promote membership in authorized school groups or activities as an alternative.

Adopted 6/26/00; Revised 8/30/04

Legal references:

S.C. Code, 1976, as amended:

[Section 59-63-270](#) - Regulation or prohibition of clubs or like activities.

[Section 59-63-275](#) - Student hazing prohibited; definitions.

McCormick County School District

Policy

CODE OF CONDUCT

Code JICDA

Purpose: To establish the board's vision for student conduct.

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

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.

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.

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

For more specific information on student conduct, the board directs students to the student handbook for their individual school.

Adopted 2/9/78; Revised 8/3/79, 6/26/00, 8/30/04, 3/9/09

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 guideline

Policy JICDA Code of Conduct

Issued 3/09

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

The board of education recognizes that rules of student conduct and consequences for violations are necessary for the orderly operation of the district's schools. Generally, it is the philosophy of the district to handle all student disciplinary matters at the lowest supervisory level possible and in the most reasonable manner possible. Ultimately, though, the superintendent is in charge of ensuring that sound disciplinary practices are followed throughout the district.

The administration is charged with the development of appropriate rules of student conduct which will include a general listing of offenses, required or recommended disciplinary action for violations, and the times and places when such rules will be in effect.

Adopted 2/9/78; Revised 8/3/79, 6/26/00, 8/30/04, 3/9/09

Legal references:

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

[Section 59-19-90](#) - General powers and duties of school trustees.

[Sections 59-63-210](#) through 270 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission; notices and parent conferences; expulsion for remainder of year and hearings; transfer of pupils; corporal punishment; regulation or prohibition of clubs or like activities.

[Section 59-67-240](#) - Other duties of bus driver; discipline of students for misconduct.

[Section 59-63-280](#) - Possession of paging devices by public school students; mobile telephones included; adoption of policies.

[Section 16-3-1040](#) - Threatening the life, person or family of a public official.

State Board of Education Regulations:

[R-43-279](#) - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

McCormick County School District

STUDENT CODE OF CONDUCT

Code **JICDA-R**

The board may confer upon the appropriate administrator the authority to consider extenuating, mitigating, or aggravating circumstances, which may exist in a particular case of misconduct. Such circumstances should be considered in determining the most appropriate form of discipline to be used.

Behaviors Requiring Disciplinary Action

Behavioral Misconduct

Behavioral misconduct is defined as those activities engaged in by a student which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness which disturb a classroom or school.

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

- classroom tardies
- cheating on examination or classroom assignment
- 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 device as defined by and in conflict with district policy
- other acts of behavioral misconduct as determined and communicated by the school administration, not in conflict with board policy or state or federal law

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

Disruptive conduct

Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property, and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying other administrative sanctions and court proceedings.

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, including, but not limited to, display or use of facsimile, toy or look alike weapons; possession of a facsimile, toy, or lookalike weapon
- trespass
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- first offense possession or use of unauthorized substances, as defined by law or local school board policy
- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- inappropriate verbal or physical conduct of a sexual nature

- inappropriate use of technology (e.g., bullying, harassing, or intimidating other students or district employees; plagiarizing copyrighted materials; and accessing inappropriate websites)
- other disruptive acts, as determined by the school administration, not in conflict with board policy or state or federal law

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.

Possible consequences to be applied in cases of disruptive conduct may include, but are not limited to, the following:

- temporary removal from class
- in-school suspension
- out-of-school suspension
- alternative education program
- transfer
- referral to outside agency
- expulsion for the remainder of the school year
- restitution
- other consequences as approved and communicated by the administration

Criminal conduct

Criminal conduct is defined as those activities engaged in by student(s) which result in violence to oneself or another's person or property or which pose a direct and serious threat to the safety of oneself or others in the school. These activities usually require administrative action which results in the immediate removal of the student from school, the intervention of law enforcement authorities, and/or action by the board.

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

- assault and battery
- extortion
- threat of the use of a destructive device (bomb, grenade, pipe bomb, or similar device)
- possession, use, or transfer of a weapon, including but not limited to, firearm, incendiary, or explosive device; ammunition of any kind; knife of any blade length; blackjack; brass knuckles; or any other item used to inflict, or with the intent to inflict, physical harm (any BB or other similar gun that looks like or has been altered to look like an operable firearm may be considered a weapon for purposes of this policy)
- sexual offenses
- theft, possession, or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by law and/or board policy
- 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

Possession is defined as being in a student's locker, purse, gym bag, backpack, or any other item carried by or belonging to the student or in a vehicle parked on school grounds or at a school-sponsored activity.

Any student who realizes that he/she has accidentally brought a weapon such as a knife or box cutter onto school grounds or to a school-sponsored activity should go immediately to a teacher or administrator and turn the item in. If the administration determines that the student turned the item in immediately upon discovery, the student may not be sanctioned. Students who delay turning over an item will be sanctioned.

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.

Possible consequences to be applied in cases of criminal conduct may include, but are not limited to, the following.

- out-of-school suspension
- transfer to alternative education program
- referral to outside agency
- expulsion for the remainder of the school year
- expulsion for one calendar year
- permanent expulsion
- restitution
-

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).

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

Expulsions

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

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

Immediate removal

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

Issued 6/26/00; Revised 8/30/04, 3/9/09

AR JICDA-R Student Code of Conduct

Issued 3/09

The following listing of offenses and the required or recommended dispositions is submitted for the information of students, parents/legal guardians and school personnel. Disciplinary actions will include appropriate hearings and review and the removal of a student from the learning environment will occur only for just cause and in accordance with due process of law.

The following rules apply to any student in any of the following situations.

- on school or district property
- in attendance at school or any school-sponsored activity, whether on or off school grounds
- en route to and from school on a school bus or other district vehicle
- whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in McCormick County School District

Level I - disorderly conduct

Disorderly conduct includes any activity engaged in by student(s) which tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb classroom or school.

Acts of disorderly conduct may include, but are not limited to, the following.

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- school or class tardiness
- truancy
- possession of paging devices in conflict with district policies
- other disorderly acts as determined by the board or administration

Possible sanctions to be applied in cases of disorderly conduct may include, but are not limited to, one or more of the following.

- verbal reprimand

- withdrawal of privileges
- demerits
- detention
- in-school suspension
- withdrawal of privileges/exclusion from participation in extracurricular activities
- other sanctions approved by the board or administration

Level II - disruptive conduct

Disruptive conduct includes those activities engaged in by student(s) which are directed against persons or property and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. Disorderly conduct (Level I) may be reclassified as disruptive conduct (Level II) if it occurs three or more times.

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

- use of an intoxicant
- fighting
- vandalism (minor)
- stealing
- threats against others
- trespass
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
- possession or use of unauthorized substances, as defined by law or local school board policy
- illegally occupying or blocking in any way school property with the intent to deprive others of its use
- unlawful assembly
- disrupting lawful assembly
- inappropriate verbal or physical conduct of a sexual nature
- other disruptive acts as determined by the board or administration

Possible sanctions to be applied in cases of disruptive conduct may include, but are not limited to, one or more of the following.

- temporary removal from class
- alternative education program

- in-school suspension
- out-of-school suspension
- transfer
- referral to outside agency
- expulsion
- restitution of property and damages, where appropriate, should be sought by local school authorities
- withdrawal of privileges/exclusion from participation in extracurricular activities
- other sanctions approved by the board or administration

Level III - criminal conduct

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

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school-sanctioned or sponsored activity which may result, or results, in injury or serious threat of injury to the person or to another person or his/her property.

Criminal conduct may include, but is not limited to, the following.

- assault and battery
- extortion
- bomb threat
- possession, use or transfer of dangerous weapons
- sexual offenses
- vandalism (major)
- theft, possession or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by board policy
- distribution, sale, purchase, manufacture or unlawful possession of a controlled substance
- threatening to take the life of or inflict bodily harm upon a principal, teacher or members of their immediate family
- other criminal acts as determined by the board or administration

Possible sanctions to be applied in cases of criminal conduct may include, but are not limited to, one or more of the following.

- out-of-school suspension
- assignment to alternative schools
- expulsion
- restitution of property and damages, where appropriate, should be sought local school authorities
- withdrawal of privileges/exclusion from participation in extracurricular activities
- other sanctions approved by the board or administration

Nothing in this policy prohibits the superintendent or other appropriate district-level administrators from directly, or in consultation with appropriate school-level administrators, imposing authorized disciplinary sanctions.

Student conduct away from school grounds or school activities

The board expects administrators to take appropriate action when information becomes available about student misconduct away from school grounds or school activities that may have a direct and detrimental effect on or seriously threaten the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the district. When assessing the impact of out-of-school behavior on a district school, the administrator should take into consideration the seriousness of the alleged out-of-school offense and the protection of students, faculty, staff and administrators from the effects of violence, drugs and/or disruptions.

Administrators are directed to evaluate each situation on a case-by-case basis. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns based on the reported out-of-school behavior and allow the student an opportunity to present his/her side of the story. Based upon all of the circumstances, including a finding that the alleged conduct will have a direct and immediate effect on the school or threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the school, the administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school.

At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action which may include, but is not limited to, one or more of the following.

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue classwork, but restricting the student's participation in extracurricular activities and/or designated school activities, for example, clubs, study halls, pep rallies, student government activities and so forth
- suspending the student
- recommending expulsion of the student from regular school and placement in the district's alternative school
- recommending expulsion of the student for either the remainder of the semester or year

The disciplinary action taken must be supported by the evidence and take into full consideration the impact of the student's presence at school on the discipline, educational environment and safety or general welfare of other students, faculty, staff and/or administrators of the school.

Note regarding special education students: *Administrators must ensure that all procedural safeguards afforded to special education students are also implemented in such circumstances.*

Extenuating, mitigating or aggravating circumstances

The board confers upon the superintendent and his/her designee the authority to consider extenuating, mitigating or aggravating circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

Discipline of students with disabilities

Introduction

A student identified as disabled pursuant to the Individuals with Disabilities Education Improvement Act (hereinafter IDEIA-disabled) may not be suspended from school for any number of school days in a school year beyond 10, if such removal would constitute a "change of placement," as defined below, unless, pursuant to the procedural requirements described in the "Level III - criminal conduct" section of this policy, the student's behavior resulting in suspension is determined not to be a manifestation of the student's disability. The determination whether a "change of placement" would occur as a result of a removal must be made on a case-by-case basis based on the circumstances of each case. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with this policy, is appropriate for a student with a disability who violates a code of student conduct.

In regard to a suspension beyond 10 total days in a school year, a "change of placement" would likely occur under the following circumstances.

- the student's suspension from school is for more than 10 consecutive days
- the student is subjected to a series of suspensions from school that constitute a "pattern" because they total more than 10 school days in a school year
- the student's behavior is substantially similar to the behavior in previous incidents that resulted in the series of removals
- because of such additional factors as the length of each removal
- the total amount of time the student has been removed
- proximity of the removals to one another

No later than the date on which a decision is made to impose a removal that would constitute a change of placement because of a violation of a code of student conduct, the district must notify the parents/legal guardians of the decision and provide procedural safeguards notice.

Discipline Options

Short-term suspensions which do not constitute a "change of placement"

Duration of suspensions

If a student with a disability violates the district's code of conduct, a school administrator may remove the student from his/her current placement to another setting **or** suspend the student, for a maximum of 10

consecutive school days for that particular incident. For separate incidents of misconduct, the school administrator may remove the student for additional periods of not more than 10 consecutive school days each in that same school year, as long as the suspensions do not constitute a "change of placement," as set forth in the section entitled "Discipline of students with disabilities" above. Removals may be applied only to the extent they are applied to students without disabilities.

Services provided during suspensions

The school is not required to provide services to a student with a disability who has been suspended, so long as the student is suspended for not more than 10 cumulative school days during a school year, unless the school provides services to a student without disabilities who is similarly removed.

During any subsequent days of suspension beyond 10 total school days, (so long as the suspension does not constitute a "change of placement" as described in section entitled "Discipline of students with disabilities" above and is for not more than 10 consecutive school days), the school administrative personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed to enable the student to do the following.

- continue to participate in the general education curriculum, although in another setting
- progress toward meeting goals set out in the Individual Education Plan (IEP)

Longer-term removals

Removals that constitute a change of placement as defined under the section entitled "Discipline of students with disabilities"

If a removal constitutes a change of placement either because it is a removal of more than 10 consecutive days or because it is a pattern of removals as described under the section entitled "Discipline of students with disabilities" above, a MDR must be held. If it is determined that the behavior is a manifestation of the student's disability, the student may not be removed unless the behavior is a special circumstance (see section entitled "Removal to alternative placement for up to 45 school days under special circumstances"). If the behavior is determined not to be a manifestation of the student's disability, the student may be removed but the student's IEP team must determine appropriate services. These services must allow the student to do the following.

- continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting
- progress towards meeting the goals set out in the IEP and to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The student's IEP team must also follow, as appropriate, the procedures outlined under the "Procedures to follow" section below.

Removal to alternative placement for up to 45 school days under special circumstances

(Dangerous weapons, drugs or serious bodily injury, as defined below)

If a disabled student (1) possesses or carries a weapon to/at school, on school premises or to/at a school function; (2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function; or (3) has inflicted serious bodily injury upon another person while at school, on school premises or at a school function, the school administrator may remove the student to an "interim alternative educational setting" (as determined by the IEP team) for not more than 45 school days regardless of whether the behavior is determined to be a manifestation of the student's disability.

- A "dangerous weapon" is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.
- Illegal drugs and controlled substances are defined in Section 202 C of the Controlled Substances Act, [21 U.S.C. § 812c](#).
- "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of a function of a bodily member organ or mental faculty.

If the student is removed to an interim alternative educational setting for up to 45 school days under special circumstances described in this section (see section entitled "Discipline options", "Services provided during suspensions"), the student's IEP team must determine appropriate services. These services must allow the student to do the following

- enable the student to continue to participate in the general education curriculum, although in another setting and to progress toward meeting goals set out in the IEP
- receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur

Procedures to follow

Send notice to parents/legal guardians

In addition to appropriate standard notifications sent to parents/legal guardians of non-disabled students regarding disciplinary actions, no later than the date on which the decision is made to impose a removal that would constitute a change of placement because of a violation of a code of student conduct, the district must notify the parents/legal guardians of the decision and provide procedural safeguard notice.

Conduct a manifestation determination

The relevant members of the IEP team, as determined by the parent/legal guardian and the district, must also conduct a manifestation determination within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct. A manifestation determination may be conducted by the team to review a student's misconduct at a point earlier than required, irrespective of whether any disciplinary action taken would constitute a "change of placement." Thus, the mere convening of such a meeting does not constitute an admission on the part of the school personnel that the disciplinary action taken amounts to a "change of placement."

Finding that conduct was related to a student's disability

The team may determine that the behavior of the student was a manifestation of the student's disability if the team reviews all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents/legal guardians and determines either of the following.

- the conduct in question was caused by or had a direct and substantial relationship to the student's disability
- the conduct in question was the direct result of the district's failure to implement the IEP

If the team determines that either of the above apply, then the behavior must be considered a manifestation of the student's disability.

If the conduct is a manifestation of the student's disability, the IEP team must do the following.

- conduct a functional behavioral assessment and implement a behavioral intervention plan if the district had not already done so before the behavior resulting in the change in placement
- where a behavioral intervention plan had been developed, review the behavior intervention plan and modify it, as necessary, to address the behavior
- except in special circumstances including drugs, weapons or serious bodily injury as discussed above, return the student to the placement from which the student was removed, unless the parent/legal guardian and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Finding that conduct was not related to a student's disability.

If the multidisciplinary team determines that an IDEIA-disabled student's misconduct was **not** a manifestation of his/her disability, the student may be disciplined to the same extent that a nondisabled student may be disciplined, subject to procedural safeguards; however, the student must be provided services that enable the student to participate in the general education curriculum and progress toward meeting the goals set out in the student's IEP and a functional behavior assessment and behavioral intervention services and modifications, as appropriate, that are designed to address the behavior violation so that it does not recur. The IEP team will determine the services to be provided.

Conduct or review a functional behavioral assessment and develop or review a behavioral intervention plan

Either before or not later than 10 school days after suspending a student for more than 10 school days in a school year or commencing a removal that constitutes a "change of placement," the school must do either of the following.

- convene an IEP meeting to develop an assessment plan to address the behavior (if the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the suspension was imposed)
- if the student already has a behavioral intervention plan, the IEP team will review the plan and modify it, as necessary, to address the behavior

If a student is subjected to additional suspension days beyond 10 days in a school year which do not constitute a "change of placement," the IEP team members will review the behavioral intervention plan and its implementation, as appropriate, to determine if modifications are necessary and make any such modifications.

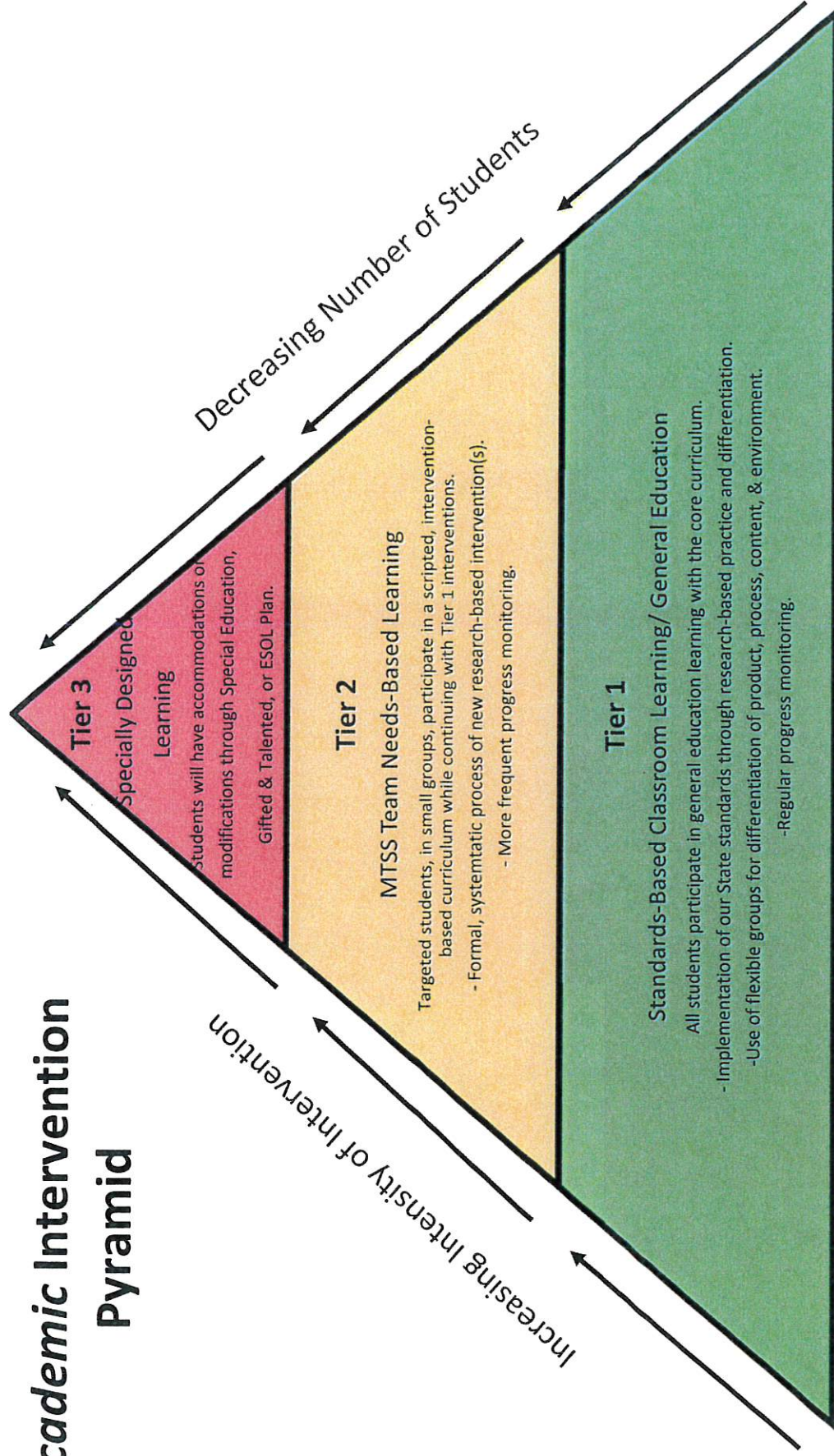
Referral to law enforcement

Nothing will prohibit a school district from reporting a crime committed by a student with a disability to appropriate authorities as provided under [Section 59-24-60](#). In reporting such a crime, the school will ensure, consistent with the requirements of the Family Educational Rights and Privacy Act, that copies of the special education and discipline records of the student are made available to the appropriate authorities to whom it reports the crime.

Issued 6/26/00; Revised 8/30/04, 3/9/09

McCormick County School District

Academic Intervention Pyramid



Resources: State Website, Differentiated Instruction, Flexible Grouping, Learning Styles, Academic Coaches, OdysseyWare, Read180, System44, School Psychologist, Mentoring, Small-group Instruction, Project Lead the Way, Explicit Instruction, Formative Assessment, Danielson Framework, Marzano's Strategies, Questioning Strategies, Responsive Classroom & PBIS Strategies, Collaboration, Personalized Learning, Project-based Learning.

Academic Interventions by Grade-Level

Pre-School

Creative Curriculum (Intentional Teaching Cards)
Language for Learning
Small group (targeted support)

Kindergarten

iRead
LLI
Small group (targeted support) with teacher and aide
RAZ Plus

Grades 1 - 2

iRead
LLI
Small group (targeted support)
RAZ Plus
MAP Skills
Flexible Grouping (data based instruction within the grade level)

Grade 3

Read 180/System 44
LLI
Small group (targeted support)
RAZ Plus
MAP Skills
Flexible Grouping (data based instruction within the grade level)

Grades 4 - 5
Read 180/System 44
LLI
Small group (targeted support)
RAZ Plus
MAP Skills
Flexible Grouping (data based instruction within the grade level)
Push-in support from resource teacher

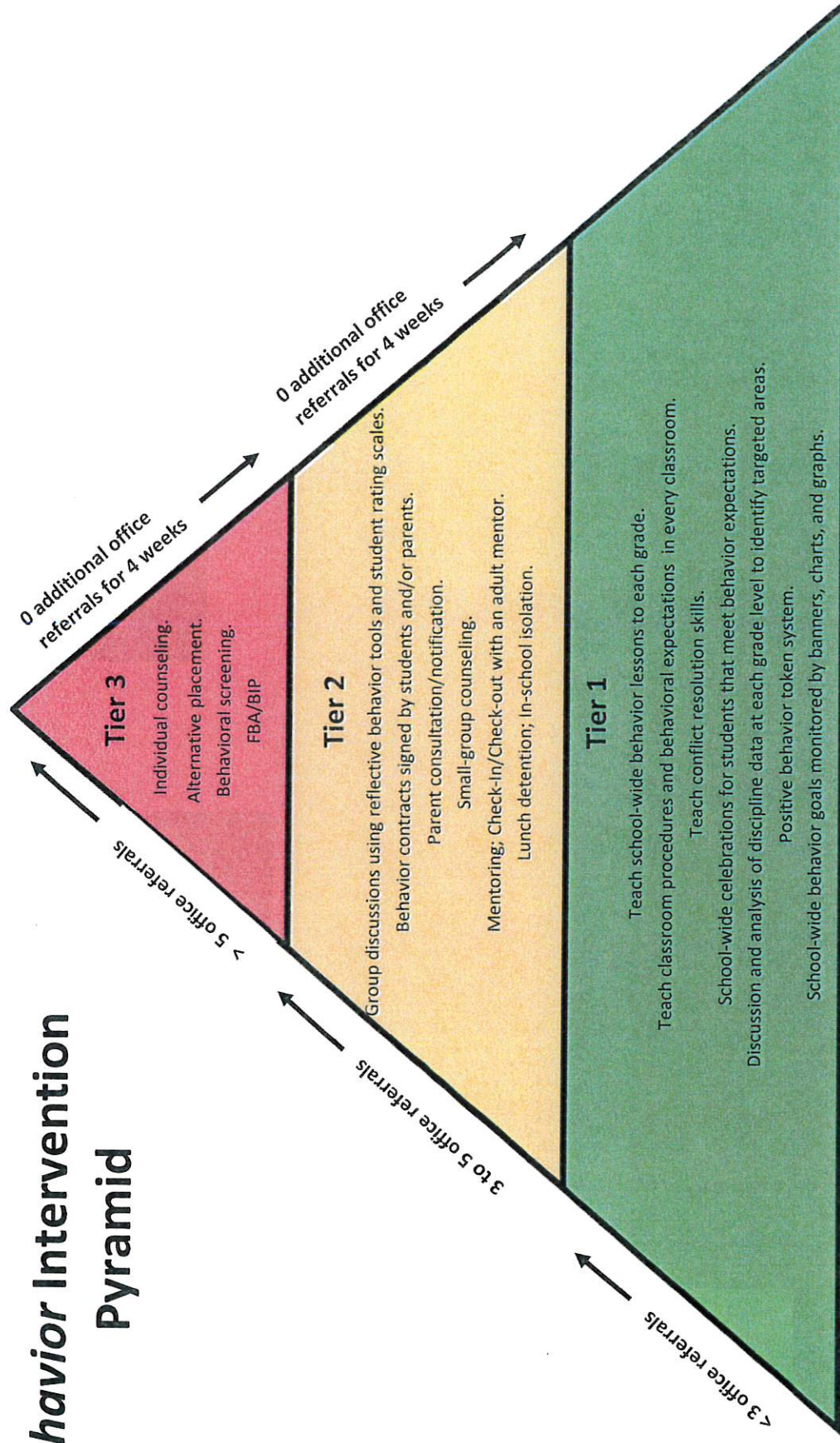
Grade 6
Read 180/System 44
LLI
Small group (targeted support)
MAP Skills

Grades 7 - 8
LLI
Small group (targeted support)
MAP Skills
Rosetta Stone - Foreign Language

Grade 9
Small group (targeted support)
MAP Skills

Grades 10 - 12
Small group (targeted support)
MAP Skills

Behavior Intervention Pyramid



NOTES

- Tier 1:** The purpose of Tier 1 is to build a school-wide foundation where the focus is on prevention and social-skill development. There is a caring school climate with positive and proactive discipline. School staff seeks to build strong relationships with students and families.
- Tier 2:** The purpose of Tier 2 is to intervene early and to provide focused activities and strategies that address risk factors.
- Tier 3:** The purpose of Tier 3 is to provide individualized, intensive, student-and-family-driven supports.

July 22, 2019

WELCOME
BACK

to

School

DRAFT

TIME	WHAT/WHO	WHERE
8:30 – 10:30	Opening Ceremony	Middle School Gym
10:30 – 11:30	Interactive Whiteboard Training – Sharp	
11:30 – 12:30	LUNCH	MES/MMS Cafeteria
12:30 – 3:00	Interactive Whiteboard Training ADEPT School Meetings	

July 23, 2019

TIME	WHAT/WHO	WHERE
9:00 – 3:30	SPED Teachers: Enrich Training	
8:30 – 3:00	Grades 3–5 and 6th grade ELA: Read 180/System 44 Training	
8:30–3:00	PreK: Creative Curriculum/ GOLD	
	Grades 6–12: Vertical Planning	
	Annual 1/Summative Eval teachers: ADEPT Orientation (notice by email for attendance)	

July 24, 2019

TIME	WHAT/WHO	WHERE
8:30 – 3:30	SPED Teachers: FASTBridge Training	
8:30 – 3:00	Grades 3–5 and 6th grade ELA: Read	

	180/System 44 Training Day 2	
8:30- 3:00	PreK: Conscious Discipline	
	Middle and High: AVID (90 min)	

July 25, 2019

TIME	WHAT/WHO	WHERE
8:30 - 3:30	Grades K-3: iRead Training	
8:30-3:00	PreK: Conscious Discipline	
	Grades 4-5: TE 21 (90 min)	
	Middle and High: AVID (90 min)	

Professional Development 2019-2020

June, 2019

PD	Who
Model Schools Conference: Washington, DC	Principals and D.O. Leadership
i3 Conference: Myrtle Beach	Elementary Principal and Superintendent

July, 2019

PD	Who
AVID District Training: Orlando, Florida	DO leadership (3), principals (2), AVID elective teacher (1), and core content teachers (7)
Interactive Whiteboard Training	All teachers
Enrich Training	SPED teachers
Read 180/System 44	Grades 3-6
iRead	Grades K-2
Conscious Discipline	Pre-K
Creative Curriculum	Pre-K
AVID	Grades 6-12
TE 21 (deep dive into data)	All teachers
Vertical Planning	Grades 7-12
FASTBridge Training	SPED teachers

Daily Schedules

Kindergarten

Time	Subject	Minutes
7:55-8:15	Morning Work/Morning Meeting	20 minutes
8:15-10:20	ELA*	125 minutes
10:20-10:40	Recess	20 minutes
10:45-11:05	ELA / Sci & SS	20 minutes
11:05-11:35	Lunch	30 minutes
11:35-11:55	ELA / Sci & SS	20 minutes
12:00-12:50	RA	50 minutes
12:50-1:00	<i>FRIDAY – Extra Recess</i>	<i>10 minutes</i>
12:55-2:25	Math	90 minutes
2:30-3:00	Enrichment	30 minutes
3:05-3:10	Pack-Up/ Dismissal	5 minutes

Friday – Extra Recess: This is to be used as a privilege/reward that your class can earn.

**15 minutes of ELA or Science is devoted to the Comprehensive Health standards.

ELA Breakdown

8:15-9:15	Whole Group – Grade level standards, texts, and expectations	Read-Aloud Shared Reading Word Work Shared Writing Independent Reading/Writing and Conferring	Teachers will use the F & P classroom resources and word study kits to deliver instruction.
9:15-10:20	Small Group – Intervention and acceleration: above, on and below level instruction	Guided Reading, Read 180 components, Daily 5 activities	Teachers will use LLI and Read 180/System 44/iRead to deliver instruction

Math Breakdown

12:55-1:40	Whole Group Instruction – Grade level standards and expectations	Teachers will use Everyday Math curriculum with resources and manipulatives
1:40-2:25	Small Group Instruction – Intervention and acceleration: above, on and below level instruction	Teachers will use Everyday Math and _____ to intervene.

First Grade

Time	Subject	Minutes
7:55-8:15	Morning Work/Morning Meeting	20 minutes
8:15-10:20	ELA*	125 minutes
10:20-10:40	Recess	20 minutes
10:45-11:05	Social Studies	20 minutes
11:05-11:35	Lunch	30 minutes
11:35-11:55	Science	20 minutes
12:00-12:50	RA	50 minutes
12:50-1:00	<i>FRIDAY – Extra Recess</i>	<i>10 minutes</i>
12:55-2:25	Math	90 minutes
2:30-3:00	Enrichment	30 minutes
3:05-3:10	Pack-Up/ Dismissal	5 minutes

Friday – Extra Recess: This is to be used as a privilege/reward that your class can earn.

**15 minutes of ELA or Science is devoted to the Comprehensive Health standards.

ELA Breakdown

8:15-9:15	Whole Group – Grade level standards, texts, and expectations	Read-Aloud Shared Reading Word Work Shared Writing Independent Reading/Writing and Confering	Teachers will use the F & P classroom resources and word study kits to deliver instruction.
9:15-10:20	Small Group – Intervention and acceleration: above, on and below level instruction	Guided Reading, Read 180 components, Daily 5 activities	Teachers will use LLI and Read 180/System 44/iRead to deliver instruction

Math Breakdown

12:55-1:40	Whole Group Instruction – Grade level standards and expectations	Teachers will use Everyday Math curriculum with resources and manipulatives
1:40-2:25	Small Group Instruction – Intervention and acceleration: above, on and below level instruction	Teachers will use Everyday Math and _____ to intervene.

Second and Third Grade

Time	Subject	Minutes
7:55– 8:10	Morning Work/Routine Morning Meeting	15 minutes
8:10-10:15	ELA*	125 minutes
10:10-10:20	<i>FRIDAY – Extra Recess</i>	<i>10 minutes</i>
10:15-10:30	Math	15 minutes
10:30-11:20	RA	50 minutes
11:25-11:55	Lunch	30 minutes
12:00-1:15	Math	75 minutes
1:15-1:35	Recess	20 minutes
1:40-2:25	Science*/Social Studies	45 minutes
2:30-3:00	Enrichment	30 minutes
3:05-3:10	Pack-Up/Dismissal	5 minutes

Friday – Extra Recess: This is to be used as a privilege/reward that your class can earn.

**15 minutes of ELA or Science is devoted to the Comprehensive Health standards.

ELA Breakdown

8:10-9:15	Whole Group – Grade level standards, texts, and expectations	Read-Aloud Shared Reading Word Work Shared Writing Independent Reading/Writing and Conferring	Teachers will use the F & P classroom resources and word study kits to deliver instruction.
9:15-10:15	Small Group – Intervention and acceleration: above, on and below level instruction	Guided Reading, Read 180 components, Daily 5 activities	Teachers will use LLI and Read 180/System 44/iRead to deliver instruction

Math Breakdown

10:15-10:30, 12:00-12:30	Whole Group Instruction – Grade level standards and expectations	Teachers will use Everyday Math curriculum with resources and manipulatives
12:30-1:15	Small Group Instruction – Intervention and acceleration: above, on and below level instruction	Teachers will use Everyday Math and _____ to intervene.

Fourth Grade

Time	Subject	Minutes
7:55-8:05	Morning Meeting	10 minutes
8:05-9:30	Math	85 minutes
9:20-9:30	<i>FRIDAY – Extra Recess</i>	<i>10 minutes</i>
9:30-10:20	Related Arts	50 minutes
10:25-11:10	ELA*	45 minutes
11:15-11:45	Lunch	30 minutes
11:45-12:05	Recess	20 minutes
12:10-1:20	ELA*	70 minutes
1:20-2:25	Science/SS*	65 minutes
2:30-3:00	Enrichment	30 minutes
3:00-3:10	Pack-Up/Dismissal	10 minutes

Friday – Extra Recess: This is to be used as a privilege/reward that your class can earn.

**15 minutes of ELA or Science is devoted to the Comprehensive Health standards.

ELA Breakdown

10:25-11:10 12:10-12:25	Whole Group – Grade level standards, texts, and expectations	Read-Aloud Shared Reading Word Work Shared Writing Independent Reading/Writing and Conferring	Teachers will use the F & P classroom resources and word study kits to deliver instruction.
12:25-1:20	Small Group – Intervention and acceleration: above, on and below level instruction	Guided Reading, Read 180 components, Daily 5 activities	Teachers will use LLI and Read 180/System 44/iRead to deliver instruction

Math Breakdown

8:05-8:50	Whole Group Instruction – Grade level standards and expectations	Teachers will use Everyday Math curriculum with resources and manipulatives
8:50-9:30	Small Group Instruction – Intervention and acceleration: above, on and below level instruction	Teachers will use Everyday Math and _____ to intervene.

Fifth Grade (Departmentalized)

Time	Subject	Minutes
7:55-8:05	Morning Meeting	10 minutes
8:05- 8:30	Group 1 (HR)	25 minutes
8:30-9:20	RA	50 minutes
9:25-10:30	Group 1 (HR)	65 minutes (90 minutes total Group 1)
10:20-10:30	<i>FRIDAY – Extra Recess</i>	10 minutes
10:30	SWITCH CLASSES	
10:35-11:35	Group 2	60 minutes
11:35-12:05	Lunch	30 minutes
12:05-12:25	Recess	20 minutes
12:30-1:00	Group 2	30 minutes (90 minutes total Group 2)
1:00	SWITCH CLASSES	
1:00-2:30	Group 3	90 minutes (90 minutes total Group 3)
2:30-3:00	Enrichment	30 minutes
3:05-3:10	Pack-Up/Dismissal	5 minutes

Friday – Extra Recess: This is to be used as a privilege/reward that your class can earn. **15 minutes of ELA or Science is devoted to the Comprehensive Health standards.

ELA Breakdown – Each Group

45 minutes	Whole Group – Grade level standards, texts, and expectations	Read-Aloud Shared Reading Word Work Shared Writing Independent Reading/Writing and Conferring	Teachers will use the F & P classroom resources and word study kits to deliver instruction.
45 minutes	Small Group – Intervention and acceleration: above, on and below level instruction	Guided Reading, Read 180 components, Daily 5 activities	Teachers will use LLI and Read 180/System 44/iRead to deliver instruction

Math Breakdown – Each Group

45 minutes	Whole Group Instruction – Grade level standards and expectations	Teachers will use Everyday Math curriculum with resources and manipulatives
45 minutes	Small Group Instruction – Intervention and acceleration: above, on and below level instruction	Teachers will use Everyday Math and _____ to intervene.

Related Arts Rotations

8:00-8:30	Planning Period for RA teachers
8:30-9:20	Fifth Grade RA/Planning
9:30-10:20	Fourth Grade RA/Planning
10:30-11:20	Second and Third Grade RA/Planning
11:20-12:00	Lunch for RA teachers
12:00-12:50	Kindergarten and First Grade RA/Planning
1:00-1:50	Personalized PD Sessions / Flexible RA Groups – Will change every 6 weeks
2:00-2:50	Planning Period for RA teachers

****Plan for the 1:00-1:50 Personalized PD Time**

We plan to group teachers based on PD choices and PD needs, and deliver weekly PD sessions during this time. This will allow the instructional leadership team to better meet the learning needs of teachers. This also allows for weekly PD sessions that do not take away from grade level team planning time.

The plan is to offer a choice board based on identified areas of need, hold PLC/PD meetings with teachers based on the choices weekly for 6 weeks, and then rotate into another set of choices, moving teachers as needed. Students will attend a “bonus” RA session during this time.

Sample Choice Board

Personalized Learning – Learner Profiles	Balanced Literacy – Guided and Independent Reading (Who's Doing the Work)	ELEOT and 4.0 Rubrics – Making Connections
Unpacking Standards	Using Mastery Connect Data to plan small group instruction	

Sample Weekly Personalized PD Schedule (1:00-1:50 time frame)

****This would rotate every 6 weeks.**

Day	Topic	Teacher Participants	RA Locations
Monday	Personalized Learning – Learner Profiles	1 st gr Teacher A 4 th gr Teacher B 5 th gr Teacher A 5 th gr Teacher C	PE Art Music Sci Lab
Tuesday	Using Mastery Connect Data to plan small group instruction	2 nd gr Teacher A 3 rd gr Teacher B 4 th gr Teacher A	PE Art Music

		Science Lab Teacher	
Wednesday	Unpacking Standards	K Teacher A 2 nd gr Teacher B 5 th gr Teacher B Music Teacher	PE Art Sci Lab
Thursday	ELEOT and 4.0 Rubrics – Making Connections	PE Teacher K Teacher B Art Teacher	Music
Friday	Balanced Literacy – Guided and Independent Reading	1 st gr Teacher B 3 rd gr Teacher A 4 th gr Teacher C	Sci Lab PE Art

Lunch Schedule

Time	Grade / Number of Classes
11:05	K and 1 st / 4 classes
11:15	4 th / 3 classes
11:25	2 nd and 3 rd / 4 classes
11:35	5 th / 3 classes

Recess Schedule

Every Day Time	Friday Extra Recess	Grade / Playground
10:20-10:40	12:50-1:00	K – Side
10:20-10:40	12:50-1:00	1 - A
1:15-1:35	10:10-10:20	2 – A
1:15-1:35	10:10-10:20	3 – B
11:45-12:05	9:20-9:30	4
12:05-12:25	9:40-9:50	5

	7:40-8:10am Morning Announcements/ Breakfast	1 st Block: 8:15-9:48 (1A) 8:15-9:00 (1B) 9:03-9:48	2 nd Block: 9:51-11:24 (2A) 9:51-10:36 (2B) 10:39-11:24	3 rd Block: 11:27-12:12 (3A)	12:15- 12:45	3 rd Block: 12:50-1:35 (3B)	4 th Block: 1:38-3:11 (4A) 1:38-2:23 (4B) 2:26-3:11	HOMEROOM 3:11-3:15 Teacher/Staff Departure @ 3:30pm
LEWIS RM. 438	6 th Grade Math- MAX. Class Size-27	Planning	6A	6B	LUNCH	6B	6C	Closing/ Dismissal
LEVERETTE RM. 434	6 th Grade ELA OWA MAX. Class Size-27	Planning	6B	6C	LUNCH	6C	6A	Closing/ Dismissal
DURANT RM. 432	6 th Grade SCI/SS OWA MAX. Class Size-27	Planning	6C 6C	6A	LUNCH	6A	6B 6B	Closing/ Dismissal
HUFFMAN RM. 439 OWA	7 th Grade Math- MAX. Class Size-24 8 th Grade Math	7A	Planning	7B + 7D * (for OWA 8 th grade Math (800- A))	LUNCH	7B + 7D * (for OWA 8 th grade Math (800- A))	7C	Closing/ Dismissal
DANSBY RM. 436	7 th Grade ELA- OWA MAX. Class Size-24	7B	Planning	7C	LUNCH	7C	7A	Closing/ Dismissal
C. WILSON (??) RM. 441	8 th Math- 44 OWA MAX. Class Size-24	8A 8B* Honors Alg.1 (2 nd sem. 1/2 block	Planning 8B* Honors Alg.1	8B* Honors/ Alg.1 for HS Credit OWA	LUNCH	Planning	8C OWA	Closing/ Dismissal
HOUSTON RM. 440	8 th ELA- MAX. Class Size-24	8B * G/T+HF 1 st semester (entire block) 2 nd sem. 1/2 block High Fliers 7D *	8C (24)	Planning	LUNCH	Planning	8A	Closing/ Dismissal
OUZTS HIGH SCHOOL	8 th ELA-Honors/ HS Credit MAX. Class Size-24		Spring 8B * HS CREDIT		LUNCH			Closing/ Dismissal

Teacher/ Staff Report Time: 7:15am	7:40-8:10am Morning Announcements/ Breakfast	1 st Block: 8:15-9:48 (1A) 8:15-9:00 (1B) 9:03-9:48	2 nd Block: 9:51-11:24 (2A) 9:51-10:36 (2B) 10:39-11:24	3 rd Block: 11:27-12:12 (3A)	12:15- 12:45	3 rd Block: 12:50-1:35 (3B)	4 th Block: 1:38-3:11 (4A) 1:38-2:23 (4B) 2:26-3:11	HOMEROOM 3:11-3:15 Teacher/Staff Departure @ 3:30pm
MADDOX RM. 433	7 th Grade Science MAX. Class Size- 24	7C	8A	7A	LUNCH	Planning	8B	Closing/ Dismissal
		8C	Planning				7B+7D	
SCHNEIDER RM. 444	8 th Grade SOCIAL STUDIES MAX. Class Size-24	8C	Planning	Planning	LUNCH	7A	7B+7D	Closing/ Dismissal
		7C	8A				8B	
RUSHTON RM. 420	SPED Academic Enhancement - MAX. Class Size-20	6 th Indirect Services NO STUDENTS SCHEULED No Class scheduled at this time	No classes scheduled @ this time 7 th Indirect Services NO STUDENTS SCHEDULED	8 th 8 th	LUNCH	Indirect Services NO STUDENTS SCHEDULED	Planning	Closing/ Dismissal
		7 th /8 th	6 th /8 th	6 th /7 th	LUNCH	6 th /7 th	Planning	Closing/ Dismissal
RUSHTON/ REID/EDWARD RM. 424	SPED Self- Contained- MAX. Class Size-15							
RELATED	ARTS							
HUGHES/ WILKERSON 510	HEALTH/PHYSICAL EDUCATION (By quarters) for 6 th /7 th Max Class Size - 30	PE / HEALTH 6 th	PE/HEALTH 7 th	PE 8 th	LUNCH	PE 8 th	Planning	Closing/ Dismissal
		PE/HEALTH 6 th	PE/HEALTH 7 th	PE 8 th		PE 8 th		
FAMBROUGH RM. 302	SPANISH-INTRO HEALTH OWA Assistance MAX. Class Size-24	6 th OWA assistance	Spanish-Intro Semester	Spanish-Intro &/or OWA for Health	Lunch	Spanish-Intro &/or OWA for Health	Planning	Closing/ Dismissal
			OWA Assist. (90 minute block)	Spanish-Intro or OWA Health		OWA Health or Spanish-Intro		

Teacher/ Staff Report Time: 7:15am	7:40-8:10am Morning Announcements/ Breakfast	1 st Block: 8:15-9:48 (1A) 8:15-9:00 (1B) 9:03-9:48	2 nd Block: 9:51-11:24 (2A) 9:51-10:36 (2B) 10:39-11:24	3 rd Block: 11:27-12:12 (3A)	12:15- 12:45	3 rd Block: 12:50-1:35 (3B)	4 th Block: 1:38-3:11 (4A) 1:38-2:23 (4B) 2:26-3:11	HOMEROOM 3:11-3:15 Teacher/Staff Departure @ 3:30pm
JAMES RM. 425	6 Digital Literacy 7 Computer Applications + Discovering Computer Science 1 8 Financial Literacy + Discovering Computer Science 2 MAX. Class Size-20 each	Keyboarding & Digital Literacy 6 th Keyboarding & Digital Literacy 6 th	Computer Applications & Discovering Computer Science 1 7 th Computer Applications & Discovering Computer Science 1 7 th	Financial Literacy & Discovering Computer Science 2 8 th Financial Literacy & Discovering Computer Science 2 8 th	LUNCH	Financial Literacy & Discovering Computer Science 2 8 th Financial Literacy & Discovering Computer Science 2 8 th	Planning	Closing/ Dismissal
NUNLEY RM. 435	Art- SET UP AS A SEMESTER COURSE for EACH SKINNY MAX. Class Size-20	6 th 6 th	7 th 7 th	8 th 8 th	LUNCH			
J. WILSON RM. 450	Band- SET UP AS A YEARLY COURSE for EACH SKINNY MAX. Class Size-24	6 th YEARLY 6 th YEARLY	7 th YEARLY 7 th YEARLY	8 th YEARLY 8 th YEARLY	LUNCH			
GROVES HIGH SCHOOL	AVID 8 TH GRADE ONLY YEARLY Course MAX. Class Size-20			8 th				

- ☛ Lunch is one full lunch. All teachers must be in the cafeteria to monitor students. You have been assigned a table and must sit at that table with your students' everyday. If you do not have a class, please make sure you are still at lunch duty.

USE THE PROFILE OF THE SC GRADUATE TO GUIDE CLUB INSTRUCTION

Activity Schedule:

1st Block: 8:15-9:27am (8:15 – 8:34am) (8:38 – 9:27am)
2nd Block: 9:30-10:42am (9:30 – 10:04am) (9:08 – 10:42am)
3rd Block: 10:45-11:57am (10:45 – 11:19) (11:22 – 11:57am)
Lunch: 12:00pm – 12:30pm
4th Block: 12:35 – 1:45pm (12:35 – 1:07pm) (1:10 – 1:45pm)
Club/Activity: 1:47 – 3:15pm

Virtual Education

Virtual SC
Odysseyware
Academy

Parade of Flags

Houses
Uniform
Dress Code

Project Based Learning

Elementary Initiatives

Flexible Grouping
Flexible Seating
Multiaged Classrooms
Responsive Classroom
Standards-Based Report Cards
Looping

Year Round Calendar

Intercession

Arts
Education
Gifted and Talented
Project Based Learning

Professional Development

Technology

Huddle
Spaces
SMART
Boards
iPads
Chromebooks
Google Classroom
Audio Enhancement
Presentation Boards

Formative Assessments

F&P
Mastery Connect
MAP
TE 21
MTSS

College/Career Ready

AP
CATE
Dual Credit
HS Credentials
Middle College

Remediation/Enrichment

System 44
Read 180
LLI
Lexile Libraries

K-12 Initiatives

PLTW

STAR AVID Secondary Initiatives

*Stay tuned for
what's yet to come...*

Communication System

LED Lighting
Safety Enhancements
Safety Plan

Items in red indicate these have already begun



Secondary Initiatives: New Tech
Plans: **Technology**, Capital Needs, Maintenance, **Safety**
Clubs: Robotics, dance, chorus, **arts**, **drama**, orchestra, AV
Schedules
Profile of SC Graduate: **Personalized Learning**, Competency Based Learning
Extra Curricular: **Soccer**, **Golf**, **Tennis**, **Cross Country**, Fishing, Swimming, Archery
MMS Gateway, MHS Project Lead the Way
Goals: TransformSC District, Palmetto Finalist, Top Rural District
Remediation/Enrichment: Intercession, PAES Lab, Life-Centered Curriculum
Formative Assessments: DIBELS, **FastBridge**