

BOARD AGENDA ITEM

June 11, 2024

SUBJECT:

Reviewed policies, administrative rules, and files, First Reading

BACKGROUND INFORMATION:

Administration cyclically reviews policies, administrative rules, and files in the Policy Manual. As part of the cyclical review process, the attached policies and administrative rules were reviewed.

ADMINISTRATIVE CONSIDERATION:

The attached policies and administrative rules have been reviewed and no revisions have been recommended.

- Policy ADB Drug-Free Schools
- Policy CBI Evaluation of the District Superintendent
- Policy IJOA Field Trips
- AR IJOA-R Field Trips
- Policy IKACA Parent Conferences
- Policy ILBB State Program Assessments
- Policy IMDB Flag Displays
- Policy JA Student Policies Goals/Priority Objectives
- Policy JB Equal Educational Opportunity/Nondiscrimination
- Policy JE Student Attendance
- Policy JEB Entrance Age
- File JEB-E Form to Elect Non-Attendance in Compulsory Kindergarten
- File JFAA-E Affidavit
- Policy JHCB Released Time For Religious Instruction
- FILE JI-E Sexual Harassment Formal Complaint Form
- Policy JIB Student Involvement in Decisionmaking
- Policy JIC Student Conduct
- Policy JICFAA Harassment, Intimidation or Bullying
- Policy LD Relations with Colleges and Universities
- Policy LDA Student Teaching and Internships
- AR LDA-R Student Teaching and Internships

RECOMMENDATIONS:

Approve the review of the policies, administrative rules, and files.

ATTACHMENT:

- Policy ADB Drug-Free Schools
- Policy CBI Evaluation of the District Superintendent
- Policy IJOA Field Trips
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- Policy IKACA Parent Conferences
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AR LDA-R Student Teaching and Internships

PREPARED BY:

Dr. Salvatore Minolfo

2024-2025 Instructional Materials Adoption Recommendations

English Language Arts	
K-5 ELA (Activity Code: 1001, 1010, 1020) <i>HMH Into Reading</i> Author: Houghton Mifflin Harcourt Inc.	Houghton Mifflin Harcourt
K-5 Handwriting (Activity Code: 1099) <i>Zaner-Bloser Handwriting</i> Author: Zaner-Bloser *SDE funded for 2 nd and 3 rd grade only; locally funded if elected for all other K-5 grades	Zaner-Bloser
6-8 ELA (Activity Code: 1001, 1010, 1020) <i>StudySync ELA</i> Author: Fisher, et al.	McGraw Hill
English 1-English 4 (Activity Codes: 3024, 3900, 3025, 3910, 3026, 3920, 3027, 3930) <i>StudySync ELA</i> Author: Fisher, et al.	McGraw Hill
Advanced Placement English Literature and Composition (Activity Code: 3070) <i>Literature & Composition</i> Author: Shea, et al.	Bedford, Freeman and Worth Publishing Group
Advanced Placement English Language and Composition (Activity Code: 3071) <i>Back To the Lake, 4th High School Edition (Order with They Say/I Say)</i> Author: Thomas Cooley	W. W. Norton & Company, Inc.
CTE Instructional Materials	
Digital Art and Design 1-4 (Activity Code: 6120, 6121, 6122, 6123) <i>Communicating Through Graphic Design</i> Author: Davis Publications	Davis Publications
Computer Applications 6th-8th grade (Activity Code: 2702) <i>Agriscience: Fundamentals and Applications Updated, 6th Edition</i> Author: Burton	Cengage
Digital Multimedia (Activity Code: 5030) <i>My Lab for Adobe Web Design</i> Author: Adobe	Savvas
Image Editing (Activity Code: 5340) <i>Adobe Photoshop Revealed</i> Author: Adobe	Cengage
International Business (Activity Code: 5032) <i>Introduction to Global Business: Understanding the International Environment and Global Business</i> Author: Gasper, Kolari, Smith, Bierman, & Smith	Cengage
Fundamentals of Healthcare (Activity Code: 2791) <i>Middle School Exploring Health Science</i> Author: eDynamic	eDynamic
Advanced Baking and Pastry (Activity Code: 5724) <i>On Baking, 4th edition Revel</i> Author: Labensky, Martel, & Damme	Savvas
Event and Entertainment Management (Activity Code: 5475) <i>KM Sports and Entertainment Simulation</i> Author: eDynamic	eDynamic
Esthetics 1-4 (Activity Codes: 6162, 6163, 6164, 6165) <i>Milady Standard Esthetics, Fundamentals, 12th Edition</i> Author: Milady	Cengage
Nutrition and Wellness (Activity Code: 5759) <i>Nutrition and Wellness</i> Author: eDynamic	eDynamic
Digital Media Marketing (Activity Code: 5422) <i>Foundations of Marketing</i>	Cengage

Author: William M. Pride & O. C. Ferrell	
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DRUG-FREE SCHOOLS

Code **ADB** Issued **5/016/24**

Purpose: To establish the basic structure to ensure the board's vision of a school environment free of drugs.

The school district is committed to providing a drug and alcohol free learning environment and workplace. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the educational mission of the schools.

Employees

No employee will unlawfully manufacture, distribute, dispense, possess or use any drug on or in the workplace. "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by the act and regulation cited below.

"Workplace" means the site for the performance of work. That includes any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district.

As a condition of employment, each employee will notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above. The employee must notify the supervisor no later than five days after such conviction.

As a condition of employment, each employee must abide by the terms of the school district policy respecting a drug-free workplace.

An employee who violates the terms of this policy will satisfactorily participate in a drug abuse assistance or rehabilitation program approved by the board. An employee who fails to satisfactorily participate in such program will be subject to disciplinary action, including, but not limited to, nonrenewal, suspension or termination at the discretion of the board.

The board will take such action in accordance with district policies and regulations as well as applicable state and federal law.

The board directs the administration to establish a drug-free awareness program in the district to include information on the dangers of drug abuse in the workplace, the district's policy on a drug-free workplace, and any drug counseling available to employees as well as any available rehabilitation and employee assistance programs.

Students

No student, regardless of age, will possess, use, sell, purchase, barter, distribute or be under the influence of alcoholic beverages or other controlled substances in the following situations.

- on school property (including buildings, grounds, vehicles)

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- at any school-sponsored activity, function or event whether on or off school grounds (including any place where an interscholastic athletic contest is taking place)
- during any field trip
- during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above.

All principals will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances.

The administration will suspend students who violate this policy and the board may expel them. The board intends to expel all students who distribute any controlled substance on school grounds.

(Cf. GBEC)

Adopted 5/22/01 [Reviewed 6/11/24](#)

Legal references:

A. Federal statutes:

1. Drug-Free Workplace Act 102 Stat. 4305-4308.
2. Controlled Substances Act (21 U.S. C. 812) - Schedules I through V of Section 202.

B. Federal regulations:

1. 54 F.R. 4946 (1/31/89) - Relating to the Drug-Free Workplace Act.
2. 21 CFR 1300.11 through 1300.15 - Defining controlled substances.

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

(Alcohol)

1. S.C. Constitution Article XVII, Section 14 - Must be over 21 to possess distilled liquors.
2. Section 16-17-530 - Students who come to school in an intoxicated condition or conduct themselves in a disorderly or boisterous manner could be arrested for a misdemeanor.
3. Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.

(Drugs)

1. Section 44-53-110 *et seq.* - Lists of illicit drugs.
2. Section 44-53-140 - Student addicted or dependent upon a drug may seek counseling concerning treatment or therapy from a guidance counselor or teacher without fear of legal action.
3. 44-53-370 - Unlawful for any person to possess scheduled drug unless obtained by valid prescription.
4. Section 44-53-440 - Person over 18 who distributes a controlled substance to person under 18 shall be guilty of felony and sentenced to no more than 20 years with no suspension or probation.

EVALUATION OF THE DISTRICT SUPERINTENDENT

Code **CBI** Issued **9/016/24**

Purpose: To establish the basic structure for the evaluation of the superintendent.

Evaluation of the superintendent will be a continuous process that stresses praise for excellence and suggestions for improvement.

The evaluation process is designed to assist the superintendent in improving his/her job performance, to provide ways by which needs for improvement can be met, to clarify the board's expectations of the superintendent, to improve communication between the board and the superintendent, to foster trust between the superintendent and the board and to strengthen the board/administration team.

Outcomes

The outcome of the superintendent's evaluation should provide the following.

- an annual written assessment of the current status of the superintendent's job performance
- an opportunity for the superintendent and the board to discuss the results of the evaluation
- an opportunity to establish management priorities for the superintendent and the school system and make the necessary changes in the evaluation instrument
- a forum to discuss, clarify and update the superintendent's job content, responsibility and authority

Adopted 3/27/84; Revised 5/14/85, 8/15/89, 12/10/91, 3/24/98, 9/11/01 Reviewed 6/11/24

FIELD TRIPS

Code **IJOA** Issued **9/106/24**

Purpose: To establish the basic structure for approving and conducting student field trips.

Instructional field trips are those which are directly related to ongoing class instruction. They provide a means for staff and students to relate the instructional program to the community outside the schools.

A field trip is to be considered an extension of a student's instructional program that occurs at a place other than the school. The teacher or the principal must submit a plan that shows a direct relationship to concepts and objectives of a given course of study.

Student trips will be permitted to the extent that they provide the most effective means of accomplishing objectives related to given aspects of the instructional program. Trips should be considered as a method of instruction and planned as such with definite objectives determined in advance.

Transportation for field trips will be restricted to school vehicles, those vehicles belonging to a commercial carrier (which is normally engaged in providing for hire services for the transportation of persons and/or property) contracted by the district, or a private vehicle for which an approved certificate of liability and comprehensive insurance is on file.

On all school-sponsored trips involving students, provisions will be made for proper supervision. Classified staff and parents/legal guardians may assist in such supervision. The student-supervisor ratio must not be greater than eight to one.

Field trips at the elementary school level (especially in grades K-3) usually involve **all** students in the class, unlike upper elementary, middle and high school grades where a student will miss several classes for an unrelated event.

Student contests/out-of-district trips (non-athletic)

Students who are in good standing and who are first place winners in approved district, regional, state or national curriculum-related contests or certain elected officers (president, vice-president or president-elect, secretary, treasurer) in approved organizations who advance to the next levels of competition are encouraged to participate. To qualify, the organizations and contests must be approved by national school administrators associations, by the state department of education, by the South Carolina High School League, and/or by the district. Such students may participate in state, regional or national contests for three consecutive school days or less as representatives of their schools, district and state.

The board, within budgeted funds, will pay approved transportation expenses for students. School-sponsored clubs and organizations should pay the expenses of their members who are contestants. The board will pay as enumerated in policy DKC, the expenses of chaperones required for student supervision at a ratio of one adult for each group of eight students of the same sex.

Commented [PG1]: Is this happening now? Who controls the budget for this?

Participating students are subject to all district policies including the discipline code, attendance policy and field trip administrative rule.

PAGE 2 - IJOA - FIELD TRIPS

Student-sponsored activities (such as senior weekends, etc.) are not considered school activities. Planning for such activities should not take place with the assistance of school employees for liability reasons. Students are strongly encouraged to seek the advice of an advisory group of parents/legal guardians to supervise the planning of activities.

See policy GBEEDA for background checks on chaperones and volunteers assisting students.*

Adopted 11/28/78; Revised 9/25/84, 5/28/85, 2/25/92, 10/13/98, 1/8/02, 9/28/10 Reviewed 6/11/24

Legal references:

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

1. Section 59-67-510 - Use of transportation equipment for special events, office of Adjutant General and armed services reserve component functions and other educational purposes.
2. Section 16-1-60 - Violent crimes defined.
3. Section 23-3-115 - Fees for criminal record searches conducted for charitable organizations.
4. Section 23-3-130 - Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations.
5. Section 23-3-430 - Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration.
6. Section 59-19-117 - Background checks.

B. State Board of Education Regulations:

1. R-43-80 - Operation of public pupil transportation services.

FIELD TRIPS

Code **IJOA-R** Issued **8/16/24**

The following administrative rule guides the implementation of policy IJOA (Field Trips).

The School District of Aiken County only sponsors field trips during the school year that are directly related to advancing a specific curriculum-related objective. A brief lesson plan is to be presented with the request showing the relationship to a certain objective and what follow-up activities will occur upon the students' return to class. Field trips that are not designed to advance the learning of a specific curriculum objective will not be considered for district approval.

Each school is to require departments and grade levels to coordinate plans for field trips at the beginning of each school year. An individual student may miss class no more than 10 days per year as a result of field trips. Days selected for field trips need to be used wisely.

Field trips must not extend beyond three consecutive school days.

The principal must ensure that day-long field trips are not consumed mostly by travel time, leaving only an hour or so for activities that directly relate to curriculum objectives.

Overnight (and out-of-state) field trips must be submitted to the appropriate executive director, who will approve or deny the request. Area advisory councils will continue to receive field trip forms as information. For trips outside the country, the superintendent's cabinet will make its decision based on consistent districtwide criteria and will be governed by whether the trip advances the school curriculum and by what is in the best interest and protection of the student.

Schools should carefully consider high-cost activities, as they may present a financial challenge to parents/legal guardians. Field trips of unusual cost must be approved by the appropriate executive director. No student will be excluded from a field trip on the basis of an inability to pay for the trip.

Students are subject to all district policies, including the discipline code. A student may be excluded from participation in school-sponsored field trips due to suspensions, excessive absences, or habitual misbehavior.

If private companies are used to transport students, proper and adequate insurance information (containing complete coverage clauses) must be attached to request forms. Assurance must be documented that the company is able to operate in other states, especially those traveled. (The private carriers must be certified through the office of the assistant superintendent for administration.)

No field trips may be submitted for approval after May 1 of any given year.

Extracurricular Activities

Extracurricular activities such as athletic events, band competitions, camps, etc. are not considered field trips, but extensions to the school day, as most occur after school hours. Such activities are exempt from the 10-day rule and must relate to the goals and objectives of the organization. All school rules regarding discipline, attendance, etc. are applicable.

Trips that themselves form the class curriculum (such as work programs and apprenticeship programs) and individualized student experiences (such as shadowing and mentoring) are not considered field trips.

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| Issued 10/13/98; Revised 1/8/02, 2/7/12, 8/23/16 Reviewed 6/11/24

(Richmond County will be considered as “in-state” for purposes of this administrative rule.)

PARENT CONFERENCES

Code **IKACA** Issued **1/026/24**

Purpose: to establish a basic structure for parent conferences.

Close communication between home and school is an important factor in establishing a highly effective school program. Planned conferences between parents and teachers are important in bringing about understanding and close cooperation between the home and school. Teachers should maintain close communication with all parents, especially where risk of academic failure is present.

Personal conferences between parents and teachers supplement the formal reporting system. These conferences are one way of creating better understanding between the home and school. They also provide an opportunity for open communication regarding administrative procedures, instructional programs, goals and objectives, and pertinent information regarding student progress.

The board encourages parent conferences involving teacher, student and principal as appropriate and as required by law. Parent-student-teacher conferences must be held for students in grades three through eight who require academic plans.

Adopted 6/10/75; Revised 3/23/99, 1/8/02, Reviewed 6/11/24

STATE PROGRAM ASSESSMENTS

Code **ILBB** Issued **1/026/24**

Purpose: To establish the basic structure for statewide assessment programs.

Statewide assessment program

All students attending district schools will participate in the statewide assessment program as mandated by current applicable laws and regulations. This program will continuously assess each individual student's progress (K-12) in relation to the statewide standards and guidelines for English/language arts, writing, mathematics, social studies and science.

The state readiness program will be administered each year as prescribed by the state.

The assessment program scores assist teachers in the identification of student deficiencies. They also serve as a basis for providing instruction to those students who do not meet standards.

The district will comply with administrative rules prepared by the administration as well as state law and regulations in the implementation of the statewide assessment program.

Adopted 1/25/83; Revised 2/28/84, 1/8/02 Reviewed 6/11/24

Legal references:

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

1. Section 59-30-10 – Duties of state board of education concerning state basic skills assessment program.
2. Section 59-30-30(f)(2) - Board to provide information to parents regarding deficiencies revealed by tests and possible methods of assistance.
3. Section 59-30-80 - School to notify parents when students fail test or fall below grade standards.
4. Section 59-18-300, et seq. - Adoption of educational standards in core academic areas.

FLAG DISPLAYS

Code **IMDB** Issued **1/026/24**

Purpose: To establish the basic structure for the display of the United States flag and the flag of the State of South Carolina.

The schools will fly a United States flag and a flag of the State of South Carolina on the grounds of each public school in accordance with applicable state board regulations and consistent with customs of the district and normal flag etiquette.

The schools will display a South Carolina flag and a flag of the United States inside every public school building.

Adopted 1/8/02 Reviewed 6/11/24

Legal references:

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

1. Section 59-1-320 - Head of public school to display U.S and S.C. flags.

STUDENT POLICIES GOALS/PRIORITY OBJECTIVES

Code **JA** Issued **4/026/24**

Purpose: To establish the board's vision for the goals and priority objectives of the district's policies pertinent to students.

Through its policies that affect students, the board seeks to advance the following goals.

- enhance equal educational opportunity for all students
- promote faithful attendance
- ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application
- develop in students a deep sense of personal responsibility for their actions
- attend vigorously to matters of student safety, health and welfare
- deal justly and constructively with all students in matters of discipline
- help all students feel that they are valued as individual persons in the school environment

Adopted 6/10/75; Revised 4/23/02; Reviewed 6/11/24

EQUAL EDUCATIONAL OPPORTUNITY/ NONDISCRIMINATION

Code **JB** Issued **12/066/24**

Purpose: To establish the board's vision regarding equal educational opportunities for all students in the district.

The board believes that the district must provide public education in an atmosphere where differences are understood and appreciated. The district should treat all persons fairly, with respect, and without discrimination or threats of violence or abuse.

Every student of this school district will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, disability, economic or social conditions, alienage, national origin, immigrant status (except as limited or restricted by certain student visa qualifications set forth in federal law) or by English-speaking status. The district schools will not refuse to admit or exclude any person based on these criteria. The district will advertise this nondiscrimination policy.

This concept of equal educational opportunity serves as a guide for the board and the staff in making decisions related to students. It will be the superintendent's responsibility for developing a plan and providing procedures to assure support of this policy. Each building principal will be responsible for working with the staff and students in his/her school to ensure equal opportunity for all students in all building level programs and activities.

Adopted 6/10/75; Revised 3/14/89, 3/9/99, 4/23/02, 12/12/06, [Reviewed 6/11/24](#)

Legal references:

- A. Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d; and Title IX of the Educational Amendments of 1972, 20 U.S.C. Section 1681, et seq.
- B. S. C. Code, 1976, as amended:
 1. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.

STUDENT ATTENDANCE

Code **JE** Issued **4/026/24**

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 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 6/10/75; Revised 9/9/75, 2/28/78, 10/9/84, 9/28/93, 4/23/02. Reviewed 6/11/24

Legal references:

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

1. Section 59-5-65(4) – Powers and responsibilities of state board of education.
2. Section 59-35-10 - Each district to provide a kindergarten program.
3. Section 59-63-20(3) - Entrance age for kindergarten program.
4. Section 59-63-20(4) - Entrance age for first grade.
5. Section 59-63-20(6) - Four-year-olds may attend optional child development programs.
6. 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. R 43-274 - Student attendance.

ENTRANCE AGE

Code **JEB** Issued **4/026/24**

Purpose: To establish the basic structure for the appropriate age for students entering school.

Preschool-age children with disabilities

The district provides a free appropriate public education consistent with the federal Individuals with Disabilities Education Act for all three-, four- and five-year-old children with disabilities who reside in the district.

Kindergarten

Students may enroll in kindergarten if they meet one of these criteria.

- They will attain the age of five on or before September 1 of the school year.
- They substantially began attending a public school kindergarten program in another state which has a different attendance age requirement.

First grade

Students may enroll in the first grade if they meet one of these criteria.

- They will attain the age of six on or before September 1 of the school year.
- They substantially began a first grade program in another state that has a different attendance requirement.
- They have attended a public school kindergarten program for one full school year.

Adopted 10/9/84; Revised 3/25/86, 9/13/88, 9/28/93, 4/23/02. [Reviewed 6/11/24](#)

Legal references:

- A. S.C. Code, 1976, as amended:
1. Section 59-19-340 - Child development programs.
 2. Section 59-36-10 - Preschool programs for children with disabilities.
 3. Section 59-63-20(3) - Kindergarten entrance age.
 4. Section 59-63-20(4) - First grade entrance age.

STATE OF SOUTH CAROLINA
FORM TO ELECT NON-ATTENDANCE IN COMPULSORY KINDERGARTEN

Child's legal name _____
(Verify from birth certificate)

Date of birth _____

Birth certificate number _____

Parent or legal guardian _____

Address _____

Telephone _____

District/Elementary school _____

Address _____

I am fully aware that kindergarten attendance is compulsory for children in South Carolina who are five years of age on or before September 1.

However, I do not elect to enroll my child in a kindergarten program during the 200_ - 200_ school year.

I understand that this may affect my child's education in later years, and I accept responsibility for this action.

Signature of parent or guardian

Signature of witness (school personnel)

Date

This form will be filed in your child's school record at the time of school entry and remain a part of that permanent record.

State of South Carolina }
 }
County of _____ }

AFFIDAVIT

1. My name is _____

I live at _____

I get my mail at _____

Telephone number (home) _____ (work) _____

2. The child, _____, has lived with me since _____. The child's relation to me is _____.

3. The child is living with me and is qualified to attend school in this district because (check one):

- I have legal custody of the child (copy of custody papers required).
- I am the child's foster parent, licensed by the department of social services.
- The child lives at _____, which is a facility licensed or operated by the department of social services or the department of youth services (circle one).
- The child's mother/father (circle one or both) is dead or seriously ill and unable to care for the child or is in jail or prison (explain) _____
- The child's mother/father (circle one or both) left the child with me. I have complete control of the child as shown by mother's/father's failure to provide substantial financial support and parental guidance.
- The child was being abused or neglected by a parent or legal guardian. (NOTE: The school is required by law to report suspected child abuse or neglect.)
- The child's mother/father (circle one or both) has a physical or mental condition which prevents her/him from providing adequate care or supervision for the child.
- The child is emancipated from the control of his/her mother and father.
- The child's family does not have a fixed, regular and adequate nighttime residence or a nighttime residence that is a shelter or institution that provides temporary living accommodations.

4. The child's claim of residency is not primarily related to attendance at a particular school in this district.
5. I understand that by enrolling the child in this school district, I agree to certain duties, including but not limited to, the following.
- making sure that the child attends school regularly
 - accepting notices about the child's behavior and taking part in any required meetings with school officials
 - signing the child's report card
 - signing permission slips for field trips and athletic activities
 - cooperating with the district, parents or any surrogate parent if the child needs special education services
 - informing the school district of the addresses of the parents, if known
 - notifying the school if the child returns to his/her parent(s) or other person with legal custody
6. **I understand that I am signing this affidavit under penalty of perjury. I understand that I can be fined up to \$200 and/or sent to jail for up to 30 days if I do not tell the truth. I also understand that I may have to pay the district the cost of educating the child if I have not told the truth.***

Adult resident of school district

Sworn and subscribed before me this

____ day of _____, 200_.

(notary public)

My commission expires _____.

*If it is found that information contained in this affidavit is false, the child must be removed from school. The district will give notice of an opportunity to appeal the removal in accordance with the appropriate district grievance policy.

The School District of Aiken County

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB** Issued **4/026/24**

Purpose: To establish the basic structure for released time for students for religious instruction.

The board authorizes students, with the express prior written permission and release of their parent/legal guardian, an opportunity to participate in moral or religious instruction off the school grounds provided that the released time occurs during available, non-instructional portions of the school day, if any. The board assumes no responsibility for, or endorsement of, such instruction. This policy imposes no obligation on any individual school to provide such released time.

Transportation to and from released time activities will be entirely the responsibility of the parent or legal guardian and/or at their direction.

The board will not allow students to miss instructional courses for the purpose of attending released time instruction. All released time instruction must occur either before school, during available non-instructional time, or after school. District officials will ensure that no public funds are expended to support a released time program and that faculty and staff will not promote program participation. Students excused for released time instruction will attend school at least the legal minimum school day. All tardy procedures and similar attendance policies will otherwise apply and compliance to them will be the obligation of the students participating. The administration is authorized to establish such reasonable regulations as will insure compliance with this policy.

Adopted 9/8/98, Revised 4/23/02, Reviewed 6/11/24

**SEXUAL HARASSMENT
FORMAL COMPLAINT FORM**

Name of student complainant: _____

Address: _____

Phone number: _____

Parent's name: _____

School: _____

Grade: _____

Name(s) _____ of _____ alleged _____ harasser(s):

Approximate date(s) of alleged harassment or when harassment began, if ongoing:

Location or situation where alleged harassment occurred, or is occurring:

Nature of the harassment: _____

Name and position of individual who conducted your informal consultation:

Other individuals in whom you have confided about the alleged sexual harassment:

Individuals you believe may have witnessed, or also been subjected to, the alleged sexual harassment:

Remedy sought:

Signature of complainant
or complainant's parent

Date

Signature of individual receiving complaint

Date

STUDENT INVOLVEMENT IN DECISIONMAKING

Code **JIB** Issued **4/026/24**

Purpose: To establish the board's vision for students' involvement in the decisions that affect them.

The board recognizes the value of student participation in ~~decisionmaking~~ decision-making for the school district. The board encourages students to attend school board meetings and take part in the public participation periods. Students share with the board, the administration, and the faculty the responsibility for developing a climate in the school that is conducive to wholesome learning and living.

The board encourages students to express their opinions in establishing policies in the area of student privileges and other areas of student activities. The board encourages principals to develop procedures for meaningful involvement of students in school government.

Adopted 11/9/71; Revised 4/23/02, Reviewed 6/22/24

STUDENT CONDUCT

Code **JIC** Issued **4/026/24**

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.

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

The board directs the administration to establish rules and regulations necessary to create and preserve conditions essential to orderly operation of the schools. The board reserves the right to bar from schools those students whose personal appearance is disruptive to the educational process and/or the orderly operation of the schools. The board authorizes its school authorities to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

For more specific information on student conduct, the board directs students to policy JICDA and the student handbook for their individual schools.

Adopted 6/10/75; Revised 4/23/02, [Reviewed 6/11/24](#)

Legal references:

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

1. Section 59-5-65 - Minimum standards for student conduct, attendance and scholastic achievement; enforcement.
2. Section 59-19-90(3) - General powers and duties of school trustees - regulation of student conduct.
3. Section 59-63-210 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission.
4. Section 59-63-220 - Suspension of pupils by administrators.
5. Section 59-63-230 - Notices of suspensions, conferences with parents or guardian.
6. Section 59-63-240 - Expulsion for remainder of years; hearings.
7. Section 59-63-250 - Transfer of pupils.
8. Section 59-63-260 - Corporal punishment.
9. Section 59-63-270 - Regulation or prohibition of clubs or like activities.
10. Section 59-67-240 - Other duties of driver; discipline of pupils for misconduct.

HARASSMENT, INTIMIDATION OR BULLYING

Code **JICFAA** Issued **9/11/24**

Purpose: To establish the basic structure for promoting the health and welfare of the district's students by maintaining a safe, positive learning environment for students and teaching environment for staff that is free from harassment, intimidation or bullying.

The board prohibits acts of harassment, intimidation or bullying of a student by another student or students, staff or 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 in such a manner as to cause 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 with the principal or his/her designee 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, but formal disciplinary action must not be taken solely on the basis of an anonymous report.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying, and any student or staff member knowingly violating this prohibition will be subject to disciplinary action as described in this policy.

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. Individuals may also be referred to law enforcement officials. The district will take all other appropriate measures reasonably calculated to correct or rectify the situation. (Employees engaged in harassment, intimidation or bullying may be disciplined or recommended for termination, as provided elsewhere in district policy, for unprofessional or unlawful conduct.)

PAGE 2 - JICFAA - HARASSMENT, INTIMIDATION OR BULLYING

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 environment, work and/or 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 an age-appropriate process is established for discussing the district policy with students, as with other aspects of the code of conduct currently utilized during the beginning of each school year.

The superintendent will ensure that information regarding this policy is incorporated into the school district's training program and that volunteers who have frequent contact with students are likewise informed of the policy.

Information concerning this policy, upon adoption, will be included in the district's code of student conduct for the next year and will be circulated to all administrators. Immediate information will be provided to students by building administrators and to parent groups through reasonable communication methods currently utilized by the various schools.

Cf. GBEB, JIC, JICDA

Adopted 12/12/06; Revised 9/27/11. [Reviewed 6/11/24](#)

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

B. State Board of Education Regulations:

1. R-43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

C. Court cases:

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

RELATIONS WITH COLLEGES AND UNIVERSITIES

Code **LD**

Issued **2/026/24**

Purpose: To establish the board's vision for agreements with colleges and universities.

The board supports the continuing educational development of its staff. Therefore, the board supports cooperative arrangements with institutions of higher learning to provide courses for staff members. Such arrangements may be expressed in the form of a written contract that may not financially obligate the board without its prior approval.

Adopted 8/21/84; Revised 2/26/02 Reviewed 6/11/24

STUDENT TEACHING AND INTERNSHIPS

Code **LDA** Issued **2/026/24**

Purpose: To establish the basic structure for student teaching and internships.

The district will cooperate where practical with colleges and universities in their teacher preparatory training programs, including the provision of experiences for practicum students and student interns. Practicum students and student interns will be approved by the board in the same manner as certified employees.

The superintendent will sign an annual letter of agreement which will stipulate the responsibilities of the district and the college or university.

Adopted 6/10/75; Revised 1/28/86, 2/26/02 Reviewed 6/11/24

STUDENT TEACHING AND INTERNSHIPS

Code **LDA-R** Issued

2/026/24

The Teacher Education Program of USCA and the School District of Aiken County recognize that cooperating schools are important in the teacher education program and that they play a vital role in raising the quality of teachers entering the profession. In order to provide for optimal practicum and student intern experiences, the USCA School of Education and the district will use the following guidelines.

- The district will comply with all federal and state laws and regulations pertaining to nondiscrimination (see policy AC).
- Undergraduate education students are in the process of acquiring those skills and attitudes needed for successful classroom teaching. Recognizing that individual capacities vary widely, undergraduate education majors should be placed in those schools in which principals and teachers understand the role of the Teacher Education Program and wish to participate in the professional development of preservice teachers. The undergraduate education major will adhere to the policy of the school and to professional ethics. The supervising teacher and the principal, in consultation with the USCA School of Education, will provide supervised one-to-one and small group experiences for the practicum students while the student intern will gradually be given full responsibility for a group regularly assigned to one teacher. Practicum students and student interns should be supervised at all times.
- Practicum students are encouraged to obtain tuberculin tests and to acquire medical and liability insurance, although they have no legal responsibility for the classroom and its students. Practicum students will be placed in a variety of situations during their four years of undergraduate teacher preparation.
- Student interns will be in the final stages of their bachelor's degree studies. They will also be encouraged to obtain tuberculin tests and to acquire medical and liability insurance although they have no legal responsibility for the events in the classroom.
- The district and the USCA School of Education will agree on a published schedule for the year.
- Both practicum students and student interns will be placed with cooperating teachers who display those personal characteristics and teaching competencies which can serve as models.
- No one teacher will have more than two practicum students at a given time. A teacher who supervises a student intern should not have a practicum student at the same time.
- The district and its personnel, including principals and supervising teachers, have the right to refuse placement of individual students. The USCA School of Education may refuse placement of undergraduate education majors with a particular supervising classroom teacher.
- The USCA School of Education will furnish the district with the names of practicum students and student interns and other necessary data.

PAGE 2 - LDA-R – STUDENT TEACHING AND INTERNSHIPS

- The district will approve the names of all students participating in practica and in student internships before students begin working in the schools. The district will notify the USCA School of Education in writing when the approvals have been obtained.
- Supervising teachers will sign the completed timesheets and complete evaluation forms as required. Such forms will be returned to the USCA School of Education.
- The district and USCA will reevaluate the entire program at the end of each academic year.

When feasible, the district will cooperate with other colleges and universities upon request to provide classroom experiences for preservice teachers following the guidelines stated in this administrative rule.

| Issued 1976; Revised 2/26/02 Reviewed 6/11/24