

The School District of Newberry County Board of Trustees Meeting on March 24, 2025, will be held at the Newberry High School Auditorium at 7:00 pm. This meeting will be open to the public with a limited seating capacity. Public forum will be available.

The public can access information regarding Board meetings on the district website under Board Members and Meetings/SDNC School Board Information or <https://www.newberry.k12.sc.us/page/board-members>. The information available includes links to the following:

- The Public Participation Request Form BEDH-E.
- View Live and Recorded Meetings
- Board Meeting Agenda and Packet

AMENDED
NEWBERRY COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
Newberry High School Auditorium
March 24, 2025
Executive Session - 6:00 PM
Public Board Meeting - 7:00 PM

- I. CALL TO ORDER**
- II. ESTABLISH A QUORUM/APPROVE AGENDA**
- III. EXECUTIVE SESSION**
 - A. Personnel Resignation(s)/Recommendation(s)
 - B. Personnel Matter(s) – Policy GCC – Extension of Employee FMLA Leave
 - C. Policy DKA – Retention Incentives
- IV. RETURN TO OPEN SESSION**
- V. INVOCATION (Mrs. Connie Shannon)**
- VI. PLEDGE OF ALLEGIANCE**
- VII. WELCOME**
- VIII. RECOGNITION OF THE MEDIA**
- IX. ACTION AS NECESSARY OR APPROPRIATE ON MATTERS DISCUSSED IN EXECUTIVE SESSION**
- X. SPECIAL RECOGNITION**
 - A. South Carolina Senior Beta Convention Awards
- XI. PUBLIC FORUM**
- XII. APPROVAL OF THE FEBRUARY 24, 2025 BOARD MEETING MINUTES, THE FEBRUARY 28, 2025 SPECIAL CALLED BOARD MEETING MINUTES AND THE MARCH 10, 2025 SPECIAL CALLED BOARD MEETING MINUTES**
- XIII. LEGISLATIVE UPDATES**
- XIV. ACTION ITEMS**
 - A. Human Resources – Dr. Carson Ware
 - 1. Policy AC – Nondiscrimination/Equal Opportunity – First Reading
 - 2. Policy BEDH – Public Participation at Meetings – First Reading
 - 3. Policy DIEA – Anti-Fraud – First Reading
 - 4. Policy BBB – Board Membership – Elections – Second Reading
 - B. Instructional Policy Change – Dr. Lynn Cary
 - 1. Policy ADF – School Wellness – First Reading
 - 2. Policy ID – School Day – Second Reading
 - 3. Policy IHAA – English/Reading/Writing Language Arts Education – Second Reading
 - 4. Policy IHCA – Summer School – Second Reading
 - 5. Policy ILB – Test/Assessment Administration - Second Reading
 - 6. Policy ILBB – State Program Assessments – Second Reading
 - 7. Policy IKAD – Grade Adjustments – Second Reading
 - 8. Policy IKE – Promotion and Retention of Students – Second Reading
 - 9. Policy IKF – Graduation Requirements – Second Reading

- C. Curriculum and Instruction – Dr. Lynn Cary
 - 1. Newberry Middle School Continuous Improvement Plan
- D. Textbook Adoption – Dr. Katrina Singletary

XV. DISCUSSION ITEM

- A. SDNC Board Policy Review
 - 1. Section K: Policies KA, KB, KBB, KBE, KC, KCA, KCD, KD, KDB, and KDC
- E. SDNC School Calendar 2026-2027 Draft

XVI. STAFF REPORTS

- A. Finance – Mrs. Susan Dowd
 - 1. Cash Flow
 - 2. First Budget Work Session: April 21, 2025 at 6:00 pm
 - 3. NICE Bond Re-funding
- B. Instruction – Dr. Lynn Cary
 - 1. Cognia Accreditation Visit Presentation – Dr. Melton
 - 2. Administrative Rule IKEA;R – Acceleration/Academic Achievement
- C. Human Resources – Dr. Carson Ware
 - 1. Administrative Rule EBC;R – Remote Work
 - 2. Administrative Rule GBAA;R – Sexual Harassment and Retaliation (Staff)
 - 3. Administrative Rule JIAA;R – Sexual Harassment and Retaliation (Students)
- D. Operations – Mr. Kenneth Rawls
 - 1. Work Order Report
 - 2. HES Report Cards
- E. Student Services – Mr. Chris Earl
 - 1. Student Attendance Update(s)
 - 2. School Climate Data
 - 3. Administrative Rule IJNDB-R – Use of Technology Resources in Instruction

XVII. SUPERINTENDENT'S REPORT

- A. Highlights
 - 1. District Fine Arts Performance – “Finding Nemo” – March 20 – 23, 2025, Newberry Opera House
 - 2. District Art Show – March 7th – April 23rd, Newberry Arts Center

XVIII. ADJOURN

DRAFT
NEWBERRY COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
Administrative Building
February 24, 2025
Executive Session – 6:00 PM
Public Board Meeting – 7:00 PM

In accordance with the SC Code of Laws of 1976, as amended, Section 30-4-80(d), the following were notified of the time, place, date, and agenda of this meeting:

- a. The Newberry Observer
- b. WKDK Radio Station
- c. Individuals Requesting Information

The following business was transacted:

I. CALL TO ORDER

Mrs. Lucy Anne Meetze, Chairwoman of the Board of Trustees, called the meeting to order at 6:01 pm.

II. ESTABLISH A QUORUM/APPROVE AGENDA

A quorum was established with all Board members in attendance: Mrs. Lucy Anne Meetze, Mr. Hugh Gray, Mrs. Connie Shannon, Mr. Ike Bledsoe, Jr., Mrs. Nancy Berger, Mrs. Gerdi Lake and Mrs. Debra Templin.

Mrs. Meetze asked Mr. Pressley if he had any amendments to the agenda. Mr. Pressley had one amendment to the Action Items as follows: the addition of Policy IC – School Year requesting the Board to excuse from makeup the day of weather-related school closures on January 22, 2025.

Mrs. Meetze requested a motion to approve the amended agenda. Mr. Bledsoe made a motion to approve the agenda which was seconded by Ms. Templin. The agenda was approved with a 7 to 0 vote.

III. EXECUTIVE SESSION

- A. Personnel Resignation(s)/Recommendation(s)
- B. Personnel Matter(s) – Policy GBE / Policy CBD
- C. Legal Matter(s) – Transportation

Mrs. Meetze requested a motion to enter Executive Session. Mr. Bledsoe made a motion to enter Executive Session. Mrs. Templin seconded the motion. The vote was 6 to 0 in favor. The Board entered Executive Session.

IV. RETURN TO OPEN SESSION

The Board returned to Open Session at 7:05 pm.

V. INVOCATION

Mr. Gray gave the invocation.

VI. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Mrs. Meetze.

VII. WELCOME

Mrs. Meetze welcomed everyone on behalf of the Newberry County School District Board of Trustees.

VIII. RECOGNITION OF THE MEDIA

Mrs. Meetze recognized the news media and thanked the media for their coverage of the Board meetings.

IX. ACTION AS NECESSARY OR APPROPRIATE ON MATTERS DISCUSSED IN EXECUTIVE SESSION

Mrs. Meetze asked if any action was to be taken from Executive Session.

Mr. Bledsoe made a motion to accept the Administration's recommendations for hiring. Mrs. Berger seconded the motion. Board members abstained from voting as follows: Mr. Bledsoe – List A, #13; Mr. Gray – List B, #20; Ms. Templin – List A, #11. The vote was 7 to 0 in favor.

Mrs. Templin made a motion to extend the Superintendent's contract for one additional year through June 30, 2026, with the following action plan to increase the leadership of the superintendent who works alongside the School Board. Per Ms. Templin, strong leadership increases the morale of everyone in the district and better morale has been shown to increase student learning and achievement. In order to strengthen the superintendent's leadership, the superintendent will complete the following action items:

1. The superintendent will make 3-4 school visits each week to ensure that all campuses are visited at least once per month. These visits should be announced and unannounced.
2. The superintendent will include a monthly report in the Board packets given to each board member discussing these particular visits.
3. The superintendent will make a monthly video of encouragement that highlights the achievements of staff and students to be shared across the district.
4. Beginning the 2025-2026 school year, the superintendent will observe the principal evaluation meetings that are conducted in accordance with SC Code of Laws 59-24-40 and SC Dept. of Education regulation 43165.1. Additionally, the superintendent will be a signatory on the appropriate forms for this purpose.
5. The superintendent will make monthly contact with each board member between regularly scheduled board meetings. This will enable each board member to share information received from community, parents and school district staff.

Mr. Bledsoe seconded this motion. Further discussion followed. Mrs. Meetze requested a vote on the motion above. The vote was 5-1-1 in favor. Voting in favor of the motion were Mrs. Meetze, Mr. Gray, Mr. Bledsoe, Mrs. Shannon, and Mrs. Templin. Mrs. Lake voted against the motion. Mrs. Berger abstained from the vote.

X. PUBLIC FORUM

Four individuals signed up to speak at Public Forum:

1. Ms. Crystal Shealy was unable to attend, per Mrs. Lake.
2. Ms. Joanne Schmidt intended to speak in praise of the school district's achievements as reported in the Superintendent's Report. She expressed discouragement over the board's earlier discussion of the extension of the superintendent's contract.
3. Ms. Nicholle Burroughs spoke about the weighted grading metric currently in place for 1st and 2nd graders.
4. Mr. Casey McCarty requested alternate procedures to alleviate traffic issues at Mid-Carolina Middle School.

XI. APPROVAL OF THE JANUARY 27, 2025 BOARD MEETING MINUTES

Mrs. Meetze stated that without objection, the minutes of the January 27, 2025 Board Meeting would be approved. There were no objections.

XII. LEGISLATIVE UPDATES

Mrs. Gerdi Lake provided legislative updates for items such as teacher pay raises, funding for school programs, State Health Plan monthly premiums, and the K-12 Education Lottery Scholarship program. Per Ms. Lake, in the proposed budget plan, teachers would receive a \$1,500 pay raise for the 2025-26 school year under a K-12 proposal approved Wednesday by the House

Ways & Means Committee. However, the plan eliminates the Bachelors + 18 hour pay category. To help fund the raises, the budget plan allocates \$120 million in state aid to classroom funding. This amount falls below the amount the Governor and State Superintendent requested of \$200 million to increase the minimum starting teacher salary from \$47,000 to \$50,000.

Regarding the voucher bill, there were 4 hours of public testimony about the bill to create the K-12 Education Lottery Scholarship program. Under the amended House version, the program name reverts to its original title, the Education Scholarship Trust Fund. This fund would be administered by the SC Dept. of Education. A trustee appointed by the State Superintendent of Education will serve at will and will oversee the trust fund's management. If the bill passes, each student would be entitled to \$6,000 annually in 2025-2026. The amount will increase annually based on the state aid to classroom funding. Students receiving scholarships must be within 400% above the poverty level.

Ms. Templin clarified that teachers currently being paid at a Bachelor's plus 18 pay category would not fall back to a Bachelor's level if the budget plan passes.

XIII. ACTION ITEMS

A. Policy BBB – Board Membership-Elections – First Reading – Dr. Carson Ware

Dr. Ware presented Policy BBB for first reading. Mr. Bledsoe made a motion to approve this policy for first reading. Mrs. Berger seconded the motion. The motion was approved with a 7 to 0 vote.

B. Policy KHE – Political Solicitation in Schools – Second Reading – Dr. Carson Ware

Dr. Ware presented Policy KHE for second reading. Mrs. Berger made a motion to approve this policy for second reading. Mrs. Templin seconded the motion. The motion was approved with a 7 to 0 vote.

C. Instructional Policy Changes – First Reading – Dr. Lynn Cary

Per Dr. Cary, all the policy changes below were recommended for change based on new and updated state laws and regulations. Changes to the SDNC policies were pulled from the model policies for each as provided by the SCSBA.

1. Policy ID – School Day

Mr. Gray made a motion to approve this policy for first reading. Mr. Bledsoe seconded the motion. The vote to approve was unanimous.

2. Policy IHAA – English/Reading/Writing Language Arts Education

Mr. Gray made a motion to approve this policy for first reading. Mr. Bledsoe seconded the motion. The vote to approve was unanimous.

3. Policy IHCA – Summer School

Discussion followed regarding a fee for summer school, mandatory retention, and mandatory enrollment in a summer reading camp for first and second grade students. Mrs. Berger made a motion to approve this policy for first reading. Mrs. Templin seconded the motion. The motion was unanimously approved.

4. Policy ILB – Test/Assessment Administration

Discussion included the method for screening for dyslexia and early identification of students needing interventions. Mr. Gray asked that this topic be addressed by the board in the future. Mrs. Berger made a motion to approve this policy for first reading. Mrs. Templin seconded the motion. The motion was unanimously approved.

5. Policy ILBB – State Program Assessments

Mrs. Berger made a motion to approve this policy for first reading which was seconded by Mr. Gray. The vote to approve was unanimous.

6. Policy IKAD – Grade Adjustments

Per Dr. Cary, this is a new policy which outlines a process for requesting a grade adjustment. Discussion followed about methods for grade retention (grade books and Power School) and grade composition. Mr. Bledsoe requested that language be added to allow for teacher discretion/consideration for a student in extenuating circumstances. Mr. Bledsoe made a motion to approve this policy for first reading which was seconded by Mrs. Berger. The vote to approve was unanimous.

7. Policy IKE – Promotion and Retention of Students

Discussion followed regarding progress monitoring assessment tools, process monitoring definitions, and the impact of the changes in this policy on student retention and summer camps. Mrs. Berger made a motion to approve this policy for first reading which was seconded by Mrs. Templin. The vote to approve was unanimous.

8. Policy IKF – Graduation Requirements

In discussion, it was noted that the previous verbiage regarding an Honor Graduate and the Advanced Diploma had not been struck out. Dr. Cary will provide a corrected copy at the next board meeting. Mr. Bledsoe made a motion to approve the policy for first reading. Mrs. Shannon seconded the motion. The vote to approve was unanimous.

D. Policy IC – School Year

Dr. Cary reviewed the weather-related school closures during the current school year. Dr. Cary requested that the board excuse the most recent weather-related school closure day, January 22, 2025, from being made up. Mrs. Templin made a motion to excuse this day. Mr. Bledsoe seconded the motion. The vote to approve was unanimous.

XIV. DISCUSSION ITEM

A. SDNC Board Policy Section A – Foundations and Basic Commitments

Per Mrs. Meetze, the SC School Boards Association recommends that school boards review policy annually. The SDNC school board reviewed Section A policies – Foundations and Basic Commitments. Discussion followed regarding possible changes.

1. Policy AC – Update Dr. Ware's email address.
2. Policy ADF – Mr. Gray requested review of the requirement for 60 minutes of physical activity daily. He also pointed out that an organization "Eat Smart Move More" referenced in the policy is now called "Live Healthy Newberry."

XV. STAFF REPORTS

A. Finance – Mrs. Susan Dowd

1. Cash Flow

Mrs. Susan Dowd provided the Board with a cash flow summary by fund which included a total through January 31, 2025, as well as a current general fund budget report showing a balance of \$28,348,662.68 in the general fund, \$1,992,896.51 in Federal projects, \$835,815.38 in EIA funds, \$599,328.61 in other state restricted funds, and a total in all categories of \$31,776,703.18.

Mrs. Dowd provided the Board with a fund summary for technology/construction funds, with a total through January 31, 2024, of \$922,938.69.

2. 2025-2026 Budget Planning Calendar

Mrs. Dowd reviewed the final version of the budget planning calendar. Mrs. Berger pointed out that the board meeting listed for May 26, 2025 should be May 19, 2025. Mrs. Dowd will provide the board with an updated budget planning calendar reflecting the change.

3. New Legislation & Impact on Federal Funding of District Programs

Mrs. Dowd provided information on the types of federal funds received by the district and the types of things for which these funds are used to impact student achievement.

B. Curriculum and Instruction – Dr. Lynn Cary

1. Administrative Rule IKE-R – Promotion and Retention of Students

Dr. Cary highlighted the changes made to the section regarding third grade retention.

2. Administrative Rule ILB-R – Test/Assessment Administration

This administrative rule was updated to include the names of the program assessments used by the state and includes the addition of universal reading screeners (typically iReady).

3. Administrative Rule ILBB-R – State Program Assessments

Discussion followed about the testing calendar and the timing of administering state program assessments.

C. Student Services – Mr. Chris Earl

1. Student Attendance Update(s)

Mr. Earl reported that the district currently has 611 truant students out of 5414 (excluding Pre-K students) enrolled students as of February 19, 2025.

2. School Climate Data

Mr. Earl updated the Board on expulsions/suspensions and expulsion recommendations by school as of February 19, 2025. Mr. Earl reported that in review of historical data, truancy numbers are trending lower than three years ago. Additional comparison data will be provided in July. The number of students recommended to the hearing office equals 79 and the number of incidents resulting in 585 out-of-school suspensions. Mr. Earl reported that a total of 53 students are enrolled at the Newberry Alternative School and Evening School Program.

3. Transportation Update

Mr. Earl provided an update on the status of the transportation department. Eight buses do not have cameras, but these will be installed over spring break. The transportation department is operating with a shortage of seven drivers: five in the Mid-Carolina area and two in the Newberry area. The issue reported by a parent at the last board meeting regarding a SPED route has been resolved. Additional adjustments have been made, including the addition of an overflow SPED route for the Prosperity-Rikard Elementary SPED students. Mr. Earl reported that drivers leaving employment with the district is the primary cause of the shortage. The main reason for separation seems to be salary related.

4. Administrative Rule IJNDB-R

Mr. Earl presented Administrative Rule IJNDB-R, Use of Technology Resources in Instruction. The updates bring the administrative rule in line with the associated policy updates. It also specifies that violations will follow the disciplinary actions outlined in the code of conduct. Mrs. Templin requested more specific wording regarding pictures taken by teachers, especially in elementary school, for things such as yearbook photos, etc. Mr. Pressley committed to providing an updated document at the next board meeting.

D. Operations – Mr. Kenneth Rawls

1. NES Fire System

Mr. Rawls provided an update on the installation of a new fire alarm system at Newberry Elementary School. A shipping delay has pushed back the installation by about three weeks. A new inspection date will also need to be scheduled with the fire marshal.

2. HES Update

Mr. Rawls presented an HES update to the Board. The average district scores based on the January 2025 report cards are listed below. These averages did not include the schools requested to be excluded by the board.

Entrance & Lobby	Hallways	Classroom Cleaned	Restrooms Cleaned	Management Responsive-ness to Issues	School Overall	Cafeteria Overall	Kitchen Overall
B	C	C	C	B	C	B	B

The report card average is still trending at a grade of C, despite staffing shortages from illness. Mr. Bledsoe inquired about an upcoming pursuit of another custodial vendor. Mr. Rawls stated that the current plan is to extend the current contract for a short period so that the summer cleaning of our schools is successfully completed. Changing vendors over the summer has proven to be problematic. The contract will be put out for bid with increased expectations, particularly with the oversight of the nighttime crews.

3. Work Order Report Update

Mr. Rawls reported that as of February 19, 2025, the total number of open work orders equals 152. Since the last reporting period, Mr. Rawls stated that 34 new work orders were submitted, and 332 work orders were completed. The average age of a work order is 5 days. 152 work orders remain open. Mr. Rawls reiterated that many of these work orders must be scheduled during a time when students are not in the building.

XVI. SUPERINTENDENT'S REPORT

A. Highlights

Mr. Pressley highlighted the following student and school successes:

1. Newberry Middle School Girls Basketball Team – Lex 10 Runners-Up (12-4 Season)

2. Newberry Middle School Boys Basketball Team – Lex 10 Champions (16-1 Season)
3. Newberry Middle School – Strategic Teacher Compensation Grant Award for teachers with high test scores.
4. Senior Beta Club Convention Awards
5. Region and All-State Band Awards
6. Reuben Elementary School – National ESEA Distinguished School Award: Conference Recognition. 69 schools were recognized nationwide from 38 states. Reuben Elementary represented South Carolina.

Mr. Pressley noted that a schedule of his recent visits to each school had been provided to the board members. There were no questions from the board regarding this document.

XVII. ADJOURN

No further business was discussed. Mrs. Meetze requested a motion to adjourn the meeting. Mr. Bledsoe made this motion which was seconded by Mrs. Templin. The vote to adjourn was unanimous. The next regular scheduled meeting of the Newberry County Board of Education will be held on Monday, March 24, 2025, at 7:00 pm in the Administrative Building. The meeting was adjourned at approximately 9:13 pm.

Board Recorder

Date

DRAFT
NEWBERRY COUNTY SCHOOL DISTRICT
SPECIAL CALLED BOARD OF TRUSTEES MEETING
Administrative Building
February 28, 2025
8:00 AM

In accordance with the SC Code of Laws of 1976, as amended, Section 30-4-80(d), the following were notified of the time, place, date and agenda of this meeting:

- a. The Newberry Observer
- b. WKDK Radio Station
- c. Individuals Requesting Information

The following business was transacted:

I. CALL TO ORDER

Mrs. Lucy Anne Meetze, Chairwoman of the Board of Trustees, called the meeting to order at 8:04 am.

II. ESTABLISH A QUORUM/APPROVE AGENDA

A quorum was established with all Board members in attendance: Mrs. Lucy Anne Meetze, Mr. Hugh Gray, Mrs. Connie Shannon, Mr. Ike Bledsoe, Jr., Mrs. Gerdi Lake, Mrs. Nancy Berger, and Mrs. Debra Templin.

Mrs. Meetze asked if there were any amendments to the agenda. Mr. Pressley did not have any amendments. Mrs. Meetze requested a motion to approve the agenda. Mr. Gray made a motion to approve the agenda. Mr. Bledsoe seconded the motion. The agenda was unanimously approved.

III. INVOCATION

Mrs. Meetze gave the invocation.

IV. PLEDGE OF ALLEGIANCE

Mrs. Meetze led the Pledge of Allegiance.

V. EXECUTIVE SESSION

A. Receipt of Legal Advice per Superintendent's Contract.

Mrs. Meetze requested a motion to enter Executive Session. Mr. Bledsoe made the motion to enter Executive Session which Mrs. Templin seconded. The Board entered Executive Session.

VI. RETURN TO OPEN SESSION

The Board returned to Open Session at approximately 8:57 am.

VII. NEW / OLD BUSINESS

Mrs. Meetze pointed out that as the agenda stated, there was no action to be taken from Executive Session.

Mrs. Meetze read the following statement:

“The Board and Mr. Pressley understand the significance of clear communication and transparency with our stakeholders. To that end, we would like to and we wish to clarify any confusion from Monday’s meeting. Mr. Pressley was first employed on June 28, 2021. At that time, he received a three-year contract through June 30, 2024. Since then, the Board has amended Mr. Pressley’s contract three times to include an amendment on November 14, 2022, which provided the Board the opportunity to automatically renew Mr. Pressley’s contract by one additional year. This amendment is still in effect and was supported by the Board during its vote to extend his contract through June 30, 2026 at our meeting on Monday, February 24. Both the Board and Mr. Pressley are proud of the accomplishments of our students, staff and parents. We recognize and value their daily efforts and the Board will continue to support Mr. Pressley as demonstrated by the action to extend his contract.”

Mr. Pressley added the following statement:

“As I stated in Monday’s meeting, I am willing to move forward in the best interests of the students in this district. We have accomplished a lot with positive progress. We have a high performing school district, and my work will be predicated on the work for every single student that walks into our buildings each and every day.”

VIII. ADJOURN

No further business was discussed. The next regularly scheduled board meeting will be held on Monday, March 24, 2025, at 6:00 pm in the Administration building. The meeting was adjourned at 8:59 am.

Board Recorder

Date

DRAFT
NEWBERRY COUNTY SCHOOL DISTRICT
SPECIAL CALLED BOARD OF TRUSTEES MEETING
Administrative Building
March 10, 2025
8:00 AM

In accordance with the SC Code of Laws of 1976, as amended, Section 30-4-80(d), the following were notified of the time, place, date and agenda of this meeting:

- a. The Newberry Observer
- b. WKDK Radio Station
- c. Individuals Requesting Information

The following business was transacted:

I. CALL TO ORDER

Mrs. Lucy Anne Meetze, Chairwoman of the Board of Trustees, called the meeting to order at 8:03 am.

II. ESTABLISH A QUORUM/APPROVE AGENDA

A quorum was established with all Board members in attendance: Mrs. Lucy Anne Meetze, Mrs. Nancy Berger, Mr. Ike Bledsoe, Jr., Mr. Hugh Gray, Mrs. Gerdi Lake, Mrs. Connie Shannon and Mrs. Debra Templin.

Mrs. Meetze asked if there were any amendments to the agenda. Mr. Pressley did not have any amendments. Mrs. Meetze requested a motion to approve the agenda. Mr. Bledsoe made a motion to approve the agenda. Mr. Gray seconded the motion. The agenda was approved with a 7 to 0 vote.

III. INVOCATION

Mrs. Meetze gave the invocation.

IV. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Mrs. Meetze.

V. EXECUTIVE SESSION

A. Personnel Recommendations/Resignations

Mrs. Meetze requested a motion to enter Executive Session. Mr. Bledsoe made a motion to enter Executive Session which was seconded by Mr. Gray. The Board entered Executive Session.

VI. RETURN TO OPEN SESSION

The Board returned to Open Session at approximately 9:01 am. Mr. Bledsoe left at that time.

VII. ACTION AS NECESSARY OR APPROPRIATE ON MATTERS DISCUSSED IN EXECUTIVE SESSION

Mr. Gray made a motion to accept the Administration's recommendations for hiring (candidates listed on lines 3, 4 & 5). Mrs. Templin seconded the motion. The vote was 6 to 0 as Mr. Bledsoe was not present to vote.

VIII. ACTION ITEMS

A. COSSBA Conference – SDNC Board Member Attendance

Mrs. Berger had previously submitted a request to the Board to attend the upcoming annual conference for the Consortium of State School Boards Association (COSSBA) in Atlanta, GA on March 21-23, 2025. Mrs. Berger had already paid for her own registration and further offered to pay for her own meals and mileage if the district would pay for hotel and parking fees for the three nights of the conference. Mrs. Berger informed the Board during discussion that she had also registered for the pre-conference on March 20, 2025. Mr. Gray made a motion to reimburse Mrs. Berger for the hotel and parking fees for the COSSBA conference. This motion was seconded by Mrs. Lake. The vote to approve was 6 to 0.

IX. ADJOURN

No further business was discussed. The next regularly scheduled board meeting will be held on Monday, March 24, 2025, at 7:00 pm. The meeting was adjourned at approximately 9:07 am.

Board Recorder

Date

NONDISCRIMINATION/EQUAL OPPORTUNITY

Code **AC** Issued **8/19**

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

The district is committed to a policy of nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, personnel, and community members who participate or seek to participate in its programs or activities. Therefore, the district does not discriminate against any individual on the basis of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law. The district also provides equal access to the Boy Scouts and other designated youth groups as required by law.

All youth groups requesting to use district facilities must have a fully executed *Use of Facilities Contract* approved by the principal and superintendent or his/her designee.

Resolution of Discrimination Complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act of 1963; the Genetic Information Nondiscrimination Act of 2008; the Boy Scouts of America Equal Access Act; and Titles I and II of the Americans with Disabilities Act of 1990.

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

Chief Human Resources Officer
3419 Main Street, Newberry, SC 29108
Telephone: (803) 321-2600
Email: cware@newberry.k12.sc.us cware@sdnc.org

In the event that the chief human resources officer is unavailable or is the subject of a grievance that would otherwise be made to the chief human resources officer, reports should instead be directed to:

Assistant Superintendent for Curriculum and Instruction
3419 Main Street, Newberry, SC 29108
Telephone: (803) 321-2600
Email: lcary@newberry.k12.sc.us lcary@sdnc.org

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

United States Department of Education
Office for Civil Rights, Washington DC (Metro)
400 Maryland Avenue, SW
Washington, DC 20202-1475

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Telephone: (202) 453-6020; Fax (202) 453-6021; TDD 800-877-8339

Email: OCR.DC@ed.gov

Cf. GBA, GBAA, GBK, JB, JIAA, JII

Adopted 9/95; Revised 3/26/18, 3/25/19, 8/26/19

Legal References:

A. United States Code of Laws, as amended:

1. Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, *et seq.*
2. Age Discrimination in Employment Act of 1967, 29 U.S.C.A. Section 621, *et seq.*
3. Americans with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*
4. Boy Scouts of America Equal Access Act, 20 U.S.C.A. Section 7905.
5. Equal Pay Act of 1963, 29 U.S.C.A. Section 206d.
6. Genetic Information Nondiscrimination Act of 2008, Section 42 U.S.C.A. 2000ff, *et seq.*
7. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*
8. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*
9. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, *et seq.*
10. Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, *et seq.*
11. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*
12. Uniformed Services Employment and Reemployment Rights Act, 38 U.S.C.A. Section 4301, *et seq.*

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

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

C. Federal Cases:

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

PUBLIC PARTICIPATION AT MEETINGS

Code **BEDH** Issued **10/15**

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

The public is cordially invited to attend board meetings to become better acquainted with the operation and programs of the school district. The board conducts meetings for the purpose of carrying on the official business of the school district. The meetings are not public hearing meetings but are meetings held in public. Public participation will be permitted only as indicated on the agenda and at the discretion of the board. Regular, special, and emergency meetings are open to the general public, news media, and school staff.

In order that the board may conduct the meeting in a civil and professional manner, comments from the public should not include gossip, defamatory words, abusive and vulgar language, or **political viewpoints**. The board reserves the right to terminate any presentation which does not adhere to the guidelines set forth in this policy.

Orderly conduct of a meeting does not permit spontaneous discussion from the audience. All persons who wish to participate must do so through established procedures. These procedures are designed to encourage participation and ensure the orderly management of the meetings. The board is committed to compliance with the South Carolina Freedom of Information Act as well as all other federal and state laws which regulate or affect board actions and policy.

Agenda Items

Citizens wanting an item to be placed on the agenda for a specific board meeting should direct requests to the superintendent or board chairman. A citizen must submit a written request for an item to be placed on the agenda no later than 5:00 p.m. on the 10th working day prior to a scheduled meeting of the board. That request will state the name of the individual or group submitting the request, the address, the purpose of the request, and the topic to be addressed.

The chairman of the board will introduce speakers who have previously submitted a request to the board at the appropriate time during the meeting and invite them to make comments on agenda topics. Speakers may offer objective comments on school operations and programs that concern them. The board will not permit in public session any expression of personal complaints about individual school personnel or any other person connected with the school system.

The chairman reserves the right to limit discussion of same topic issues in an effort to provide individuals the opportunity to be heard on a variety of topics. The chairman also reserves the right to limit time for individual speakers. Public participation will not exceed 30 minutes unless waived by a majority vote of the board. Consideration may be given for a public hearing for gaining input on critical issues.

Open Forum

The board may provide a specified period of time for comments from any citizen, group representative, employee, parent/legal guardian, or student regarding any topic over which the board has jurisdiction. If the board determines there is not sufficient time at a meeting for public comments, the comment period may be deferred to the next scheduled meeting or to a special meeting occurring before the next scheduled meeting. The board reserves the right to allocate a period of time for this purpose and limit time for speakers accordingly.

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All persons who wish to comment during the open forum period will fill out the appropriate online form prior to 3:00 pm on the meeting date provided by the board before the meeting begins. The online form is made available seven (7) days prior to the scheduled board meeting. The chairman of the board will introduce speakers who have signed up on the appropriate form and invite them to address the board. The chairman reserves the right to limit discussion of same topic issues in an effort to provide individuals the opportunity to be heard on a variety of topics. Individuals will be limited to three (3) minutes to speak before the board.

The board will not permit in public session any expression of personal complaints about individual school personnel or any other person connected with the school system. Specific student or personnel issues should be handled through the appropriate procedures as indicated in the district policy.

The board will not permit in public session any expression of political viewpoints.

Presentations for unsolicited services will not be permitted. Companies or businesses offering services of possible interest to the district should send information to the district office for distribution to appropriate school district officials.

The board may provide factual information or recite existing policy in response to inquiries, but the board will not deliberate or decide matters regarding any subject not included on the agenda. The board may request that staff members address any concerns or comments presented by the public during the open forum.

Adopted 1975; Revised 1/27/76, 6/27/89, 9/95, 3/23/98, 10/26/15

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

ANTI-FRAUD

Code **DIEA** Issued **4/16**

Purpose: To establish the basic structure for the prevention of fraud in the operations of the district.

This policy is intended to state the position of the district on “fraud” as defined in this policy. It is to reinforce existing systems, policies, procedures, rules, and regulations of the district meant to deter, prevent, detect, and react to and reduce the impact of fraud.

The purpose and spirit of this document is to confirm that the district supports and fosters a culture of zero tolerance for fraud in all of its manifestations. The district recognizes the fact that acts of fraud by its employees seriously deplete the scarce resources available to meet the mandates of a public school system. The district is aware that the effects of fraud extend beyond the loss of cash and other assets which have severe negative repercussions on the ability of the district to achieve its objectives.

Although it is difficult to quantify, such acts, if left unchecked, seriously impact the following:

- quality and effectiveness of service delivery
- strength of business relationships with customers, suppliers, and the public
- employee morale
- reputation and image of the district

Scope of the Policy

This policy applies to all employees of the district and relates to all attempts and incidents of fraud impacting or having the potential to impact the district.

Actions constituting fraud refer to, but are not limited to, the following:

- any dishonest, fraudulent, or corrupt act
- theft of funds, supplies, or other assets
- maladministration or financial misconduct in handling or reporting of money, financial transactions, or other assets
- making a profit from insider knowledge
- disclosing confidential or proprietary information to outside parties for financial or other advantage
- irregular destruction, removal, or abuse of records and equipment
- deliberately omitting or refusing to report or act upon reports of any such irregular or dishonest conduct
- bribery, blackmail, secret commissions, and/or extortion involving a district employee in the performance of his/her duties
- abuse of district facilities usage
- any similar or related irregularity

Policy

The policy of the district is zero tolerance to fraud. In addition, all fraud will be investigated and followed up on by the application of all remedies available within the full extent of the law as well as the application of appropriate prevention and detection controls. These prevention controls include existing financial and other controls and checking mechanisms as prescribed in the systems, policies, procedures, rules, and regulations of the district.

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It is the responsibility of all employees to report all incidents of fraud to their supervisors. All employees are responsible for the prevention and detection of fraud.

Reporting Procedures and Resolution of Reported Incidents

It is the responsibility of each employee to immediately report all allegations or incidents of fraud to his/her immediate superior or, if the employee has reason to believe that his/her immediate supervisor is involved, to the next level of management. All administrators must report all incidents and allegations of fraud to the superintendent. The superintendent's designee(s) will then initiate an investigation into the matter.

Should members of the public wish to report allegations of fraud anonymously, they can contact the superintendent, any member of management or any department head (~~1539 Martin Street,~~ **3419 Main St.**, Newberry, SC 29108). The district encourages members of the public who suspect fraud to contact the superintendent or chief financial officer.

Any fraud committed by an employee of the district will be pursued by thorough investigation and to the full extent of the law, including consideration of the following:

- taking disciplinary action in accordance with the district's personnel policy handbook
- instituting recovery of financial losses, including formal civil action
- initiating criminal prosecution by reporting the matter to the appropriate law enforcement agency
- any other appropriate and legal remedy available

The superintendent or his/her designee will, upon receiving a report of fraud from an external person, write to the person (unless the report has been made anonymously) making the report as follows:

- acknowledging that the concern has been received
- informing him/her whether any further investigations will take place and, if not, why

Subject to legal constraints, information about outcomes of any investigation will be disseminated on a "need to know" basis.

All information relating to fraud that is received and investigated will be treated confidentially. The progression of investigations will be handled in a confidential manner and will not be disclosed or discussed with any person(s) other than those who have a legitimate right to such information. This is important to avoid harming the reputations of suspected persons who are subsequently found innocent of wrongful conduct. No person is authorized to supply information with regard to allegations or incidents of fraud to the media without the express permission of the superintendent.

No person will suffer any penalty or retribution for reporting in good faith any suspected or actual incident of fraud. Principals and department heads should discourage employees or other parties from making allegations which are false and made with malicious intentions. Where such allegations are discovered, the person making the allegations will be subjected to disciplinary actions.

Prevention Control and Detection Methods

When incidents of fraud are reported, department heads are required to immediately review and, where possible, improve the effectiveness of the controls which have been breached in order to prevent similar irregularities from taking place in the future.

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It is the responsibility of the superintendent and/or chief financial officer to ensure that all employees are made aware of and receive appropriate training and education regarding this policy.

Adopted 10/27/08; Revised 4/25/16

BOARD MEMBERSHIP - ELECTIONS

Code **BBB** Issued **10/15**

Purpose: To establish the basic structure for election to the board.

The board is composed of seven members elected in nonpartisan elections held at the same time as the general election.

One member must be elected from each of the seven single member election districts that are the same as the seven geographical districts from which members of the Newberry County Council are elected and have the same number designation.

The board prohibits the use of district or school logos on all campaign materials.

The regular term of office for each trustee is four years. The term of office of every elected trustee of the school district must commence one week following the certification of his/her election.

Within one year of taking office, board members will complete an orientation program on the powers, duties and responsibilities of a board member.

No person employed in the public school system is eligible to serve as a member of the board.

Adopted 8/31/80; Revised 10/27/87, 9/95, 1/24/05, 10/26/15

Legal references:

A. S.C. Constitution:

1. Article VI, Section 4 - Officers to take and subscribe oath.
2. Article VI, Section 5 - Form of oath.

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

1. Section 59-19-40 - Orientation for school board trustees.
2. Section 59-19-315 - Commencement of trustee's term of office.

C. S. C. Acts and Joint Resolutions:

1. 1952 (719) 1842; as amended by 1964 (1013) 2324; as amended by 1966 (926) 2289; as amended by 1972 (981) 2136.
2. 1985 Act 284 - An act to provide for the election of the Newberry County Board of Education, filling of vacancies, meetings and compensation.
3. 1998 Act 485 - Election procedures revised; repeals Act 284 of 1985.
4. 2014 Act 309 - Election procedures revised (filing period dates and dates the election commission will examine petitions and verify signatures).

SCHOOL WELLNESS

Code **ADF** Issued **6/21**

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

Food and Beverage Availability

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

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

- are accessible to all students
- are appealing and attractive to children
- are served in clean and pleasant settings
- meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations
- promote healthy food and beverage choices using evidence-based practices as recommended by the USDA where appropriate

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

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive foods and beverages

The district is committed to ensuring that all foods and beverages available to students on school campuses during the school day support healthy eating. The foods and beverages sold outside of the school meal programs (i.e. competitive foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. See administrative rule EFE-R, *Competitive Food Sales/Vending Machines*, for information. Foods made available, but not sold, during the

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school day on school campuses will adhere to the USDA Smart Snacks in School nutrition standards.

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. The number of fundraisers exempt from the nutrition requirements will be determined by the State Board of Education (see administrative rule EFE-R).

Exempt fundraiser sales should not interfere with the National School Breakfast Program or the National School Lunch Program and no sales should take place during the hours of operation that breakfast and lunch are being served.

Smart Snack vending and canteen sales are allowed during breakfast and lunch.

All foods made available on campus will adhere to food safety and security guidelines.

During the instructional day, foods that come from home with the purpose of sharing among students must be store bought, pre-packaged foods. Parents and guardians are encouraged to bring healthy options whether for sharing with a group or for their own child. Parents are discouraged from bringing fast food into the cafeteria to be consumed.

To ensure food safety, all foods served on campus for a special event should be purchased from a licensed catering service of the Child Nutrition Department.

This policy does not pertain to after school activities (e.g., PTA, Drama, National Honor Society, Booster Club, music, sporting events, etc.).

District Goals for Health and Wellness

Nutrition promotion

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

The district will promote healthy food and beverage choices for all students throughout the school campus and will encourage participation in school meal programs. This promotion will occur through the use of evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques and through adherence to a policy of 100 percent of foods and beverages promoted to students meeting the USDA Smart Snacks in School nutrition standards.

Nutrition education

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

- fosters the adoption and maintenance of healthy eating behaviors such as acquiring skills for reading food labels and menu planning
- is part of a sequential comprehensive standards-based health education program designed to provide students with the knowledge and skills necessary to promote and protect their health

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- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- **emphasizes reducing foods with added sugars**
- **reducing sodium intake**
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, and other school food and nutrition-related community services
- teaches media literacy with an emphasis on food and beverage marketing
- includes nutrition education training for teachers and other staff

See policy IHAM, *Health Education*, for more information.

Physical activity

The Physical Activity Guidelines for Americans state that children and adolescents should participate in at least sixty (60) minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program which includes quality physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement. Schools may promote opportunities for physical activity via in-school announcements, newsletters, posters, etc. The district is committed to providing these opportunities, and schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

Whenever possible, recess for elementary schools will be scheduled before lunch so that children will come to lunch less distracted and ready to eat.

The district encourages the use of physical activity as a reward when feasible. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason. **This does not include participation on sports teams or with other sports-related after school activities, nor does it include participation on sports teams with specific academic requirements.**

Physical education

The district will provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits and incorporate essential health education concepts. The curriculum will support the essential components of physical education. See policy IHAE, *Physical Education*, for more information.

All students will be provided equal opportunities to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

District Goals

Other activities that promote student wellness

The district will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational

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outcomes. Schools in the district will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district's curriculum specialists.

All efforts related to obtaining federal, state, or association recognition for efforts or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy including, but not limited to, ensuring the involvement of the district wellness committee.

Community partnerships

The district will develop and enhance relationships with community partners (e.g. hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, YMCA, ~~etc. and Eat Smart Move More~~) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community health promotion and family engagement

The district will promote to parents/legal guardians, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. The district will use electronic mechanisms (e.g. email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g. newsletters, presentations to parents/legal guardians, or sending information home to parents/legal guardians), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff wellness and health promotion

The district wellness committee may have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

Professional learning

The district follows the USDA Professional Standards for State and Local Nutrition Programs to ensure professional development in the area of food and nutrition is provided for all food service staff, including directors, managers, and staff.

When feasible, the district will offer annual professional learning opportunities and resources for non-food services staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g. increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

District Wellness Committee/Coordinated District Health Advisory Council

The School District of Newberry County has established a wellness committee that meets at least once per year to establish district wellness goals and to oversee school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy. Wellness committee members will include, to the extent possible, parents/legal

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guardians, students, representatives of district nutrition services, physical education teachers, school health professionals, the school board, school administrators, and the general public. The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be the ~~assistant superintendent for~~ **chief operations officer** ~~and administration~~.

Annually, the district will notify the public through the district website about the content and implementation of the wellness policy and share any updates to the policy. The district will also publicize the name and contact information of the ~~assistant superintendent for~~ **chief operations officer** ~~and administration~~ with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy. The information for this annual review can be gathered through and utilized in the district's strategic planning process.

Schools should have a local coordinated school health and wellness committee comprised of physical education, health education, and classroom teachers; school food services managers; health services personnel, ~~guidance~~ **school counseling** personnel, and families; students; administrators; and community members to plan, implement, and improve nutrition and physical activity in the school environment in accordance with the district health and wellness policy.

Every three (3) years, the district will assess its compliance with the policy, how it compares to model wellness policies published by state and federal agencies, and the district's progress in attaining the goals of the policy. The results of this assessment will be made available to the public to showcase the wellness efforts being made by the district and how each school is in compliance with the wellness policy. Following this assessment, the district will update or modify the policy as necessary and share these changes with the public.

Recordkeeping

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

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

Food and Beverage Marketing

The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

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

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

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

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

Adopted 12/11/06; Revised 7/12/15, 6/26/17, 6/28/21

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-10-10, *et seq.* - Physical education, school health services, and nutritional standards.
 - 2. Section 59-10-330 - Coordinated School Health Advisory Council (CSHAC).
 - 3. Section 59-10-350 - Length of elementary school lunch period.
 - 4. Section 59-32-30 - Comprehensive health education program; guidelines and restrictions.
- C. Code of Federal Regulations, as amended:
 - 1. National School Lunch Program and School Breakfast Program: Nutrition Standards for All Goods Sold in School, 7 C.F.R. § 210 and 220.
 - 2. Local School Wellness Policy Implementation, 7 C.F.R. § 210 and 220.
- D. S.C. State Board of Education Regulations:
 - 1. R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.
 - 2. R43-238 - Health education requirements.

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- E. S.C. State Board of Education Academic Standards:
 - 1. 2009 Academic Standards for Health and Safety Education.
 - 2. 2014 SC Academic Standards for Physical Education.
- F. Other:
 - 1. National Standards for Physical Education, NASPE (National Association for Sport and Physical Education).
 - 2. National Health Education Standards, Joint Committee on National Health Education Standards.
 - 3. USDA Dietary Guidelines for Americans.
 - 4. **USDA Child Nutrition Programs: Meal Patterns Consistent 2020-2025 Dietary Guidelines for Americans.**
 - 5. USDA Guide to Smart Snacks in School (~~2016~~**2022**).
 - 6. USDA Professional Standards for State and Local School Nutrition Programs (2015).

SCHOOL DAY

Code **ID** Issued **5/17**

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

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

Schools may reduce the length of the school day to not less than three hours on not more than three days each school year for staff development ~~in accordance with the state academic achievement standards, for teacher conferences,~~ or for the purpose of administering end-of-semester and end-of-year examinations.

~~Schools must provide at least 1,080 instructional hours during the school year. However, the number of hours in an instructional day may vary as determined by the board and does not have to be uniform among the schools in the district. The administration must obtain board approval before varying the length of the school day. The schools must give priority to~~ **prioritize** teaching and learning tasks and may interrupt classes only for emergencies.

Moment of Silence

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

Adopted 8/31/80; Revised 9/25/84, 6/24/96, 5/22/17

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-1-425 - School terms; ~~school instructional~~ days; make-up days.
 - 2. Section 59-1-443 - Moment of silence.
- B. State Board of Education Regulations:
 - 1. R43-231 - Defined program, grades K-5.
 - 2. R43-232 - Defined program, grades 6-8.
 - 3. R43-234 - Defined program, grades 9-12 **and graduation requirements.**

ENGLISH/READING/WRITING/ LANGUAGE ARTS EDUCATION

Code **IHAA** Issued **5/17**

~~Purpose: To establish the board's vision for English/reading/writing/language arts education.~~

The interconnected nature of the 21st century requires students to develop advanced literacy skills across various disciplines and apply them not only to written texts and spoken language, but also to graphics and technological communications.

The district's instruction program for English/language arts uses scientifically based reading instruction in prekindergarten through fifth grade to ensure that all students can read, write, speak, listen, comprehend, and use language effectively in increasingly diverse ways with increasingly diverse audiences. The program also provides instruction in cursive writing to ensure students can create readable documents through legible handwriting by the end of fifth grade.

By implementing state academic standards, students will achieve college and career readiness by becoming active, critical, and creative language users who can comprehend, interpret, evaluate, analyze, and appreciate information.

~~It is essential that all students acquire and develop the content and skills of English/language arts as specified in the state standards. Reading proficiency is a fundamental life skill vital for the educational and economic success of our citizens and state. Students will be given high quality instruction at an early age so that they will acquire the ability to read, write, and use language effectively across all content areas.~~

In accordance with state law and state standards, the district will develop and implement a comprehensive annual reading proficiency plan for prekindergarten through 12th grade. The plan will include a curriculum that teaches skills and content aligned with the science of reading, structured literacy, and foundational literacy skills in elementary and secondary English/language arts classrooms. ~~in accordance with state law and state standards. That plan will include a curriculum to present learning opportunities to students so skills and content knowledge may be acquired in both elementary classrooms as well as secondary English/language arts classrooms. In addition, schools will provide instruction in cursive writing to ensure that students can create readable documents through legible cursive handwriting by the end of the fifth grade.~~

In addition, the plan will do the following:

- include a system for helping parents understand how to support students as readers at home
- document scientifically based interventions provided to students who have failed to demonstrate grade level reading proficiency
- monitoring of reading achievement and growth at the classroom, school, and district levels
- plan for training teachers in the science of reading, structured literacy, and foundational literacy skills

Reading proficiency plan implementation

Schools serving students in kindergarten through fifth grade will develop an implementation plan aligned with the district reading proficiency plan in accordance with state law and state standards. The school implementation plan will be submitted to the district and posted on the school website prior to the beginning of each school year. This will also apply to schools serving students in sixth through eighth grade with fifty percent or more of students scoring at the lowest achievement level on the statewide summative assessment.

Legal references:

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

1. Section 59-29-15 - Back to Basics in Education Act of 2014.
2. Section 59-155-110, et seq. - South Carolina Read to Succeed Act of 2014.

SUMMER SCHOOL

Code **IHCA** Issued **5/17**

The district will offer a summer school program whenever there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with State Board of Education regulations and standards required by the South Carolina Department of Education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (~~COGNIA/Advanced~~/SACS CASI).

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

For grades one through eight, a school may promote students only for courses in summer school programs, either districtwide or school-site, ~~that~~ **which** meet all regulatory requirements. For students in grades nine through 12, a school may award Carnegie units of credit only for courses in summer school programs, either districtwide or school-site, ~~that~~ **which** meet all regulatory requirements. **All students taking a course for one unit of credit must receive at least 120 hours of instruction in that subject area. Students may earn up to two credits during one summer school session. Additional credits may be earned with prior approval from the building level principal.**

Summer Reading Camp

Students who are significantly below third-grade reading proficiency at the end of third grade will be subject to mandatory retention under state law. These students will be provided the opportunity to attend a district-wide summer reading camp to receive intensive instructional services and support. The summer reading camp will offer students 96 additional hours of reading instruction, progress monitoring, and ongoing access to a school library/media center. Transportation will be provided at no cost. The district may elect to invite students in other grade levels who are not progressing towards grade-level proficiency in reading to attend summer reading camp. Parents/legal guardians of eligible students will make the final decision on whether their student will participate.

Students who successfully complete summer reading camp **at the conclusion of the third grade year and demonstrate third grade reading proficiency by scoring the equivalent of “Approaches Expectations” or above the lowest level on the state summative assessment or a norm-referenced alternative assessment approved by the South Carolina Department of Education, as evidenced by a reading portfolio or a norm-referenced, alternative assessment that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment** may be eligible for a good cause exemption from state-mandated third grade retention.

**Beginning in the 2025-26 school year, first grade students not exhibiting grade level reading proficiency will be required to enroll in a summer reading camp. Beginning in the 2026-27 school year, second grade students will be required to enroll in a summer reading camp.*

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

Adopted 7/24/73; Revised 6/24/96, 1/24/05, 5/22/17

Legal references:

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

Newberry County Board of Education

1. Section 59-155-110, *et seq.* - South Carolina Read to Succeed Act of 2014.
- B. State Board of Education Regulations:
1. R43-231 - Defined program K-5.
 2. R43-232 - Defined program 6-8
 3. R43-234 - Defined program, grades 9-12 and graduation requirements.
 4. R43-240 - Summer programs.
- ~~C. South Carolina Department of Education:~~
- ~~1. *Intervention Guidance Document, Kindergarten through Grade Five (2017).*~~
 - ~~2. *Read to Succeed Third Grade Retention Guidance Document, Fall 2016 (2016).*~~

TEST/ASSESSMENT ADMINISTRATION

Code **ILB** Issued **5/17**

Purpose: To establish the basic structure for test/assessment administration in the district.

All mandatory tests administered by or through the state board of education to the students of the district will be administered in accordance with state law and regulations. Violation of any state law or regulation or any of the guidelines in this policy will subject the individual to liability and may lead to criminal proceedings (resulting in fines and/or imprisonment), termination, suspension, or revocation of administrative and/or teaching credentials.

Individuals will adhere to all procedures specified in all operating manuals governing the mandated assessment programs. The board and state regulation specifically prohibit the use of current tests as instructional tools.

Adopted 9/23/86; Revised 6/24/96, 1/25/05, 5/22/17

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-1-445 - Violations of mandatory testing security; penalties; investigations.
 - 2. **Section 59-155-150, *et seq.* - South Carolina Read to Succeed Act; Assessment administration.**
- B. State Board of Education Regulations:
 - 1. R43-100 - Test security.
 - 2. R43-262 - Assessment program.

STATE PROGRAM ASSESSMENTS

Code **ILBB** Issued **5/17**

~~Purpose: To establish the basic structure for implementation of the statewide assessment program.~~

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 promote student learning and continuously assess each individual student's performance in relation to the statewide academic standards and guidelines for English/language arts, writing, mathematics, social studies, and science.

In addition, the National Assessment of Education Progress (NAEP) will be administered each year to obtain an indication of student and school performance relative to national performance levels.

Readiness Assessment Program

Students enrolled in a prekindergarten or kindergarten program will be administered a readiness assessment within the first 45 days of school. The assessment will be consistent with the first and second grade English/language arts and mathematics standards. The results of the assessment and the recommended developmental intervention strategies will be provided in writing to the parent/legal guardian

Reading Screeners

Beginning with the 2025-26 school year, the district will use a state board of education approved universal reading screener for students in grades kindergarten through fifth grade. The reading screeners will be administered at least three times per year, with the first administration occurring within the first 45 days of school, the second administration occurring at the midpoint of the school year, and the third administration occurring by the end of the school year.

The screener will do the following:

- provide screening and diagnostic capabilities for monitoring student progress in reading
- measure foundational literacy skills
- identify students with reading deficiencies, including identifying students with dyslexia
- meet the criteria for a nationally normed formative assessment

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

Students with disabilities will be included in the assessment program in compliance with the provisions of state and federal laws and regulations.

Adopted 6/24/96; Revised 1/24/05, 10/18/10, 5/22/17

Legal references:

A. ~~United States Code of Laws, as amended~~ Federal Law:

Newberry County Board of Education

1. Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802.
 2. Individuals with Disabilities Education Act of 1975 (IDEA), 20 U.S.C.A. Section 1400.
 3. ~~No Child Left Behind Act of 2001, Pub. L. No 107-110, 115 Stat. 1425, Section 1115.~~
- B. S.C. Code, 1976, as amended:
1. Section 59-18-100, *et seq.* - Education Accountability Act of 1998.
 2. Section 59-155-150 - South Carolina Read to Succeed Act; Assessment administration.
- C. State Board of Education Regulations:
1. R43-262 - Assessment programs.

GRADE ADJUSTMENTS

Code **IKAD** Issued **MODEL**

Grades reflect the teacher's professional judgment of student achievement towards mastery of designated benchmarks and standards for each course. Therefore, the grade awarded by the teacher will be final in the absence of any circumstances warranting a grade adjustment as listed in this policy.

Teachers will maintain an evaluation record for each student and will maintain any and all notes, spreadsheets, or any other documents utilized to assign grades for a period of one year. Teachers should be prepared to substantiate the grades they assign if requested to do so by district administration.

A parent/legal guardian of a student, or a student him or herself if he or she is age 18 or older, may request to have his or her grade adjusted for one of the following reasons:

- miscalculation of test scores
- technical error in assigning a particular grade on an assignment
- erroneous recording of a grade
- teacher allows the student to do extra work that may impact the grade
- grade not assigned in accordance with accepted academic principles (i.e. in bad faith)
- extenuating circumstances (as deemed appropriate by building level administration)

Requests for grade adjustments must be made within 30 calendar days after the final grade in a course is assigned to the student.

Prior to filing a request for a grade adjustment, a parent/legal guardian should make every attempt to resolve the grading dispute with the teacher. The parent/legal guardian must confer with the teacher and provide the reason(s) for requesting an adjustment.

If the parent/legal guardian is dissatisfied with the resolution provided by the teacher, they may submit an appeal of the student's grade to the building-level administrator. Any such request must be made in writing stating the specific reason(s) a grade adjustment is warranted. A copy of the request will be given to the teacher who assigned the final grade, and the teacher will be consulted and have an opportunity to respond to the grade adjustment request before a final decision is made. The administrator's final decision regarding the request will be provided to the parent in writing.

If a resolution cannot be reached at the school level, a parent/legal guardian may request in writing for the superintendent to review the grade adjustment request and any supporting evidence. The superintendent will not entertain requests for review until the building-level administrator has issued his or her written decision. The superintendent will issue a decision regarding the grade adjustment request in writing, and that decision will be final. Under no circumstances will the board hear grade adjustment requests.

Adopted ^

PROMOTION AND RETENTION OF STUDENTS

Code **IKE** Issued **5/17**

The district affirms academic excellence for students. This promotion and retention policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Program (IEP). The district will administer this policy fairly, equitably, and consistently in the schools.

Promotion

Academic progress for students in grades kindergarten through eight is assessed continuously. Those students who are determined to be on grade level through progress monitoring, formal and informal assessments, and/or state assessments will be promoted.

Students in grades nine through 12 will be awarded units of credit for courses that have been approved by the South Carolina Department of Education. Requirements for promotion to each grade level are as follows:

- promotion from grade nine to grade 10: a total of ~~five~~ **six** units of credit, including English 1 and a unit of mathematics
- promotion from grade 10 to grade 11: a total of ~~11~~ **12** units of credit, including English 1 and 2; two units of mathematics; ~~and one unit of science;~~ **and one unit of social studies**
- promotion from grade 11 to grade 12: a total of ~~17~~ **18** units of credit, including English 1, 2, and 3; ~~three credits~~ **units** of mathematics; ~~and two credits~~ **units** of science; **and two units of social studies**
- high school graduation: a total of 24 total units of credit, including English 1, 2, 3, and 4; four units of mathematics; three units of science, including one in which an end-of-course test is administered; one unit of U.S. History; 1/2 unit of Economics; 1/2 unit of Government; one additional unit of social studies; one unit of physical education; one unit of computer science; and one unit foreign language or ~~occupational specialty~~ **career and technology education**; **1/2 unit of personal finance, and six and 1/2 units of electives.**

Academic Assistance

When a student is not progressing in core subjects, he/she will be provided appropriate interventions to help the student perform on grade level in identified subjects.

Students who are not substantially demonstrating proficiency in reading will be provided intensive in-class and supplemental reading interventions in accordance with state law and the district reading plan. A **record of reading progression** ~~literacy assessment portfolio~~ will be developed for each student who is not demonstrating grade-level reading proficiency to provide evidence of a student's progress in the area of literacy and to indicate the intensive instruction and interventions the student has been provided. **The student's reading progress record will be provided to the state department at the end of each school year, or as required.**

Retention; Grades Kindergarten through Two

Newberry County Board of Education

(see next page)

PAGE 2 - IKE - PROMOTION AND RETENTION OF STUDENTS

Any decision to retain a student in ~~grades kindergarten through two the same grade level~~ will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies and/or **grade level reading proficiency**. The action of retention would be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel, ~~with the ultimate decision made by~~ and the principal.

Read to Succeed State-Mandated Retention for Grade Three

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by **scoring “Does Not Meet Expectations”** ~~a score at the or at the~~ lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement may enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parents/Legal guardians ~~of a retained student will be offered supplemental tutoring for the student in scientifically-based services provided outside of the instructional day. may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child.~~

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to those:

- **who are classified as English learners and have** ~~with limited English proficiency and less than two years of instruction in an English as a Second language program~~
- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency
- who demonstrate third grade reading proficiency **by scoring the equivalent of “Approaches Expectations,” or above the lowest level, on the state summative assessment or on an alternative assessment approved by the State Board of Education for use in summer reading camps** and which teachers may administer following the administration of the state assessment of reading
- who have received two years of reading intervention and were previously retained
- ~~who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio~~
- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate **reading proficiency by achieving “Approaches Expectations” or through either a reading portfolio or an alternate assessment that the student’s mastery of the state standards in reading is equal to at least a level above the lowest level on the state summative reading assessment.**

PAGE 3 - IKE - PROMOTION AND RETENTION OF STUDENTS

Appointment of an education advocate

Parents/Legal guardians may designate another person as an education advocate to act on their behalf, receive notifications, and assume the responsibility of promoting the child's reading success.

Retention; Grades Four through Eight

Any decision to retain a student in the same grade level will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies. The action of retention will be in the best academic interest of the student and will be based on the professional judgement of the school-based instructional personnel, with the ultimate decision made by the principal.

Acceleration of Students in Grades One Through Eight

Any student who warrants consideration for acceleration and/or adjustment either in subject instructional level or in grade placement for all subjects will be carefully evaluated in order to determine the educational program in his/her best interests. A district exam will be given to determine readiness and the following criteria will be used for decision making:

- achievement level;
- cognitive development;
- background experiences;
- emotional and social development;
- maturity level; and
- rigor of the newly proposed curricular programs.

A school-based committee will review any program adjustments and make a recommendation to the superintendent or his/her designee. Once approved, the school-based committee will meet with the parents/legal guardians, who must approve any educational program change. A parent/legal guardian who requests acceleration of his/her child must do so in writing to the school principal, who in turn will convene a committee to review the request. The committee will meet with the parent/legal guardian to review his/her recommendation and then forward said recommendation to the superintendent or his/her designee for review and final approval.

Information to Parents/Legal Guardians

The district will distribute this promotion/retention/acceleration policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students of this policy through student handbooks and newsletters by distributing it to every student and parent/legal guardian at the beginning of the academic year.

Adopted 11/22/88; Revised 1/14/91, 6/24/96, 10/26/98, 9/27/99, 1/24/05, 9/24/12, 5/22/17

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-29-165 – Instruction in Personal Finance
 - 2. Section 59-155-160 - South Carolina Read to Succeed Act; Mandatory retention.
- B. State Board of Education Regulations:
 - 1. R43-234 – Defined program grades 9-12 and graduation requirements.

Newberry County Board of Education

PAGE 4 - IKE - PROMOTION AND RETENTION OF STUDENTS

2. R43-240 - Summer programs.
- C. South Carolina Department of Education:
1. Intervention Guidance Document, Kindergarten through Grade Five (2017).
 2. Read to Succeed Third Grade Retention Guidance Document, ~~Fall 2016~~ (2016²⁰²³).

GRADUATION REQUIREMENTS

Code **IKF** Issued **5/17**

~~Purpose: To establish the basic structure for high school graduation.~~

The South Carolina State Board of Education (SBE) regulates the South Carolina State High School Diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of ~~work~~ **credit** is the amount of credit earned when the student satisfactorily completes 120 hours of instruction **or satisfies competency assessments** in a given subject area, **including an approved locally designed course**. For purposes of this policy, **demonstrated competence** means subject mastery of the course material as determined by district standards and review (i.e., tests, interviews, peer evaluation, writing samples, reports, or portfolios).

The district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education pathways and endorsements. Coursework must be aligned with the student's personalized diploma pathway. When applicable, students will be offered national industry certifications or credentials.

Endorsements

Students will have the opportunity to earn endorsements within their personalized high school diploma pathway, which will identify a particular area of focus. Endorsements may be in the form of seals added to a student's uniform diploma; however, earning an endorsement is not a requirement for graduation. To earn a graduation endorsement, the student's program of study must meet certain criteria, including SBE-approved pathways, specific courses, and other South Carolina Department of Education (SCDE) guidelines.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IKF-R.

Newberry County Honor Graduate

~~The Newberry County Honor Graduate is a high school senior who has met these requirements:~~

- ~~• earned at least 26 units~~
- ~~• maintained a 90 average for three and one-half years~~
- ~~• completed the full college preparatory program~~
- ~~• earned a score of at least 1180 on the SAT or its equivalent~~

~~Beginning with the graduating class of 2019,~~ The Newberry County Honor Graduate is a high school senior who has met these requirements:

- earned at least 30 units
- maintained a 90 average for four years
- completed the full college preparatory program
- earned a score of at least 1180 on the SAT or at least 26 on the ACT

Newberry County Advanced Diploma

~~The Newberry County Advanced Diploma is awarded to seniors who have earned a minimum of 28 units to include the following:~~

PAGE 2 - IKF - GRADUATION REQUIREMENTS

- ~~• four units in mathematics~~
- ~~• four units in science~~
- ~~• either three units in the same foreign language or four units in an occupational completion program~~

~~Beginning with the graduating class of 2019, The Newberry County Advanced Diploma is awarded to seniors who have earned a minimum of 30 units to include the following:~~

- four units in mathematics
- four units in science
- either three units in the same foreign language or four units in an occupational completion program

Adopted 6/18/98; Revised 10/26/98, 1/24/05, 9/22/08, 10/27/14, 5/22/17

Legal references:

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

1. Section 59-17-130 - American Sign Language as world language credit.
2. Section 59-26-70 - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.
3. Section 59-29-80 - Courses in physical education; ROTC program.
4. **Section 59-29-165 – Instruction in personal finance.**
5. Section 59-29-190 - Advanced placement courses for academically talented students.
6. **Section 59-29-240 – Civics test requirement.**
7. Section 59-39-100 - ~~Diplomas to be uniform in every respect~~ **Issuance of uniform diplomas by accredited high school**; units required to earn a diploma.
8. Section 59-39-110 - Accelerated program of study.
9. **Study of United States Constitution requisite for graduation.**

B. **S.C.** State Board of Education Regulations:

1. R43-234 - Defined program grades 9-12 and graduation requirements.
2. **R43-235 – Employability credential for students with disabilities.**
3. R43-259 - Adult education.

GRADUATION REQUIREMENTS

Code **IKF** Issued **5/17**

~~Purpose: To establish the basic structure for high school graduation.~~

The South Carolina State Board of Education (SBE) regulates the South Carolina State High School Diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of ~~work~~ **credit** is the amount of credit earned when the student satisfactorily completes 120 hours of instruction **or satisfies competency assessments** in a given subject area, **including an approved locally designed course**. For purposes of this policy, **demonstrated competence** means subject mastery of the course material as determined by district standards and review (i.e., tests, interviews, peer evaluation, writing samples, reports, or portfolios).

The district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education pathways and endorsements. Coursework must be aligned with the student's personalized diploma pathway. When applicable, students will be offered national industry certifications or credentials.

Endorsements

Students will have the opportunity to earn endorsements within their personalized high school diploma pathway, which will identify a particular area of focus. Endorsements may be in the form of seals added to a student's uniform diploma; however, earning an endorsement is not a requirement for graduation. To earn a graduation endorsement, the student's program of study must meet certain criteria, including SBE-approved pathways, specific courses, and other South Carolina Department of Education (SCDE) guidelines.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IKF-R.

Newberry County Honor Graduate

~~The Newberry County Honor Graduate is a high school senior who has met these requirements:~~

- ~~• earned at least 26 units~~
- ~~• maintained a 90 average for three and one-half years~~
- ~~• completed the full college preparatory program~~
- ~~• earned a score of at least 1180 on the SAT or its equivalent~~

~~Beginning with the graduating class of 2019,~~ The Newberry County Honor Graduate is a high school senior who has met these requirements:

- earned at least 30 units
- maintained a 90 average for four years
- completed the full college preparatory program
- earned a score of at least 1180 on the SAT or at least 26 on the ACT

Newberry County Advanced Diploma

~~The Newberry County Advanced Diploma is awarded to seniors who have earned a minimum of 28 units to include the following:~~

PAGE 2 - IKF - GRADUATION REQUIREMENTS

- ~~• four units in mathematics~~
- ~~• four units in science~~
- ~~• either three units in the same foreign language or four units in an occupational completion program~~

~~Beginning with the graduating class of 2019,~~ The Newberry County Advanced Diploma is awarded to seniors who have earned a minimum of 30 units to include the following:

- four units in mathematics
- four units in science
- either three units in the same foreign language or four units in an occupational completion program

Adopted 6/18/98; Revised 10/26/98, 1/24/05, 9/22/08, 10/27/14, 5/22/17

Legal references:

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

1. Section 59-17-130 - American Sign Language as world language credit.
2. Section 59-26-70 - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.
3. Section 59-29-80 - Courses in physical education; ROTC program.
4. **Section 59-29-165 – Instruction in personal finance.**
5. Section 59-29-190 - Advanced placement courses for academically talented students.
6. **Section 59-29-240 – Civics test requirement.**
7. ~~Section 59-39-100 - Diplomas to be uniform in every respect~~ **Issuance of uniform diplomas by accredited high school;** units required to earn a diploma.
8. Section 59-39-110 - Accelerated program of study.
9. **Study of United States Constitution requisite for graduation.**

B. **S.C.** State Board of Education Regulations:

1. R43-234 - Defined program grades 9-12 and graduation requirements.
2. **R43-235 – Employability credential for students with disabilities.**
3. R43-259 - Adult education.

Goal:	Improve overall rating of multilingual learner (ML) progress from 2.11 to 3.16 by improving ACCESS performance in the greatest area of deficit: speaking & writing. The number of students meeting their goal will increase from 21% to 32%.	Improve overall rating in Academic Achievement from 10.17 in 2024 to 12.08 in 2025 by increasing the percentage of students who meet or exceed expectations on SCReady math from 14% to 30%.	Improve Student Progress from 13.13 to 14.74 by having 60% of students in the 80th band making MAT and 50% of those students making AVT.
Performance:	AT-RISK, LAGGING, OR ON TRACK	AT-RISK, LAGGING, OR ON TRACK	AT-RISK, LAGGING, OR ON TRACK
Evidence:	●Continuation of strategies from 30 day progress ●Teachers are using MLP best practices/instructional strategies that teachers have learned in NMS faculty meetings to work with MLs to improve teaching in classrooms and improve the learning experience of ML students.	●Continuation of strategies from 30 day progress ●Varsity Tutors: NMS Students will participating in Varsity Tutors program during school day and during math enrichment time ●Math Enrichment: NMS students identified for needing additional math support will participate in math enrichment during related arts period (50 minutes)	●Continuation of strategies from 30 day progress ●READ 180: Students who need additional ELA support will participate in the Read 180 Program to assist with reading ●Bottom 20% identification and data chats and communication: NMS admin and faculty identify underperforming students and make a concerted effort to work with students and contact parents/guardians as needed ●Content Recovery/accountability tracking: Pull-out program for students who need extra assistance with core skills

NMS
60 Day

Goal:	Improve overall rating of multilingual progress from 2.11 to 3.16 by improving ACCESS performance in the greatest area of deficit: speaking & writing. The number of students meeting their goal will increase from 21% to 32%.	Improve overall rating in Academic Achievement from 10.17 in 2024 to 12.08 in 2025 by increasing the percentage of students who meet or exceed expectations on math SCReady from 14% to 30%.	Improve Student Progress from 13.13 to 14.74 by 60% of students in the 80th band making MAT and 50% of those students making AVT.
Performance:	AT-RISK, LAGGING, OR ON TRACK	AT-RISK, LAGGING, OR ON TRACK	AT-RISK, LAGGING, OR ON TRACK
Evidence:	●Practice Tests & Instructional Adjustments: MLP students take practice tests; teachers use data to refine instruction. ●Teacher Support: Accommodations and Ellevation strategies in use. ●Leadership: Dr. Swygert presented MLP “Best Practices” at all NMS Faculty Meetings in 24-25 and observed students in core content classrooms. ●MLP Academy: 52 students participated and prepared for ACCESS Testing.	●I-Ready Progress:Weekly tracking of lesson completion; more lessons completed in 24-25 than 23-24. ●Teacher Training: Math teachers trained by I-Ready Math Specialists and supported by a Math Coach. ●Collaboration: Weekly content meetings, bi-weekly data chats, and planning sessions with administration ensure pacing guides and state standards are followed. ●Student Expectations: Students complete two I-Ready Math lessons per week. ●Math Academy: Begins after school on Jan. 28 (Tuesdays).	●Tier 3 Personalized Learning: HR/Enrichment classes use I-Ready and “data chats” for personalized feedback. ●Increased Assessments: More Performance Matters Assessments utilized in 24-25. ●Tiger Cafe: Weekly growth opportunities provided for students. ●I-Ready Progress: More lessons completed in 24-25 than in 23-24. ●Winter I-Ready Diagnostic: 79% progress to annual growth in Reading; 50% in Math. ●ELA Academy: Begins after school on Jan. 28 (Tuesdays).





3419 Main St. • PO Box 718 • Newberry, SC 29108 • (803) 321-2600 • FAX (803) 321-2604

Memorandum

TO: Board of Trustees
School District of Newberry County

FROM: Lynn Cary, Ed.D. *LC*

DATE: March 17, 2025

RE: Textbook Adoption

Our teachers participated in the textbook adoption process for K-12 mathematics. Several math leads attended the SC Textbook Caravan. All math teachers reviewed the textbooks presented to the district for adoption. The textbooks selected for adoption by our teachers are aligned with state standards.

The administration will be requesting your approval of the adoption listed on the attachment at the next meeting of the Board of Trustees on March 24, 2025.

2025 District Textbook Selection

K-5 Math

i-Ready, Curriculum Associates

6-8 Math

Reveal Math, McGraw Hill LLC

Accelerated Math (7-8)

Reveal Math, McGraw Hill LLC

High School Math:

Algebra 1

Match Nation, Accelerate Learning

Algebra 2

enVision, Savvas Learning Company LLC

Geometry

enVision, Savvas Learning Company

Applications and Modeling

Mathematics Standards: Applications and Modeling, BW Walch

Precalculus and Calculus

Miller, Precalculus, McGraw Hill LLC

AP Calculus

Calculus for the AP Course, Bedford, Freeman, and Worth Publishing Group

AP Statistics

The Practice of Statistics for the AP Course, Bedford, Freeman, and Worth

Reasoning in Mathematics

Blitzer, *Thinking Mathematically*, Savvas Learning Company LLC

Statistical Modeling

Stats in Your World, Savvas Learning Company LLC

Policy KA School-Parent-Community Relations

Issued 6/18

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of the community in accomplishing our goals and mission.

The board believes the following:

- The public schools belong to the people who created them by consent and support them by taxation.
- The schools are only as strong as the support afforded them by an intelligent and informed community.
- The support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the schools.
- The education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff, and community members.

In support of these beliefs, the district will encourage support of effective partnerships among schools, parents/legal guardians, community, and business. To increase participation of business and industry in our schools, the district may do the following:

- Recruit business and industry personnel to serve on local school improvement councils and serve as volunteers or mentors.
- Encourage school personnel to obtain advice and suggestions from the business community.
- Work with businesses and civic and professional organizations to establish collaborative programs.

Individual schools may implement an effective public information program to inform citizens about schools and about the achievement of students.

Individual schools may establish awards programs to recognize individuals and firms which contribute to effective partnerships.

Adopted 9/25/84; Revised 3/1/90, 9/27/99, 6/25/18

Legal References:

S.C. Code, 1976, as amended:

[Section 59-5](#)-65(11), (12), (13) - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

School District of Newberry County

Policy KB Parent Involvement In Education

Issued 6/18

Purpose: To establish the board's vision for the involvement of parents and families in the education of their children.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations, and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the board commits to the following:

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff, and community representatives in school governance and decision making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole, and the community at large.

Parent Involvement (Parent Involvement in Their Children's Education Act of 2000)

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success, the board will do the following:

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following:

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

Parent Involvement (Every Student Succeeds Act of 2015)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following:

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents/families to use together with their children
 - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following:
 - Provide input into district policies.
 - Volunteer time within the classrooms and school programs.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for

students participating in the district's Title I program. Therefore, in compliance with federal law and South Carolina Department of Education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students, and parents of migratory students. In cooperation with parents, the district's policy, plan, and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficient (LEP) parent involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following:

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent/legal guardian or the student.

The district may provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted 1/24/05; Revised 6/25/18

Legal References:

Federal Law:

Every Student Succeeds Act of 2015, [Pub. L. No 114-95](#).

S.C. Code, 1976, as amended:

[Sections 59-28](#)-100 through [59-28](#)-220 - Parental Involvement in Their Children's Education Act.

[Section 59-59](#)-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.

[Section 59-139](#)-90 - Strategic plans to include stated goals and objectives for parent involvement.

State Board of Education Regulations:

[R43-205](#) - Administrative and professional personnel qualifications, duties, and workloads.

[R43-234](#) - Defined program, grades 9-12.

South Carolina State Department of Education:

South Carolina Education and Economic Development Act Guidelines (2006).

School District of Newberry County

Policy KBB Parent Rights And Responsibilities

Issued 6/18

Purpose: To establish the board's vision for the rights and responsibilities of the parents/legal guardians of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following **rights**:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, color, immigration status, national origin, disability, religion, sex, or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order or subject to a clear background investigation)

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

Additionally, every parent/legal guardian has the following **responsibilities**:

- to make reasonable efforts to provide for the physical needs of the child

- to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

Cf. KB

Adopted 9/27/99; Revised 1/24/05, 6/25/18

Legal References:

Federal Law:

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

S.C. Code, 1976, as amended:

[Section 63-5-30](#) - Parental right to participate in child's school activities unless prohibited by court order.

[Sections 59-28-100](#) through [59-28-220](#) - Parental Involvement in Their Children's Education Act.

[Section 59-59-160](#) - South Carolina Education and Economic Development Act; parenting counseling conferences.

School District of Newberry County

Policy KBE Relations with Parent Organizations

Issued 10/24

Purpose: To establish the basic structure for board and district relations with parent organizations.

The board authorizes the formation of cooperative parent-school groups that enhance the district's educational program, including but not limited to, booster clubs, parent-teacher organizations, parent support groups, business-school partnerships, and education foundations. The board encourages administration and staff to be supportive and accommodating to the activities of parent organizations.

Each group will be required to submit the name of the group, a statement of its purpose and regulations governing the group's involvement, the name of each of the group's officers including its designated financial officer, to the superintendent for review and approval by the board by no later than August 1st of each year. Groups who fail to register by the August 1st deadline will be prohibited from disbursing monies raised to benefit school or district programs.

Parent organizations will not have administrative authority in connection with the operation of a school or the district. The school principal has authority over all monies raised to benefit school or district programs. Any fund-raising projects that may involve changes to school property will require prior approval from the Superintendent and/or School Board. Equipment and other items donated to a school, including donations solicited in the name of a school or the district, become the property of the district.

These support groups need administrative approval for any events, programs, or operations that involve the following:

- the participation of students
- operation of a school or district service
- charges to students
- solicitation of students
- communications sent home with all students in a school

The board directs the administration to establish regulations and procedures that will provide for an orderly and systematic operation of such groups.

Parent organizations desiring to use the name of the district or a school to organize, fundraise, or advertise must obtain the approval of the board as a prerequisite. Continued use of the school's name, logo, mascot, etc., is contingent upon compliance with all applicable board policies and regulations.

State Law Enforcement Division (SLED) Background Checks

The district will obtain a name-based criminal record history check from SLED on all financial officers upon receipt of a parent organization's registration. The results of the name-based check will be presented to the board for review. The board will notify the organization that its financial officer is prohibited from serving in that role if the name-based check reveals that the financial officer was convicted of, or pled guilty or nolo contendere to a felony, theft, forgery, embezzlement, fraud, or financial crimes involving the use of a financial transaction card (e.g., Credit card, bank services card, debit card, etc.).

This policy governs all groups currently in existence in the district as well as those formed after the

date of adoption of this policy.

Adopted 3/1/90; Revised 9/27/99, 6/25/18, 10/28/24

Legal References:

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

[Section 16-13](#)-10, *et seq.* – Forgery, larceny, embezzlement, false pretenses and cheats.

[Section 16-14](#)-10, *et seq.* – Financial Transaction Card Crime Act

[Section 59-17](#)-170 – Booster club duties, school board and charter authorizer powers and duties.

School District of Newberry County

Policy KC Career and Technical Education Planning and Appeals

Issued 6/18

Purpose: To establish the board's vision for community involvement in career and technical education planning and appeals.

Career and Technical Education Program Planning

In order to comply with federal law, the district will observe the participatory and appeal processes described below in the planning and implementation of career and technical education programs. Interested parents/legal guardians, students, and area residents will be able to participate directly in local decisions pertaining to the local plan.

Participatory Planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following:

- Provide the opportunity for community involvement or input into the development of the local plan for career and technical education prior to its submission to the State Office of Career and Technology Education.
- Inform students, parents/legal guardians, teachers, and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited Appeal Process

Students, parents/legal guardians, teachers, and/or area residents will be able to appeal local decisions that influence the character of career and technical programs affecting their interest as follows:

- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.
- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina State Board of Education within 14 days for final action within 60 days.

Adopted 9/27/99; Revised 6/25/18

Legal References:

Federal Law:

Carl D. Perkins Career and Technical Education Improvement Act of 2006, [20 U.S.C.A Section 2301](#), *et seq.*

School District of Newberry County

Policy KCA School-Community Relations Goals

Issued 6/18

Purpose: To establish the board's vision for school community relations.

The board will interpret the educational program to the people and invite discussion and suggestion on important educational policies. The board will attempt, at all times, to represent the entire community rather than any single group or section. To this end, the board establishes the following school-community relations goals:

- to develop informed citizen understanding of the school district in all aspects of its operation
- to determine how the citizenry feels about the school district and what it wishes the school district to accomplish
- to develop citizen understanding of the need for adequate financial support of a sound educational program
- to help citizens assume a more direct responsibility for the quality of education the school district provides
- to earn the good will, respect, and confidence of the citizenry in the personnel and services of the school district
- to bring about citizen understanding of the need for improvement and what must be done to facilitate essential change
- to involve citizens in the work of the board and the solving of its educational problems
- to invite the assistance, cooperation, and understanding of elected and appointed officials and committees in the development of educational programs and facilities
- to promote a genuine spirit of cooperation between the board and community in sharing leadership for the improvement of the community
- to use advocacy as a means to support board policies and foster a citizen understanding of the impact of federal and state legislation on the district and its schools

Adopted 3/25/86; Revised 3/1/90, 9/27/99, 6/25/18

Legal References:

Federal Cases:

Page v. Lexington County School District One, 531 F.3d 275 (4th Cir. 2008).

School District of Newberry County

Policy KCD Public Gifts/Donations To Schools

Issued 6/18

Purpose: To establish the basic structure for the public donation of items to the schools.

The school board may accept and hold in trust for its particular school district any property granted, devised, or bequeathed to the district. The board may use the property in such a manner as in its judgement seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift, or bequest.

Gifts to the school district for public school purposes may be accepted subject to conditions of the gift. Property purchased by the school district may be acquisitioned in fee simple title only.

The superintendent will establish other criteria to be met in acceptance of gifts and the procedures to be followed in using such gifts.

Adopted 7/24/73; Revised 3/1/90, 9/27/99, 6/25/18

Legal References:

S. C. Code, 1976, as amended:

[Section 59-19](#)-170 - Acceptance and holding of property by trustees.

[Section 59-19](#)-180 - Purchase of land by trustees.

[Section 59-69](#)-30 - Investment of such fund.

S.C. Attorney General's Opinion:

S.C. Att'y Gen. Op. (Mar. 20, 1969) - A board of trustees that acquires by purchase land to be used for public school purposes must take fee simple absolute title.

School District of Newberry County

Policy KD Public Information And Communication

Issued 6/18

Purpose: To establish the board's vision for the district's public information and communication program.

It will be the policy of the board to keep the community informed of the objectives, achievements, needs, and conditions of the school system.

The board will seek to keep the citizens of the district regularly and thoroughly informed through all the channels of communication. Therefore, the board will make every attempt to do the following:

- Keep the public informed regarding the policies, administration operation, objectives, educational program, and successes or failures of the schools and the needs of the school system.
- Inform the citizens of the board's position in relation to issues that may have an impact on the district schools that are being considered by state or federal elected representatives.
- Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of the school plan and programs.

The superintendent will supervise the public information program of the district. The central administration office will implement and coordinate the program. The superintendent will develop guidelines for the district's use of its communications channels, including the district web site, to implement the public information and communication program and to ensure that measures are in place to monitor and control its use and content in a manner that is consistent with the district's mission.

Adopted 3/14/78; Revised 3/1/90, 9/27/99, 6/25/18

Legal References:

Federal Cases:

Page v. Lexington County School District One, 531 F.3d 275 (4th Cir. 2008).

School District of Newberry County

Policy KDB Public's Right To Know/Freedom Of Information

Issued 6/18

Purpose: To establish the board's vision for the public's right to know about board operations.

The board is a public servant and its meetings and records are a matter of public information except as such meetings and records pertain to individual personnel and other classified matters as provided by law.

The official minutes of the board, its written policies and its financial records will be open for inspection at the superintendent's office. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district employee will release records pertaining to individual students or staff members for inspection by the public or any unauthorized persons.

Adopted 3/1/90; Revised 9/27/99, 6/25/18

Legal References:

S. C. Code, 1976, as amended:

[Section 30-4](#)-10, *et seq.* - South Carolina Freedom of Information Act.

School District of Newberry County

Policy KDC District-Sponsored Information Media

Issued 1/25

The district website is intended to provide a means of sharing information with stakeholders and the public about the district's educational program and district-sponsored activities.

Official district websites and social media accounts include only those created by the superintendent or his/her designee; those hosted and maintained on the district's computer networks with the full knowledge and approval of the superintendent or his/her designee; and those designated as official websites and social media accounts by the superintendent or his/her designee. Any websites or social media accounts that otherwise contain references to the district or its operations or educational program are not considered official, and the district will not be responsible for their content.

Building-level principals are responsible for content and maintenance of individual school websites and social media accounts. All information published on these websites and social media accounts must be approved by these individuals or their designees. The superintendent acts as the final authority when issues arise concerning these platforms and their content.

Social Media Comments Policy

The district's official social media platforms are one way the district elects to provide information to parents/legal guardians and other members of the public. Such platforms are administered by staff designated by the superintendent. The district reserves the right to remove comments that contain:

- conduct or encouragement of illegal activity
- content that violates federal or state law
- content that promotes, fosters, or perpetuates discrimination against protected classes
- content that violates legal ownership interest of any other party, such as copyright or trademark infringement
- information that may tend to compromise the safety or security of the district or its technology systems
- profane language or content
- promotions of particular for-profit services, products, or political candidates or organizations
- sexual harassment content
- solicitations of commerce or advertisements, including promotion or endorsement
- spam or comments that include links to external online sites

Violators of this policy may have their comments removed. Continued or egregious violations of this policy may prompt the district to further restrict an individual's commenting on official social media platforms.

Comment review process

When a comment that is regarded as violating the social media comments policy is reported, the superintendent or his/her designee will review the comment and authorize removal, as appropriate. If possible and appropriate, the commenter will be contacted regarding a violation of this policy and to request voluntary removal of the comment. Appeals regarding the district's decision to remove a comment may be submitted by contacting the Chief Human Resources Officer. Such appeals will be addressed within three business days. The superintendent's determination as to violations of the social media comments policy, and removal of comments, are final.

Accessibility

Official district websites and social media accounts will adhere to the Americans with Disabilities Act (ADA), Section 504, and Title II, WCAG 2.1 Level AA, and other relevant state and federal regulations concerning the accessibility of web content, social media, digital communications, and mobile apps.

Adopted 1/27/25

Legal References:

United States Code of Laws, as amended:

Americans with Disabilities Act of 1990, [42 U.S.C.A. Section 12101](#), *et seq.*

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

[Section 30-4](#)-10, *et seq.* - South Carolina Freedom of Information Act.

Federal Cases:

[Lindke v. Freed](#), 601 U.S. 187 (2024).

[O'Connor-Ratcliff v. Garnier](#), 601 U.S. 205 (2024).

Davison v. Randall, 912 F. 3d 666 (4th Cir. 2019).

Other:

Web Content Accessibility Guidelines (WCAG) 2.1 (2023).

South Carolina Department of Education Website Requirements Document (2023).

School District of Newberry County

SCHOOL DISTRICT OF NEWBERRY COUNTY



ONE District
Team
Mission

2026-2027 A



School District of Newberry County



www.newberry.k12.sc.us



@NewberrySchools



@NCSDLiveEvents

JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

29-30 - Teacher Professional Development
31 - District Professional Development

AUGUST 2026

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-4 - Teacher Professional Development
5 - First Day of School

SEPTEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 - Labor Day Holiday: Schools/Offices Closed
8 - Interim Reports

OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7 - Last Day 1st Nine Weeks
8 - Teacher Professional Development
9 - District Professional Development for 240 Day Employees; Make-Up Day #1

NOVEMBER 2026

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 - Teacher Professional Development
3 - Election Day Holiday: Schools/Offices Closed
25-27 - Thanksgiving Holiday: Schools/Offices Closed

DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 - Last Day 2nd Nine Weeks/1st Semester
21-31 - Semester Break: Schools/Offices Closed

JANUARY 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 - Semester Break: Schools/Offices Closed
4 - Teacher Professional Development
5 - First Day of 2nd Semester/3rd Nine Weeks
18 - Dr. Martin Luther King, Jr. Holiday: Schools/Offices Closed

FEBRUARY 2027

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 - Presidents' Day Holiday: Schools/Offices Closed
16 - Teacher Professional Development

MARCH 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 - Last Day 3rd Nine Weeks
12 - Teacher Professional Development
25 - District Professional Development for 240 Day Employees/Make-Up Day #2
26-31 - Spring Break: Schools/Offices Closed

APRIL 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 - Spring Break: Schools/Offices Closed
30 - District Professional Development for 240-Day Employees/Make-Up Day #3

MAY 2027

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

26 - Last Day of School
31 - Memorial Day Holiday: Schools/Offices Closed

JUNE 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

GREEN DATES
Regular School Day

RED DATES
Schools/Offices Closed

ORANGE DATES
No School for Students/Workday for Employees on 240-day contracts

1/2 Day for Students

GRAY DATES
End of Nine Weeks

YELLOW DATES
No School for Students

THE SCHOOL DISTRICT OF NEWBERRY COUNTY FY 24-25				March 18, 2025
CASH FLOW - COUNTY TREASURER'S GENERAL FUND				
DATE	ACTIVITY	DEPOSITS	CLAIMS	
	BALANCE PRIOR MONTH			31,776,703.18
2/05/2025	SC MEDICAID	13,148.93		31,789,852.11
2/07/2025	PR CLAIM #34		1,690,816.48	30,099,035.63
2/10/2025	DISTRICT DEPOSIT	31,642.97		30,130,678.60
2/10/2025	AP CLAIM #35		1,531,900.16	28,598,778.44
2/12/2025	SC MEDICAID	24,733.22		28,623,511.66
2/13/2025	SCHOOL TAX CREDIT	824,193.70		29,447,705.36
2/19/2025	TITLE I CSI	106.01		29,447,811.37
2/19/2025	TITLE VI-REAP	2,956.53		29,450,767.90
2/19/2025	ADULT EDUCATION	32,592.41		29,483,360.31
2/19/2025	CATE	7,358.56		29,490,718.87
2/19/2025	TITLE II	2,477.05		29,493,195.92
2/19/2025	TITLE IV SSAE	99,907.11		29,593,103.03
2/19/2025	21ST CENTURY CCLC	44,664.84		29,637,767.87
2/19/2025	SC MEDICAID	20,285.32		29,658,053.19
2/19/2025	TITLE I	826,479.85		30,484,533.04
2/19/2025	IDEA	690,002.16		31,174,535.20
2/19/2025	IDEA PRESCHOOL	31,608.00		31,206,143.20
2/19/2025	TITLE I N&D	1,885.31		31,208,028.51
2/19/2025	TITLE I ATSI	3,954.72		31,211,983.23
2/24/2025	STATE FUNDS EIA/ NON-EFA	3,175,813.97		34,387,797.20
2/25/2025	PR CLAIM #36		1,679,257.92	32,708,539.28
2/26/2025	SC MEDICAID	9,308.71		32,717,847.99
2/26/2025	AP CLAIM #37		1,959,314.92	30,758,533.07
2/28/2025	DISTRICT DEPOSIT	5,864.00		30,764,397.07
2/28/2025	DISTRICT DEPOSIT	3,193.29		30,767,590.36
2/28/2025	DISTRICT DEPOSIT	2,548.00		30,770,138.36
2/28/2025	INTEREST	72,662.86		30,842,801.22
2/28/2025	MONTHLY TAXES	574,958.46		31,417,759.68
		6,502,345.98	6,861,289.48	

THE SCHOOL DISTRICT OF NEWBERRY COUNTY				FY25	
CASH FLOW BY FUND - COUNTY TREASURER'S GENERAL FUND					
				OTHER STATE	
ACTIVITY	GENERAL	FED PROJECTS	EIA	RESTRICTED	TOTAL
	100s	200s	300s	900s	
FEB REVENUE	3,357,559.68	1,845,901.95	676,170.67	47,755.22	5,927,387.52
FEB PAYROLL	(2,986,605.36)	(251,530.52)	(98,836.06)	(33,102.46)	(3,370,074.40)
FEB ACCTS PAYABLE	(3,231,756.53)	(186,773.49)	(56,534.45)	(16,150.61)	(3,491,215.08)
TRANSFERS	432,110.54		(432,110.54)		
02-28-25 BALANCE	25,919,971.01	3,400,494.45	924,505.00	597,830.76	30,842,801.22
FEB TAXES	574,958.46				574,958.46
	26,494,929.47	3,400,494.45	924,505.00	597,830.76	31,417,759.68

THE SCHOOL DISTRICT OF NEWBERRY COUNTY FY25					
CASH FLOW BY FUND - COUNTY TREASURER'S GENERAL FUND					
				OTHER STATE	
ACTIVITY	GENERAL	FED PROJECTS	EIA	RESTRICTED	TOTAL
	100	200s	300s	900s	
BEGINNING BALANCE	28,294,353.80	1,096,113.01	719,629.66	58,923.99	30,169,020.46
JULY REVENUE	2,620,673.67	68,092.44	1,040,289.44	28,263.60	3,757,319.15
JULY PAYROLL	(2,750,241.86)	(455,405.68)	(93,580.94)	(30,927.33)	(3,330,155.81)
JULY ACCTS PAYABLE	(5,301,513.75)	(666,517.68)	(207,965.77)	(1,677.96)	(6,177,675.16)
TRANSFERS	433,393.44		(433,393.44)		
07-31-24 BALANCE	23,296,665.30	42,282.09	1,024,978.95	54,582.30	24,418,508.64
JULY TAXES	518,027.61				518,027.61
	23,814,692.91	42,282.09	1,024,978.95	54,582.30	24,936,536.25
AUGUST REVENUE	2,366,676.72	3,808,352.72	471,843.77	-	6,646,873.21
AUGUST PAYROLL	(2,972,066.08)	(251,269.67)	(91,539.00)	(2,378.20)	(3,317,252.95)
AUGUST ACCTS PAYABLE	(2,779,348.97)	(324,520.32)	(272,763.77)	(2,598.31)	(3,379,231.37)
TRANSFERS	433,393.44		(433,393.44)		
08-31-24 BALANCE	20,863,348.02	3,274,844.82	699,126.51	49,605.79	24,886,925.14
AUGUST TAXES	507,119.31				507,119.31
	21,370,467.33	3,274,844.82	699,126.51	49,605.79	25,394,044.45
SEPT REVENUE	2,369,842.76	201,292.84	536,757.28	46,814.62	3,154,707.50
SEPT PAYROLL	(2,968,677.36)	(265,894.24)	(94,468.75)	(31,777.21)	(3,360,817.56)
SEPT ACCTS PAYABLE	(3,555,124.39)	(834,380.45)	(80,851.47)	(340.38)	(4,470,696.69)
TRANSFERS	430,407.70		(430,407.70)		
09-30-24 BALANCE	17,646,916.04	2,375,862.97	630,155.87	64,302.82	20,717,237.70
SEPT TAXES	394,581.12				394,581.12
	18,041,497.16	2,375,862.97	630,155.87	64,302.82	21,111,818.82
OCT REVENUE	3,578,154.42	83,557.45	593,029.05	40,155.22	4,294,896.14
OCT PAYROLL	(3,087,616.12)	(382,696.56)	(51,707.12)	(785.34)	(3,522,805.14)
OCT ACCTS PAYABLE	(2,978,434.34)	(251,703.82)	(96,857.07)	(30,902.46)	(3,357,897.69)
TRANSFERS	430,407.70		(430,407.70)		
10-31-24 BALANCE	15,984,008.82	1,825,020.04	644,213.03	72,770.24	18,526,012.13
OCT TAXES	1,653,991.97				1,653,991.97
	17,638,000.79	1,825,020.04	644,213.03	72,770.24	20,180,004.10
NOV REVENUE	5,225,834.35	746,413.91	600,670.23	40,155.22	6,613,073.71
NOV PAYROLL	(3,495,268.05)	(248,251.76)	(100,412.07)	(32,182.46)	(3,876,114.34)
NOV ACCTS PAYABLE	(3,104,446.92)	(137,521.61)	(24,703.76)	(1,423.39)	(3,268,095.68)
TRANSFERS	430,407.70		(430,407.70)		
11-30-24 BALANCE	16,694,527.87	2,185,660.58	689,359.73	79,319.61	19,648,867.79
NOV. TAXES	1,447,076.87				1,447,076.87
	18,141,604.74	2,185,660.58	689,359.73	79,319.61	21,095,944.66
DEC REVENUE	3,417,514.32	187,191.68	624,228.74	51,407.80	4,280,342.54
DEC PAYROLL	(3,004,782.35)	(276,592.85)	(99,039.77)	(31,942.46)	(3,412,357.43)
DEC ACCTS PAYABLE	(3,368,428.90)	(142,736.01)	(6,430.52)	(1,622.65)	(3,519,218.08)
TRANSFERS	430,407.70		(430,407.70)		
12-31-24 BALANCE	15,616,315.51	1,953,523.40	777,710.48	97,162.30	18,444,711.69
DEC. TAXES	6,248,448.08				6,248,448.08
	21,864,763.59	1,953,523.40	777,710.48	97,162.30	24,693,159.77
JAN REVENUE	3,321,831.91	411,514.79	607,170.08	534,483.33	4,875,000.11
JAN PAYROLL	(2,953,259.05)	(236,123.55)	(96,294.95)	(31,322.46)	(3,317,000.01)
JAN ACCTS PAYABLE	(3,498,910.04)	(136,018.13)	(20,659.68)	(994.56)	(3,656,582.41)
TRANSFERS	432,110.55		(432,110.55)		
01-31-25 BALANCE	19,166,536.96	1,992,896.51	835,815.38	599,328.61	22,594,577.46
JAN. TAXES	9,182,125.72				9,182,125.72
	28,348,662.68	1,992,896.51	835,815.38	599,328.61	31,776,703.18

THE SCHOOL DISTRICT OF NEWBERRY COUNTY

FY25

CASH FLOW BY FUND - TECHNOLOGY/CONSTRUCTION FUNDS

ACTIVITY	2022 CONST. 562	2023 CONST. 563	2024 CONST. 564	TOTAL
06-30-24 BALANCE	2,757.01	483,685.66		486,442.67
JULY REVENUE	0.00	0.00		0.00
JULY ACCTS PAY	0.00	-47,262.66		-47,262.66
07-31-24 BALANCE	2,757.01	436,423.00		439,180.01
AUGUST REVENUE				0.00
AUG ACCTS PAY	0.00	-91,049.00		-91,049.00
08-31-24 BALANCE	2,757.01	345,374.00		348,131.01
SEPT REVENUE				0.00
SEPT ACCTS PAY		-89,342.00		-89,342.00
09-30-24 BALANCE	2,757.01	256,032.00		258,789.01
OCT REVENUE			550,000.00	0.00
OCT ACCTS PAY		-46,258.81		-46,258.81
10-31-24 BALANCE	2,757.01	209,773.19	550,000.00	762,530.20
NOV REVENUE	200,000.00			200,000.00
NOV ACCTS PAY		-30,156.10		-30,156.10
11-30-24 BALANCE	202,757.01	179,617.09	550,000.00	932,374.10
DEC REVENUE				0.00
DEC ACCTS PAY	-9,058.41			-9,058.41
12-31-24 BALANCE	193,698.60	179,617.09	550,000.00	923,315.69
JAN REVENUE				0.00
JAN ACCTS PAY		-377.00		-377.00
01-31-25 BALANCE	193,698.60	179,240.09	550,000.00	922,938.69
FEB REVENUE	598.16			598.16
FEB ACCTS PAY	-84,429.24			-84,429.24
02-28-25 BALANCE	109,867.52	179,240.09	550,000.00	839,107.61

FY 2024-2025

SCHOOL DISTRICT OF NEWBERRY COUNTY

BUDGET REPORT BY FUNCTION

CURRENT PERIOD: 02/01/2025 TO 02/28/2025

IDEAL REMAINING PERCENT: 34 %

ACCOUNT	BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	ENCUMBRANCE	REMAINING BALANCE	PCT
001 REVENUE						
100-001-110-0001-00 CURR OPER REAL EST	15,500,000.00	196,672.43	15,086,720.62	0.00	413,279.38	3
100-001-110-0002-00 CURRENT OPERATIONS-VEH.	4,000,000.00	339,883.15	2,637,110.21	0.00	1,362,889.79	34
100-001-140-0000-00 DELINQUENT TAXES	650,000.00	-7,142.75	295,020.74	0.00	354,979.26	55
100-001-280-0000-00 REVENUE IN LIEU OF TAXES	2,200,000.00	0.00	1,987,049.64	0.00	212,950.36	10
100-001-320-0000-00 REG DAY SCHOOL FROM OTHER L	29,000.00	0.00	19,827.08	0.00	9,172.92	32
100-001-510-0000-00 INTEREST ON INVESTMENTS	1,200,000.00	72,662.86	636,833.81	0.00	563,166.19	47
100-001-910-0000-00 USE OF SCHOOL FACILITIES	0.00	75.00	300.00	0.00	-300.00	0
100-001-950-0000-00 REFUND PRIOR YR EXP.	0.00	0.00	7,626.48	0.00	-7,626.48	0
100-001-993-0000-00 RECEIPT OF INSURANCE PROCEED	0.00	0.00	298,731.37	0.00	-298,731.37	0
100-001-999-0000-00 OTHER LOCAL-MISC	20,000.00	80.00	5,330.62	0.00	14,669.38	73
001 REVENUE TOTALS:	23,599,000.00	602,230.69	20,974,550.57	0.00	2,624,449.43	11
003 REVENUE						
100-003-103-0000-00 STATE AID TO CLASSROOMS	25,770,810.00	2,168,863.45	17,106,923.43	0.00	8,663,886.57	34
100-003-160-0000-00 BUS DRIVER'S SALARY	750,000.00	80,038.69	400,193.46	0.00	349,806.54	47
100-003-162-0000-00 BUS DRIVER'S WORKERS COMP	0.00	0.00	33,981.09	0.00	-33,981.09	0
100-003-181-0000-00 RETIREE INSURANCE	2,438,368.00	202,985.94	1,538,563.27	0.00	899,804.73	37
100-003-810-0000-00 REIMB LOCAL PROPERTY TAX	2,148,611.00	0.00	1,933,750.48	0.00	214,860.52	10
100-003-820-0000-00 HOMESTEAD EXEMPTION	1,200,583.00	0.00	0.00	0.00	1,200,583.00	100
100-003-825-0000-00 PROPERTY TAX RELIEF (ACT 388)	8,241,937.00	824,193.70	4,120,968.50	0.00	4,120,968.50	50
100-003-830-0000-00 MERCHANT'S INV TAX	158,280.00	0.00	118,709.85	0.00	39,570.15	25
100-003-840-0000-00 MFG. DEPRECIATION REIMB.	1,774,906.00	0.00	0.00	0.00	1,774,906.00	100
100-003-890-0000-00 MOTOR CARRIER REIMB	489,115.00	45,545.63	401,718.08	0.00	87,396.92	18
100-003-993-0000-00 PEBA Credit	363,272.00	0.00	363,943.75	0.00	-671.75	0
003 REVENUE TOTALS:	43,335,882.00	3,321,627.41	26,018,751.91	0.00	17,317,130.09	40
005 REVENUE						
100-005-230-0000-00 TRANSFER FROM EIA FUNDS	5,165,032.00	432,110.54	3,452,638.77	0.00	1,712,393.23	33
100-005-260-0000-00 TRANS FROM CHILD NUTR.	164,138.00	0.00	0.00	0.00	164,138.00	100
100-005-280-0000-00 TRANSFER FROM OTHER FUNDS II	385,293.00	0.00	103,848.36	0.00	281,444.64	73
005 REVENUE TOTALS:	5,714,463.00	432,110.54	3,556,487.13	0.00	2,157,975.87	38
	72,649,345.00	4,355,968.64	50,549,789.61	0.00	22,099,555.39	30

FY 2024-2025

SCHOOL DISTRICT OF NEWBERRY COUNTY BUDGET REPORT BY FUNCTION

CURRENT PERIOD: 02/01/2025 TO 02/28/2025

IDEAL REMAINING PERCENT: 34 %

	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
111 KINDERGARTEN TOTALS:	2,545,793.80	225,902.64	1,481,476.26	2,005.72	1,062,311.82	42
112 PRIMARY TOTALS:	8,970,736.76	743,059.07	5,190,776.61	11,973.01	3,767,987.14	42
113 ELEMENTARY TOTALS:	14,179,285.46	1,219,851.25	8,313,143.64	15,470.06	5,850,671.76	41
114 HIGH SCHOOL TOTALS:	9,180,430.81	749,516.64	5,158,799.37	18,962.15	4,002,669.29	44
115 VOCATIONAL TOTALS:	1,623,747.47	136,846.46	954,093.38	3,245.76	666,408.33	41
121 EMH TOTALS:	1,823,287.17	145,105.10	1,052,422.28	53,954.59	716,910.30	39
122 TMH TOTALS:	206,210.71	13,540.64	101,319.18	9,880.00	95,011.53	46
123 OH TOTALS:	25,454.00	2,887.50	18,418.05	4,443.75	2,592.20	10
124 VISUALLY HANDICAPPED TOTALS:	12,744.00	0.00	12,744.00	0.00	0.00	0
125 HEARING HANDICAPPED TOTALS:	61,131.41	4,631.25	60,206.25	0.00	925.16	2
126 SPEECH TOTALS:	421,362.71	37,448.10	251,187.87	0.00	170,174.84	40
127 LD TOTALS:	2,058,530.76	176,210.62	1,251,617.19	3,588.71	803,324.86	39
128 EH TOTALS:	107,928.67	1,908.42	16,294.01	237.70	91,396.96	85
137 PRESCHOOL HAND. SC TOTALS:	140,933.65	14,425.53	100,495.17	0.00	40,438.48	29
139 FOUR YEAR OLD PROGRAMS TOTALS:	0.00	0.00	195.76	0.00	-195.76	0
141 G & T - ACADEMIC TOTALS:	176,360.31	14,587.51	102,599.04	0.00	73,761.27	42
145 HOMEBOUND TOTALS:	48,600.00	11,956.15	57,499.54	0.00	-8,899.54	-18
147 PRE-K TOTALS:	166,858.55	16,721.23	116,502.94	0.00	50,355.61	30
149 OTHER SPECIAL PROGRAMS TOTALS:	0.00	18.76	18.76	0.00	-18.76	0
161 AUTISM TOTALS:	170,706.45	14,655.51	100,077.01	0.00	70,629.44	41
181 TOTALS:	30,283.00	0.00	1,899.67	0.00	28,383.33	94
182 ADULT SECONDARY TOTALS:	5,000.00	2,017.07	3,817.10	229.90	953.00	19
185 VOCATIONAL ADULT TOTALS:	81,557.72	6,770.30	47,392.10	0.00	34,165.62	42
188 PARENTING TOTALS:	66,304.75	6,217.33	55,627.12	0.00	10,677.63	16
190 PUPIL ACTIVITY TOTALS:	3,319.32	0.00	1,650.00	0.00	1,669.32	50
211 ATTENDANCE & SOCIAL WORK TOTALS:	464,213.32	46,232.49	304,937.48	2,294.66	156,981.18	34
212 GUIDANCE TOTALS:	1,926,315.78	174,411.93	1,228,864.62	0.00	697,451.16	36
213 HEALTH TOTALS:	1,096,948.73	102,357.98	691,324.10	437.34	405,187.29	37
214 PSYCHOLOGICAL TOTALS:	462,988.58	38,714.43	278,715.49	11,575.72	172,697.37	37
221 IMPROVEMENT OF INSTRUCT. TOTALS:	1,613,643.26	132,599.41	1,027,576.88	2,823.05	583,243.33	36
222 EDUCATIONAL MEDIA TOTALS:	1,452,497.78	120,465.74	813,711.49	20,953.85	617,832.44	43
223 SUPV. OF SPECIAL PROJECTS TOTALS:	311,983.92	19,035.82	149,804.05	1,210.00	160,969.87	52
224 PROFESSIONAL DEVELOPMENT TOTALS:	38,724.26	3,437.94	24,589.84	1,796.84	12,337.58	32

FY 2024-2025

SCHOOL DISTRICT OF NEWBERRY COUNTY
BUDGET REPORT BY FUNCTION

CURRENT PERIOD: 02/01/2025 TO 02/28/2025

IDEAL REMAINING PERCENT: 34 %

	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
231 BOARD OF EDUCATION TOTALS:	893,473.54	20,367.77	525,645.67	42,467.97	325,359.90	36
232 OFFICE OF SUPERINTENDENT TOTALS:	347,760.46	29,054.25	256,452.81	3,327.91	87,979.74	25
233 SCHOOL ADMINISTRATION TOTALS:	6,167,667.91	518,087.64	3,972,358.56	7,261.73	2,188,047.62	35
252 FISCAL SERVICES TOTALS:	642,444.85	44,009.14	402,239.17	833.93	239,371.75	37
254 FACILITIES MANAGEMENT TOTALS:	7,174,316.63	710,503.70	5,768,104.08	2,548,994.71	-1,142,782.16	-16
255 PUPIL TRANSPORTATION TOTALS:	2,659,863.62	230,702.93	1,623,353.19	28,556.46	1,007,953.97	38
256 FOOD SERVICE TOTALS:	390,000.00	0.00	0.00	0.00	390,000.00	100
257 INTERNAL SERVICES TOTALS:	585,879.71	27,393.85	768,514.18	96,814.83	-279,449.30	-48
258 SECURITY SERVICES TOTALS:	480,000.00	-5,180.00	121,816.92	340,863.08	17,320.00	4
264 STAFF SERVICES TOTALS:	487,805.12	43,432.09	309,164.82	3,579.26	175,061.04	36
266 DATA PROCESSING SERVICES TOTALS:	2,166,163.56	83,082.65	1,064,629.02	59,168.42	1,042,366.12	48
271 PUPIL SERVICES ACTIVITIES TOTALS:	946,986.49	59,522.22	527,241.19	25,025.00	394,720.30	42
320 RECREATION TOTALS:	1,000.00	0.00	0.00	0.00	1,000.00	100
390 OTHER COMMUNITY SERVICES TOTALS:	9,000.00	676.40	9,078.05	0.00	-78.05	-1
411 PAYMENTS TO SC DEPT. EDUC TOTALS:	175,000.00	0.00	84,695.09	0.00	90,304.91	52
412 PMTS TO OTHER GOV'T UNITS TOTALS:	48,100.00	285.84	34,358.01	1,007.45	12,734.54	26
	<u>72,649,345.00</u>	<u>5,943,471.30</u>	<u>44,437,447.01</u>	<u>3,322,983.56</u>	<u>24,888,914.43</u>	<u>34</u>

2025-2026 Budget Planning Calendar

February 3 & 10	Budget Planning with Cabinet
February 13, 14	Meet individually with principals
February 24	Elementary February 13, Middle and High February 14 Regular Board Meeting
March 10 & 31	Budget Planning with Cabinet
April 7	Budget Planning with Cabinet
April 21	1st Budget Work Session 6:00 PM
April 28	Regular Board Meeting
May 5	Budget Planning with Cabinet
May 12	2nd Budget Work Session 6:00 PM
May 19	Regular Board Meeting, 1st Budget Reading
June 9	Public Hearing 7:00 PM
June 23	Regular Board Meeting, 2nd Budget Reading

* Dates for Work Sessions are tentative and subject to change. A formal notice will be sent out before each meeting.

ACCELERATION/ACADEMIC ACHIEVEMENT

Code **IKEA-R*** Issued **7/17**

Criteria for Honors English 1 (Eighth Grade)

Eighth grade

- ~~Measures of Academic Progress (MAP)~~
- ~~yearly average seventh grade~~
- ~~state assessment results SCREADY reading~~
- ~~OR~~
- ~~nationally normed assessment results (out of state students)~~

Point system

Students ~~can~~ **must** accrue a ~~maximum of~~ **at least 9 points out of a maximum of** 12 points, ~~needing at least nine points to qualify.~~

- ~~MAP reading (spring seventh grade) using NWEA 2015 RIT scale norms~~ **iReady Reading**

86-99 percentile (RIT 235-253)	4 points
74-85 percentile (RIT 228-234)	3 points
67-73 percentile (RIT 225-227)	2 points
- yearly average (seventh grade ELA)

A (90-100)	4 points
B (80-89)	3 points
C (70-79)	2 points
- state assessment results (SCREADY **ELA** - spring of seventh grade)

English/Language arts	
Exceeding Exceeds Expectations	4 points
Meeting Meets Expectations	3 points
- nationally norm-referenced test (for out-of-state students only)

total reading national percentile	
90-99 percentile	4 points
75-89 percentile	3 points

Criteria for Accelerated Seventh Grade Math

- ~~MAP~~
- ~~yearly average sixth grade~~
- ~~state assessment results SCREADY Math~~
- ~~OR~~
- ~~nationally normed assessment results (out of state students)~~

Point system

Students ~~can~~ **must** accrue a ~~maximum of~~ **at least 9 points out of a maximum of** 12 points, ~~needing at least nine points to qualify.~~

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- ~~MAP math (spring sixth grade) using NWEA 2015 RIT Scale Norms~~ **iReady Math spring score (sixth grade)**
 - 85-99 percentile (~~RIT 243-264~~) 4 points
 - 73-84 percentile (~~RIT 236-242~~) 3 points
 - 67-72 percentile (~~RIT 233-235~~) 2 points
- yearly average (sixth grade math)
 - A (90-100) 4 points
 - B (80-89) 3 points
 - C (70-79) 2 points**
- state assessment results (SCREADY **math** - spring of sixth grade)
 - ~~Exceeding~~ **Exceeds** Expectations 4 points
 - ~~Meeting~~ **Meets** Expectations 3 points
- nationally norm-referenced test (for out-of-state students only)
 - 90-99 percentile 4 points
 - 75-89 percentile 3 points

~~Honors Algebra I~~ **Criteria for Honors Geometry with Statistics (Eighth Grade)**

~~Eighth grade~~

Students who earn a yearly average of 80 or higher in Accelerated Seventh Grade Math will transition into Honors ~~Algebra I~~ **Geometry with Statistics** in the eighth grade. Those students who do not earn an 80 or higher will enroll in eighth grade math.

~~For Students that~~ **who** did not take Accelerated Seventh Grade Math but are considered to be prepared to enter Honors ~~Algebra I~~ **Geometry with Statistics** in the eighth grade must meet the following criteria **listed in the point system below.**

- ~~MAP~~
- ~~yearly average seventh grade~~
- ~~state assessment results SC READY math~~
- OR**
- ~~nationally normed assessment results (out of state students)~~

Point system

Students ~~can~~ **must** accrue a ~~maximum of at least 10~~ **9 points out of a maximum of 12 points** ; ~~needing at least nine points to qualify.~~

- ~~MAP~~ **iReady Math spring score (spring seventh grade) using NWEA 2015 RIT scale norms**
- 85-99 percentile (~~RIT 247-270~~) 4 points
- 75-84 percentile (~~RIT 241-246~~) 3 points
- 68-74 percentile (~~RIT 237-240~~) 2 points
- yearly average (seventh grade math)
 - A (90-100) 4 points
 - B (80-89) 3 points
 - C (70-79) 2 points**
- state assessment results (SCREADY - spring seventh grade) math

PAGE 3 - IKEA-R* - ACCELERATION/ACADEMIC ACHIEVEMENT

Exceeding Exceeds Expectations	4 points
Meeting Meets Expectations	3 points

- nationally norm-referenced test (for out-of-state students)
 - 90-99 percentile 4 points
 - 75-89 percentile 3 points

Parent/Legal Guardian Notification

The parent/legal guardian will be notified of his/her child's qualifying status by the middle school principal no later than August 1.

Administrative Placement

Principals have the authority to permit probationary participation of any student for whom Accelerated Seventh Grade Math, Honors ~~Algebra 1~~ **Geometry with Statistics**, or Honors English 1 would best serve that student.

All students who are administratively placed in Accelerated Seventh Grade Math, Honors English 1, and/or Honors ~~Algebra 1~~ **Geometry with Statistics** must achieve an average of 80 in the probationary class. If the student does not earn the required grade average by the end of first quarter during the mandatory review by school administration, he/she may be transferred to the appropriate grade level course at the discretion of the school administration. A final decision regarding withdrawal from a probationary class will be made no later than the end of first semester. A signed agreement between the parent/legal guardian, student, and principal agreeing to the above conditions will be placed in the student's permanent record.

Issued 1/88; Revised 8/22/94, 6/24/96, 2/25/02, 5/21/07, 5/24/10, 9/24/12, 5/20/13, 6/15/15, 5/23/16, 7/24/17

REMOTE WORK

Code **EBC-R(1)** Issued **6/20**

In limited situations that necessitate the closure of school and/or district buildings or otherwise disrupt normal operations (e.g. natural disasters, pandemics, etc.), the board authorizes the superintendent to temporarily permit district staff the flexibility of working remotely to provide instruction and to conduct other district business. Such remote work is not an entitlement and in no way changes the terms and conditions of any staff member's employment with the district.

Eligibility

As determined by the superintendent, the essential work functions of some positions may not permit eligibility for remote work (e.g. bus drivers, cafeteria staff, maintenance staff, etc.).

For the duration of the remote work period, staff must, to the extent practicable, comply with all district policies and procedures, including contracts and work schedules and must meet all evaluation performance standards, as appropriate.

Pay

All non-exempt staff who work remotely will be paid for hours worked at their regular hourly rate of pay. Overtime must be approved in advance. Exempt staff will receive their regular pay, as appropriate.

Remote work may not be used in lieu of taking sick or personal leave. Such leave should be requested as necessary by contacting the immediate supervisor and follow policy GCC, *Professional Staff Leaves and Absences*, or policy GDC, *Support Staff Leaves and Absences*.

Availability and Productivity

Staff members are expected to maintain work productivity and prioritize district business during the workday.

Staff members will be responsive during their scheduled work hours and must be accessible by email and/or phone during these hours unless otherwise approved in advance by the immediate supervisor.

Staff members are required to attend meetings as directed by their supervisor, whether such meetings are held virtually or in-person and will make themselves available to attend such scheduled work meetings as requested.

Work Location and Safety

Staff members are responsible for timely notifying the district of any injuries they may sustain while at their remote work location and in conjunction with their regular work duties in accordance with the district's workers' compensation procedures. See policy GBGD, *Workers' Compensation*, for more information.

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Technology

To the extent that the district provides technology devices to those staff members engaging in remote work, the use of such devices is governed by the district's acceptable use policies. Staff members are responsible for protecting all data and ensuring compliance with all regulations regarding confidentiality. Staff engaging in remote work may be held liable for damage to district technology caused by negligence.

Technology support will continue to be available, to the extent practicable, and staff members should submit a work order through the online work order system or contact the director of technology at tleitzsey@newberry.k12.sc.us or 803-321-2600 for support.

Note that the district does not cover the cost of home internet, phone, or printing supplies and does not insure personal technology.

Cessation of Remote Work

Remote work will cease when determined appropriate by the superintendent and/or or at the direction of the board. At such time, staff members will be expected to immediately report to their physical work site. Every effort will be made to give reasonable advance notice of cessation of remote work; however, there may be instances when no notice is possible.

Issued 6/29/20

SEXUAL HARASSMENT AND RETALIATION (STAFF)

Code **GBAA-R** Issued **8/20**

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

Definitions

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

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

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

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

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

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

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

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

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

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

PAGE 2 - GBAA-R - SEXUAL HARASSMENT AND RETALIATION (STAFF)

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

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

The following individual serves as Title IX coordinator for the district:

Dr. Carson M. Ware
Chief Human Resources Officer
3419 Main St.
Newberry, SC 29108
Telephone: (803) 321-2600
Email: cware@newberry.k12.sc.us [sdnc.org](mailto:cware@newberry.k12.sc.us)

Reporting

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

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

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

Grievance Process

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

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

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

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Formal complaint

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

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

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

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

Investigation

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

- statement of the allegations
- statement that the respondent is presumed not responsible for the allegations until a determination is made
- prohibition against making a false statement or knowingly submitting false information
- right to have an advisor, who may be an attorney, present during any subsequent meetings
- list of supportive measures available to both parties

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

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

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

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

Investigations will be conducted in the following manner:

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

Determination of responsibility

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

The director of accountability, assessment, and professional development will act as the decision-maker. He/She will receive the final report of the investigation and allow each party ten (10) business days to submit additional questions to be answered by the appropriate party with limited follow-up prior to determining responsibility.

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

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

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

Appeals

The assistant superintendent for instruction will hear appeals. If the complainant or respondent is not satisfied with the determination of the decision maker, he/she may request a review by the assistant superintendent for instruction. Additionally, a complainant can request an appeal upon the dismissal of a formal complaint.

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

Grounds for appeal include the following factors:

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

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

The decision of the assistant superintendent for instruction may be appealed to the board.

Informal Complaint Procedure (Mediation)

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

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

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

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

Retaliation

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

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

Staff found to have engaged in retaliation will be subject to disciplinary action, up to and including termination, consistent with policy GBEB, *Staff Conduct*.

False Reports

Because incidents of sexual harassment and retaliation frequently involve interactions between persons that are not witnessed by others, reports of such conduct cannot always be substantiated by additional evidence. Lack of corroborating evidence or “proof” should not discourage individuals from making a report under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to discipline and graduated consequences, up to and including expulsion, consistent with policy JICDA. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

Training

The district will provide training for all staff members serving as the Title IX coordinator, investigator, decision maker, or appellate authority for the informal or formal grievance process. Staff members will be trained on the following:

- definition of sexual harassment
- procedures of the grievance process
- impartiality required to prevent prejudgment of facts, conflicts of interest, and bias
- technology necessary for the grievance process
- relevance and summary of evidence
- determination of responsibility report

Materials used for training purposes may not rely on sex stereotypes, will promote impartial investigations and adjudication, and will be posted online.

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Recordkeeping

The district must maintain records of complaints, investigations, and appeals for seven (7) years.

Issued 1/24/05; Revised 1/26/09, 12/12/16, 8/24/20

SEXUAL HARASSMENT AND RETALIATION (STUDENTS)

Code **JIAA-R** Issued **8/20**

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

Definitions

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

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

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

- submission to such conduct is made either expressly or implicitly a term or condition of a student's education regarding aid, benefit, or service
- such conduct or communication is so severe, pervasive, and objectively offensive under the reasonable person standard that it effectively denies a person equal access to the education program or activity
- sexual assault, dating violence, domestic violence, or stalking as defined in federal law

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

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

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

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

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

- counseling
- class modifications
- schedule changes
- increased monitoring or supervision

PAGE 2 - JIAA-R - SEXUAL HARASSMENT AND RETALIATION (STUDENTS)

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

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

The following individual serves as Title IX coordinator for the district:

Dr. Carson M. Ware
Chief Human Resources Officer
3419 Main St.
Newberry, SC 29108
Telephone: (803) 321-2600
Email: cware@newberry.k12.sc.us cware@sdnc.org

Reporting

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

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

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

Harassing or retaliatory behavior perpetrated against a student by a staff member and/or violations of policy GBEBB, *Staff Conduct with Students*, should be reported immediately to both the district Title IX coordinator and the superintendent. Informal complaint procedures will not be utilized to handle such complaints.

If a complaint involves allegations of child abuse, appropriate notifications to law enforcement and the Department of Social Services will be made in accordance with policy JLF, *Student Welfare*.

The parent/legal guardian of any student subject to sexual harassment or retaliation, or the student himself/herself if over the age of 18, may seek resolution through either the informal or formal procedures described below except as otherwise prohibited by this policy. When complaints involve two or more students, the parent/legal guardian of each student will be notified of and receive all correspondence related to such complaints.

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Grievance Process

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

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

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

Formal complaint

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

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

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

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

Investigation

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

- statement of the allegations
- statement that the respondent is presumed not responsible for the allegations until a determination is made
- prohibition against making a false statement or knowingly submitting false information
- right to have an advisor, who may be an attorney, present during any subsequent meetings
- list of supportive measures available to both parties

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

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

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

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

Investigations will be conducted in the following manner:

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

Within the parameters of the Family Educational Rights and Privacy Act (FERPA), the Title IX coordinator will keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parents/legal guardians of the complainant and the parents/legal guardians of the respondent.

Determination of responsibility

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

The director of accountability, assessment, and professional development will act as the decision-maker. He/She will receive the final report of the investigation and allow each party ten (10) business days to submit additional questions to be answered by the appropriate party with limited follow-up prior to determining responsibility.

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

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

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

Appeals

The chief student services officer will hear appeals. If the complainant or respondent is not satisfied with the determination of the decision maker, he/she may request a review by the chief student services officer. Additionally, a complainant can request an appeal upon the dismissal of a formal complaint.

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

Grounds for appeal include the following factors:

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

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

The decision of the chief student services officer may be appealed to the board.

Informal Complaint Procedure (Mediation)

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

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

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

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

Retaliation

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

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

Staff found to have engaged in retaliation will be subject to disciplinary action, up to and including termination, consistent with district policy, including GBEB and GBEB.

False Reports

Because incidents of sexual harassment and retaliation frequently involve interactions between persons that are not witnessed by others, reports of such conduct cannot always be substantiated by additional evidence. Lack of corroborating evidence or "proof" should not discourage individuals from making a report under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to discipline and graduated consequences, up to and including expulsion consistent with policy JICDA. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

Training

PAGE 7 - JIAA-R - SEXUAL HARASSMENT AND RETALIATION (STUDENTS)

The district will provide training for all staff members serving as the Title IX coordinator, investigator, decision maker, or appellate authority for the informal or formal grievance process. Staff members will be trained on the following:

- definition of sexual harassment
- procedures of the grievance process
- impartiality required to prevent prejudgment of facts, conflicts of interest, and bias
- technology necessary for the grievance process
- relevance and summary of evidence
- determination of responsibility report

Materials used for training purposes may not rely on sex stereotypes, will promote impartial investigations and adjudication, and will be posted online.

Recordkeeping

The district must maintain records of complaints, investigations, and appeals for seven (7) years.

Issued 9/28/98; Revised 2/26/18, 8/24/20



MEMORANDUM

To: Members of the Board of Trustees

From: Kenneth Rawls,
Chief Operations Officer

Date: 3/17/2025

Re: March 24, 2025 Board Meeting
Information
Work Order Reports for February 2025

Please see the report for all locations.

Status		Work Order Count
New request		25
Complete		346
Average Age		4 days
Total Open		122
Average Age for total open		28

**Attached find the last page of the Work Order Summary List that shows totals for each status.

Work Order Summary List(2)

Selected Date Range for Request Dates: 2/3/2025 - 2/28/2025 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

100905	Whitmire Community			2/10/2025			\$0.00
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Medium	School -- High	Softball Field		35			
	Shepherd, B.J.	softball field		2/10/2025 11:05:34 AM			

General Maintenance					2/10/2025		
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Softball Field - Spray the fence lines and the rocky area outside the fence.

April Gilliam

Count: 25 Work Orders	Avg. Age of WO's 28	Total for New Request
Count: 25 Work Orders	Avg. Age of WO's 28	Grand Total

Work Order Summary List(2)

Selected Date Range for Request Dates: 2/3/2025 - 2/28/2025 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

Count: 346 Work Orders

Avg. Age of WO's 4

Grand Total



MEMORANDUM

To: Members of the Board of Trustees

From: Kenneth Rawls,
Chief Operations Officer

Date: 3/17/2025

Re: March 24, 2025 Board Meeting
Information
HES Custodial Update

Report cards are completed each month by the building Principal (or designee) that indicate the level of performance for the cleaning of their school. This report illustrates that score.

Attached is the report card information for your review.

[illegible]

Comments:	Person Completing this Survey
Keep up the good work.	Rawls
No additional comments at this time.	Johnathan Abney
Bathrooms and floors still need attention. The outside grounds also need attention daily.	Brad Fultz
I have spoken to Barry about the decline in restroom cleaning. Main areas have greatly improved, but we are still working to improve the cleanliness of the restrooms.	Sarah Harvey
Overall we are pleased with the care of NAS	Principal
We have run out of toilet tissue and paper towels several times at the school level and there wasn't any to replace it at the district level.	April Peel
I am not there daily, However staff members are in the portable daily. I usually report any concerns to Mr. Barry or Ms. Holliday	Linda Epps
Grounds need to be picked up often	Tonya Deese-Jeter
NACE has no concerns at this time. We continue to be appreciative of all Ms. Harmon does to keep our building clean and safe for students and staff.	Roberta H. Kinard
I need to seek some clarification from Barry concerning trash being left in a closet overnight due to the ladies being scared to go to the outside trash can. Other than that issue, which should also be resolved with the days becoming longer, we are in a good place.	Kim Mack
Nice to have another day porter now to help take some of the load off of Mr Tim who was doing everything. Still in need of a floor tech.	Kelly Folk, Principal
This month, we've faced ongoing challenges with cleaning. We paid for a custodian for our Sweetheart Dance, but no one showed up. We were informed that the night porter would cover the event, but he doesn't get off from his first job until 8:00 p.m., while our event was from 6:00–7:30. Fortunately, we were reimbursed for the charge. Additionally, when our day porter is out due to illness or personal leave, no custodian arrives at our building until after 9:00 a.m. This has happened about four times this month. With breakfast served in the classroom, we frequently have spills and cleaning needs first thing in the morning. There have also been multiple reports of unswept and unmopped kitchen floors, uncleaned bathrooms, and skipped classrooms. This is especially concerning given the illnesses spreading in our classrooms. Much of this stems from the lack of trained substitutes when our regular custodians are out. However, HES recently hired a new team member to assist Ms. Patricia during the day. He seems eager to help and works hard, and I hope we can retain him. I also want to emphasize that Ms. Patricia truly deserves a raise or bonus. She is incredibly consistent and works tirelessly every single day!	Lindsey Folk
We have been short staffed and the floor machine has been broken. This has caused the rating to decrease this month.	Allison Stribble

NES is having a great deal of issues with daily cleaning. Rooms are sporadically missed in vacuuming, trash being emptied, and sweeping. Our stairwells often go untouched with sweeping and mopping the spills that occur. The front office is not cleaned daily. Our day porters are filling soap containers and placing paper towels in classrooms /restrooms. We have broken vacuums according to the custodians and our hall floor machine is not working properly. Communication of when custodians are out is not being conveyed and often if custodians are out, areas are not cleaned.	Susan Dawkins
Continuing to work with newer staff to improve several areas of the school.	Eric Thompson
My overall report card rating went down this month. We have had LOTS of changes with staff. There is a strong and persistent urine odor coming from the restrooms, which is noticeable throughout the hallway. This is creating an unpleasant environment for students and staff. My staff left the following messages in our notebook this month (this notebook is available for HES to review daily): -no paper towels -no toilet paper -rooms have not been cleaned the past 2 days, not vacuumed, swept, bathroom cleaned or trash emptied (Rooms 320 and 319) -Room 317 room not cleaned at all for 2 days -Room 211 - Not vacuumed in weeks! Last time it was done, I did it myself. -Room 108 - Room cleaned well, trash emptied, ready to start the day! -1st and 2nd grade hall bathrooms - not cleaned all week - stinks by mid morning - green soap on the floor -Room 418 - Mold still in sink, but now there is both pink and black mold. Room hasn't been swept or mopped.	Joy Fore



School Level Truancy Report as of March 18, 2025

<u>NAME OF SCHOOL</u>	<u>NUMBER OF TRUANT STUDENTS</u>	<u>TOTAL ENROLLMENT</u>
<u>High School</u>		
Mid-Carolina	41	676
Newberry	153	803
Whitmire	2	150
<u>Middle School</u>		
Mid-Carolina	70	558
Newberry	132	615
Whitmire	7	120
<u>Elementary School</u>		
Boundary Street	30	378
Gallman	70	348
Little Mountain	13	341
Newberry	81	353
Pomaria-Garmany	12	325
Prosperity-Rikard	25	364
Reuben	1	137
Whitmire	19	236
SDNC Total	656	5,404 (Total Enrollment # Excludes Pre-K Students)



School Level Hearing Office Recommendations and Suspension Report as of March 18, 2025

<u>NAME OF SCHOOL</u>	<u>NUMBER OF STUDENTS RECOMMENDED TO THE HEARING OFFICE</u>	<u>NUMBER OF INCIDENTS RESULTING IN OUT-OF- SCHOOL SUSPENSION</u>
<u>High School</u>		
Mid-Carolina	16	55
Newberry	29	184
Whitmire	9	15
<u>Middle School</u>		
Mid-Carolina	2	131
Newberry	16	161
Whitmire	0	10
<u>Elementary School</u>		
Boundary Street	3	23
Gallman	0	24
Little Mountain	2	10
Newberry	8	49
Pomaria-Garmany	0	15
Prosperity-Rikard	0	68
Reuben	0	3
Whitmire	0	12
SDNC Total	85	760



Hearing Office Recommendations per Month as of March 18, 2025

<u>MONTH</u>	<u># OF STUDENTS RECOMMENDED TO THE HEARING OFFICE</u>
August	6
September	13
October	5
November	21
December	20
January	6
February	12
March	2
April	0
May	0
SDNC Total	85



K-12 Students Enrolled at NAS or
Evening School as of March 18, 2025

<u>NAME OF SCHOOL</u>	<u>NUMBER OF STUDENTS</u> <u>ENROLLED</u>
<u>High School</u>	
Mid-Carolina	12
Newberry	18
Whitmire	7
<u>Middle School</u>	
Mid-Carolina	4
Newberry	16
Whitmire	0
<u>Elementary School (Evening)</u>	
Boundary Street	0
Gallman	1
Little Mountain	0
Newberry	1
Pomaria-Garmany	0
Prosperity-Rikard	0
Reuben	0
Whitmire	0
SDNC Total	59

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB-R** Issued **2/21**

Please read the following carefully before signing the attached documents.

Technology is a vital part of the education and the curriculum of the School District of Newberry County. In an effort to promote learning and expand educational resources for students, the district is making available computers, computer networks, and Internet access for all students, faculty, and staff. The district's goal in providing this service is to promote the educational use of technology to access and utilize information effectively. Access to these computers and networks will allow students to be successful in accomplishing this goal by allowing them to communicate with others on a global level and access educational materials worldwide.

With this access comes the availability of materials that may not be considered to be of educational value in the context of the school setting. However, on a global network, it is impossible to control all the materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on these networks far outweigh the possibility that users may locate materials that are not consistent with the educational goals of the district. In compliance with the Children's Internet Protection Act (CIPA), 47 USC Section 254(h), the district uses technological devices to filter and block obscene materials, child pornography, or "harmful to minors" materials as defined by the CIPA.

Access to the computers, networks, technology, and Internet is a privilege, not a right. With this privilege, there is also the responsibility to use the technology solely for educational purposes and not to access inappropriate materials. These guidelines are provided so that users are aware of their responsibilities when using the network. Any violations of these guidelines will subject users to appropriate disciplinary actions and possible denial of access to the network.

Prior to accessing information technology resources, parents/legal guardians will be provided with a copy of the policy and administrative rule to review with their student. If after reading the policy and administrative rule, parents/legal guardians agree that they understand the policy and administrative rule, that their student will comply with the guidelines set forth herein and that they understand the consequences for violating these guidelines, their agreement will be assumed without a written response. ~~If the parents/legal guardians do not agree that their student will access information technology resources in accordance with the policy and administrative rule, the parents/legal guardians will sign a statement of opting out. The Technology Use Opt Out Agreement will be placed in the student's permanent record and the student will not have access to school/district information technology resources.~~

Terms and Conditions for Use

The following conditions for the acceptable use of computers and networks will apply to all district administrators, faculty, staff, and students. All technology equipment will be used under the supervision of the site technology coordinator or classroom teacher.

- Users will not erase, rename, view, or make unusable anyone else's computer files, programs, or disks.
- Users will not let other persons use their name, logon, password, or files for any reason (except for authorized staff members). Users will not reveal personal information about themselves as well as others (e.g., phone number and address).

PAGE 2 - IJNDB-R - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

- Users will not use or try to discover another user's password.
- Users will not use the computers or networks for any non-instructional or non-administrative purpose (e.g., games or activities for personal profit).
- Users will not use the computers for unlawful purposes such as illegal copying or installation of software.
- Users will not copy, change, or transfer any software or documentation provided by the district, teachers, or another student without permission from the site technology coordinator.
- Users will not write, produce, copy, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such code is often called a virus.
- Users will not deliberately use the computers to annoy, bully, or harass others with language, images, or threats. Computers used to harass, intimidate, or bully are defined as electronic communication devices reasonably perceived to have the effect of either of the following:
 - harming a student 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
- Users will not deliberately access or create any obscene or objectionable information, language or images such as pornography; indecent, vulgar, profane, or lewd materials; or advertisements. Violation of this item may result in action by local, state, or federal authorities.
- Users will not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources.
- Users will not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or site technology coordinator.
- Users will not download files from the Internet except with the permission of the teacher or site technology coordinator.
- Users will not install personal software, VPN software, or make any unauthorized changes to the operating system on school devices.
- Users will report all violations of these guidelines to the teacher or site technology coordinator.
- Users will not capture, record, or transmit the words and/or images of any student, staff member, or other person in the school without the express prior notice and explicit consent.

Consequences of Violations

Use of the technology systems operating in the district is a privilege and not a right. Violation of the policy and administrative rule concerning the use of technology will result in disciplinary actions ~~similar to other code of conduct violations~~ in accordance with the District's Code of Conduct.

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- ~~Level 1 Warning: Student would lose computer privileges/Internet access until a parent conference is held. Further loss of privilege and length of time will be determined by the administration.~~
- ~~Level 2 Pattern of abuse or flagrant violations: Any student who, after a Level 1 warning, continues to engage in serious or persistent misbehavior by violating the district's previously communicated written standards of conduct may be removed from class and recommended for suspension.~~
- ~~Level 3 Expellable offense: Student could be expelled from school if he/she engages in conduct that contains the elements of the offense of criminal mischief as defined by local, state, and federal law. Expulsion may be considered in flagrant violations that blatantly corrupt the educational value of computers or the Internet or compromise another computer network.~~

Reporting

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to building level administration and local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Video Surveillance Cameras

For security purposes, the district has installed video surveillance cameras on all campuses.

Personally-Owned Devices Policy

The district currently has limited Internet bandwidth provided by the State of South Carolina and limited wireless access in the schools. ~~When given permission by school staff/administration, students are allowed to bring personal electronic devices (PEDs) to school for educational purposes. These devices should be connected to the guest wireless (Internet access only).~~ **Board Policy JICJ Prohibition of Personal Electronic Devices During the School Day will be followed as it relates to student use of personal electronic devices.**

Employee Use of Personal Electronic Devices

- All personal electronic devices are subject to the same policies and procedures established for the use of district owned equipment. ~~Each classroom teacher will choose when mobile devices can be used within his/her classroom. The use of a personal or any other electronic device will be at the discretion of the teacher and school administration.~~
- ~~Students and~~ Staff members should connect personal devices to the appropriate network: NCSD guest.
- ~~The device is to be used during class with the express permission and under direct supervision of the classroom teacher.~~
- The owner takes full responsibility of his/her personal device. All devices are brought to school at the owner's risk.
- No device may be used to record, store, or transmit any type of image, sound, or video. ~~without the explicit permission of the teacher or school administrator~~ **administration.**

PAGE 4 - IJNDB-R - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

- ~~• The district reserves the right to confiscate or inspect a student's personal electronic device if there is reason to believe that it was used to violate policies, administrative procedures, or school rules. Devices may be confiscated at any time if guidelines are not followed. Return of the device is contingent on the outcome of a meeting with the student and parents.~~
- Employees should not access confidential student information from personal devices.

Email Usage

The district's email is available to authorized users for educational and district related purposes. The district prohibits the use of its email system for unprofessional or inappropriate purposes including, but not limited to, the following:

- any use that violates local, state, and/or federal laws or regulations
- setting up or operating a commercial business
- email that could be perceived as harassing, offensive, threatening, obscene, sexual, racist, or discriminatory to the receiver

In compliance with the Federal Rules of Civil Procedure sections 16, 24, 34 and 37, the district reserves the right to archive, monitor, and/or review all use of its email system. Users should not expect the right to privacy in any electronic message created, transmitted, or received on the district's email system. All emails transmitted on the district's email system are property of the district.

Mailbox Retention

All users will have a usable limit of total emails space on the email server. When 90 percent of the user mailbox space is filled, the user will receive an automatic notification that he/she is reaching the limit amount. Once users receive this notification, they will need to remove unwanted or old email from the system. Users will be limited to 25 megabyte email attachments coming into and sending out from the district. Any attachments larger than 25 megabytes will be blocked by the system and the user will be notified.

All users are encouraged to file or archive email that is needed beyond one school year.

Email attachments being sent into the district with files extensions of .exe, .bat, .pif, .scr, .zip, .msi, .dll, and .reg will be blocked due to virus/security concerns.

Note: The district reserves the right to retain email records for one calendar year with no reasonable expectation of electronic email records being accessible or recoverable beyond this period of time, due to server space limitations and cost to maintain.

Issued 4/27/97; Revised 6/25/01, 1/26/09, 5/21/12, 5/22/17, 8/28/17, 2/22/21