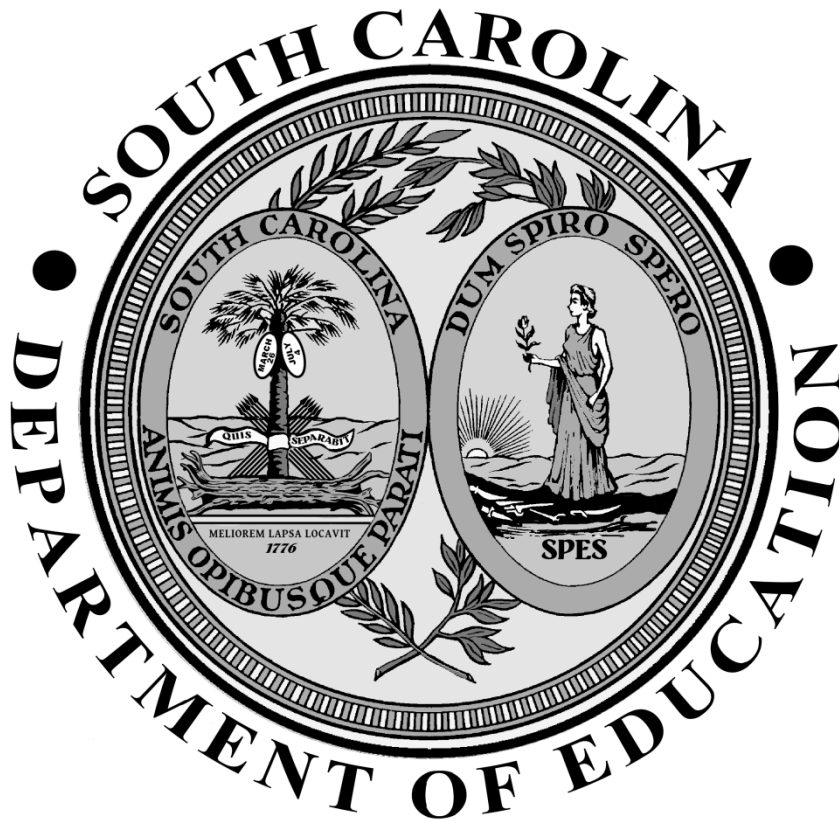


South Carolina Safe Schools Taskforce Report



March 2016

The Honorable Molly M. Spearman, Co-Chair
The Honorable Traci Young Cooper, Co-Chair

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Overview

The Safe Schools Taskforce was established by State Superintendent of Education Molly M. Spearman in November of 2015. Dr. Traci Young Cooper, immediate past chair and current member of the South Carolina State Board of Education, co-chaired the taskforce along with Superintendent Spearman. Both leaders believe that in order for all students to be prepared for success after high school, the school environment must be one of trust, respect, and order. By bringing together all stakeholders, we can ensure that school communities have the best resources available, the proper procedures in place, and the appropriate training needed for student success.

The taskforce was charged with examining current school policies and educator and law enforcement training criteria and making recommendations as to best practices to ensure safe school climates throughout the state. The Safe Schools Taskforce was comprised of educators, law enforcement officials, and parents.

The Safe Schools Taskforce met on November 17, December 11, December 17, January 7, and February 5. The Taskforce heard presentations and testimony in the November, December, and January meetings. Final recommendations were voted on and adopted at the February 5 meeting.

Members

The Safe Schools Taskforce was comprised of the following individuals:

Ms. Molly M. Spearman, State Superintendent of Education, Co-chair
Dr. Traci Young Cooper, State Board of Education, Co-chair
Mr. Tom Hudson, SC School Improvement Council
Ms. Joy Grayson, South Carolina Parent Teacher Association
Ms. Tanya Robinson, South Carolina Parent Teacher Association
Mr. James Blake, Northwestern High School
Ms. Zona Jefferson, South Carolina Alliance of Black School Educators
Mr. Scott Price, South Carolina School Boards Association
Dr. Tiffany Richardson, South Carolina School Boards Association
Ms. Zina Harper, South Carolina Association of School Resource Officers
Mr. Cleveland Smith, Richland School District Two
Mr. Jarrod Bruder, South Carolina Sheriffs' Association
Major Roger Owens, South Carolina Law Enforcement Division
Ms. Beth Phibbs, South Carolina Association of School Administrators
Mr. Craig King, Palmetto State Teachers Association
Ms. Sherry East, The South Carolina Education Association
Captain E. J. Talbot, Jr., South Carolina Department of Public Safety
Mr. Robert Gantt, SCSBA, Lexington-Richland School District 5 School Board
Mr. Alan Walters, Georgetown County School District
Ms. Rita Yarborough, South Carolina Criminal Justice Academy
Dr. Scott Turner, SCASA, Spartanburg School District 5
Sheriff Leon Lott, Richland County Sheriff's Department
Ms. Trina Freeman, Public Charter School Alliance
Ms. Susan Beck, SC Council for Administrators of Special Education (SC CASE) and the SC Association of School Psychologists (SCASP)
Mr. Phillip Young, SC Association of School Psychologists (SCASP)

Recommendations of the Safe Schools Taskforce

1. Adoption of the federal definition of a School Resource Officer (SRO) in the state statute.

The definition, and by extension the duties, of School Resource Officers (SRO) in South Carolina are not consistent. There is a statutory definition (Section 5-7-12(B))¹, a proposed change to the statutory definition (H.4516)², a federal definition³ and a working definition⁴. Most SROs' duties are defined at the local level by a Memorandum of Understanding (MOU) executed by the law enforcement agency employing the SRO and the school district. Most MOU's are based upon a template designed by the US Department of Justice COPS program, which was a major funding source for SRO grant funds, with local modifications such as length of agreement, compensation and procedures for removal/replacement of an SRO.

¹ For purposes of this section, a "school resource officer" is defined as a person who is a sworn law enforcement officer pursuant to the requirements of any jurisdiction of this State, who has completed the basic course of instruction for School Resource Officers as provided or recognized by the National Association of School Resource Officers or the South Carolina Criminal Justice Academy, and who is assigned to one or more school districts within this State to have as a primary duty the responsibility to act as a law enforcement officer, advisor, and teacher for that school district.

² For purposes of this section, a "school resource officer" is defined as a person who is a sworn law enforcement officer pursuant to the requirements of any jurisdiction of this State, who has completed the basic course of instruction for School Resource Officers as provided or recognized by the National Association of School Resource Officers or the South Carolina Criminal Justice Academy, and who is assigned to one or more school districts within this State ~~to have as a primary duty the responsibility to act as a law enforcement officer, advisor, and teacher for that school district~~ to respond to incidents of criminal behavior in connection with a school activity or school-sponsored event.

³ According to 42 USCS § 3796dd-8 [Title 42. The Public Health and Welfare; Chapter 46. Justice System Improvement; Public Safety and Community Policing; "Cops on the Beat"], the term "school resource officer" means "a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations-

- (A) to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school;
- (B) to develop or expand crime prevention efforts for students;
- (C) to educate likely school-age victims in crime prevention and safety;
- (D) to develop or expand community justice initiatives for students;
- (E) to train students in conflict resolution, restorative justice, and crime awareness;
- (F) to assist in the identification of physical changes in the environment that may reduce crime in or around the school; and
- (G) to assist in developing school policy that addresses crime and to recommend procedural changes."

⁴ SROs contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as counselors and role models. This is the Triad Model of SRO responsibility: *educator, informal counselor, and law enforcer* (National Association of School Resource Officers)

2. Provide uniform training requirements for what constitutes a “basic course of instruction” for the training of School Resource Officers.

The current statute defines an SRO as “someone who has completed the basic course of instruction for School Resource Officers as provided or recognized by the National Association of School Resource Officers or the South Carolina Criminal Justice Academy...” It is believed that there are over 600 officers serving as SROs in South Carolina. The South Carolina Criminal Justice Academy (SCCJA) currently has a 2 week course for SRO training that can accept approximately 30 students; the course is offered twice a year in the summer at the Academy, so approximately 60 students per year can be accommodated. The SCCJA class was previously conducted as two stand-alone one week classes: Basic SRO and Advanced SRO. The National Association of School Resource Officers (NASRO) has a South Carolina chapter (SCASRO), which holds an annual training conference in the summer. Additionally, NASRO offers a one week Basic SRO training course and a 3 day Advanced SRO training course. Neither course is currently scheduled in South Carolina in 2016.

The current statute states that the basic course of instruction “as provided *or recognized*” (emphasis added) by either organization would meet the requirement. Potentially, a training provider could seek recognition and be accepted by one and denied by the other, creating civil liability issues in cases where an officer’s training is in question. Another potential conflict could be an officer from another state whose SRO training was provided by that jurisdiction’s academy that is recognized by one but not the other.

The SCCJA and NASRO (to include SCASRO) should agree on what constitutes a “basic course of instruction”. SCCJA should consider separating its SRO course back into 2 components, Basic and Advanced in order to allow more officers to achieve the statutory requirement. SCCJA should allow local Academy-certified instructors to teach the approved Basic course regionally in the same manner as Firearms and Driving courses to create additional training opportunities. Professional organizations such as the South Carolina Sheriff’s Association and the South Carolina Law Enforcement Officers Association should be encouraged to aid, promote and host training opportunities.

3. Allow certified, trained law enforcement officers to provide basic SRO training in addition to the Criminal Justice Academy.

4. Requirement of a Memorandum of Understanding between all School Resource Officers and school administrators.

Prior to the beginning of each school year, SROs and school administrators should review the MOU. SROs should take a copy of their MOU when they attend Basic SRO training. Training sessions for school administrators on the proper use of SROs and how to distinguish between disciplinary matters and legal matters should be incorporated into professional development programs by such organizations as the State Department of Education, the SC Association of School Administrators, and the SC School Boards Association.

- 5. The South Carolina Department of Education shall provide access to best practice, evidence based interventions for students, teachers, administrators, and SROs. These should be made available online.**
- 6. The South Carolina Department of Education recommends the following to be included in the training of School Resource Officers: classroom management, positive intervention, cultural diversity, de-escalation, and CPI training.**
- 7. The Department of Education shall offer an overview of new discipline regulations along with positive intervention and frameworks to incoming principals during their initial training.**
- 8. The Department of Education recommends that teachers and principals receive comprehensive training on the progressive behavior plan. Alternative certification requirements should include the same training.**
- 9. The taskforce recommends that the “best practice” is for schools to contract with school resource officers as defined by state statute.**

State Board of Education Proposed Regulations

Document No. 4404

STATE BOARD OF EDUCATION**CHAPTER 43**

Statutory Authority: 1976 Code Sections 59-5-60 (2004), 59-5-65 (2004 & Supp. 2012), and
59-59-10 et seq. (Supp. 2012)

43-279. Minimum Standards of Student Conduct and Disciplinary Enforcement Procedures to be Implemented by Local School Districts.

I. Expectations for Student Conduct in South Carolina Public Schools

The mission of the SCDE is to provide leadership and support so that all public education students graduate prepared for success in college and/or career as envisioned by the Profile of the South Carolina Graduate. Students in the public schools of South Carolina enjoy the same basic rights of United States citizenship as do other United States citizens. The rights of students are supported by the responsibility to insure that the rights of others are respected. This regulation is adopted with the intent to better assure that the opportunity to enjoy the benefits of public education is available to all those attending the public schools of the state of South Carolina.

II. Previously Adopted School District Discipline Policies

This regulation is established as a uniform system of minimum disciplinary enforcement for the school districts of South Carolina. School districts, which previously have adopted discipline policies that are consistent with and contain the elements included in this regulation, may retain their local policies as adopted.

III. Levels of Student Misconduct

- A. The levels of student misconduct considered in this regulation are arranged by degrees of seriousness. The levels are arranged from the least serious to the most serious.
- B. Three levels of student misconduct are identified: behavioral misconduct, disruptive conduct, and criminal conduct. The levels are defined in this regulation.
- C. This regulation includes a listing of possible consequences and/or sanctions for the three levels of student misconduct. As the levels increase in seriousness, the severity of possible disciplinary consequences and/or sanctions increases.
- D. Suggested consequences within the Level I misconduct category range from verbal reprimand to detention. Level II misconduct includes sanctions ranging from temporary

removal from class to expulsion, while Level III misconduct includes sanctions ranging from out-of-school suspension to appropriate action within the criminal justice system.

- E. A local school board, in its discretion, may authorize more stringent standards than those contained in this regulation.

IV. Minimum Standards

A. Behavioral misconduct-Level I

1. Behavioral misconduct is defined as those activities engaged in by student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which interrupt the classroom or school. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles, and other school sponsored activities.
2. Acts of behavioral misconduct may include, but are not limited to:
 - a. Classroom tardiness;
 - b. Cheating on examinations or classroom assignments;
 - c. Lying;
 - d. Abusive language between or among students;
 - e. Failure to comply with directives from school/district personnel or agents (to include volunteer aides or chaperones);
 - f. Use of forged notes or excuses;
 - g. Cutting class;
 - h. School tardiness;
 - i. Truancy (3 consecutive unlawful absences from school or a total of five unlawful absences Reg 43-274);
 - j. Possessing an electronic communication device (including, but not limited to, cell phones, tablets, computers, and iPods) inconsistent with school board policy. An electronic communication device is a device that emits an audible signal, vibrates, displays a message, image or otherwise summons or delivers a communication to the

- possessor.
- k. Other acts of behavioral misconduct as determined and communicated by local school authorities.
3. The basic disciplinary enforcement procedures to be followed in instances of behavioral misconduct are:
- a. Upon observation or notification and verification of acts of behavioral misconduct, the staff member should take immediate action to rectify the misconduct. The staff member should impose an appropriate consequence and maintain a record of the misconduct and the consequence.
 - b. If, either in the opinion of the staff member or according to local school board policy, a certain misconduct is not immediately rectifiable, the problem should be referred to the appropriate administrator for action specified by local school board policy.
 - c. The administrator should meet with the reporting staff member, and, if necessary, the student and the parent or guardian, and should impose the appropriate consequence and/or establish an intervention plan and/or behavioral contract.
 - d. A complete record of the procedures should be maintained.
4. Possible consequences to be applied in cases of behavioral misconduct may include, but are not limited to:
- a. Verbal reprimand;
 - b. Withdrawal of privileges;
 - c. Demerits;
 - d. Detention (silent lunch, after school, weekends, or another time that does not interfere with the instructional day);
 - e. Other consequences as approved and communicated by local school authorities.

B. Disruptive Conduct-Level II

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

administrative sanctions and court proceedings. Behavioral misconduct (Level I) may be reclassified by the school/district administrator as disruptive conduct (Level II) if it occurs after more than three documented incidents. The provisions of this regulation apply not only to school activities, but also to student conduct on school transportation vehicles, and other school sponsored activities.

2. Acts of disruptive conduct may include, but are not limited to:

- a. Violation of a Level 1 intervention plan and/or behavioral contract;
- b. Use of an intoxicant;
- c. Fighting;
- d. Vandalism (minor);
- e. Stealing;
- f. Threats against others;
- g. Trespassing;
- h. Abusive language to staff;
- i. Repeated refusal to comply with school personnel or agents (such as volunteer aides or chaperones);
- j. Possession or use of unauthorized substances as defined by law and/or local school board policy;
- k. Illegally occupying or blocking in any way school property with the intent to deprive others of its use;
- l. Unlawful assembly;
- m. Disrupting lawful assembly;
- n. Inappropriate use of technology (e.g., bullying, harassing, or intimidating other students or district employees, plagiarizing copyrighted materials, and accessing inappropriate websites)
- o. Other acts as determined and communicated by local school authorities.

3. The basic disciplinary enforcement procedures to be followed in instances of disruptive

conduct are:

- a. Upon observation or notification and verification of an offense, the administrator should investigate the circumstances of the misconduct and should confer with staff on the extent of the consequences.
 - b. The administrator should notify the parent or guardian of the student's misconduct and related proceedings. The administrator should meet with the student and, if necessary, the parent or guardian, confer with them about the student's misconduct and impose the appropriate disciplinary action.
 - c. The administrator may refer the student to the appropriate intervention team to establish behavioral management strategies (e.g., restorative justice, counseling, service learning projects) and propose the appropriate disciplinary action.
 - d. If the misconduct appears to rise to a level of criminality, the administrator must refer the matter to the School Resource Officer or other local law enforcement authorities.
 - e. A complete record of the procedures should be maintained.
4. Possible sanctions to be applied in cases of disruptive conduct may include, but are not limited to:
- a. Temporary removal from class;
 - b. Alternative education program;
 - c. In-school suspension;
 - d. Out-of-school suspension;
 - e. Referral to outside agency;
 - f. Expulsion;
 - g. Restitution of property and damages, where appropriate;
 - h. Other sanctions approved and communicated by local school authorities.

C. Criminal Conduct-Level III

1. Criminal conduct is defined as those activities engaged in by student(s) which result in violence to oneself or another's person or property or which pose a direct and serious threat to the safety of oneself or others in the school. These activities usually require

administrative actions which result in the immediate removal of the student from the school, the intervention of the School Resource Officer or other local law enforcement authorities, and/or action by the local school board. The provisions of this regulation apply not only to school activities, but also to student conduct on school transportation vehicles, and during other school sponsored activities.

2. Acts of criminal conduct may include, but are not limited to:

- a. Assault and battery;
- b. Extortion;
- c. Bomb threat;
- d. Possession, use, or transfer of dangerous weapons;
- e. Sexual offenses;
- f. Vandalism (major);
- g. Theft, possession, or sale of stolen property;
- h. Arson;
- i. Furnishing or selling unauthorized substances as defined by law and/or local school board policy;
- j. Furnishing, selling, or possession of controlled substances as defined by law and/or school board policy.
- k. Illegal use of technology (e.g., communicating a threat of a destructive device, weapon, or event with the intent of intimidating, threatening, or interfering with school activities and transmitting sexual images of minors).

3. The basic enforcement procedures to be followed in instances of criminal conduct are:

- a. Upon observation or notification and verification of a criminal offense, the administrator must contact the School Resource Officer or local law enforcement authorities immediately.
- b. An administrator should notify the student's parent or guardian as soon as possible.
- c. An administrator should impose the appropriate disciplinary action. If warranted, the student should be removed immediately from the school environment.

- d. Established due process procedures shall be followed when applicable.
 - e. A complete record of the incident should be maintained in accordance with district policy.
4. Possible sanctions to be applied in cases of criminal conduct may include, but are not limited to:
- a. Out-of-school suspension;
 - b. Assignment to alternative schools;
 - c. Expulsion;
 - d. Restitution of property and damages, where appropriate.
 - e. Other sanctions approved and communicated by local school authorities.

D. Extenuating, Mitigating or Aggravating Circumstances

A local school board may confer upon the appropriate administrator the authority to consider extenuating or mitigating circumstances which may exist in a particular case of misconduct, excluding criminal conduct. Such circumstances should be considered in determining the most appropriate sanction to be used.

A local school board may confer upon the appropriate administrator the authority to consider aggravating circumstances which may exist in a particular case of misconduct or criminal conduct. Such circumstances should be considered in determining the most appropriate sanction to be used.

V. Discipline of Students with Disabilities

For additional information regarding Disciplinary Procedures for students with disabilities, see R 43- 243.

VI. Other Areas of Student Conduct Which May Be Regulated by Local School Board Policy

- A. Other areas of student conduct which are subject to regulation by local school boards include, but are not limited to:
- 1. School attendance;
 - 2. Use of and access to public school property;

3. Student dress and personal appearance;
 4. Speech and assembly within the public schools;
 5. Publications produced and/or distributed in the public schools;
 6. The existence, scope and conditions of availability of student privileges, including extracurricular activities and rules governing participation;
 7. Other activities not in conflict with existing state statutes or regulations as approved and communicated by the local school authorities.
- B. Rules of student conduct are required by state and federal law to be reasonable exercises of the local school board's authority in pursuance of legitimate educational and related functions and must not infringe upon students' constitutional rights.

Document No. _____
STATE BOARD OF EDUCATION
CHAPTER 43

Statutory Authority: 1976 Code Sections 59-5-60 (SBE General Powers), 59-5-65, 59-7-12, and 16-17-420

43-210. School Resource Officers

I. Expectations for School Resource Officers in South Carolina Public Schools

School campuses are learning environments where public education students are prepared for success in college and/or careers as South Carolina graduates. School resource officers are necessary to provide law enforcement and police services to assist in providing a safe, learning environment. School resource officers should act in accordance with police department policies and procedures to enforce federal and state laws and county and municipal ordinances as well as district policies.

II. Resource Officers Defined

A school resource officer is a sworn law enforcement official pursuant to the requirements of any jurisdiction of South Carolina who has completed the basic course of instruction as provided or recognized by the National Association of School Resource Officers or the South Carolina Criminal Justice Academy and who is assigned to one or more school districts within this State to have as a primary duty the responsibility to act as a law enforcement officer, advisor, and teacher for that district.

A school resource officer has statewide jurisdiction to arrest persons committing crimes in connection with a school activity or school-sponsored event.

III. Role of the School Resource Officer

A. Law Enforcement Officer

As sworn law enforcement, school resource officers have a major role in campus security. School resource officers should not only be called to respond to criminal incidents, but also to assist in emergency crisis planning and building security as well as training school personnel on handling crisis situation. It is important for school administrators to establish and maintain close partnerships with school resource officers, as they are valuable resources for providing a safe school environment.

B. Law-Related Educator

Teachers and staff should utilize school resource officers within the classroom to help design and present law-related topics regarding the role of law enforcement in our society.

C. Community Liaison

School administrators should encourage school resource officers' visibility within the school community as well as attendance and participation at school functions. This will help to build working relationships with school personnel, students, and parents.

D. Positive Role Model

School resource officers should be positive role models and may be used to promote the profession of law enforcement as a career choice for students. School administrators should support positive interactions between school resource officers and students on school campuses.

IV. Procedures

A. Student Behavior

As law enforcement, the school resource officers should only be called when a student's behavior has exceeded the level of disruptive conduct as determined by school administration, based on district policy, or the student is engaging or has engaged in criminal conduct (see Regulation 43-279 for levels of disruptive and criminal conduct). A school resource officer should be the first line of contact for local law enforcement to ensure that the matter is resolved expeditiously to decrease significant interruption to the learning process.

B. General provision for visitors, employees, and unauthorized persons.

Students deserve school environments that are safe and conducive to learning. Visitors and employees will not disrupt the learning environment or school activity inappropriately or unlawfully.

State law mandates that is unlawful to willfully or unnecessarily interfere with or disturb school, loiter about a school, or act in an obnoxious manner while at a school. The school resource officer should be called immediately to handle a disturbance or emergency regarding a visitor or employee that disrupts the learning environment or school activity.

V. Memorandum of Understanding

Prior to placing a school resource officer at a school or in a school district, a memorandum of understanding must be executed between the school district, individual schools, local law enforcement agency, school administration, and the school resource officer should be clearly defined in the memorandum of understanding. The role of the school resource officer as law enforcement must clearly be defined pursuant to state law in the agreement.

The school district will provide the school administration with a copy of the memorandum of understanding to review with the school resource officer prior to the start of every school year.

The creation of the Student Code of Conduct Matrix allows students, parents, teachers, administrators and law enforcement to understand consequences and sanctions imposed in a more uniform manner.

Student Code of Conduct Matrix | Level I – Behavioral Misconduct

Behavioral misconduct is defined as those activities engaged in by student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which interrupt the classroom or school. The provisions of this regulation apply not only to within-school activities, but also to student conduct on school bus transportation vehicles and during all school-sponsored activities.

Code	Offenses	Recommended Interventions	1 st Recommended Consequence	2 nd Recommended Consequence	3 rd Recommended Consequence	Teacher Managed	Administrator Managed	Call to Law Enforcement
	Classroom tardiness							
	Cheating on examinations or classroom assignments							
	Lying							
	Abusive language between or among students							
	Failure to comply with directives from school/district personnel or agents (to include volunteer aides or chaperones)							
	Use of forged notes or excuses							
	Cutting class							
	School tardiness							
	Truancy							
	Possessing an electronic communication device (including, but not limited to, cell phones, tablets, computers, and iPods) inconsistent with school board policy.							

Interventions	Consequences
a. Teach/Re-teach Behavior Expectations b. Reinforcement of Appropriate Behavior c. Explicit Instruction d. Clarification of expectations e. Student Problem-Solving Worksheet f. Peer Buddy/Peer Tutor g. Modify or Supplement Assignment/Activity h. Adjust Classroom Environment i. Proximity Control j. Referral to Guidance k. Seat Change l. Teacher/Student Conference m. Parent/Guardian Contact n. Teacher/Parent/Student Conference	<ul style="list-style-type: none"> • Verbal reprimand • Withdrawal of privileges; • Demerits; • Detention (silent lunch, after school, weekends, or another time that does not interfere with the instructional day); • Other consequences as approved and communicated by local school authorities. • Parent/Guardian Contact • Parent/Guardian Shadowing • Administrative Detention • Community Service Assignment

*This student code of conduct matrix, which is designed to assist districts in imposing consequences/sanctions more uniformly, was adapted from similar documents found in the Charleston County, Richland 2, Lexington/Richland 5, and Greenwood 50 student code of conduct handbooks.

Student Code of Conduct Matrix | Level II – Disruptive Conduct

Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property, and the consequences of which tend to endanger the health or safety of oneself or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. Behavioral misconduct (Level I) may be reclassified as disruptive conduct (Level II) by the school/district administrator if it occurs after more than three documented incidents. The provisions of this regulation apply not only to school activities, but also to student conduct on school bus transportation vehicles and during other school-sponsored activities.

Code	Offenses	Recommended Interventions	1 st Recommended Consequence	2 nd Recommended Consequence	3 rd Recommended Consequence	Teacher Managed	Administrator Managed	Call to Law Enforcement
	Violation of a Level 1 intervention plan and/or behavioral contract							
	Use of an intoxicant							
	Fighting							
	Vandalism (minor)							
	Stealing							
	Threats against others							
	Trespass							
	Abusive language to staff							
	Repeated refusal to comply with school personnel or agents (such as volunteer aides or chaperones)							
	Possession or use of unauthorized substances, as defined by law and/or local school board policy							
	Illegally occupying or blocking in any way school property with the intent to deprive others of its use							

Interventions	Consequences
<ul style="list-style-type: none"> a. Level I Intervention may also be used. b. Administrator/Student Problem Solving Meeting c. Peer Mediation d. Schedule change e. Staff Mentor f. Behavior Contract g. Social Skill/Behavior Group h. Referral to School-Based Mental Health/CIS i. Referral to Outside Agency j. Abbreviated Day 	<ul style="list-style-type: none"> • Temporary removal from class • Alternative education program • In-school suspension • Out-of-school suspension • Referral to outside agency • Expulsion • Restitution of property and damages, where appropriate • Other sanctions approved and communicated by local school authorities. <p>Other possible consequences</p> <ul style="list-style-type: none"> • Parent/Guardian Contact • Parent/Guardian Shadowing • Administrative Detention • School Probation • Community Service Assignment • Restitution of Property and Damages • Referral to Law Enforcement

*This student code of conduct matrix, which is designed to assist districts in imposing consequences/sanctions more uniformly, was adapted from similar documents found in the Charleston County, Richland 2, Lexington/Richland 5, and Greenwood 50 student code of conduct handbooks.

Student Code of Conduct Matrix | Level III – Criminal Conduct

Criminal conduct is defined as those activities engaged in by student(s) which result in violence to oneself or another's person or property or which pose a direct and serious threat to the safety of oneself or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the School Resource Officer or other local law enforcement authorities, and/or action by the local school board. The provisions of this regulation apply not only to school activities, but also to student conduct on school bus transportation vehicles and other school-sponsored activities.

Code	Offenses	Recommended Interventions	1 st Recommended Consequence	2 nd Recommended Consequence	3 rd Recommended Consequence	Teacher Managed	Administrator Managed	Call to Law Enforcement
	Assault and battery							X
	Extortion							X
	Bomb threat							X
	Possession, use, or transfer of dangerous weapons							X
	Sexual offenses							X
	Vandalism (major)							X
	Theft, possession, or sale of stolen property							X
	Arson							X
	Furnishing or selling unauthorized substances as defined by law and/or local school board policy							X
	Furnishing, selling, or possession of controlled substances as defined by law and/or school board policy							X
	Illegal use of technology (e.g., communicating a threat of a destructive device, weapon, or event with the intent of intimidating, threatening, or interfering with school activities and transmitting sexual images of minors).							X

Interventions	Consequences
a. Abbreviated Day	<ul style="list-style-type: none">• Out-of-school suspension• Assignment to alternative schools• Expulsion

*This student code of conduct matrix, which is designed to assist districts in imposing consequences/sanctions more uniformly, was adapted from similar documents found in the Charleston County, Richland 2, Lexington/Richland 5, and Greenwood 50 student code of conduct handbooks.

Conclusion

The Safe Schools Taskforce examined closely the training, practice, and reporting of school based offenses through the eyes of parents, educators, and law enforcement. The diversified composition of the Taskforce allowed the members to address issues from a variety of angles and make recommendations that promise to help make South Carolina's schools more positive, respectful, and safe learning environments.

The Taskforce firmly believes that should these recommendations be adopted by schools and boards across our state, they will have a positive impact on student achievement and lead to a culture of success for every student, every day.

The Honorable Molly M. Spearman, Co-chair

The Honorable Traci Young Cooper, Co-chair