PURPOSE

Examine educator and law enforcement training criteria

Review current regulations and policies

Make recommendations based on the committee's findings

PERSPECTIVE: DISTRICT/SCHOOL

What were the highlights of the task force?

What hurdles still need to be addressed?
RECOMMENDATIONS

1. The state should adopt the federal definition of a school resource officer.

2. The criminal justice academy should establish uniform training requirements in the basic course of instruction for SROs.

3. The General Assembly should allow certified, trained law enforcement officers to provide training in addition to the Criminal Justice Academy.

4. Districts must adopt a Memorandum of Understanding between SROs and the district.

5. The SCDE shall provide access to best practice, evidence based interventions for students, teachers, administrators, and SROs.

6. SRO training should include: classroom management, positive intervention, cultural diversity, de-escalation, and CPI training.
RECOMMENDATIONS

7. The SCDE shall offer an overview of new discipline regulations along with positive intervention and frameworks to incoming principals during their initial training.

8. Teachers and principals should receive comprehensive training on the progressive behavior plan. Alternative certification requirements should include the same training.

9. The “best practice” is for districts to contract with school resource officers as defined by state statute.

REGULATION 43-279 (STUDENT CONDUCT)

Changes were made to the levels of misconduct, acts of misconduct, disciplinary enforcement procedures, and possible consequences.

The changes are designed to promote more consistent discipline practices statewide by reducing the amount of subjectivity involved in discipline decisions.

The changes are designed to align terms with those used by law enforcement.
**CONDUCT MATRIX: LEVEL 1**

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

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

**Consequences**

- 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
REGULATION 43-210 (SCHOOL RESOURCE OFFICERS)

- Expectations for SROs in SC Public Schools
- Definition of SRO
- Role of SRO
- Procedures: (1) Student behavior and (2) General provision for visitors, employees, and unauthorized persons
- Memorandum of Understanding

TIMELINE FOR PROPOSED REGULATIONS

- First Reading: August 9, 2016
- Public Comment: September 26, 2016
- Second Reading: October 11, 2016
- Effective: Spring 2017
- District Board Adoption: 2017-2018 School year
QUESTIONS?