



### ***Agenda***

Board of Trustees

Regular Meeting

Location: District Office Board Room

Video Livestream: [https://www.youtube.com/watch?v=\\_bJWRAo3ZUA](https://www.youtube.com/watch?v=_bJWRAo3ZUA)

August 7, 2023

1. Call to order at 5:00 p.m.
2. Approval of the agenda
3. Enter Executive Session to consider the following:
  - a. Employee Grievance Hearing (Exhibit A)
  - b. Selected employment items (Exhibit B) (Action)
  - c. Selected employment items (Exhibit C) (Information Only)
  - d. Contractual matter regarding Professional Development Services (Exhibit D)
  - e. Legal advice regarding procurement matter
4. Call to order and convene regular meeting at 7:00 p.m.
5. Welcoming remarks – Rebecca Blackburn Hines, Board Chair
6. Invocation – Mike Satterfield, Board of Trustees
7. Pledge of Allegiance – Mike Satterfield, Board of Trustees
8. Superintendent's Report
  - a. District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027
  - b. Priorities for 2023-2024
  - c. District-Wide SEL Program Update
9. Approval of the minutes of the July 13, 2023, special-called board meeting
10. Approval of the minutes of the July 17, 2023, board meeting
11. Public Participation\*

## **ACTION AGENDA**

12. Action as Necessary or Appropriate on Matters Discussed in Executive Session
13. Second and Final Reading Approval of Proposed Revisions to Board Policy GCQE "Retirement of Professional Staff" (Exhibit E)
14. Second and Final Reading Approval of Proposed Revisions to Board Policy GDQC "Retirement of Support Staff" (Exhibit F)
15. Approval of Textbook Adoption: Emergency Medical Services (EMS) (Exhibit G)

## **DISCUSSION AGENDA**

16. Update on the Construction Projects at Irmo High School and Chapin High School
17. Discussion of Proposed Revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students" (Exhibit H)
18. Discussion of Proposed Revisions to Board Policy IHCA "Summer School" (Exhibit I)
19. Discussion of Proposed Revisions to Board Policy IJNDAA "Distance, Online, and Virtual Education" (Exhibit J)
20. Discussion of Proposed Revisions to Board Policy IKG "Secondary Education" (Exhibit K)
21. Discussion of Proposed Revisions to Board Policy IKD "Honor Rolls" (Exhibit L)
22. Adjourn

## **INFORMATION AGENDA**

23. Revisions to Administrative Rule IKF-R "Graduation Requirements" (Exhibit M)
24. Revisions to Administrative Rule IKA-R "Grading/Assessment Systems" (Exhibit N)
25. The next regular scheduled board meeting will be August 21, 2023, at the Center for Advanced Technical Studies.

\* The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes and must remain on either the topic noted on your sign-in form or a listed agenda item. Questions asked during public participation will be handled in accordance with board policy BEDH.



Minutes/July 13, 2023

The Board of Trustees of School District Five of Lexington and Richland Counties met at the District Office Administration Building with the following members present:

Mrs. Elizabeth Barnhardt  
Mrs. Rebecca Blackburn Hines, Chair  
Mr. Matt Hogan, Vice Chair  
Mrs. Catherine Huddle  
Mike Satterfield  
Kevin Scully (Virtual)  
Kimberly Snipes, Secretary  
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Ms. Maddison Paul, Chief Financial Officer  
Dr. Tamara Turner, Chief Human Resources Officer

A livestream video link was provided to the public as a viewing option for the July 13, 2023, special-called board meeting.

Chair Blackburn Hines called the regular meeting to order and gave welcoming remarks.

**Record of Voting**

**SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES**

Meeting of July 13, 2023

	B A R N H A R D T	B L A C K B U R N  H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
1. M. Hogan S. Snipes Approve the agenda.	X	X	X	X	X	A	X
2. M. Hogan S. Snipes I make the motion to enter executive session to consider the following: a.) Selected employment items (Exhibit A) (Action); b.) Selected employment items (Exhibit B) (Information Only); c.) Legal advice regarding procurement matter.	X	X	X	X	X	A	X
3. M. Hogan S. Snipes I move that we approve the selected employment items as shown in Exhibit A for action.	X	X	X	X	X	A	X
4. M. Snipes S. Hogan Adjourn at 8:52 p.m.	X	X	X	X	X	A	X

A = Absent  
AB = Abstain  
N = No  
X = Yes  
R = Recuse





Minutes/July 17, 2023

The Board of Trustees of School District Five of Lexington and Richland Counties met at the District Office Administration Building with the following members present:

Mrs. Elizabeth Barnhardt  
Mrs. Rebecca Blackburn Hines, Chair  
Mr. Matt Hogan, Vice Chair  
Mrs. Catherine Huddle  
Mike Satterfield  
Kevin Scully  
Kimberly Snipes, Secretary  
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Dr. Michael Harris, Chief Student Services and Planning Officer  
Mrs. Tina McCaskill, Chief Academics Officer  
Ms. Maddison Paul, Chief Financial Officer  
Mrs. Amanda Taylor, Director of Communications  
Dr. Tamara Turner, Chief Human Resources Officer  
Mr. Dave Weissman, Executive Director of Operations

A livestream video link was provided to the public as a viewing option for the July 17, 2023, board meeting.

Chair Blackburn Hines called the regular meeting to order and gave welcoming remarks.

Cathy Huddle, Board of Trustees, gave the Invocation and Pledge of Allegiance.

During the Superintendent's Report, Dr. Ross presented updates on District FOCUS: Strategic Plan, Review of Administrative Rule IB-R "Academic Freedom" and How Are the Children?; Ms. Maddison Paul, Chief Financial Officer, presented a Monthly Financial Update (May) (Exhibit B); and Mrs. Tina McCaskill, Chief Academics Officer, gave an update on Professional Development.

During the public participation, Sheena Wilson spoke about academic freedom; Cedelle Gates spoke about AP English Class; Patrick Funk spoke about controversial topics/policy; David Jenkins spoke about supporting teachers; Beth Bedenbaugh spoke about concerns following book challenge policy; Kathy Hogan spoke about censorship and academic freedom; Mallory Greene spoke about banned books/procedures; Josh Gray spoke about censorship and support for teachers; Tess Pratt spoke about CRT; Dr. Lauren Gehr spoke about supporting teachers, administration and district leaders; Kristin Devers spoke about supporting teachers; Jennifer Rice spoke about controversial/sensitive issues; and Josh Malkin spoke about books are good.

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[www.lexrich5.org](http://www.lexrich5.org)

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

*"We Love and Grow Our Students!"*

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The Board presented for discussion:

- Audit Services Update – Manley Garvin Auditing Process
- Discussion of Board Policy DFAB “Reserved Funds” (Exhibit G)
- Discussion of Board Policy DB “Annual Budget” (Exhibit H)
- Discussion of Board Policy IB “Academic Freedom” (Exhibit I)
- Discussion of IMB “Teaching About Controversial/Sensitive Issues” (Exhibit J)
- Discussion regarding Board Officers’ meetings being live-streamed

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**Record of Voting**

**SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES**

Meeting of July 17, 2023

	B A R N H A R D T	B L A C K B U R N  H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
1. M. Hogan S. Scully Approve the agenda.	X	X	X	X	X	X	X
2. M. Hogan S. Snipes I make the motion to enter executive session to consider the following: a.) Selected employment items (Exhibit A) (Action); b.) Selected employment items (Information Only).	X	X	X	X	X	X	X
3. M. Hogan S. Huddle I move that we approve the minutes of the June 26, 2023, board meeting.	X	X	X	X	X	X	X
4. M. Hogan S. Snipes I move that we approve the selected employment items as shown in Exhibit A for action.	X	X	X	X	X	X	X
5. M. Huddle S. Snipes I move that we approve the list of attorneys per the second list of Exhibit C.	X	X	AB	X	X	X	X
6. M. Huddle S. Barnhardt I move that we approve the first reading of proposed revisions to Board Policy GCQE "Retirement of Professional Staff" and Board Policy GDQC "Retirement of Support Staff." (Exhibits D & E)	X	X	X	X	X	X	X

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S N I P E S	S C U L L Y	S A T T E R F I E L D	H U D D L E	H O G A N	B L A C K B U R N  H I N E S	B A R N H A R D T
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	X						
		X			X	X	X
	X		X	X			
X	X	X	X	X	X	X	X

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Memorandum

To: Members of the Board of Trustees

From: Dr. Tamara Turner  
Chief Human Resources Officer

Date: August 3, 2023

Re: August 7, 2023 Board Meeting  
Action Item  
Second and Final Reading to Board Policy GCQE "Retirement of Professional Staff"

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**Item:** Second and Final Reading to Board Policy GCQE "Retirement of Professional Staff"

**Background:** The Teacher and Employee Retention Incentive Program (TERI) was designed for employees who retired from the South Carolina Retirement Systems but wanted to continue employment with the agency and retain the same position they held prior to entering the program. TERI was repealed in 2012, and that repeal took effect on July 1, 2018. Therefore, all sections of board policies that reference the TERI program may be removed. The South Carolina School Boards Association (SCSBA) released updates to Board Policy GCQE, "Retirement of Professional Staff," to correct outdated eligibility requirements.

**Recommendation:** Administration recommends that the Board of Trustees approve the Second and Final Reading of the proposed new Board Policy GCQE "Retirement of Professional Staff."

Dr. Reggie Wicker will be present to answer any questions you may have regarding the recommendation.

Attachments - SCSBA Model Policy GCQE "Retirement of Professional Staff"  
- School District Five's Board Policy GCQE "Retirement of Professional Staff"

## SECOND AND FINAL READING

### RETIREMENT OF PROFESSIONAL STAFF

Code GCQE Issued \_\_\_\_\_

District staff members can select between the Public Employee Benefit Authority's (PEBA) Defined Benefit Plan (SCRS) or Defined Contribution Plan (State ORP).

Any district staff member who is a member of SCRS or State ORP may retire when they have met the established terms and conditions for retirement pursuant to state law. Staff members should confirm their eligibility for retirement with PEBA at <https://www.peba.sc.gov/>.

The staff member should notify (option: the board, chief human resources officer, or human resources office) in writing of his/her intent to retire as soon as possible but not later than March 15th of the year in which he/she plans to retire.

An eligible staff member wishing to retire during the course of the school year and to continue his/her employment as a retired staff member must adhere to the current state statutes at the time of retirement.

The board must approve the employment of all state retirees, whether recommended to fill a certified or support position, and no such employment will be approved for more than one school year or the remainder of the current school year. All working retirees in the district will be classified as at will employees, which means they can be removed from service at any time and without cause.

Adopted ^ \_\_\_\_\_

#### 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.*

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

1. Section 9-1-10 - Teachers are members of the state retirement system.
2. Section 9-1-1510(A) and (B) - Retirement eligibility (Class One or Two member; Class Three member).
3. Section 9-1-1515 - Early retirement.
4. Section 9-1-1550 - Service retirement allowances.

Adopted \_\_/\_\_/23



## Policy GCQE Retirement of Professional Staff

Issued 2/17

Purpose: To establish the basic structure for the retirement of professional staff in a manner that will have a minimum amount of impact on the district's instructional program.

Any district employee who is a member of the South Carolina Retirement System (SCRS) is eligible to retire when the employee has met the terms and conditions established for retirement eligibility in state law. Employees should confirm their eligibility with the SCRS

An eligible employee should notify the chief human resources officer in writing of his/her intent to retire as soon as possible, but not later than March 15 of the year in which he/she plans to retire.

An eligible employee wishing to retire during the course of the school year and to continue his/her employment as a retired employee must adhere to the current state statutes and district policy at the time of retirement, and must be approved by the superintendent.

### Teacher and Employee Retention Incentive (TERI) program

School district employees who desire to participate in the TERI program should consult the South Carolina Public Benefit Authority (PEBA) or the district's benefits coordinator in order to ascertain current governing rules and regulations. Employees under TERI are retired for retirement benefit purposes and retain full employment rights and benefits.

Sick leave benefits at the time of TERI retirement may be credited for retirement benefit calculations. Any remaining balance will be brought forward into the TERI term of employment. Any such entitlements are to be determined by reference to the school district's leave policy. TERI participants are eligible for cumulative leave.

Vacation leave benefits are the same as for non-retired employees.

Adopted 8/1/73; Revised 6/7/82, 2/22/10, 8/12/13, 2/27/17

#### Legal references:

##### Federal Law:

Age Discrimination in Employment Act of 1967, [29 U.S.C.A. Section 623](#), *et seq.* -  
Nondiscrimination on the basis of age in employment.

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

[Section 9-1-10](#) - Teachers are members of the state retirement system.

[Section 9-1-1510](#), (A), (B) - Retirement eligibility (Class One or Two member; Class Three member).

[Section 9-1-1515](#) - Early retirement.

[Section 9-1-1550](#) - Service retirement allowances.

[Section 9-1-2210](#) - Teacher and Employee Retention Incentive Program







Memorandum

To: Members of the Board of Trustees

From: Dr. Tamara Turner  
Chief Human Resources Officer

Date: August 3, 2023

Re: August 7, 2023 Board Meeting  
Action Item  
Second and Final Reading to Board Policy GDQC "Retirement of Support Staff"

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**Item:** Second and Final Readings to Board Policy GDQC "Retirement of Support Staff"

**Background:** The Teacher and Employee Retention Incentive Program (TERI) was designed for employees who retired from the South Carolina Retirement Systems but wanted to continue employment with the agency and retain the same position they held prior to entering the program. TERI was repealed in 2012, and that repeal took effect on July 1, 2018. Therefore, all sections of board policies that reference the TERI program may be removed. The South Carolina School Boards Association (SCSBA) released updates to Board Policy GDQC "Retirement of Support Staff" to correct outdated eligibility requirements.

**Recommendation:** Administration recommends that the Board of Trustees approve the Second and Final Reading of the proposed new Board Policy GDQC "Retirement of Support Staff."

Dr. Reggie Wicker will be present to answer any questions you may have regarding the recommendation.

Attachments - SCSBA Model Policy GDQC "Retirement of Support Staff"  
- School District Five's Board Policy GDQC "Retirement of Support Staff"

## SECOND AND FINAL READING

### RETIREMENT OF SUPPORT STAFF

Code **GDQC** Issued \_\_\_\_\_

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District staff members can select between the Public Employee Benefit Authority's (PEBA) Defined Benefit Plan (SCRS) or Defined Contribution Plan (State ORP).

Any district staff member who is a member of SCRS or State ORP may retire when they have met the established terms and conditions for retirement pursuant to state law. Staff members should confirm their eligibility for retirement with PEBA at <https://www.peba.sc.gov/>.

The staff member should notify the chief human resources officer in writing of his/her intent to retire as soon as possible but not later than March 15th of the year in which he/she plans to retire.

An eligible staff member wishing to retire during the course of the school year and to continue his/her employment as a retired staff member must adhere to the current state statutes at the time of retirement.

The board must approve the employment of all state retirees, whether recommended to fill a certified or support position, and no such employment will be approved for more than one school year or the remainder of the current school year. All working retirees in the district will be classified as at will employees, which means they can be removed from service at any time and without cause.

Adopted ^

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#### 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.*

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

1. Section 9-1-10 - Teachers are members of the state retirement system.
2. Section 9-1-1510(A) and (B) - Retirement eligibility (Class One or Two member; Class Three member).
3. Section 9-1-1515 - Early retirement.
4. Section 9-1-1550 - Service retirement allowances.

Adopted \_\_/\_\_/23



## Policy GDQC Retirement of Support Staff

Issued 2/17

Purpose: To establish the basic structure for the retirement of support staff.

Any district employee who is a member of the South Carolina Retirement System (SCRS) is eligible to retire when the employee has met the terms and conditions established for retirement eligibility in state law. Employees should confirm their eligibility with the SCRS.

An eligible employee should notify the chief human resources officer in writing of his/her intent to retire as soon as possible, but not later than March 15 of the year in which he/she plans to retire.

An eligible employee wishing to retire during the course of the school year and to continue his/her employment as a retired employee must adhere to the current state statutes and district policy at the time of retirement, and must be approved for rehire by the superintendent.

### Teacher and Employee Retention Incentive (TERI) program

School district employees who desire to participate in the TERI program should consult the South Carolina Public Employee Benefit Authority (PEBA) or the district's benefits coordinator in order to ascertain current governing rules and regulations. Employees under TERI are retired for retirement benefit purposes and retain full employment rights and benefits.

Sick leave benefits at the time of TERI retirement may be credited for retirement benefit calculations. Any remaining balance will be brought forward into the TERI term of employment. Any such entitlements are to be determined by reference to the school district's leave policy. TERI participants are eligible for cumulative leave.

Vacation leave benefits are the same as for non-retired employees.

Adopted 8/1/73; Revised 2/22/10, 8/12/13, 2/27/17

Legal references:

Federal Law:

Age Discrimination in Employment Act of 1967, [29 U.S.C.A. Section 623](#), *et seq.* -  
Nondiscrimination on the basis of age in employment.

S.C. Code, 1976, as amended:

[Section 9-1-10](#) - Teachers are members of the state retirement system.

[Section 9-1-1510](#), (A), (B) - Retirement eligibility (Class One or Two member; Class Three member).

[Section 9-1-1515](#) - Early retirement.

[Section 9-1-1550](#) - Service retirement allowances.

[Section 9-1-2210](#) - Teacher and Employee Retention Incentive Program.








## MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill   
Chief Academic Officer

Date: July 31, 2023

Re: August 7, 2023 Board Meeting  
Action Item: Approval of Textbook Adoption

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**Item:** FY2023-2024 Textbook Adoption

**Background:** In accordance with Board Policy IJJ Textbook Selection and Adoption, textbook review committees, comprised of teachers, administrators, and parents reviewed texts from the approved list from the state department of education and are bringing the attached textbook recommendation for School District Five to you for your review.

Emergency Medical Services: EMS 1, 2, & 3
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**Recommendation:** The administration supports the approval of this textbook and recommends that the Board approve this FY2023-2024 textbook adoption.

# **School District Five of Lexington & Richland Counties**

## **Recommendation for Instructional Materials Adoption**

**Subject:** EMS 1, 2, & 3                      **Grade level/Cluster:** 9-12

**Title:** Emergency Medical Responder First on the Scene 11th ed & Prehospital Emergency Care, 11th ed

**Author:** LaBaour & Bergeron J. Mistovich & K. Karren

**Publisher:** Pearson                      **Copyright Date:** 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

### **Content and Alignment (16/20)**

- The content is current, accurate, and regularly updated.
- All foundation standards are addressed, and it includes the National Registry of Emergency Medical Technicians (NREMT) skill sheets.
- The course covers work and communication with industry professionals.
- It also includes awareness-level training for Weapons of Mass Destruction (WMD) and Hazardous Materials (HazMat).

### **II. Organization and Style (22/25)**

- There is no Lexile score, but it is listed as the "High School Edition."
- The course offers a good variety of visual graphics, learning pearls, and breakaways.
- Instructors can adapt the course to meet the needs of their students.
- The course presents information in a gradual building sequence, reinforcing previous knowledge with new information.
- Students have multiple opportunities to try different approaches through case studies.

### **III. Instructional Supports (17/20)**

- Multiple case studies encourage student involvement and engagement.
- The scenario-based learning approach accommodates various learning styles.
- Scenarios and quizzes can be customized to match each student's level.
- Handouts, PowerPoint presentations, quizzes, test banks, and skill sheets are available online.


### **IV. Technology (20/25)**

- Personalized homework options are available.
- The course provides digital updates.
- While ongoing professional development opportunities are limited, tech support is not always comprehensive.
- The course allows students to be grouped online based on their learning levels.
- Several options are available for enhancing the learning experience.

#### V. Monitoring Student Progress (21/25)

- The course aligns with the National Registry of Emergency Medical Technicians (NREMT) rubrics for assessing skills.
- Tests, quizzes, and rubrics are customizable.
- Scenarios are adaptable and follow the National Registry of Emergency Medical Technicians (NREMT) guidelines.
- Instructors have full control of pre, post, quiz, and test assessments through the dashboard.
- The dashboard provides clear scoring to track student progress.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature:  Date: 8/1/23

Adopted 4/28/86; Revised 9/19/2017



**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill *JMC*  
Chief Academic Officer

Date: July 26, 2023

Re: August 7, 2023 Board Meeting  
**Discussion Item**  
Discussion of Potential Revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students"

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**Item:** Potential Revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students".

**Background:** AdvancED merged with Measured Progress in 2018 and the organization rebranded as Cognia in 2019. Cognia is a non-profit, non-governmental organization that accredits primary and secondary schools throughout the United States and Internationally. The proposed revision to this policy is to align terminology from out dated organization names to Cognia.

**Recommendation:** The administration recommends that the Board of Trustees review and discuss the attached potential revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students".

Attachments: Current Policy and Potential Revisions to Board Policy IKACC



## **Policy IKACC Placement Of Non-Accredited Private and Home School Secondary Students**

Issued 1/15

Purpose: To establish the basic structure for placement of students from non-accredited private and/or home schools.

When enrolling students from home schools or private schools that are not accredited by the Southern Association of Colleges and Schools (SACS), secondary school administrators will adhere to the following guidelines.

- Check all course documentation and test scores that are presented from the private or home school and compare with similar courses offered in the district's high school(s). If a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course. In such case, the student will be tentatively assigned to classes for a probationary period. During this probationary period, the student will have to meet requirements (subject and state standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.
- End of the year exams will be administered for courses that are not justified by the review of the private and home school documentation. If the student successfully passes the end of the year exam(s), the student may be placed in the next grade on the level deemed appropriate by the principal or his/her designee based on the test results and review of documentation.
- The student is assigned a class rank, grades for the credited courses and a grade point average. Students will not receive honors or advanced placement weighting regarding the calculation of grade point averages.
- All requirements for graduation must be completed.
- For elective credit, documentation from the private or home school should be compared with the courses offered to determine if end of year testing is appropriate.
- Students from home schools or non-accredited private schools entering the ninth grade may not receive high school credit for courses that are not offered to District Five middle school students.
- Science courses with extensive labs may not be credited to the student unless there is substantial documentation of the same lab work done in the private or home school or the student passes the end of year test.

Adopted 6/11/01; Revised 2/25/13, 1/26/15

**School District Five of Lexington and Richland Counties**

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## **Placement Of Non-Accredited Private and Home School Secondary Students**

Code **IKACC** Issued **10/17 8/23**

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Purpose: To establish the basic structure for placement of students from non-accredited private and/or home schools.

When enrolling students from home schools or private schools that are not accredited by ~~the Southern Association of Colleges and Schools (SACS)~~ Cognia, secondary school administrators will adhere to the following guidelines.

- Check all course documentation and test scores that are presented from the private or home school and compare with similar courses offered in the district's high school(s). If a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course. In such case, the student will be tentatively assigned to classes for a probationary period. During this probationary period, the student will have to meet requirements (subject and state standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.
- End of the year exams will be administered for courses that are not justified by the review of the private and home school documentation. If the student successfully passes the end of the year exam(s), the student may be placed in the next grade on the level deemed appropriate by the principal or his/her designee based on the test results and review of documentation.
- The student is assigned a class rank, grades for the credited courses and a grade point average. Students will not receive honors or advanced placement weighting regarding the calculation of grade point averages.
- All requirements for graduation must be completed.
- For elective credit, documentation from the private or home school should be compared with the courses offered to determine if end of year testing is appropriate.
- Students from home schools or non-accredited private schools entering the ninth grade may not receive high school credit for courses that are not offered to District Five middle school students.
- Science courses with extensive labs may not be credited to the student unless there is substantial documentation of the same lab work done in the private or home school or the student passes the end of year test.


Adopted 6/11/01; Revised 2/25/13, 1/26/15

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**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill   
Chief Academic Officer

Date: July 26, 2023

Re: August 7, 2023 Board Meeting  
Discussion Item  
Discussion of Potential Revisions to Board Policy IHCA "Summer School"

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**Item:** Potential Revisions to Board Policy IHCA "Summer School".

**Background:** AdvancED merged with Measured Progress in 2018 and the organization rebranded as Cognia in 2019. Cognia is a non-profit, non-governmental organization that accredits primary and secondary schools throughout the United States and Internationally. The proposed revisions to this policy are to align terminology from out dated organization names to Cognia. An additional proposed revision to Policy IHCA is to update language in regards to summer school. We no longer offer students the opportunity to take initial credit courses that require 120 hours of seat time during summer school. We offer credit recovery for students that have failed courses with a grade of 50 – 59 during the regular school year. Initial credit courses must be taken through VirtualSC during summer session.

**Recommendation:** The administration recommends that the Board of Trustees review and discuss the attached potential revisions to Board Policy IHCA "Summer School".

Attachments: Current Policy and Potential Revisions to Board Policy IHCA



## Policy IHCA Summer School

Issued 10/17

Purpose: To establish the basic structure for summer instruction of students.

For the purpose of promotion, the district may 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 (AdvancED/SACS CASI). The instruction offered in the summer school program will meet the same rigor and standards required during the regular school year.

For grades one through eight, a school may promote students only for courses in summer school programs, either district-wide or school-site, that 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 district-wide or school-site, that 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.

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

### 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 to the student. 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 participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either 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.

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

Adopted 7/21/75; Revised 1/25/88, 4/22/96, 3/25/13, 5/8/17, 10/23/17

#### Legal References:

S.C. Code, 1976, as amended:

[Section 59-155](#)-110, *et seq.* - South Carolina Read to Succeed Act of 2014.

State Board of Education Regulations:

[R-43-231](#) - Defined program K-5.

[R-43-232](#) - Defined program 6-8

[R-43-234](#) - Defined program, grades 9-12.

[R-43-240](#) - Summer programs.

South Carolina Department of Education:

*Intervention Guidance Document, Kindergarten through Grade Five* (2017).

*Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).

### **School District Five of Lexington and Richland Counties**

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## Summer School

Code **IHCA** Issued **10/17 8/23**

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Purpose: To establish the basic structure for summer instruction of students.

For the purpose of promotion, the district may 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 (AdvancED/SACS CASI) Cognia~~. The instruction offered in the summer school program will meet the same rigor and standards required during the regular school year.

For grades one through eight, a school may promote students only for courses in summer school programs, either district-wide or school-site, that 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 district-wide or school-site, that 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.

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

### 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 to the student. 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 participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either 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.

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

Adopted 7/21/75; Revised 1/25/88, 4/22/96, 3/25/13, 5/8/17, 10/23/17

Legal References:

S.C. Code, 1976, as amended:

[Section 59-155](#)-110, *et seq.* - South Carolina Read to Succeed Act of 2014.

State Board of Education Regulations:

[R-43-231](#) - Defined program K-5.

[R-43-232](#) - Defined program 6-8

[R-43-234](#) - Defined program, grades 9-12.

[R-43-240](#) - Summer programs.

South Carolina Department of Education:

*Intervention Guidance Document, Kindergarten through Grade Five* (2017).

*Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).

### **School District Five of Lexington and Richland Counties**

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## MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill *TMM*  
Chief Academic Officer

Date: July 27, 2023

Re: August 7, 2023 Board Meeting  
**Discussion Item**  
Discussion of Potential Revisions to Board Policy IJNDAA "Distance, Online, and Virtual Education"

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**Item:** Potential Revisions to Board Policy IJNDAA "Distance, Online, and Virtual Education"

**Background:** The use of technology driven courses has increased for a variety of reasons and allows students in grades 7 - 12 to receive credit towards graduation as well as dual enrollment course work. The proposed revisions to this policy will allow VirtualSC courses to be counted as academic credits to be applied toward graduation requirements. Students enrolled in dual enrollment classes may desire to complete technology delivered courses that will count towards both high school and college credit hours.

**Recommendation:** The administration recommends that the Board of Trustees review and discuss the attached potential revisions to Board Policy IJNDAA "Distance, Online, and Virtual Education".

Attachments: Current Policy and Potential Revisions to Board Policy IJNDAA



## DISTANCE, ONLINE, AND VIRTUAL EDUCATION

Code **IJNDAA** Issued **1/21**

**Purpose:** To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online, or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

### District Courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K through 12.

#### *Grades seven and eight*

Students in grades seven and eight may earn academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

A middle school student may earn credit for a distance, online, or virtual learning course under the following circumstances:

- The middle school does not offer the course due to lack of certified personnel.
- The middle school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.

The school must receive an official record of the final grade before awarding credit toward graduation.

#### *Grades nine through 12*

Students in grades nine through 12 may earn a maximum of 12 units of academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

## **PAGE 2 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION**

A student may earn credit for a distance, online, or virtual learning course under the following circumstances:

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.

The school must receive an official record of the final grade before awarding credit toward graduation.

### *Application for courses*

Students applying for permission to take a technology-delivered course must do the following:

- Submit parent approval to the principal or his/her designee.
- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online, or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations, and signed student agreements.
- Adhere to attendance requirements of the district.

### *District review committee*

The chief instructional officer will establish a committee to review all technology-delivered courses prior to use by the district.

### *Evaluation*

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

## **PAGE 3 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION**

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in the district technology-delivered courses.

### **South Carolina Virtual School Program**

Students must have permission from the principal or his/her designee to be enrolled in the South Carolina Virtual School Program.

The high school principal may allow three online courses, with VirtualSC program courses, to be included in the three courses during each school year for grades nine through 12.

The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

Cf. IHBG, IHBH

Adopted 6/16/13; Revised 10/23/17, 1/25/21

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#### **Legal References:**

- A. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-16-10, *et seq.* - South Carolina Virtual School Program.
- B. S.C. State Board of Education Regulations:
  - 1. R43-248 - Virtual education program.



## DISTANCE, ONLINE, AND VIRTUAL EDUCATION

Code **IJNDAA** Issued **4/21 8/23**

Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online, or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

### District Courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K through 12.

#### *Grades seven and eight*

Students in grades seven and eight may earn academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

A middle school student may earn credit for a distance, online, or virtual learning course ~~under if one or more of~~ the following circumstances ~~exist and is in alignment with SC regulation 43-232~~:

- The middle school does not offer the course due to lack of certified personnel.
- The middle school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.

The school must receive an official record of the final grade before awarding credit toward graduation.

#### *Grades nine through 12*

Students in grades nine through 12 may earn ~~a maximum of 12 units of~~ academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

## PAGE 2 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION

A student may earn credit for a distance, online, or virtual learning course ~~under~~ if one or more of the following circumstances exist:

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.

The school must receive an official record of the final grade before awarding credit toward graduation.

### *Application for courses*

Students applying for permission to take a technology-delivered course must do the following:

- Submit parent approval to the principal or his/her designee.
- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online, or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations, and signed student agreements.
- Adhere to attendance requirements of the district.

### *District review committee*

The chief ~~instructional~~ academic officer will establish a committee to review all technology-delivered courses prior to use by the district.

### *Evaluation*

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.



## PAGE 3 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in the district technology-delivered courses.

### South Carolina Virtual School Program (VirtualSC)

Students must have permission from the principal or his/her designee to be enrolled in the South Carolina Virtual School Program.

The high school principal may allow ~~three VirtualSC online~~ courses, ~~with VirtualSC program courses, to be included in the three courses~~ during each school year for grades nine through 12.

The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

Cf. IHBG, IHBH

Adopted 6/16/13; Revised 10/23/17, 1/25/21

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#### Legal References:

- A. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-16-10, *et seq.* - South Carolina Virtual School Program.
- B. S.C. State Board of Education Regulations:
  - 1. R43-248 - Virtual education program.

**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill   
Chief Academic Officer

Date: July 27, 2023

Re: August 7, 2023 Board Meeting  
Discussion Item  
Discussion of Potential Revisions to Board Policy IKG "Secondary Education"

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**Item:** Potential Revisions to Board Policy IKG "Secondary Education"

**Background:** The term "guidance counselor" has evolved to "school counselor" as the scope of duties has changed. Although some states still used the outdated "guidance counselor" term, the American School Counselor Association encourages the use of "school counselor" to more accurately reflect the role. Proposed revisions will change the term guidance counselor to school counselor where it is listed in the policy.

Another proposed revision is to replace the name of an accreditation agency with nonspecific language so future changes will not need to be made as the name of agencies change.

The current policy also states that students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. It also states that approval from the principal is required and all fees associated with the courses will be borne by the student or parent. Additionally, the policy limits the number of college courses that would be accepted towards high school diploma requirements and prohibits college courses from being substituted for courses of similar content in the high school's curriculum. Proposed revisions remove the mandate that course load requirements for a subject are completed before a student is allowed to take college courses in that area, allows a principal's designee to also provide approval for college courses, explains that fees incurred are the responsibility of the parent unless otherwise indicated by the district (implying certain fees may be incurred by the school), removes the limit on the

number of college courses that can be used towards a high school diploma, and allows courses, when applicable, to be substituted for courses of similar content in the high school's curriculum.

**Recommendation:** The administration recommends that the Board of Trustees review and discuss the attached potential revisions to Board Policy IKG "Secondary Education".

Attachments: Current Policy and Potential Revisions to Board Policy IKG



## **Policy IKG Secondary Education**

Issued 3/17

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

### **Course of Study**

All students in grades nine through 11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses. The course of study for students with disabilities who are not working toward a high school diploma will be determined by the IEP committee.

### **Extended Studies Diploma**

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades nine through 12. Guidance counselors will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II, and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics, and two others
- one unit of computer technology, including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

### **Concurrent College Enrollment**

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian.

As many as four Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades nine through 12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses

applicable to baccalaureate degrees, or to associate degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

### **Early Dismissal/Late Arrivals**

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships, and/or internships.

### **Recognition Program**

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

Units earned in a summer school program do not satisfy this requirement.

Cf. IKF

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, 11/19/12, 3/13/17

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## **School District Five of Lexington and Richland Counties**

## *Proposed Revisions to Policy*

### **Policy IKG Secondary Education**

Issued ~~3/17~~ 7/23

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

#### **Course of Study**

All students in grades nine through 11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses. The course of study for students with disabilities who are not working toward a high school diploma will be determined by the IEP committee.

#### **Extended Studies Diploma**

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades nine through 12. ~~Guidance counselors~~ School Counselors will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II, and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics, and two others
- one unit of computer technology, including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

#### **Concurrent College Enrollment**

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses ~~as long as course load requirements are met~~. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment.

Approval will be obtained from the principal ~~or the principal's designee~~ prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian ~~unless otherwise indicated by the district~~.

~~As many as four~~ Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades nine through 12 and/or adult education programs.



A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate degrees, offered by institutions accredited by the board of education of that in-the state which are accredited by or the appropriate regional accrediting agency Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit qualify. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

#### **Early Dismissal/Late Arrivals**

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships, and/or internships.

#### **Recognition Program**

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

Units earned in a summer school program do not satisfy this requirement.

Cf. IKF

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, 11/19/12, 3/13/17

### **School District Five of Lexington and Richland Counties**


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## MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill   
Chief Academic Officer

Date: July 27, 2023

Re: August 7, 2023 Board Meeting  
**Discussion Item**  
Discussion of Potential Revisions to Board Policy IKD "Honor Roll"

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**Item:** Potential Revisions to Board Policy IKD "Honor Roll"

**Background:** A student must maintain an average of 90 in each subject in order to be eligible for A honor roll and a minimum of 80 in each course for B honor roll, in the six or more courses in which he or she is enrolled. Students enrolled in dual enrollment courses may be listed as taking less than six classes in PowerSchool as grades for courses offered through our college course partner (Midlands Technical College) will not be reported until the end of the semester. The proposed revision clarifies that dual enrollment courses are considered part of the six required blocks.

**Recommendation:** The administration recommends that the Board of Trustees review and discuss the attached potential revisions to Board Policy IKD "Honor Roll".

Attachments: Current Policy and Potential Revisions to Board Policy IKD



## HONOR ROLLS

Code **IKD** Issued **1/17**

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**Purpose:** To establish the board's vision for publication of student honor rolls.

The board encourages and fosters the development of intellectual student ability, desirable traits of character, and qualities of leadership. The board will support programs which recognize outstanding student achievement far in excess of minimum requirements in these areas. These programs may include honor rolls, honor societies, special awards, or special recognition at honors programs and/or commencement exercises.

The board directs the certified staff to develop criteria and procedures for these recognition programs in honor of scholarship or distinguished service by students in any school activity. The criteria and procedures will make clear the relationship between the honor and the relevant goal or goals of the schools.

A student must maintain a minimum average of 90 in each subject for which he/she is enrolled in order to be eligible for the A Honor Roll. A student must maintain a minimum average of 80 in each subject for which he/she is enrolled in order to be eligible for the A/B Honor Roll. No student who is enrolled for fewer than six blocks is eligible for the honor roll.

### **Honor Graduates**

A senior student will be considered a high school honor graduate if he/she ranks in the top 15 percent of the class or earns a 4.0 cumulative GPA or above as defined in the state uniform grading scale policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the 10th, 11th, and 12th grades. Distinguished honor graduates will be defined as the top five percent of the senior class as determined by the cumulative grade point average.

Adopted 1973; Revised 11/16/81, 5/19/03, 6/17/13, 4/22/15, 1/23/17

## HONOR ROLLS

Code **IKD** Issued **4/17 8/23**

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**Purpose:** To establish the board's vision for publication of student honor rolls.

The board encourages and fosters the development of intellectual student ability, desirable traits of character, and qualities of leadership. The board will support programs which recognize outstanding student achievement far in excess of minimum requirements in these areas. These programs may include honor rolls, honor societies, special awards, or special recognition at honors programs and/or commencement exercises.

The board directs the certified staff to develop criteria and procedures for these recognition programs in honor of scholarship or distinguished service by students in any school activity. The criteria and procedures will make clear the relationship between the honor and the relevant goal or goals of the schools.

A student must maintain a minimum average of 90 in each subject for which he/she is enrolled in order to be eligible for the A Honor Roll. A student must maintain a minimum average of 80 in each subject for which he/she is enrolled in order to be eligible for the A/B Honor Roll. No student who is enrolled for fewer than six blocks is eligible for the honor roll **unless enrolled in dual credit courses during that term.**

### **Honor Graduates**

A senior student will be considered a high school honor graduate if he/she ranks in the top 15 percent of the class or earns a 4.0 cumulative GPA or above as defined in the state uniform grading scale policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the 10th, 11th, and 12th grades. Distinguished honor graduates will be defined as the top five percent of the senior class as determined by the cumulative grade point average.


Adopted 1973; Revised 11/16/81, 5/19/03, 6/17/13, 4/22/15, 1/23/17



**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill   
Chief Academic Officer

Date: July 26, 2023

Re: August 7, 2023 Board Meeting  
Information Item  
Information on Revisions to Administrative Rule IKF-R "Graduation Requirements"

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**Item:** Information on Revisions to Administrative Rule IKF-R "Graduation Requirements"

**Background:** The first revision to this administrative rule is to update the graduation requirements to reflect the same High School Courses and Requirements as the SC Department of Education. The graduation requirements beginning with the entering freshman class of the 2023-24 academic year were amended. The second revision to this administrative rule is to remove outdated accrediting agency names.

Attachments: Current Administrative Rule and Revised Administrative Rule IKF-R

## GRADUATION REQUIREMENTS

Code **IKF-R** Issued **1/23**

A student must earn 24 units of credit in state-approved courses for graduation.

The unit requirements are distributed as follows:

<u>Subject</u>	<u>Credit units</u>
English/Language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
PE, Junior ROTC, or Marching Band	1
Computer science	1
Foreign language or Career and technology education	1
Electives	7
<b>Total</b>	<b>24</b>

The student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, the Federalist papers, and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course in U.S. History and Constitution or within another course.

The student must take the U.S. Citizenship and Immigration test as part of the U.S. Government course, provided there is no cost to the school or district for administering the test. Students are not required to meet a minimum score.

The student must pass a high school credit course in science in which an end-of-course examination is administered.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation except in the case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.

The student must earn the required number of prescribed units.

### Awarding of High School Credit

A school may also award and accept credit towards a high school diploma for the following:

- in units of one-fourth, one-half, and a whole; for example, an academic standards-based course that requires a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-half unit), and 30 hours of instruction (one-fourth unit)
- a course that has been approved by the South Carolina Department of Education in a proficiency-based system

## PAGE 2 - IKF-R - GRADUATION REQUIREMENTS

- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades nine through 12
- a course that is approved by the district, whether the school offers the particular course or not, if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses, and CATE courses under conditions as outlined in State Board of Education regulations
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the one-half unit of credit carried by the keyboarding course for half of the required computer science credit
- if offered, the American Sign Language course as the required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement

### Adult Education

For adult education students receiving a diploma, the unit requirements are distributed as follows:

<u>Subject</u>	<u>Credit units</u>
English/Language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
Computer science (including keyboarding*)	1
Electives	9
<b>Total</b>	<b>24</b>

*\*Keyboarding can no longer be substituted for one-half of the computer science requirement for incoming freshman in the 2018-2019 school year.*

A student may transfer credit earned in the adult education program to a secondary school to count towards the units of credit required for a state high school diploma if, for each unit being transferred, the student has spent a minimum of 120 hours in class time in that subject at that level and the teacher was properly certified to teach the course.



# **PAGE 3 - IKF-R - GRADUATION REQUIREMENTS**

## **High School Credit for College Work**

Students in grades nine through 12 and/or adult education programs may earn credits for college course work that can be applied to the required number of units for a state high school diploma.

The following conditions apply:

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by the board of education of that state or the appropriate regional accrediting agency [the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI), North Central Association of Colleges and Schools, Western Association of Colleges and Schools, or Northwest Association of Colleges and Schools] qualify.
- Tuition costs and any other fees will be the responsibility of the student or his/her parent/legal guardian unless otherwise indicated by the district.

Issued 11/17/86; Revised 2/6/89, 6/11/01, 11/19/12, 1/26/15, 4/29/19, 1/23

Related policies:

IJNDAA, *Distance, Online, and Virtual Education*

IKA, *Grading/Assessment Systems*

IKA-R, *Grading/Assessment Systems Administrative Rule*

IKADD, *Content and Credit Recovery*

IKADD-R, *Content and Credit Recovery Administrative Rule*

IKE, *Promotion and Retention of Students*

IKE-R, *Promotion and Retention of Students Administrative Rule*

## GRADUATION REQUIREMENTS

Code **IKF-R** Issued **4/23 8/23**

A student must earn 24 units of credit in state-approved courses for graduation.

The ~~unit~~ graduation requirements ~~are distributed~~ beginning with the entering freshman class of 2023-24 will be as follows:

<u>Subject</u>	<u>Credit units</u>
English/ <del>Language arts</del>	4
<del>Mathematics</del> U.S History	4 1
<del>Science</del> Economics	3 .5
<del>U.S. History and Constitution</del> Government	1 .5
<del>Economics</del> Other Social Studies	½ 1
<del>U.S. Government</del> Mathematics	½ 4
<del>Other social studies</del> Sciences	1 3
<del>PE, Junior ROTC, or Marching Band</del> Computer Science	1
<del>Computer science</del> Physical Education or JROTC or Marching Band with PE	1
<del>Foreign</del> World Language or Career and Technology Education	1
<del>Electives</del> Personal Finance	7 .5
Electives	6.5
<b>Total</b>	<b>24</b>

*\*Keyboarding can no longer be substituted for one-half of the computer science requirement for incoming freshman in the 2018-2019 school year.*

The student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, the Federalist papers, and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course in U.S. History and Constitution or within another course.

The student must take the U.S. Citizenship and Immigration test as part of the U.S. Government course, provided there is no cost to the school or district for administering the test. Students are not required to meet a minimum score.

The student must pass a high school credit course in science in which an end-of-course examination is administered.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation except in the case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.

The student must earn the required number of prescribed units.

### Awarding of High School Credit

A school may also award and accept credit towards a high school diploma for the following:

## PAGE 2 - IKF-R - GRADUATION REQUIREMENTS

- in units of one-fourth, one-half, and a whole; for example, an academic standards-based course that requires a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-half unit), and 30 hours of instruction (one-fourth unit)
- a course that has been approved by the South Carolina Department of Education in a proficiency-based system
- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades nine through 12
- a course that is approved by the district, whether the school offers the particular course or not, if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses, and CATE courses under conditions as outlined in State Board of Education regulations
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- ~~the one-half unit of credit carried by the keyboarding course for half of the required computer science credit~~
- if offered, the American Sign Language course as the required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement

### Adult Education

For adult education students receiving a diploma, the unit requirements are distributed as follows:

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Computer science (including keyboarding*)	1
Electives	9
<b>Total</b>	<b>24</b>

*\*Keyboarding can no longer be substituted for one-half of the computer science requirement for incoming freshman in the 2018-2019 school year.*

A student may transfer credit earned in the adult education program to a secondary school to count towards the units of credit required for a state high school diploma if, for each unit being



## PAGE 3 - IKF-R - GRADUATION REQUIREMENTS

transferred, the student has spent a minimum of 120 hours in class time in that subject at that level and the teacher was properly certified to teach the course.

### High School Credit for College Work

Students in grades nine through 12 and/or adult education programs may earn credits for college course work that can be applied to the required number of units for a state high school diploma.

The following conditions apply:

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by the board of education of that state or the appropriate regional accrediting agency [~~the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI), North Central Association of Colleges and Schools, Western Association of Colleges and Schools, or Northwest Association of Colleges and Schools~~] qualify.
- Tuition costs and any other fees will be the responsibility of the student or his/her parent/legal guardian unless otherwise indicated by the district.

Issued 11/17/86; Revised 2/6/89, 6/11/01, 11/19/12, 1/26/15, 4/29/19, 1/23

Related policies:

IJNDAA, *Distance, Online, and Virtual Education*

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IKADD, *Content and Credit Recovery*

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IKE, *Promotion and Retention of Students*


IKE-R, *Promotion and Retention of Students Administrative Rule*



## MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Superintendent

From: Tina McCaskill   
Chief Academic Officer

Date: July 27, 2023

Re: August 7, 2023 Board Meeting  
Information Item  
Revisions to Administrative Rule IKA-R "Grading/Assessment Systems"

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**Item:** Revisions to Administrative Rule IKA-R "Grading/Assessment Systems"

**Background:** Dual credit courses are defined as courses in which students, with prior administrator approval, receive both Carnegie units and college credit for those particular courses throughout the regular school year with the district's dual enrollment partner institution. The update to this administrative rule will allow students to take more than four courses per school year, require students to receive the school principal's or the principal's designee's approval to take courses over the summer and prohibits students from taking dual enrollment courses with institutions that are not district approved. The update also implies that the cost for dual enrollment courses is the responsibility of the parent in most cases unless otherwise indicated by the district.

Attachments: Current Administrative Rule and Revised Administrative Rule IKA-R



**GRADING/ASSESSMENT SYSTEMS**Code **IKA-R** Issued **4/21****Grading Scales***Grades kindergarten through two*

Student progress in grades kindergarten through two is reported for language arts, mathematics, science, social studies, art, music, physical education, and world language through a standards-based progress report using the following key:

- M - meets the grade level expectations at this time (independent achievement consistently meets grade level expectations (standards) at this time)
- P - progressing satisfactorily towards grade level expectations at this time (independent achievement shows inconsistent application of skills but is making progress at this time)
- U - unable to meet grade level expectations at this time (little or no evidence of meeting grade level expectations (standards) at this time)
- \* - not assessed at this time

Based on Montessori philosophy, the students in grades PK–5 in the Montessori Magnet Program at H.E. Corley Elementary School will utilize the standards-based grading as described above.

*Grades third through fifth*

Student progress in grades third through fifth is reported for language arts, mathematics, science, and social studies as follows:

<b>Letter Grade</b>	<b>Numerical Average</b>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Student progress in grades third through fifth is reported for art, music, physical education, and world language through a standards-based progress report using the following key:

- M - meets the grade level expectations at this time (independent achievement consistently meets grade level expectations (standards) at this time)
- P - progressing satisfactorily towards grade level expectations at this time (independent achievement shows inconsistent application of skills but is making progress at this time)
- U - unable to meet grade level expectations at this time (little or no evidence of meeting grade level expectations (standards) at this time)
- \* - not assessed at this time

## PAGE 2 - IKA-R - GRADING/ASSESSMENT SYSTEMS

### *Grades six through 12*

Student progress in grades six through 12 is reported for all subjects as follows:

<b>Letter Grade</b>	<b>Numerical Average</b>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

### **State Uniform Grading Scale (Grades nine through 12)**

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below.

<b>South Carolina Uniform Grading Scale Conversions</b>				
<b>Numerical Average</b>	<b>Letter Grade</b>	<b>College Prep</b>	<b>Honors</b>	<b>AP/IB/Dual Credit</b>
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800

## PAGE 3 - IKA-R - GRADING/ASSESSMENT SYSTEMS

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course with a 60 or higher, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course with a grade below a 60, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

### Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show the course title and the level/type of course taken. The grading scale will be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was completed will be used. For courses completed during the 2015-16 school year and prior, the following equivalents will be used to transfer the grades into the student’s record:

A = 96  
 B = 88  
 C = 80  
 D = 73  
 F = 61

## **PAGE 4 - IKA-R - GRADING/ASSESSMENT SYSTEMS**

For courses completed in 2016-17 and thereafter, the following conversion will apply:

A = 95  
B = 85  
C = 75  
D = 65  
F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the grade will be recorded as a "P" on the transcript.

If the transcript indicates that the student has earned a failing grade in any course in which he or she has a numerical average of 60 or above, the grade will be recorded as an "NP" on the transcript.

If the transcript shows that the student has earned a grade of "P" or "F," that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution, an earned credit will be awarded, and the receiving school will enter a "P" on the transcript.

If no numerical average can be obtained from the sending institution on the "F," the receiving school will enter an "NP" on the transcript.

The district will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from home schools and non-accredited schools. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state.

For international students, the district will attempt to gather as much course information from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

The district will allow a student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for "no credit" and "not included in GPA" at the student level. Students should not take the end-of-course examination in an audited class.

### **End-of-Course Testing and the Credit Recovery Option**

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time, and all requirements will apply.

### **Honors Courses**

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

## PAGE 5 - IKA-R - GRADING/ASSESSMENT SYSTEMS

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Physical Education I, or any course that can be substituted for Physical Education I (e.g. Marching Band or ROTC), is not eligible to receive honors weight.

### **Transfer courses**

Students transferring from schools not accredited under the regulations of the appropriate board of education of a state, regional accrediting agency, or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public school students, will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

### **Advanced Learning Opportunities (ALO): Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education Courses**

The following criteria apply to the all ALO courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only ALO courses can be awarded a full quality point above the CP weighting. Seminar or support courses for ALOs may be weighted as honors but not as ALO courses. Quality points awarded to ALO courses cannot be changed based on participation or non-participation in an ALO standardized final examination (i.e. AP examination).
- An ALO course can carry only one quality point above the CP weighting.
- An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e. two weighted credits).



## PAGE 6 - IKA-R - GRADING/ASSESSMENT SYSTEMS

### Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her principal or his/her designee to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions. Dual credit courses are not to exceed four per year. Courses must be taken during the regular school day (8:00 a.m. - 3:30 p.m.) during the academic year (August - May). Tuition and other costs are the responsibility of the individual student or his/her parent/legal guardian. Dual credit courses will be counted in the term the course is completed.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

### Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the formula below. The formula will yield each student's GPA, which can then be ranked from highest to lowest rank in a class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will establish the criteria for determining honor graduates and distinguished honor graduates and may establish earlier cutoffs (e.g. the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

### Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a "WF" (as a 50), and the "WF" will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a "WP." The district will establish withdrawal limitations for distance learning courses.

## **PAGE 7 - IKA-R - GRADING/ASSESSMENT SYSTEMS**

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a “WP” if he/she was passing the course. The grade of “WP” will carry no Carnegie units and no quality points to be factored into the student’s GPA.
- The student will receive a “WF” if he/she was failing the course. The grade of “WF” will carry no Carnegie units but will be factored into the student’s GPA as a 50.

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an “FA” (failure due to absences) on his/her transcript. The grade of “FA” will carry no Carnegie units but will be factored into the student’s GPA as a 50.

### **Retaking Courses**

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a “D,” “P,” “NO,” “WP,” “FA,” or “F” in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. The student’s transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course at the same level of difficulty regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, although all attempts for credit must remain on the transcript, only the highest grade will be used in figuring the student’s GPA.

Issued 5/2/84; Revised 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, 6/17/13, 7/18/16, 8/19/19

## GRADING/ASSESSMENT SYSTEMS

Code **IKA-R** Issued **4/24 7/23**

### Grading Scales

#### *Grades kindergarten through two*

Student progress in grades kindergarten through two is reported for language arts, mathematics, science, social studies, art, music, physical education, and world language through a standards-based progress report using the following key:

- M - meets the grade level expectations at this time (independent achievement consistently meets grade level expectations (standards) at this time)
- P - progressing satisfactorily towards grade level expectations at this time (independent achievement shows inconsistent application of skills but is making progress at this time)
- U - unable to meet grade level expectations at this time (little or no evidence of meeting grade level expectations (standards) at this time)
- \* - not assessed at this time

Based on Montessori philosophy, the students in grades PK–5 in the Montessori Magnet Program at H.E. Corley Elementary School will utilize the standards-based grading as described above.

#### *Grades third through fifth*

Student progress in grades third through fifth is reported for language arts, mathematics, science, and social studies as follows:

<b>Letter Grade</b>	<b>Numerical Average</b>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Student progress in grades third through fifth is reported for art, music, physical education, and world language through a standards-based progress report using the following key:

- M - meets the grade level expectations at this time (independent achievement consistently meets grade level expectations (standards) at this time)
- P - progressing satisfactorily towards grade level expectations at this time (independent achievement shows inconsistent application of skills but is making progress at this time)
- U - unable to meet grade level expectations at this time (little or no evidence of meeting grade level expectations (standards) at this time)
- \* - not assessed at this time

## PAGE 2 - IKA-R - GRADING/ASSESSMENT SYSTEMS

### *Grades six through 12*

Student progress in grades six through 12 is reported for all subjects as follows:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

### **State Uniform Grading Scale (Grades nine through 12)**

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800

## PAGE 3 - IKA-R - GRADING/ASSESSMENT SYSTEMS

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course with a 60 or higher, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course with a grade below a 60, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

### Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show the course title and the level/type of course taken. The grading scale will be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was completed will be used. For courses completed during the 2015-16 school year and prior, the following equivalents will be used to transfer the grades into the student’s record:

A = 96  
 B = 88  
 C = 80  
 D = 73  
 F = 61



## **PAGE 4 - IKA-R - GRADING/ASSESSMENT SYSTEMS**

For courses completed in 2016-17 and thereafter, the following conversion will apply:

A = 95
B = 85
C = 75
D = 65
F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the grade will be recorded as a "P" on the transcript.

If the transcript indicates that the student has earned a failing grade in any course in which he or she has a numerical average of 60 or above, the grade will be recorded as an "NP" on the transcript.

If the transcript shows that the student has earned a grade of "P" or "F," that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution, an earned credit will be awarded, and the receiving school will enter a "P" on the transcript.

If no numerical average can be obtained from the sending institution on the "F," the receiving school will enter an "NP" on the transcript.

The district will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from home schools and non-accredited schools. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state.

For international students, the district will attempt to gather as much course information from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

The district will allow a student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for "no credit" and "not included in GPA" at the student level. Students should not take the end-of-course examination in an audited class.

### **End-of-Course Testing and the Credit Recovery Option**

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time, and all requirements will apply.

### **Honors Courses**

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

## PAGE 5 - IKA-R - GRADING/ASSESSMENT SYSTEMS

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Physical Education I, or any course that can be substituted for Physical Education I (e.g. Marching Band or ROTC), is not eligible to receive honors weight.

### Transfer courses

Students transferring from schools not accredited under the regulations of the appropriate board of education of a state, regional accrediting agency, or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public school students, will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

### Advanced Learning Opportunities (ALO): Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education Courses

The following criteria apply to the all ALO courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only ALO courses can be awarded a full quality point above the CP weighting. Seminar or support courses for ALOs may be weighted as honors but not as ALO courses. Quality points awarded to ALO courses cannot be changed based on participation or non-participation in an ALO standardized final examination (i.e. AP examination).
- An ALO course can carry only one quality point above the CP weighting.
- An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e. two weighted credits).

## PAGE 6 - IKA-R - GRADING/ASSESSMENT SYSTEMS

### Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her principal or his/her designee to earn both Carnegie units and college credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions. ~~Dual credit courses are not to exceed four per year.~~ Courses must be taken during the regular school day (8:00 a.m. - 3:30 p.m.) during the academic year (August - May). Students seeking to take Dual Credit courses during June and/or July must seek approval through the school principal or the principal's designee. Approval will only be granted for District-approved Dual Credit courses offered through District-approved partnership institutions of higher learning. Tuition and other costs are the responsibility of the individual student or his/her parent/legal guardian, unless otherwise indicated by the District. Dual credit courses will be counted in the term the course is completed.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

### Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the formula below. The formula will yield each student's GPA, which can then be ranked from highest to lowest rank in a class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will establish the criteria for determining honor graduates and distinguished honor graduates and may establish earlier cutoffs (e.g. the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

### Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a "WF" (as a 50), and the "WF" will be calculated in the student's overall grade point average.

## **PAGE 7 - IKA-R - GRADING/ASSESSMENT SYSTEMS**

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a "WP." The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a "WP" if he/she was passing the course. The grade of "WP" will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a "WF" if he/she was failing the course. The grade of "WF" will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an "FA" (failure due to absences) on his/her transcript. The grade of "FA" will carry no Carnegie units but will be factored into the student's GPA as a 50.

### **Retaking Courses**

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a "D," "P," "NO," "WP," "FA," or "F" in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course at the same level of difficulty regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, although all attempts for credit must remain on the transcript, only the highest grade will be used in figuring the student's GPA.

Issued 5/2/84; Revised 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, 6/17/13, 7/18/16, 8/19/19