



AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
CHAPIN ELEMENTARY SCHOOL'S LIGHTHOUSE ARENA
MARCH 13, 2017

1. Call to order at 6:00 p.m.
2. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
3. Call to order at 7:00 p.m.
4. Welcoming remarks
5. Invocation – Jan Hammond, Board of Trustees
6. Pledge of Allegiance – Claire Hebert and McKinley Hauser, kindergarten students at Chapin Elementary School
7. School Board Spotlight
8. Approval of the agenda
9. Approval of the minutes of the February 27, 2017 board meeting
10. Welcome and brief overview of Chapin Elementary School by Margaret LaForce, Assistant Principal
11. Superintendent's Report
 - a. Report: Choice and Magnet Programs
 - b. Next Steps: iFive Technology Initiative
 - c. Update: Vision 2020
12. Public participation*

ACTION AGENDA

13. Action as Necessary or Appropriate on Matters Discussed in Executive Session
14. Second and final reading approval of revisions to Board Policy IKG "Secondary Education" (Exhibit B)
15. Second and final reading approval of proposed revisions to Board Policy IKA-R "Grading/Assessment Systems" (Exhibit C)

DISCUSSION AGENDA

16. Proposed revisions to Board Policy IHAC "Social Studies Education" (Exhibit D)
17. Budget Parameters for 2017-2018
18. Adjourn

INFORMATION AGENDA

19. The next board meeting will be March 27, 2017 at Irmo High School.

*The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes. Questions asked during public participation are placed in writing will receive a written response in a timely manner.



Minutes/February 27, 2017

The Board of Trustees of School District Five of Lexington and Richland Counties met at Nursery Road Elementary School with the following members present:

Mr. Robert Gantt, Chairman
Mr. Larry Haltiwanger, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mr. Michael Cates
Mrs. Jan Hammond
Ms. Beth Hutchison
Mr. Ed White
Dr. Stephen Hefner, District Superintendent

The following staff were in attendance:

Dr. Michael Harris, Chief Student Services Officer
Dr. Allison Jacques, Chief Human Resources Officer
Dr. Christina Melton, Chief Instructional Officer
Mr. Len Richardson, Chief Finance Officer

Chairman Gantt called the meeting to order and gave welcoming remarks.

The Invocation was given by Michael Cates, Member, Board of Trustees. The Pledge of Allegiance was led by Salvatore Nagy and Shannon Wright, fifth grade students at Oak Pointe Elementary School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of Oak Pointe Elementary School was given by Cassandra Paschal, Principal.

During the Superintendent's Report, Doug Quackenbush, Quackenbush Architects + Planners, gave a report on the plans for construction of a new wing at Chapin Middle School; Len Richardson presented the Monthly Financial Reports (Exhibit B).

No one spoke during public participation.

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 27, 2017

| | B A U M G A R D N E R | C A T E S | G A N T T | H A L T I W A N G E R | H A M M O N D | H U T C H I S O N | W H I T E |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|-----------------------|-----------------------------------------------------|---------------------------------|-------------------------------------------|-----------------------|
| 1. M. Hutchison S. Baumgardner Enter executive session to consider the following : a) selected employment items (Exhibit A) | X | X | X | X | A | X | A |
| 2. M. Hutchison S. Haltiwanger Approve the agenda | X | X | X | X | X | X | X |
| 3. M. Hutchison S. Baumgardner Approve the minutes of the February 13, 2017 board meeting | X | X | X | X | X | X | X |
| 4. M. Haltiwanger S. Baumgardner Approve the selected employment items (Exhibit A) | X | X | X | X | X | X | X |
| 5. M. Hutchison S. Hammond Approve second and final reading of the Capital Budget for 2017-2018 (Exhibit C) | X | X | X | X | X | X | X |
| 6. M. Hutchison S. Baumgardner Approve the Resolution authorizing the issuance and sale of a not exceeding \$11,000,000 general obligation bond for the FY 2018 Capital Budget (Exhibit D) | X | X | X | X | X | X | X |
| 7. M. Hutchison S. Haltiwanger Approve second and final reading of proposed revisions to Board Policies as listed: (Exhibit E) a) proposed revision to Board Policy GCQE "Retirement of Professional Staff"; b) proposed revisions to Board Policy GDQC "Retirement of Support Staff"; c) proposed revisions to Board Policy GCQC/GCQD "Resignation of Instructional Staff/Administrative Staff"; d) proposed revisions to Board Policy GDQB "Resignation of Support Staff"; e) proposed revisions to Board Policy GCQF "Discipline, Suspension, and Dismissal of Professional Staff"; f) proposed deletion | X | X | X | X | X | X | X |

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SCHOOL DISTRICT FIVE
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Meeting of February 27, 2017

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|-----------------------|-----------------------------------------------------|---------------------------------|-------------------------------------------|-----------------------|
| of Board Policy GCQF-R "Discipline, Suspension, and Dismissal of Professional Staff"; g) proposed revisions to Board Policy GCB "Professional Staff Contracts and Compensation"; and h) proposed revisions to Board Policy GDB "Support Staff Contracts and Compensation" | | | | | | | |
| 8. M. Haltiwanger S. Baumgardner Approve first reading of proposed revisions to Board Policy IKG "Secondary Education" (Exhibit F) | X | X | X | X | X | X | X |
| 9. M. Baumgardner S. Haltiwanger Approve first reading of proposed revisions to Board Policy IKA-R "Grading/Assessment Systems" (Exhibit G) | X | X | X | X | X | X | X |
| 10. M. Cates S. Baumgardner Approve the proposed 2017-2018 Board Meeting calendar (Exhibit H) | X | X | X | X | X | X | X |
| 11. M. Baumgardner S. White Adjourn at 8:00 p.m. | X | X | X | X | X | X | X |

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MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton
Chief Instructional Officer *CSM*

Date: March 8, 2017

Re: March 13, 2017 Board Meeting
Second Reading: Approval of Proposed Revisions
Board Policy IKG "Secondary Education"

Item: Proposed revisions to Board Policy IKG "Secondary Education" is attached in draft form, along with the current Board Policy IKG.

Recommendation: The administration recommends Second Reading approval of the revisions to Board Policy IKG "Secondary Education".

I will be present to answer any questions you may have regarding these revisions.

Attachments: Current Board Policy IKG "Secondary Education"
Proposed revisions to Board Policy IKG "Secondary Education"

Current Board Policy

IKG Secondary Education

Issued 11/12

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 9 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 two 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 9-12 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 in arts or associate in science 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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

*Suggested Policy Revisions
(Second Reading 3/13/2017)*

**DRAFT IKG
Secondary Education**

Issued **11/12**

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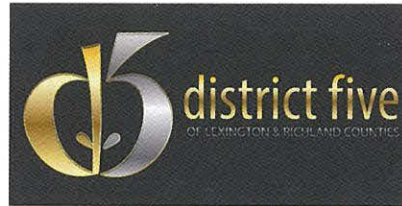
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Units earned in a summer school program do not satisfy this requirement.

(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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton
Chief Instructional Officer *CSM*

Date: March 8, 2017

Re: March 13, 2017 Board Meeting
Second Reading: Approval of Proposed Revisions
Board Policy IKA-R "Grading/Assessment Systems"

Item: Proposed revisions to Board Policy IKA-R "Grading/Assessment Systems" is attached in draft form, along with the current Board Policy IKA-R.

Recommendation: The administration recommends Second Reading approval of the revisions to Board Policy IKA-R "Grading/Assessment Systems".

I will be present to answer any questions you may have regarding these revisions.

Attachments: Current Board Policy IKA-R "Grading/Assessment Systems"
Proposed revisions to Board Policy IKA-R "Grading/Assessment Systems"

Current Board Policy

IKA-R Grading/Assessment Systems

Issued 7/16

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

Grades three through 12

Student progress in grades three 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 follow:

| 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 |
| 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 | 1.00 | 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 |
| WF | F | 0.000 | 0.000 | 0.000 |
| WP | - | 0.000 | 0.000 | 0.000 |

Conversion Process

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

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the 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 following equivalents will be used to transfer the grades into the student's record:

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 average will be converted to a 65 numerical grade.

If the transcript shows that the student has earned a grade of “P” (passing), 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.” If no numerical average can be obtained from the sending institution, the receiving school will calculate the student’s cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the “P.”

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.

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

- An honors course must have a published syllabus that verifies rigor sufficiently beyond the College Preparatory (CP) requirements.
- Textbooks and/or other course materials must be differentiated and more rigorous than those used in CP courses.
- Honors courses may be offered in English, mathematics, science, and social studies. Additionally, honors courses may be designated in other content areas for the third or fourth level of the courses provided the two criteria listed above are met. Honors weighting may not be designated in any physical education courses.

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.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the College Board’s AP courses and to IB 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 AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one quality point.

- A standard-level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

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 home school 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 or associate degrees offered by accredited institutions.

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

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 following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. 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 determine 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 and the F (as a 50) 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. 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, the school will record an FA 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 or F in that course. The student's record will reflect all courses taken and the grades earned.

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 regardless of the grade earned. In this case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade previously earned by the student.

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

*Suggested Policy Revisions
(Second Reading 3/13/17)*

DRAFT IKA-R
Grading/Assessment Systems

Issued ~~7/16~~

Grading Scales

Grades kindergarten through two

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State Uniform Grading Scale (Grades Nine through 12)

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| 96 | A | 4.600 | 5.100 | 5.600 |
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|----|---|-------|-------|-------|
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| 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 |
| 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 | 1.00 | 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 |
| WF | F | 0.000 | 0.000 | 0.000 |
| WP | - | 0.000 | 0.000 | 0.000 |

Conversion Process

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

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the 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 following equivalents will be used to transfer the grades into the student's record:

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 average will be converted to a 65 numerical grade.

If the transcript shows that the student has earned a grade of “P” (passing), 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.” If no numerical average can be obtained from the sending institution, the receiving school will calculate the student’s cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the “P.”

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.

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

- An honors course must have a published syllabus that verifies rigor sufficiently beyond the College Preparatory (CP) requirements.
- Textbooks and/or other course materials must be differentiated and more rigorous than those used in CP courses.
- Honors courses may be offered in English, mathematics, science, and social studies. Additionally, honors courses may be designated in other content areas for the third or fourth level of the courses provided the two criteria listed above are met. Honors weighting may not be designated in any physical education courses.

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.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the College Board’s AP courses and to IB 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 AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one quality point.

- A standard-level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

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 ~~home-school principal or his/her designee~~ to earn both Carnegie units and credit for those particular courses. **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. ~~One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees or associate degrees offered by accredited institutions.~~

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

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 following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. 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 determine 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 and the F (as a 50) 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. 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, the school will record an FA 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.

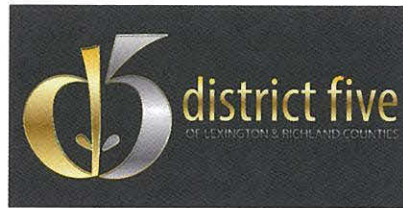
Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's record will reflect all courses taken and the grades earned.

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 regardless of the grade earned. In this case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade previously earned by the student.

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



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton *CSM*
Chief Instructional Officer

Date: March 8, 2017

Re: March 13, 2017 Board Meeting
Discussion: Approval of Proposed Revisions
Board Policy IHAC "Social Studies Education"

Item: Proposed revisions to Board Policy IHAC "Social Studies Education" is attached in draft form, along with the current Board Policy IHAC.

Recommendation: The administration recommends the revisions to Board Policy IHAC "Social Studies Education" move to First Reading approval.

I will be present to answer any questions you may have regarding these revisions.

Attachments: Current Board Policy IHAC "Social Studies Education"
Proposed revisions to Board Policy IHAC "Social Studies Education"

Current Board Policy

IHAC Social Studies Education

Issued 11/11

Purpose: To establish the board's vision for social studies education.

Informed citizen participation in public life is essential to the health of our democratic system. A variety of experiences (including those using interdisciplinary approaches) in the social sciences of economics, sociology, psychology, geography, political science, anthropology and history enables students to function effectively and contribute constructively within society. These experiences must include both learning about and using the tools of the social sciences. An effective social studies program must prepare young people to live, work, compete and solve problems in our increasingly diverse nation and interdependent world.

The social studies program will provide the opportunity for each student to acquire the knowledge of content and concepts, develop the critical thinking skills and processing skills, and adopt values necessary for responsible social, political and economic participation in a diverse, interdependent and changing world.

The district will develop curriculum to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address kindergarten through twelfth grade.

Constitution and Citizenship Day

In accordance with federal law, the district will offer an educational program each year on September 17 to commemorate the September 17, 1787, signing of the United States Constitution (if this date falls on a Saturday, Sunday or holiday, Constitution Day will be held during the preceding or following week). The superintendent or his/her designee will establish guidelines ensuring that the district observes Constitution day in a manner befitting the importance of the event in the history of the United States of America.

Veteran's Day

All schools in the district will provide one hour of class time or assembly time to honor veterans and to study the United States Constitution and the Declaration of Independence. This hour of study will be on November 11, Veteran's Day, or as close as possible to this date if schools are closed.

Schools may allow students to attend activities to honor veterans on this day as part of the instructional day. Parents/legal guardians may request in writing that their child be excused from participation in such activities.

Adopted 11/14/11

Legal references:

Federal statute:

36 USC Section 106 (2004) - Constitution Day and Citizenship Day.

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

Section 59-29-120 - Instruction required; attendance at Veteran activities.

Section 59-29-55 - Instruction on Black history.

Section 59-29-165 - Instruction in personal finance.

Sections 59-29-410 through 430 - Financial literacy instruction.

Sections 59-29-440 through 570 - South Carolina Financial Literacy Initiative.

State Board of Education Regulations:

R-43-234 - Defined program, grades 9-12.

Suggested Policy Revisions
Discussion 3/13/17

DRAFT IHAC
Social Studies Education

Issued ~~11/11~~

Purpose: To establish the board's vision for social studies education.

Informed citizen participation in public life is essential to the health of our democratic system. A variety of experiences (including those using interdisciplinary approaches) in the social sciences of economics, sociology, psychology, geography, political science, anthropology and history enables students to function effectively and contribute constructively within society. These experiences must include both learning about and using the tools of the social sciences. An effective social studies program must prepare young people to live, work, compete and solve problems in our increasingly diverse nation and interdependent world.

The social studies program will provide the opportunity for each student to acquire the knowledge of content and concepts, develop the critical thinking skills and processing skills, and adopt values necessary for responsible social, political and economic participation in a diverse, interdependent and changing world.

The district will develop curriculum to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will **address kindergarten through twelfth grade. include instruction on the founding principles that shaped the United States, including, at a minimum, the Federalist Papers, the structure of government, the role of the separation of powers, and the freedoms guaranteed by the Bill of Rights. The curriculum will address kindergarten through 12th grade.**

Constitution and Citizenship Day

In accordance with federal law, the district will offer ~~an~~ educational **program opportunities** each year on September 17 to commemorate the September 17, 1787, signing of the United States Constitution (if this date falls on a Saturday, Sunday or holiday, Constitution Day will be held during the preceding or following week). The superintendent or his/her designee will establish guidelines ensuring that the district observes Constitution ~~d~~**Day** in a manner befitting the importance of the event in the history of the United States of America.

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All schools in the district will provide one hour of class time or assembly time to honor veterans and to study the United States Constitution and the Declaration of Independence. This hour of study will be on November 11, **Veteran's Veterans** Day, or as close as possible to this date if schools are closed.

Schools may allow students to attend activities to honor veterans on this day as part of the instructional day. Parents/legal guardians may request in writing that their child be excused from participation in such activities.

Adopted ~~11/14/11~~

Legal references:

Federal statute:

36 USC Section 106 (2004) - Constitution Day and Citizenship Day.

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

Section 59-25-155 – South Carolina Founding Principles Act.

Section 59-29-120 - Instruction required; attendance at Veteran activities.

Section 59-29-55 - Instruction on Black history.

Section 59-29-165 - Instruction in personal finance.

Sections 59-29-410 through 430 - Financial literacy instruction.

Sections 59-29-440 through 570 - South Carolina Financial Literacy Initiative.

State Board of Education Regulations:

R43-231 – Defined program, grades K-5.

R43-232 – Defined program, grades 6-8.

R-43-234 - Defined program, grades 9-12.