



AGENDA  
BOARD OF TRUSTEES  
REGULAR MEETING  
CHAPIN HIGH SCHOOL'S CAFETERIA  
NOVEMBER 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)
  - b. Discussion of employment matter regarding Superintendent
3. Call to order at 7:00 p.m.
4. Welcoming remarks
5. Invocation – Robert Gantt, Chairman, Board of Trustees
6. Pledge of Allegiance – Clayton Bellinger, a senior at Chapin High School
7. Election of Officers
8. School Board Spotlight
9. Approval of the agenda
10. Approval of the minutes of the October 23, 2017 board meeting
11. Welcome and brief overview of Chapin High School by Dr. Akil Ross, Principal
12. Superintendent's Report
13. Public participation\*

### **ACTION AGENDA**

14. Action as Necessary or Appropriate on Matters Discussed in Executive Session
15. Second and final reading approval of proposed revisions to Board Policy IKA-R "Grading/Assessment Systems" (Exhibit B)
16. Second and final reading approval of proposed revisions to Board Policy CBI "Evaluation of Superintendent" (Exhibit C)
17. Second and final reading approval of proposed revisions to Board Policy CBA "Qualifications of Superintendent" (Exhibit D)
18. Request for Waiver of On-line Testing Requirements for Spring 2018 (Exhibit E)

### **DISCUSSION AGENDA**

19. Proposed calendar for 2018-2019 (Exhibit F)
20. Superintendent's Goals for 2017-2018 (Exhibit G)
21. Adjourn

### **INFORMATION AGENDA**

22. FY 2017 Minority Business Enterprise Report and FY2017 Sole Source and Emergency Procurement Information (Exhibit H)
23. The next board meeting will be December 11, 2017 at Irmo Elementary 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 that are placed in writing will receive a written response in a timely manner.



## Minutes/October 23, 2017

The Board of Trustees of School District Five of Lexington and Richland Counties met at H. E. Corley 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:

Ms. Katrina Goggins, Director, Office of Communications  
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 gave welcoming remarks.

The Invocation was given by Ed White, Board of Trustees. The Pledge of Allegiance was led by Jordyn Lewis, fifth grade student at H. E. Corley Elementary School.

The Board conducted the School Board Spotlight.

Jason Pollock, Principal, gave a welcome and brief overview of H. E. Corley Elementary School.

During the Superintendent's Report, Len Richardson presented the monthly financial reports (Exhibit C).

During the public participation, Kim Murphy spoke regarding the budget.

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of October 23, 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. Haltiwanger                      S. Hutchison  Enter executive session to consider the following : a) selected employment items (Exhibit A); and b) evaluation of the superintendent (Exhibit B)	A	X	X	X	X	X	A
2. M. Cates                                  S. Baumgardner  Approve the agenda	X	X	X	X	X	X	X
3. M. Baumgardner                      S. Cates  Approve the minutes of the October 9, 2017 board meeting	X	X	X	AB	X	X	X
4. M. Hutchison                          S. Cates  Approve the selected items (Exhibit A)	X	X	X	X	X	X	X
5. M. Baumgardner                      S. Cates  After reviewing Dr. Hefner's report on the District's progress, and hearing the Board members' comments this evening regarding Dr. Hefner's performance, I move that we conclude as a Board that Dr. Hefner receive a superior evaluation for the 2016-17 school year	X	X	X	X	X	X	X
6. M. Haltiwanger                          S. Hammond  I move that we accept Dr. Hefner's resignation from his employment with the District, for purposes of retirement, effective June 30, 2018	X	X	X	X	X	X	X
7. M. Hutchison                          S. Hammond  Approve second and final reading of proposed revisions to Board Policy IJNDAA "Distance, Online and Virtual Education" (Exhibit D)	X	X	X	X	X	X	X

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



SCHOOL DISTRICT FIVE  
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LEXINGTON AND RICHLAND COUNTIES

Meeting of October 23, 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
8. M. Haltiwanger S. Hutchison Approve second and final reading of proposed revisions to Board Policy IHAC "Social Studies Education" (Exhibit E)	X	X	X	X	X	X	X
9. M. Hutchison S. Baumgardner Approve second and final reading of proposed revisions to Board Policy IKE "Promotion and Retention of Students" (Exhibit F)	X	X	X	X	X	X	X
10. M. Hammond S. Cates Approve second and final reading of proposed revisions to Board Policy IHCA "Summer School" (Exhibit G)	X	X	X	X	X	X	X
11. M. Baumgardner S. Hammond Approve first reading of proposed revisions to Board Policy IKA-R "Grading/Assessment Systems" (Exhibit H)	X	X	X	X	X	X	X
12. M. Hutchison S. Baumgardner The Board move item #20 (proposed revisions to Board Policy CBI "Evaluation of Superintendent" (Exhibit I) to the action agenda for first reading approval	X	X	X	X	X	X	X
13. M. Hutchison S. Baumgardner Approve first reading of proposed revisions to Board Policy CBI "Evaluation of Superintendent" (Exhibit I)	X	X	X	X	X	X	X
14. M. Hutchison S. Haltiwanger The Board move item #21 (proposed revisions to Board Policy CBA "Qualifications of Superintendent" (Exhibit J) to the action agenda for first reading approval	X	X	X	X	X	X	X

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Meeting of October 23, 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
15. M. Hutchison                      S. Baumgardner  Approve first reading of Board Policy CBA "Qualifications of Superintendent" with the deletion of the last sentence in the fourth paragraph (Exhibit J)	X	X	X	X	X	X	X
16. M. Baumgardner                      S. White  Adjourn at 8:21 p.m.	X	X	X	X	X	X	X

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**MEMORANDUM**

To: Members of the Board of Trustees  
Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina Melton   
Chief Instructional Officer

Date: November 7, 2017

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

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

\*In an email dated October 30, 2017 from Tiffany Richardson with South Carolina School Boards Association (SCSBA), it was noted that the South Carolina State Department of Education (SC SDE) had again revised the Uniform Grading Policy. The requested change issued by the SC SDE is noted on page 14 of this exhibit, under the "Grade Point Averages (GPA)" section for your review.

Recommendation: The administration recommends the revisions to Administrative Rule IKA-R "Grading/Assessment Systems" pass Second Reading approval.

Mr. Reggie Dean, Director of Secondary Education, 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 POLICY

### AR IKA-R Grading/Assessment Systems

Issued 3/17

#### 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	1.000	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
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 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. to 3:30 p.m.) during the academic year (August through 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 in which the course is completed.

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, 3/13/17

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

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*Suggested Policy Revisions  
Second Reading 11.13.17*

**DRAFT  
IKA-R  
Grading/Assessment Systems**

Issued 3/17

## **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 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

### Grades third through fifth

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

Grades ~~three~~ six through 12

Student progress in grades ~~three~~ 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 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) or “F” (failing), 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, the receiving school will calculate the student’s cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the “P.”

If no numerical average can be obtained from the sending institution on the “F,” the grade entered will be a 50.

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 homeschools.

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.

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.~~
- 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*.
- ~~• Textbooks and/or other course materials must be differentiated and more rigorous than those used in CP courses.~~



- 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 Student*.
- ~~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.~~
- Assessments must be aligned 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.

### **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 above the CP weighting.
- A standard-level (SL) IB course can carry only one quality point weighting per course. 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 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 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 [the third decimal place as outlined in the state's uniform grading policy](#) ~~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. [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 or F in that course. The student's record 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 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.~~ 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, only the highest grade will be used in figuring the student's GPA. ~~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



## **Policy CBI Evaluation of Superintendent**

Issued 11/06

~~Purpose: To establish the basic structure for board evaluation of the superintendent that ensures board accountability to the community.~~

To maintain leadership and to promote professional excellence and improvement of the Superintendent's skills, the Board will formally evaluate the Superintendent on an annual basis, consistent with the terms of the Superintendent's employment contract with the Board. Each member of the Board ~~will~~ shall be included in the evaluation process. ~~involved in this evaluation.~~

~~The board will make the evaluation on the basis of the board's written statements concerning the abilities needed by, and the responsibilities and duties to be discharged by, the superintendent. The board will give the superintendent a written opinion on his/her abilities and performance in various areas. The document will be given to the superintendent and discussed with him/her in an executive session. The superintendent will be allowed to respond to the evaluation. A written summary of the evaluation and the superintendent's response will be maintained in the superintendent's personnel file.~~

~~The assessment of the superintendent's performance will result in review of his/her job description and appropriate changes to it as needed. It also will establish a foundation for identifying new priorities and objectives to be used as a basis for the next year's evaluation. The board may also consider adjustments in the superintendent's contract and rate of compensation on the basis of the evaluation.~~

Adopted 11/16/81; Revised 1/21/85, 11/27/06, 11/\_\_\_/17





## Policy CBA Qualifications of Superintendent

Issued 11/06

Purpose: To establish the basic structure for the qualifications of the Superintendent.

The Superintendent of the District schools will have earned ~~at least a master's degree, education specialist degree,~~ preferably a doctorate degree, in the area of educational administration from a recognized accredited institute or have met the criteria for alternate route certification. The Board also requires that the Superintendent meet all other minimum licensing and certification requirements specifically set forth by the South Carolina State Board of Education.

The Superintendent will be the chief executive of the District and, as such, the Board will expect him/her to provide leadership in all aspects of the District's operations. ~~phases of the educational program in the district.~~

Persons considered for this position should have at least five years of experience in educational administration and other relevant qualifications and experience, as determined by the Board. ~~with two of these years in administration at the district level or at least 10 years of successful experience in a senior position of leadership such as chief executive officer in a business corporation or agency, military officer or other position with responsibilities similar to those of a district superintendent.~~

~~Because this is an administrative and leadership position at the highest level in the public schools, demonstrated competence in these areas is a necessary prerequisite for this position. Additionally, persons considered for this position should have maintained active membership and participated in the professional organizations concerned with educational administration at local, state and national levels.~~

Adopted 8/1/73; Revised 11/16/81, 1/21/85, 11/27/06, 11/\_\_\_/17

Legal references:

S. C. Code, 1976, as amended:

~~Section 59-5-60—General powers of state board.~~

Section 59-13-20 - Qualifications of superintendents.

State Board of Education Regulations:

R-43-64 - Requirements for initial certification at the advanced level.







**MEMORANDUM**

TO: Members of the Board of Trustees  
Stephen Hefner, Ed.D., Superintendent

FROM: Dr. Michael R. Harris  
Chief Planning and Administrative Officer

DATE: November 6, 2017

RE: November 13, 2017 Board Meeting,  
"Online Testing Waiver Request"

I am providing the "Online Testing Waiver Request" for your review. I will be available to answer any questions the Board may have.

2017-2018 Online Testing Waiver Request

MRH:lm



## Online Testing Waiver Request

This form is for a request to waive administering online assessments during the 2017–18 school year pursuant to the General Appropriations Act, 2017 S.C. Act 97, Proviso 1.77 (Proviso 1.77) (SDE: Technology Technical Assistance). If the State Board of Education approves this waiver, the named assessment(s) may be administered via paper and pencil.

*Please state specific reason(s) why the named assessments cannot be administered online during the 2017–18 school year. Also please specify how these concerns will be addressed to alleviate the inability to test online in the following school year (2018–19).*

*Potential limitations may include, but are not limited to, inadequate testing facilities or insufficient infrastructure resources needed to conduct these assessments online. Provide any supporting documentation such as: District Technology Readiness Study Final Report, Testing Technical Specifications, Network Connectivity, Hardware Availability, etc.*

Please send the request to Darlene Prevatt, Team Leader, Office of Federal and State Accountability, 1429 Senate Street Room 501-A, Columbia, SC 29201. **The Department requests that waiver requests be submitted before December 1, 2017, so that paper scoring sheets may be ordered in time for test administration.**

### Contact Information

Name/Title: **Dr. Lais Zachary**  
Number/Email: **803-476-8193 ; LZachary@lexrich5.org**  
School/District Name: **School District Five of Lexington and Richland Counties**  
Address: **1020 Dutch Fork Road, Irmo SC 29063**

### Please name the assessments for which a waiver is requested

Check all that box that apply to your waiver application:

Note: RTF = residential treatment facilities

<input checked="" type="checkbox"/> SC READY ELA	grade 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	all grades but only for RTF <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> SC READY Math	grade 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	all grades but only for RTF <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> SCPASS Science	grade 4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 8 <input type="checkbox"/>	all grades but only for RTF <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> SCPASS Social Studies	grade 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/>	all grades but only for RTF <input checked="" type="checkbox"/>
<input type="checkbox"/> Access for ELLs (all grades)		

☒ Other (All assessments to be administered to homebound and homebased students that are not able to come to their school to take the test.)

### Please indicate whether a waiver was obtained in 2016-17, and the status of last year's plan to address.

District obtained a waiver in 2016-17? Yes ☒ No ☐. If "yes," what is the status of last year's plan to be ready for online testing?

Improvements to our network infrastructure have been made. We have increased the number of one-to-one devices that can be used for online testing at our middle and high school. Currently about 90% of our middle and high school students have a one-to-one device that can be used for online testing.

### Reason for Waiver Request

- Our elementary schools do not have one-to-one devices to ensure the mode of instruction is the same mode of the test administration.
- We can not ensure Internet access and reliability to assess students in settings outside of school district control; i.e., a few homebound and homebased administration at the student's home.

### Plan to Address the Reason for the Waiver Request

We plan to make additional improvements to our district network infrastructure and increase the number of one-to-one devices at our elementary schools that can be used for instruction and to administer online testing.

### Signatures

Signature, Chair of School Board of Trustees/Charter School

Date

Signature of Superintendent of District/Public Charter School District

Date



# Lexington-Richland Five 2018-2019 Calendar

# DRAFT

July 2018

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

August 2018

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

September 2018

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

October 2018

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

November 2018

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

December 2018

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

\*Dec. 20- 21 are work days for 240-day employees

January 2019

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

February 2019

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

March 2019

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

April 2019

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

May 2019

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

June 2019

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

July 4 ..... Independence Day Holiday  
 August 15 ..... First Day for Teachers  
 August 15-17; 20-21 ..... Teacher Work Day/Staff Dev.  
 August 22 ..... First Day for Students  
 September 3 ..... Labor Day Holiday  
 September 11 ..... National Anthem to Be Sung at 1 p.m.  
                                     The Day the World Came Together After 9/11  
 October 8 ..... Teacher Work Day/Parent Conf.  
 November 6 ..... Student & Teacher Holiday  
 November 21-23 ..... Thanksgiving Holidays  
 December 20 - Jan. 2 ..... Winter Break  
 \*December 20 - 21 (Work days for 240-day employees)

January 1 ..... New Year's Holiday  
 January 3 ..... Students Return to School  
 January 21 ..... Dr. M. L. King, Jr. Holiday  
 February 18 ..... Teacher Professional Development Day  
 March 8 ..... Teacher Professional Development Day  
 March 29 ..... Student & Teacher Holiday  
 April 15-19 ..... Spring Break  
 April 22 ..... Teacher Professional Development Day  
 May 27 ..... Memorial Day Holiday  
 June 5-6 ..... Half Day for Students  
 June 6 ..... Last Day for Students  
 June 7 ..... Teacher Work Day/ Last Day For Teachers

Possible severe weather make-up days (Oct. 8, Nov. 6, Feb. 18, March 29 and April 22)



School Day

Schools & Offices Open  
Teacher/Student Holiday

Schools &amp; Offices Closed



School Day/End of Nine Weeks

Staff Development/  
Teacher Work Day  
No School for Students





**Superintendent's Goals for 2017-2018**  
**Timeline: July 2017 – June 2018**

**Goal 1: Sustain and enhance the District's record of excellence in student achievement as measured by:**

- i. district SAT scores which exceed the state and national averages,
- ii. SAT scores at each high school which exceed the state and national averages or are higher than the previous year's average,
- iii. district ACT scores which exceed the state average and national average for states which test 100% of students,
- iv. ACT scores at each high school which exceed the state average and national average for states which test 100% of students or are higher than the previous year's average,
- v. a district-wide graduation rate and a graduation rate at each high school that exceeds the national average,
- vi. a district-wide dropout rate and a dropout rate at each high school that is less than the national average,
- vii. a CATE completer rate that exceeds the previous year's rate,
- viii. district WorkKeys scores on the career readiness assessment which exceed the state average for students, and
- ix. expand our programs designed to meet the unique educational needs of our disabled student population.

**Goal 2: Ensure that our teaching positions continue to be with filled with highly qualified, properly certified teachers.**

**Goal 3: Strengthen our access to and utilization of technology to improve teaching and learning as measured by:**

- i. the fortification of the district's technology infrastructure so that it is reliable and responsive to the instructional and operational needs of the district,
- ii. classrooms across the district having the technology resources needed to provide excellent instruction, and
- iii. administrative offices across the district having the technology resources needed to perform tasks efficiently and effectively.

**Goal 4: Ensure effective and efficient utilization of the District's fiscal and physical resources by:**

- i. maximizing the District's utilization of existing space, and
- ii. continuing the refinement of the budget development process, financial systems and procurement practices to ensure maximization of and accountability for resources.

**Goal 5: Identify the need for (and funding plan to support) renovations within existing facilities as well as new construction projects.**

**Goal 6: Continue to reinforce our efforts to ensure the safety, emotional, psychological, and physical well-being of our students and staff.**

**Goal 7: Ensure an effective communication system of the District with its employees, parents, students, and community.**

**Goal 8: Enhance the District's reputation as being environmentally responsible.**








MEMORANDUM

To: Board Members

Through: Stephen W. Hefner, Ed. D.  
Superintendent

From: A. Len Richardson   
Chief Finance Officer

Date: November 8, 2017

Re: FY 2017 Minority Business Enterprise (MBE) Report  
FY 2017 Sole Source and Emergency Procurement Information

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Pursuant to section 5260.1 of the School District Five of Lexington and Richland Counties Procurement Code, the FY 2017 MBE report is provided for your information.

Information referencing Sole Source and Emergency Procurements during FY 2017 is also provided pursuant to section 2440.3 of the Code.

**School District Five of Lexington & Richland Counties**  
**Report of Minority Business Expenditures**  
**July 1, 2016 - June 30, 2017**

<b>Vendor</b>	<b>FY 2017 Expenditures</b>
Lorick office	2,394.54
Shred With Us LLC	1,647.50
Quintech Solutions Inc	45,337.00
Musical Innovations LLC	26,626.87
Minute Man Movers LLC	10,170.00
Southern Roofing Services	264,300.00
AOS Specialty Contractors Inc	73,995.19
Chao and Associates	19,213.95
S&A Enterprises, Inc	23,570.00

**District Five of Lexington and Richland Counties**  
**Sole Source Procurements**  
**FY 2016-2017**

<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>TOTAL CONTRACTS</b>
Brainpop	Subscription for Educational videos	20,818.84
CSX	Maintaining RR crossing at Irmo High School practice fields	5,309.02
Hoffman Mechanical Solutions	Parts for Daikin HVAC systems	23,401.00
MECA	Design services for Phase IV HVAC replacement at RSES and LMES	162,450.00
Mobile Communications	SEON bus and vehicle cameras and components	105,370.11
Sandlapper Sound	Authorized Fire alarm repair at Ballentine ES and Dutch Fork MS	10,897.56
Palmetto Controls	Digital Computerized Energy Mangement Equipment	1,110.00
Speedy Pack	Delivery of secure test materials	3,000.00
Riddell	Speedflex football helmet for high schools	37,975.35
Rock Communication	Digital Radios for buses and other district owned vehicles	88,133.12
Rycor Solutions	Online registration and payment system	56,120.00
Swygert & Associates	Design services for HVAC replacement at DFHS	81,700.00
Simplex Grinnell	Authorized Fire alarm repair at various schools	45,680.03
Vc3 Inc	EnRich Special Education Reporting Software	6,075.00

**District Five of Lexington and Richland Counties**  
**Emergency Procurements**  
**July 1, 2016 through June 30, 2017**

<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>TOTAL AMOUNT</b>
Cashion	Electrical Services-Power loss at RSES	3,465.00
Cullum Services	Replace heat exchangers	20,653.00
Gateway Supply	Replace water heaters in Kitchen at HIS	18,048.48
Central Heating & A/C	Replace HVAC unit at DF Transportation	5,995.00
Lowman Communications	Monitoring of Fire Alarm and Security Systems	18,500.20
Simplex Grinnell	Inspection/Testing of fire alarms, sprinklers extinguishers, etc	14,646.11
Asbestos & Demolition	Asbestos removal at DFES	15,900.00
Practical Solutions IT	Repair District WI-Fi Networks	2,160.00