Regulation IS - 43 Grading/Assessment Systems

October 2025

I. **Purpose and Introduction.** This Administrative Regulation establishes the Superintendent's expectations for grading and reporting of student academic progress in the Beaufort County School District (BCSD).
   A. Students respond more positively to the opportunity for success than to the threat of failure. Therefore, through learner objectives and its instructional program, the BCSD seeks to make the evaluation of student performance both recognizable and positive.
   B. Schools shall issue report cards at the end of each academic quarterly grading period on the days noted on the annual BCSD school calendar for students. Such calendar shall be posted on the BCSD website.
   C. Interim notification, in the form of a progress report, is required to be sent to parents/legal guardians of all BCSD students enrolled in kindergarten through twelfth (12th) grade at approximately the midway point of each grading period.
   D. Teachers are expected to contact parents when a student's grade drops below a C/70. Teachers are also expected to send interim reports and report cards at the scheduled times.
   E. Assignment of student grades is the purview of the teacher. Grades cannot be changed without following BCSD established procedures which include explicit consent of the teacher. Teachers develop research-based grading and assessment practices to guide the recording and reporting of student progress under the supervision of the Principal. Grading practices by teachers must be approved by the school Principal. Each school

Principal shall submit annually to the Superintendent or his/her designee a statement of approved school grading practices for approval by BCSD administration. The BCSD follows the South Carolina guidelines for grading/assessment. As such, no school leader or teacher will engage in grading practices that violate state policy.

II. **Non-Discrimination. Nondiscrimination.** The BCSD affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

III. **South Carolina Uniform Grading Policy ("UGP").**
   A. Each BCSD school will follow the UGP. This UGP and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level. All report cards and transcripts will use numerical grades for courses carrying Carnegie units.
   B. After 2016, beginning with the 2016-2017 school year, the grading scale for Grades Three (3) through Twelve (12) shall be as follows:
      1. A = 90-100; Excellent
      2. B = 80-89; Above Average
      3. C = 70-79; Average
      4. D = 60-69; Passing, Needs Improvement
      5. F = 59 and below; Unsatisfactory
      6. FA = 50; Failing, Excessive Absences
      7. WP = Withdrew Passing
      8. WF = 50; Withdrew Failing
      9. NC = No Credit
      10. AU = No Value; Audited

11. NP = No Value; Not Passed
12. P = No Value; Pass

Prior to 2016 (2015-2016 school year or earlier), the SC Grading Scale was as follows:

1. A = 93-100
2. B = 85-92
3. C = 77-84
4. D = 70-76
5. F = 0-69
6. FA = 61
7. WF = 61
8. WP = No Value

C. All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

IV. **Final Grade Calculation.** Semester grades shall be determined by a weighted percentage of the two (2) quarterly academic grading period grades in the semester. Each of the two (2) quarterly academic grading period grades will equal fifty percent (50%) of the semester grade. Any semester or yearly final exams (non-state) will be calculated into the concurrent grading period. A yearly or final grade is determined by averaging the two (2) semester grades unless a state end-of-course test is given, in which case that test shall be twenty percent (20%) of the final grade and the two (2) semester grades shall account for a total of eighty percent (80%) of the final grade.

A. Unless otherwise waived by the Superintendent or his/her designee, calculation of quarter grades shall be determined by a weighted percentage of the two (2) grading categories of Formative and Summative assessments. Formative assessments shall comprise forty percent (40%) of each quarter grade, and Summative assessments shall comprise sixty percent (60%) of each quarter grade.

B. Final Grade Year Long Class:
   1. 50% Semester 1; and
   2. 50% Semester 2.

C. Final Grade Year Long Class with State End-of-Course (EOC) Exams:
   1. 40% Semester 1;
   2. 40% Semester 2; and
   3. 20% State EOC Exam.

(See BCSD Administrative Regulation IS-44, Tests and Examinations, for further information on exams and testing.)

V. **Grading Scales.**

A. Primary and Elementary (Pre-Kindergarten through Grade Five (5)). Each school will follow the BCSD marking system for primary and elementary students. The system may include letter grades, narratives, or numeric percentages. The grading scale for grades three (3) through five (5) will follow the state grading scale as shown in Section II., above. In grades one (1) and two (2), the grading scale will include the following:
   1. E = Excellent
   2. G = Good
   3. S = Satisfactory
   4. N = Needs Improvement
   5. U = Unsatisfactory

B. South Carolina Uniform Grading Scale Conversion Chart, 7-Point Scale-2007

Note: This Grade Point Conversion Chart is for REFERENCE ONLY as counselors, registrars, and other school or district administrators may need to transcribe grades for courses taken prior to 2016 (2015-2016 school year and earlier).

South Carolina Uniform Grading Scale Conversions				
Numerical Average	**Letter Grade**	**College Prep**	**Honors**	**Extended Quality Points***
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500

72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0–61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

C. South Carolina Uniform Grading Scale Conversion Chart, 10-Point Scale Numerical breaks for letter grades, weightings for specified courses and a conversion chart for computing grade point ratios follow for courses taken after 2016 (beginning with the 2016- 2017 school year).

South Carolina UGP 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
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

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

D. Montessori Programs.

1. Lower Montessori (Grades 1-3). At the Lower Montessori level student mastery of skills occurs at different times for different children. A quarterly narrative report card will include, for each content area, the teachers’ evaluation of the students’ level of mastery using the following grading scale:
    a. E = Excellent
    b. G = Good
    c. S = Satisfactory
    d. N = Needs Improvement
    e. U = Unsatisfactory

2. Upper Montessori (Grades 4-6) and Middle Montessori (Grades 7-8). At the Upper Montessori level student mastery of skills occurs at different times for different children. A quarterly narrative report card will include, for each content area, the teachers’ evaluation of the students’ level of mastery using the following grading scale:
    a. A = 90-100; Excellent
    b. B = 80-89; Above Average

c. C = 70-79; Average
d. D = 60-69; Passing, Needs Improvement
e. F = 59 and below; Unsatisfactory

V. **Conversion Process.**

A. 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 conversion scale effective during the year the course was completed will be used. For courses completed during school years 2015-2016 and prior, the following equivalents will be used to transfer the grades into the student's record:

A = 96

B = 88

C = 80

D = 73

F = 61

For courses completed in 2016-2017 and thereafter, the following conversion will apply:

A = 95

B = 85

C = 75

D = 65

F = 50

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

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

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, an earned credit will be awarded, and the receiving school will enter a "P" on the transcript.

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

The BCSD will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course

credits from home schools and non- accredited schools. The BCSD will have the right to evaluate evidence provided by the parent/legal guardian or student before transcribing the credit. The BCSD can award an elective transfer credit in a content area for a course that does not match those approved by the state.

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

The BCSD 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.

VI. **Multilingual Learner Grading.** Multilingual Learner (ML) may not be assigned a failing grade in a content area or be retained at grade level based on English language proficiency. When grading ML's, assignments and assessments must be adapted to their proficiency level as they work towards academic achievement.

VII. **EOC Examination Program (EOCEP)** In courses requiring state EOC examinations, the BCSD will apply the mandatory twenty percent (20%) weighting of the EOC exam to the student's final grade.

VIII. **Credit Recovery Courses with EOC Exams.** Students who are enrolled in courses requiring state EOC examinations must take the examinations and fulfill all requirements outlined in State Board of Education Regulation 43-262. Students will be allowed to take the examination only once, at the end of the regular course duration. Students who participate in credit recovery courses will not retake the end of course examination as part of credit recovery.

IX. **Honors Courses.**

A. The curriculum, methods, and assessments should indicate depth of rigor, complexity, challenges, and creativity beyond the CP level course. The material included in each of the content areas should be used as the basic components required in the developmental process. The South Carolina state standards must be used as the framework and teachers should build upon these to ensure that the integrity of the honors level expectation is maintained.

B. The BCSD may designate honors courses and give the assigned weighting aligned to the SC Honors Framework to include the following conditions:

1. 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*.
2. Instruction practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
3. Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

C. These conditions are further described in the *SC Honors Framework, Appendix A*. One-half of a quality point (0.5) will be added to the CP weighting for honors courses that have evidence of meeting the three (3) criteria listed above. These criteria apply to all honors courses, including those offered online and in other non-traditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state of the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

D. Physical Education I, or any course that can be substituted for Physical Education I, is not eligible to receive honors weight.

X. **Transfer Courses.** Students transferring from schools not accredited under the regulations of the appropriate board of education of a state, regional accrediting agency, or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public school students, will have the opportunity to provide evidence of work to be considered for honors weighting

when transferring to a public school The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school must apply the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

XI. **Advanced Learning Opportunities (ALO): Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) Courses.** The following criteria apply to all ALO courses, including those offered online and in other nontraditional settings as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency.

A. Only ALO courses can be awarded a full quality point above the CP weighting. Seminar or support courses ALOs may be weighted as honors but not as ALO courses. Quality points awarded to ALO courses cannot be changed based on participation or non- participation in an ALO standardized final examination (i.e. AP examination).
B. An ALO course can carry only one (1) credit with the quality point above the CP weighting.
C. An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e. two weighted credits).

XII. **Dual Credit Courses.**

A. Dual Enrollment is pursuant to detailed district agreements between accredited institutions of higher education and the BCSD that clearly outline the specific courses and associated procedures allowed. When the student successfully completes the dual enrollment or dual credit course, the institution of higher education formally posts the earned credit to a student's transcript for the collegiate experience, and the student's high school posts the earned credit to a student's transcript for the secondary experience.
B. 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 college credits for those particular courses. One (1) quality point may 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.
C. College remediation and orientation classes for dual credit will be weighted as CP.
D. 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 BCSD will not change the weight of a dual credit course to match South Carolina's process.

The BCSD has expanded its policy of awarding dual credit to include high school graduation requirements for comparable general education college courses. Students enrolled in South Carolina public schools may take for dual credit only those courses applicable to baccalaureate or associate degrees in arts or science offered by institutions accredited by the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools. A list of examples of such courses shall be maintained by and obtained from the BCSD Instructional Services Department or BCSD high school counselors.

XIII. **Dual Credit Procedures.**

A. Students may enroll in a post-secondary course offered through the dual enrollment partners for which they meet the prerequisites. The expanded dual enrollment policy allows specific, comparable general education courses offered at post-secondary institutions to fulfill high school graduation requirements. Courses requiring an SDE ~~end-of-course~~ EOC exam will not be considered for dual enrollment. The course U.S. History and the Constitution is the exception to this criterion; however, students will be required to take the EOC exam for U.S. History after completing the post-secondary institution's courses.

B. Through dual enrollment at approved post-secondary institutions, students meeting the following criteria may enroll in high school and college concurrently and fulfill selected high school credits required for graduation

C. **Technical College of the Lowcountry (TCL): Student Eligibility and Requirements for College/University Transfer and Career & Technical Certificate Courses.** Students may enroll in college courses and earn units of credit toward their high school diplomas through cooperative Dual Enrollment agreements with the Technical College of the Lowcountry (TCL). These agreements provide that three-semester hour college courses transfer as one unit of credit.

Successful completion of prerequisite courses will be required for specified certified programs. Students may only enroll in CTE courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by an appropriate regional accrediting agency recognized by the U.S. Department of Education.

To be eligible to enroll in TCL's academic, college transfer, dual enrollment/credit courses, students must meet all criteria listed below:

1. Maintain a minimum 3.0 grade point average (unweighted on a 4.0 scale) based on the previous semester and indicated on the most current school transcript in compliance with S.C. Commission of Higher Education transfer requirements into academic programs.
2. An online application for admission and high school transcript shall be submitted to the post-secondary institution in compliance with the BCSD registration deadline.

TCL Eligibility will be based on multiple measures:

1. English 1 must be completed with a B average or higher. Students currently taking English 1 must provide a grade report reflecting a grade of B or above.
2. Algebra 2 must be completed with a B average or higher. (NOTE: *ALG2 only required for mathematics or physical science courses*)
3. Be enrolled as a BCSD high school student. Eligible students in grades 9-12 may enroll with the Technical College of the Lowcountry to include TCL instructor approval for 9th grade applicants. (*NOTE: Per district guidelines, BCSD freshmen students must meet the 93 percentile PSAT requirement to participate).*
4. Be recommended by the school counselor and approved by the high school principal.
5. Receive consent of the student's parent/legal guardian to participate in the BCSD Dual Enrollment Program.

D. Technical College of the Lowcountry (TCL): Career & Technical Education (CTE) Certificate Dual Enrollment Program

1. Students admitted to TCL's technical certificate program will be enrolled in one or more BCSD high school Career & Technical related pathways.
2. An online application for admission and high school transcript shall be submitted to the post-secondary institution in compliance with the BCSD registration deadline.
3. Be enrolled as a BCSD high school student. Eligible students in grades 9-12 may enroll with the Technical College of the Lowcountry to include TCL instructor approval for 9th grade applicants.
4. Students shall hold a minimum GPA of 2.5 grade point average (unweighted on a 4.0 scale) based on the previous semester and indicated on the most current school transcript. If TCL technical certificate courses are also listed under college transfer courses, then students must take a placement test to meet pre-requisites.
5. Be recommended by the school counselor and approved by the high school principal.
6. Receive consent of the student's parent/legal guardian to participate in the BCSD Dual Enrollment Program.

If students do not meet the eligibility criteria for their preferred Dual Enrollment Track (college transfer or Career & Technical), students must complete the following steps:

1. Meet with their school counselor and determine if Dual Enrollment is a possibility.
2. After obtaining school counselor approval, students must either: Provide a Letter of Recommendation from a current or former teacher **OR** Complete the Accuplacer Placement Test

E. **University of South Carolina Beaufort (USCB) Student Eligibility and Requirements for DUAL ENROLLMENT:**
   1. To enroll in the Dual Enrollment Program, a student must have one of the following test scores and an unweighted 3.0 grade point average unweighted (on a 4.0 scale) based on the previous semester and as noted on the most current transcript to be considered for acceptance into the Dual Enrollment Program.
   2. A new SAT score of at least 880 on the Evidence-Based Reading and Writing (ERW) combined with the Math section for tests **taken March 2016 and later**. This combined score of 880 is equivalent to the 800 combined score on the tests take before March 2016.

OR

A minimum of 17 Composite score on the ACT

F. Courses approved by a college and listed in the institution's catalogue for the AA or AS college transfer program or approved and listed in a four-year institution's course catalogue for a BS or BA program will be recorded as a Carnegie unit (one credit) in the corresponding core academic subject as determined by the School Counselor and approved by the principal. The credit may be counted as part of the required core academic distribution for graduation and the college must meet the standards approved by state board of education regulation. Exceptions to this practice are those HS courses that require the SDE EOC exams.
G. Students and parents/legal guardians, with the assistance of a School Counselor, are ultimately responsible for selecting and completing those academic courses required for admission to their college of choice.
H. College transfer courses taken for dual credit are to be codified and described using the South Carolina Department of Education instructional activity code for the corresponding academic course. In the seventh position of the code, continue to use an "E" for dual enrollment and enter the college's course title in the "long title" space in the student information system. An example: 3013 00 EW English 3 (long title explanation = TCL American Literature I second semester).
I. Courses not included on the approved college transfer program list will continue to be recorded as elective credit.
J. It is the responsibility of School Counselors to advise students to verify admission requirements and course transfer policies for their college of choice before selecting and enrolling in early college credit courses. BCSD School Counselors are not responsible for verifying the admission requirements and course transfer policies.
K. Students who successfully complete a dual enrollment/dual credit course for a graduation requirement will have the letter grade awarded by a college, converted to a numeric grade, in accordance with the UGP, and their grade will appear on the transcript under the high school course requirement with a modifier in the course activity code. College courses taken through the Dual Enrollment programs are calculated in the GPA at AP weight in keeping with the Uniform Grading Scale.
L. In the event that a college awards a grade not represented on the UGP, the BCSD will establish a procedure for translating that grade. For example, the grade of W is not represented in the UGP but is issued by some colleges. Students who choose to withdraw from a dual enrollment course and are issued a W will have the W translated as follows:
   1. The student is required to meet with their high school counselor before dropping or withdrawing from a course. The school counselor will also contact the parent/guardian prior

to any drop or withdrawal from any course. The school principal has the authority to withdraw a student from the Dual Enrollment program at any time based on poor academic performance, attendance and/or behavior.

2. For eight-week courses, "maymester" courses, summer courses, and/or other approved courses that do not meet for an entire semester, the BCSD will calculate the amount of time spent in the course to the ratio equivalent of a full course.
3. Students who swap or drop a dual enrollment course must do so prior to the authorized date for each semester. A grade of W (not WP or WF), awarded to students that drop **prior to** the published mid-term date will be interpreted and recorded on the BCSD transcript as a WP. A grade of W will be awarded to students that drop **after** the published mid-term date. The W will be interpreted and recorded on the BCSD transcript as a WF (50).
4. The student/parent will be responsible for all fees for courses dropped after the swap/drop date. If the student drops or withdraws from a class leaving only one active class, the student/parent is responsible for all tuition and fees for both classes (including textbooks) originally paid by the school district at the time of registration.
5. If a student receives a final grade of D or F in a dual enrollment course, the student will not be allowed to continue in the Dual Enrollment program for a minimum of one semester**.** After one semester, the principal or designee will review the student's academic record, attendance, and discipline to determine eligibility for the student to re-enroll in the program.
6. Upon receipt of the student's final grade report for the semester, the school counselor will review and notify the parents/guardian in writing that the student has been disenrolled from the program because of poor academic performance (final grade of D or F).
7. The school counselor will notify in writing the dual enrollment coordinator at the Technical College of the Lowcountry and/or the University of South Carolina Beaufort when a student has been disenrolled from the program.
8. If a student is approved to re-enroll in the program, he/she will only be allowed to enroll in only two courses.

M. Through the University of South Carolina Beaufort and its satellite campuses an articulation agreement exists with each BCSD high school offering the Teacher Cadet course.

N. Students who successfully complete a dual enrollment course for a graduation requirement will have the letter grade awarded by a postsecondary institution converted to a numeric grade, in accordance with the UGP, and their grade will appear on the transcript under the high school course requirement with a modifier in the course activity code. Any post-secondary institution courses taken through the dual enrollment are calculated in the GPR at AP weight in keeping with the UGP.

O. School Counselors will register dual enrollment students into the courses required for graduation with a modified course activity code.

XIV. **Grade Point Average (GPA).**

A. 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.

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

C. 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 be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

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

D. The BCSD administration has determined the criteria for selection of honor graduates, to include Valedictorian, Salutatorian, and Top Ten is based on GPA as determined by the Uniform Grading Policy. The cutoff date for determining the GPA is the seventh semester of high school and the third nine weeks of the senior year. These students must be enrolled in a high school for four (4) years

and enrolled in the high school within the BCSD awarding the diploma for a minimum of three (3) consecutive semesters prior to graduation. Students electing accelerated graduation in less than four years are not eligible to be Valedictorian, Salutatorian or Top Ten. Class rank for LIFE Scholarships is determined by the Commission on Higher Education at the conclusion of the spring semester of the senior year.

XV. **Student Schedule Changes.** Students are expected to choose courses thoughtfully during the registration period. Students select courses totaling seven or eight credits for each high school year. Students receive a verification of their course requests following the registration process. The verification form allows students the opportunity to review their course request and to make appropriate changes prior to the start of the school year. High schools will publish the dates for preference course changes. No preference course changes will be made after the published dates. Only course changes related to errors, course failure, new registrations or credit recovery will be allowed during the first ten days of school. Schedules will not be changed because a student does not like the course, the teacher, or the time of day the course is scheduled. Schedules will be changed only if there is a conflict or an extenuating circumstance, such as a student being assigned a class not requested on the IGP or if the student fails a required class needed for graduation. See Course Withdrawals section below regarding changing course levels.

XVI. **Course Withdrawals.**

A. Students may not withdraw from a required course. Permission to withdraw/change a course will be granted based on availability. Student, parent, teacher, and administrator approval must be submitted in writing before any course withdrawal can be made by the guidance department. With the first day of enrollment as the baseline, students who withdraw from a course within three (3) days in a 45-day quarter course, five (5) school days in a 90-day semester course, or ten (10) school days in a 180-day year-long course will do so without penalty.

B. School days are defined as days within the approved calendar when students are in session. The three (3), five (5), and ten (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 BCSD has established withdrawal limitations for distance learning courses in the BCSD Virtual School Manual.

C. Students who withdraw from a course after the specified time of three (3) days in a 45-day quarter course, five (5) school days in a 90-day semester course, or ten (10) school days in a 180-day year-long course will be assigned a WF (as a 50) and the WF will be calculated in the student's overall grade point average.

D. At the mid-point of the 1st quarter (26th day), if the student is failing an AP, IB, or Honors course, the student may be rescheduled to the CP course level.

E. Requests for changes in a course level will be accommodated until the close of school on the eighth school day after the end of the first nine (9) weeks in a 180-day course (53rd day). Change requests for semester-long courses will be accommodated until the close of school on the 26thday of school.

F. Students should not be dropped, moved, or reassigned to any other class after the designated day as per course length. Requests will be considered provided that the proposed change may not result in a class having over the maximum of 25 students, the proposed change is not in conflict with the master schedule, and if approved by the school principal.

G. See Section IX., *supra*, for Dual Enrollment withdrawal information.

H. 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:

1. 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.
2. The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units and will be factored into the student's GPA as a 50.

I. 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 on his/her transcript. The grade of FA will carry no Carnegie units and will be factored into the student's GPA as a 50.

XVII. **Retaking Courses.**

A. Students in grades nine (9) through twelve (12) may retake a course at the same level of difficulty if they earned a D, P, NP, WP, FA, or F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA

B. The student may retake the course either during the current school year or during the next school year but no later than that second 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 Principal).

C. A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course at the same level of difficulty regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, although all attempts for credit must remain on the transcript, only the highest grade will be used in figuring the student's GPA. This rule will apply whether the retake grade is higher or lower than the grade previously earned by the student. This includes both virtual and traditional courses. Students who have earned a Carnegie unit at the middle school will not be required to retake the same course at the high school level.

XVIII. **Credit Recovery.**

A. Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that may be less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. Students must be referred to Credit Recovery by their teacher, counselor, or administrator with parent/legal guardian approval. All processes as outlined in the BCSD *Virtual Learning Procedures Manual* shall be followed.

B. In order to be enrolled in a Credit Recovery program, a student must have failed a course with a 50 or higher. If students have a failing grade less than 50, a principal's recommendation is required.

C. Students may enroll in a maximum of two (2) Credit Recovery courses at one time (exceptions must be approved by the principal). Students may recover seat time virtually with appropriate monitoring of the teacher of record.

D. Students may not be enrolled in a Credit Recovery course if they are simultaneously enrolled in the same course in a traditional classroom to make-up the same grade.

E. The length of a credit recovery course is based on the content and skills that a student needs to master. Credit Recovery courses taken during semester one or two must be completed within one academic school year. Credit Recovery courses taken in a summer session must be completed by the close of the summer session to count in the current academic year for seniors only. All other grade levels taking a Credit Recovery course in the summer session may extend past the summer session with approval of the principal.

F. Students completing a credit recovery course will be scheduled in PowerSchool as a semester course. If the student successfully completes within the semester, a "P" will be entered on their transcript. Students who do not complete an assigned credit recovery course within the semester will receive an "NP" on their transcripts. If a student successfully completes a credit recovery course within the academic year, a grade change form will be submitted

G. A certified content area teacher must develop a program of study designed to address skills and objectives not mastered and to supervise the course. To further ensure the student is not enrolled in units which he/she has already mastered, credit recovery courses shall utilize lesson pretesting which will help customize the course according to the student's mastery.

H. Student athletes must recover credit according to the timeline set by the South Carolina High School League (SCHSL). Principals and/or Athletic Directors must communicate with SCHSL, NAIA and NCAA on matters pertaining to student athletic eligibility and credit recovery.

I. Upon successful completion of the program, transcribing of the final grade will be done as described in the South Carolina UGP.

XIX. **Grade Changes.** Grade changes can only be made following a meeting of the Principal, teacher of record, and School Counselor of the requesting student. Substantial documentation must exist to warrant the proposed grade change. If a student's grade must be changed, a grade change form must be completed.

The form should be signed by the teacher of record, the School Counselor and the principal and recorded in the student information system. All grade changes must be entered on the transcript before the start of the next school year; exceptions may be made only with the approval of the Principal.

XX. **Academic Eligibility for Athletics.** Participation in extracurricular activities is a privilege, not a right. Student-athletes are expected to follow codes of conduct in order to participate. In addition, a minimum GPA of 2.0 is required for participation in interscholastic athletics. A student, while participating in athletics, must be a full-time student as determined by the guidelines set forth by the SDE. Eligibility requirements are set by the South Carolina High School League. For additional information regarding student eligibility for athletics, please see BCSD Administrative Regulation SS-36, Student Athletics.

XXI. **Accommodations for Individual Education Plans (IEP), English Proficiency Levels (ELP) and Individualized Language Acquisition Plans (ILAP).** Accommodations based on IEPs, ELPs and ILAPs are not included on report cards. Students with accommodations contained in their IEPs and/or ILAPs cannot fail a course if identified accommodations have not been provided.

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Revised: May 31, 2007; September, 2009; April, 2010; April, 2012; August, 2012; April, 2013; July, 2013; December, 2014; May, 2016; May, 2017; November, 2017; August, 2019; November, 2019, June, 2022; July, 2023, October 2025

Legal References: grading

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

Section 59-5-68 - Uniform grading scale

Section 59-18-310(B) - Development or adoption of statewide assessment program to measure student performance.

Section 59-18-320 - Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

State Board of Education Regulations

R-43-262 - Assessment program.

R-43-262.4 - End of course tests.

R-43-274 - Student attendance.

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

SCDE South Carolina Uniform Grading Policy (May 14, 2019).

South Carolina Department of Education Title III Multilingual Learner and Immigrant Children and Youth Program Guiding Principles Beaufort County Schools Coherent Governance Manual:

GC-1 Board Purpose.

GC-2 Governing Commitments (GC 2.1, 2.2, 2.3).

GC-3 Board Job Description (GC-3.4.b.c.d., 3.17).

GC-6 Annual Work Plan.

GC-11 Diversity Statement and Goals.

B/SR-4 Authority of the Superintendent.

B/SR-5.8 Superintendent Accountability.

OE-1 Global Operational Expectation.

OE-3 Treatment of Stakeholders (OE-3.1, 3.3).

OE-10 Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).

OE-11 Communicating with the Public (OE-11.1, 11.2.a.b.c).

OE-12 Instructional Program.

Beaufort County Schools