

Sumter School District Grading Manual

Best Practices in Grading: A Guide for Teachers 2026-2027



1345 Wilson Hall Rd.

Sumter, SC 29150

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Purpose and Revision Information

The purpose of this manual is to outline the information that teachers and administrators need to implement the board's vision for grading and assessment of student academic progress.

2024-2025 Revisions

On August 12, 2024, the Sumter School District Board of Trustees amended Policy IKA Grading/Assessment Systems to remove the 50% grading floor.

2026-2027 Revisions

On May 18, 2026, the General Assembly of the State of South Carolina added Section 59-29-250 to prohibit grading systems that require a teacher to assign a minimum grade or score that exceeds the student's actual performance on required assignments and district-selected benchmark assessments. In addition, eligibility requirements for content recovery and credit recovery were added.

Introduction

Sumter School District Policy IKA for Grading and Assessment Systems is that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Mission of Sumter School District

Sumter School District is committed to providing a safe, nurturing, and high-quality educational environment that supports diversity and equips students for local and global success.

Vision of Sumter School District

Sumter School District is committed to educating, empowering, and enriching the lives of all students to reach their full potential.

Motto of Sumter School District

To Educate, Empower, and Enrich!

Values and Beliefs of Sumter School District

- **Commitment to Excellence:** Educational excellence requires that all stakeholders strive for continual growth and improvement.
- **Unyielding Ethical Standards:** Build and maintain an abiding sense of honor and integrity that is characterized by high standards.
- **Accountability:** All stakeholders are accountable for their actions and will be responsive to the needs of others.
- **Educating the Whole Child:** All students are granted the opportunity to succeed based on individual needs.
- **Providing a Safe Learning Environment:** Students have the right to learn in an environment conducive to learning.
- **Collaboration and Support amongst Stakeholders:** Pervasive and valuable collaborative efforts create meaningful strategies and solutions.

Sumter School District Grading Philosophy

To achieve the goal of ensuring an accurate measure of progress and level of achievement, grades are used to reflect a student's mastery across all educational settings within Sumter School District. Grades reflect a district-wide, standard representation of academic achievement in an educational setting and are vital in ensuring effective communication between school and home. Assignments and assessments that are meaningful, standards-based, fair, and a reflection of a student's growth and mastery of grade-level standards are used for grading purposes. Grades are weighted to reflect the importance of assessments, classroom assignments, and student ability.

On February 9, 2015 the South Carolina Education Oversight Committee (EOC) approved a list of various indicators and measurements to report on student academic performance. The Profile of the Graduate serves as the overall objective of the state's public education system.

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.



Statewide uniform grading scale

On Tuesday, April 12, 2016, the State Board of Education (SBE) unanimously voted to implement a 10-point grading scale effective in the 2016–17 school year. The new uniform grading scale is accompanied by a new conversion chart that will also be implemented in the 2016–17 school year.

The school will follow the statewide uniform grading scale as approved by SBE. This uniform grading scale 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 level.

The uniform grading scale is as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

All report cards and transcripts will use numerical grades.

Best Practices

1. Students will have multiple opportunities to demonstrate mastery through a variety of channels such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios.
2. Behavior, effort, and attendance are evaluated and reported separately from the academic grade.
3. Grades are based on impartial, consistent observation of the quality of student work and mastery of the Grade-Level Indicators within the South Carolina College- and Career-Ready Standards and the South Carolina Academic Standards.
4. Grades will reflect student achievement toward mastery of course content standards.
5. Grades are based on students' demonstration of proficiency of course content standards at grade-level rigor.
6. Students will receive assessment feedback that is timely, specific, understandable to the receiver, and formed to allow for self-adjustment on the student's part.

Pre-Kindergarten through Grade Two Reporting

Pre-Kindergarten Reporting

Student progress in pre-kindergarten is reported on a developmental checklist based on the South Carolina Early Learning Standards twice a year. Four (4) parent conferences are held during the school year. Parent Conferences are held quarterly. The following codes are used to report student progress on the standards:

- S - Satisfactory - Demonstrates skill independently
- P - Progressing - Beginning to demonstrate with help but not consistently
- N - Needs Improvement



Kindergarten through Grade 2 Reporting

Student progress in kindergarten through grade 2 is reported each quarter on a district report card based on mastery of the grade-level indicators within the South Carolina College- and Career-Ready Standards for English Language Arts and Mathematics and South Carolina Academic Standards for Science and Social Studies, as well as all support areas (physical education, art, and music). The following codes are used to report student progress on the standards/indicators:

- M = met
- P = progressing
- N = not met
- / = not introduced

In addition, each kindergarten student's readiness for school will be measured within the first 45 days of the school year across multiple domains (social foundations, language and literacy, mathematics, and physical well-being and motor development) by the state-mandated Kindergarten Readiness Assessment (KRA). The KRA provides a snapshot of a student's abilities at the beginning of the school year, which helps kindergarten teachers best meet the child's needs.

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP).

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be

assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations as outlined in the student's ILAP.

Communicating Progress

Online Record of Student Progress: MasteryConnect and PowerSchool

Individual Student Reports will be sent home to parents:

- Progress report at 2¼ week mark (2 – 4 assessments included)
- Interim report at 4½ week mark (4 – 8 assessments included)
- Progress report at 6¾ week mark (6 – 11 assessments included)
- Report card at 9-week mark (9 or more assessments included)

The Measures of Academic Progress (MAP) Growth and Reading Fluency results will be reported to parents.

Elementary Grading

Grades 3-5 Reporting

Student progress at the elementary level is reported on progress reports, interim reports, and report cards for the core academic subjects of English/language arts, mathematics, science, and social studies. The Measures of Academic Progress (MAP) Growth and Reading Fluency results will be reported to parents. The following codes are used to report student progress on the grade-level indicators found within the South Carolina College- and Career-Ready Academic Standards:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below



Grades for assignments are based on mastery of grade-level indicators within the South Carolina College- and Career-Ready Academic Standards. Grades for elementary students are entered in the teacher’s grade book using percentage points. Teachers will update a minimum of two (2) grades in ELA and mathematics and one (1) grade in science and social studies per week in the PowerTeacher Pro Gradebook. These percentages are averaged in the gradebook to determine the report card letter grade.

Purpose and Function of Grades

Grades reflect a district-wide, standard representation of academic achievement in an educational setting and are vital in ensuring effective communication between school and home. Assessments that are meaningful, standards-based, fair, and a reflection of a student’s growth and mastery of grade-level standards/indicators are used for grading purposes. Grades are weighted to reflect the importance of summative assessments versus formative assessments.

Minor Assessment

The goal of a minor assessment is to monitor student learning in order to provide ongoing feedback that can be used by educators to improve their teaching and by students to improve their learning. More specifically, minor assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help teachers recognize where students are struggling and address problems immediately

Minor assessments are generally low stakes, which means they have a low weight.

Major Assessment

The goal of major assessment is to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional segment. Major assessments are often high stakes, which means that they have a higher weight.

Weight of Grades

Major – 50% (Summative)	Minor – 50% (Formative)
Major assessments may include: • tests, • final draft writing/essays, • lab reports, • presentations, • projects, • portfolios, and • formal performances.	Minor assessments may include: • quizzes, • classwork, • interactive notebooks/journals, and • exit slips/quick writes.

Visual and Performing Arts, Health and Safety, and Physical Education

Student progress on the South Carolina Academic Standards for Visual and Performing Arts, the South Carolina Health and Safety Academic Standards, and South Carolina Academic Standards for Physical Education in grades 3-5 is based on the required number of grades (9) reported by the following grading categories:

- M = met
- P = progressing
- N = not met

Related arts, health and safety, and physical education teachers will input one grade each quarter, which is the final grade for the quarter. Related arts grades will be reflective of mastery of the following academic standards:

- Art and Music:** South Carolina Academic Standards for Visual and Performing Arts
- Physical Education:** South Carolina Academic Standards for Physical Education
- Health and Safety:** South Carolina Health and Safety Academic Standards.

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP).

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be assigned

a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations as outlined in the student's ILAP.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. Sumter School District Policy IKB states that homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge. Additionally, because homework can be used as a tool to aid in the development of positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned, and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners, and link applications of content to student interests.

Students should be assigned homework on a regular basis to reflect the following purposes:

- reinforce and supplement classroom learning experiences;
- encourage accountability and responsibility;
- foster student initiative and independence;
- enable the successful completion of more curricular material;
- reinforce home-school interaction; and
- extend the learning environment into the reality of the outside world.

Homework should not be assigned for disciplinary reasons.

Elementary level homework guidelines:

- Homework should be 10 minutes per night in the first grade, and an additional 10 minutes per grade level thereafter.
- Homework will be checked and feedback given to students.
- Homework will be formative in nature, and no grade will be recorded in PowerSchool.

Extra Credit

Providing extra credit opportunities is not a research-based best practice. Sumter School District provides students multiple opportunities to demonstrate mastery over time through redo/retake and other methods, when necessary.

Transfer Students

Transfer information will be addressed in the uniform grading policy.

Redo/Retake Opportunity

Students scoring below 80 on an assessment in the major grading category must be given an opportunity to be retaught and reassessed. A student who fails an assessment in the major category will be given an additional opportunity to earn a passing grade on the same grade level standards/indicators after the student has participated in intervention aimed at improving student mastery of targeted standards/indicators. Interventions are data-informed, targeted instruction that supports the core instruction. Interventions can be delivered in small group or one-on-one settings inside of the general education classroom or outside the general education classroom. Based on an individual student's needs, teachers will determine the appropriate intervention used to assist the student in mastering the standards/indicators. The teacher will determine, based on the circumstances, if a student should retake the entire assessment, a portion of the assessment, or an alternative assessment on the same grade level standards/indicators. The student will receive the higher of the two scores (original assessment grade vs. re-assessment grade).

Make-up Work

In order to provide the total assessment "picture" of a student's academic progress a student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Students shall be permitted to make up assignments and tests within five (5) instructional days following any absence.

Makeup Work Guidelines:

- Makeup work is available to all students absent from instruction.
- When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.
- The zero is averaged by PowerSchool until the teacher updates the electronic gradebook after the student submits makeup assignments.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.

Extenuating circumstances are at the discretion of the school.

Recording and Communicating Progress

During each nine weeks grading period:

Online Record: PowerSchool Gradebook Portal

- Teachers will publish updated grades weekly to the portal to keep students and parents informed of ongoing progress.
 - ELA = minimum of two (2) grades per week
 - Mathematics = minimum of two (2) grades per week
 - Science = minimum (1) grade per week
 - Social Studies = minimum (1) grade per week
- The principal or designee will monitor gradebooks weekly.
- Parents/guardians may also access student progress information through the student/parent PowerSchool Parent portal.
 - Appendix C: PowerSchool Parent Acceptable Use Policy
 - Appendix D: Public Portal Parent Access Request Form
 - Parents may access the portal by logging on to <https://powerschool.sumterschools.net/public/home.html>
 - Parents/guardians may contact the school for additional access information.
- Individual Student Reports will be printed from the portal and sent home to parents:
 - Progress report at 2¼ week mark (minimum of 4 grades including 1 major grade)
 - Interim report at 4½ week mark (minimum of 8 grades including 2 major grades)
 - Progress report at 6¾ week mark (minimum of 12 grades including 3 major grades)
 - Report card at 9-week mark (minimum of 18 grades including 4 major grades)
- Individual Progress Reporting Calendar
- Send D/F letters to parents at the end of each quarter.
- Send D/F letters to parents at the end of each quarter of instruction.
- Measures of Academic Progress (MAP) results will be reported to parents following each administration.

Secondary Grading Procedures, Grades 6-12

Student progress at the middle and high school levels is reported on progress reports, interim reports, and report cards. All nine-week averages will be calculated on a percentage system for each type (category) of assignment. Grades for assignments will be based on mastery of grade-level indicators within the South Carolina Standards documents. Each department will communicate grading expectations to students and parents via the class syllabus with the categories listed below. Teachers will update a minimum of two (2) grades per week and a minimum of four (4) major grades per quarter in PowerTeacherPro Gradebook. In addition, the Measures of Academic Progress (MAP) results will be reported to parents in grades 6-8.

The following grade codes that align with the South Carolina Uniform Grading Policy are used:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below



Purpose and Function of Grades

Grades reflect a district-wide, standard representation of academic achievement in an educational setting and are vital in ensuring effective communication between school and home. Assessments that are meaningful, standards-based, fair, and a reflection of a student’s growth and mastery of grade-level standards/indicators are used for grading purposes. Grades are weighted to reflect the importance of summative assessments versus formative assessments.

Common Formative Assessments and Benchmark Assessments

Teachers will not issue grades for Measures of Academic Progress (MAP) assessments or district-selected benchmarks/common formative assessments. These assessments may only be used as formative assessments for instructional purposes and shall not factor into a student's course grade unless the assessment is developed or directly accessible to the course instructor prior to administration of the assessment and exclusively measures content that has previously been taught in the course. These provisions do not apply to end of course assessments. This does not prohibit Sumter School District from requiring administration of benchmark assessments and

common formative assessments for the purpose of informing and improving instructional practices through evaluation and monitoring of student mastery of state academic standards. Student results on district-developed benchmark assessments and common formative assessments will be made available in a timely fashion to educators, students, and parents after administration of the assessment.

Minor Assessment

The goal of a minor assessment is to monitor student learning in order to provide ongoing feedback that can be used by educators to improve their teaching and by students to improve their learning. More specifically, minor assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help teachers recognize where students are struggling and address problems immediately

Minor assessments are generally low stakes, which means they have a low weight.

Major Assessment

The goal of major assessment is to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional segment. Major assessments are often high stakes, which means that they have a higher weight.

Weight of Grades

Major – 60% (Summative)	Minor – 40% (Formative)
Major assessments may include: ● tests, ● essays, ● lab reports, ● presentations, ● projects, ● portfolios, and ● formal performances.	Minor assessments may include: ● quizzes, ● classwork, ● interactive notebooks/journals, ● exit slips/quick writes

High School: AP/IB classes will continue to follow the program requirements for grading. Dual enrollment is based on the college criteria.

Final Exams (High School Courses)

End-of-Course Examination Program (EOCEP)

The End-of-Course Examination Program (EOCEP) is a statewide assessment for high school courses in Algebra 1, Biology 1, English 2, and U.S. History and the Constitution (USHC). All students enrolled in courses in which the academic standards corresponding to the subjects are taught, regardless of course name or number, are required to take the appropriate end-of-course test. The student’s scale score must be included as 20% of the final course grade. If a student is not tested, a zero must be entered for the 20%.

Final Exam Weight for Non-EOCEP Courses

Final exams will be administered for all non-EOCEP courses. The grading is calculated at 10% of the final course grade.

Final Examination Exemption Policy

A student must have a 90 or above average to exempt a final exam (Exclusions: EOCEP).

Dressing Out (Physical Education)

Wear appropriate tennis shoes and socks, shirt, shorts that fit dress code, warm-up pants/sweat pants in school colors or school PE uniform. No leggings/jeggings.

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP).

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations as outlined in the student's ILAP.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, based on the research, should include the following:

- Homework for all subjects combined should not exceed 8 hours per week in sixth through eighth grades and 10 hours per week in ninth through twelfth grades.
- Homework should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.
- Homework will be formative in nature, and no grade will be recorded in PowerSchool.
- Exceptions may apply for special projects and advanced academics. If a student chooses to participate in AP, Pre-AP, or Dual Credit classes, additional homework time may be required.

Homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge. Additionally, because homework can be used as a tool to aid in the development of

positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned, and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners, and link applications of content to student interests.

Students should be assigned homework on a regular basis to reflect the following purposes:

- reinforce and supplement classroom learning experiences
- encourage accountability and responsibility
- foster student initiative and independence
- enable the successful completion of more curricular material
- reinforce home-school interaction
- extend the learning environment into the reality of the outside world
- should not be assigned for disciplinary reasons

Extra Credit

Providing extra credit opportunities is not a research-based best practice. Sumter School District provides students multiple opportunities to demonstrate mastery over time through redo/retake, content recovery, and credit recovery, when necessary.

Transfer Students

Transfer information will be addressed in the uniform grading policy.

Redo/Retake Opportunity

Students who score below 80 on a major assessment are allowed to redo/retake up to four (4) per semester. The student must participate in intervention aimed at improving mastery of targeted standards/indicators.

Interventions are data-informed, targeted instruction that supports the core instruction. Interventions can be delivered in small group or one-on-one settings inside of the general education classroom or outside the general education classroom. Based on an individual student's data, the teacher will determine the appropriate intervention used to assist the student in mastering the standards/indicators, which will determine if a student should retake the entire assessment or an alternative assessment on the same grade level standards/indicators. The student will receive the higher of the two scores (original assessment grade vs. re-assessment grade), not to exceed a grade of 80. Major writing assignments/projects/portfolios submitted late are not eligible for redo/retake. Students requesting to redo/retake a major assessment must complete the Redo/Retake Plan of Study form found in Appendix J.

Student Procedures

The student must:

1. Complete the Redo/Retake Plan of Study;
2. Sign and get a parent/guardian's signature; and
3. Submit the Plan of Study to the teacher within three (3) instructional days of receiving the assessment score below 80.

Teacher Procedures

The teacher must:

1. Review the Plan of Study and indicate the tutoring/intervention support required and the rescheduled assessment date/time;
2. Schedule a redo/retake opportunity within seven (7) instructional days of receiving the student's Plan of Study. The redo/retake opportunity can be scheduled before school, during school, or after school;
3. Sign the Plan of Study and submit a copy to the student/parent;
4. Provide intervention/tutoring as determined in the Plan of Study; and
5. Keep a copy of each Plan of Study in his/her records.

Make-up Work

In order to provide the total assessment "picture" of a student's academic progress a student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Students shall be permitted to make up assignments and tests within five (5) instructional days following any absence.

Makeup Work Guidelines:

- Makeup work is available to all students absent from instruction.
- When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.
- The zero is averaged by PowerSchool until the teacher updates the electronic gradebook after the student submits makeup assignments.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.

Extenuating circumstances are at the discretion of the school.

Late Writing Assignments/Projects/Portfolios

Notice of all major writing assignments/projects/portfolios will be given in advance of the due date. Students who submit a major writing assignment/project/portfolio late will receive a deduction of up to 20 percent of the grade. A zero will be recorded until the assignment is submitted. Late major assignments will not be accepted after five (5) instructional days.

- Up to 24 hours late - 10% deduction
- One (1) to five (5) days late - 20% deduction
- Major writing assignments/projects/portfolios submitted after the end of the quarter will receive a zero.
- Major writing assignments/projects/portfolios submitted late are not eligible for redo/retake.

Refusal to Work Guidance

Students choose not to participate in class for many reasons. Recognizing and addressing these behaviors early can lead to positive outcomes. The guidance provided is meant to support teachers in addressing the common refusal behaviors including but not limited to sleeping, apathy, and inattention. Teachers must assess the situation to account for extenuating circumstances, emergencies, and students who become ill during class as legitimate reasons that students do not complete assigned work. In these cases, this guidance does not apply. Teachers must use their best judgment in implementing interventions and consequences for refusal behaviors.

Interventions and Consequences

Address the student's behavior privately in order to assess the situation. If reported illness, injury, or hygiene is the cause, follow school protocols for referral to the nurse/restroom. If no suspected medical/hygiene issues arise during the assessment, follow the procedures:

First Offense

1. Inform the student of the consequences of their behavior.
2. Require the student to sign the Refusal To Do Assigned Work Form (Appendix K).
3. Assign a zero if the assignment is graded.
4. Call the student's parent/guardian.

Second Offense

1. Inform the student of the consequences of their behavior.
2. Require the student to sign the "Refusal to Do Assigned Work" form (Appendix K).
3. Assign a zero if the assignment is graded.
4. Refer the student to their assigned school counselor for behavioral interventions.
5. Email/call the student's parent/guardian to provide notice of the repeated behavior.

Subsequent Offenses

1. Inform the student of the consequences of their behavior.
2. Require the student to sign the “Refusal to Do Assigned Work” form (Appendix K).
3. Assign a zero, if the assignment is graded.
4. Inform assigned school counselor/school MTSS coordinator of continued refusal behavior.
5. Contact the assigned administrator to notify him/her of the situation and previous interventions implemented.
6. Email/call the student’s parent/guardian to provide notice of the repeated behavior.
7. Request a parent/guardian conference. Include the student and all intervention team members in the conference.

Academic Honesty and Plagiarism

Academic honesty protocols are implemented to ensure that students submit credible work that demonstrates their mastery of the content. Students must complete their own work, which will be evaluated for originality. Using advanced or generative AI tools for any course assignment (i.e., essay, quiz, test) without the authorization of the instructor constitutes plagiarism, falsification, or cheating. Not properly acknowledging the use of AI tools also constitutes plagiarism. Students should avoid academic dishonesty and misconduct in all its forms, including artificial intelligence, plagiarism, fabrication or falsification, cheating, and other academic misconduct. Plagiarism parent letters can be found in Appendix L.

Plagiarism Process

First Offense

1. Inform the student of the violation of the honor code.
2. Assign a zero in the gradebook with the comment of “Plagiarism.”
3. Assign the student the Academic Honesty Tutorial from Nearpod in your Schoology classroom. If you don’t have access to Nearpod, free alternatives are available below:
 - TUTORIAL [LINK](#) (Nearpod lesson)
 - [PDF Copy](#) of Tutorial (no account needed)
 - PBS Plagiarism Video [LINK](#) (alternative to Nearpod)
 - PBS Teacher Guide [LINK](#)
 - TED-Ed Plagiarism Video [LINK](#) (link to lesson materials in video description)
4. Call the parent/guardian and mail/email the Plagiarism Letter #1.
5. Allow five (5) instructional days for the student to complete the Academic Honesty Tutorial and resubmit the assignment for full credit.

Second Offense

If the student plagiarizes the assignment again on the second attempt...

1. Call/email the parent/guardian and mail/email Plagiarism Letter #2.
2. Assign a zero in the gradebook with the comment of "Plagiarism 2nd Violation."

Additional Circumstances

If the student does not complete the tutorial and/or does not resubmit the assignment...

- Call/email the parent/guardian and mail/email Plagiarism Letter #2.
- Assign a zero in the gradebook with the comment of "Plagiarism-did not complete process."

Content Recovery Program

In accordance with the South Carolina Uniform Grading Policy, Content Recovery provides eligible students with opportunities to demonstrate mastery of course standards and recover grades within the current grading period. Content Recovery is intended to support student learning by allowing students to relearn and demonstrate proficiency on identified standards. It is not intended to replace regular participation in classroom instruction or timely completion of assignments.

Eligibility

To be eligible to participate in a district-approved Content Recovery Program, a student must:

- Complete required assignments for the applicable unit, grading period, or designated portion of the course;
- Submit assignments in accordance with district expectations for timely completion of student work;
- Participate in teacher-directed intervention, reteaching, and reassessment activities designed to address identified learning gaps; and
- Demonstrate a good-faith effort to complete the original learning activities and assessments.

Students are not eligible for Content Recovery if:

- Required assignments have not been completed.
- The grade resulted from academic dishonesty, including plagiarism or cheating, until the matter has been resolved in accordance with the district's Code of Conduct.
- The student has excessive absences that prevent completion of the required instructional activities or does not meet the district attendance expectations.

Content Recovery Procedures

Content Recovery is available for students whose grading period average falls below 70. Students scoring between 60-69 can request to participate in Content Recovery. Students whose average falls below 60 will be automatically assigned Content Recovery by the teacher. Recovery opportunities must focus on the specific standards or learning targets that have not been mastered rather than requiring students to repeat previously mastered content.

Prior to reassessment, students must participate in teacher-directed reteaching or intervention activities (i.e., APEX Tutorials). These activities may include targeted instruction, additional practice, tutoring, small-group instruction, conferences, or other learning experiences designed to improve student understanding.

All Content Recovery opportunities must be completed within the timeline established by the teacher and before the close of the current grading period, unless otherwise approved by the principal due to extenuating circumstances.

Grade Recovery

Successful completion of Content Recovery may result in an adjusted grading period average. The maximum recovered grade for a grading period through Content Recovery shall be 80. While the Content Recovery program provides students an opportunity to demonstrate mastery of course standards/indicators, it does not eliminate the expectation that students complete coursework, participate in classroom instruction, or meet all other course requirements.

Teacher Responsibilities

Teachers are responsible for:

- Identifying students who qualify for Content Recovery.
- Providing timely feedback and targeted reteaching aligned to the standards requiring remediation.
- Offering appropriate reassessment opportunities that measure student mastery of the identified standards.
- Maintaining documentation of intervention activities, reassessment results, and any resulting grade adjustments.
- Content Recovery grades will replace the original grade in the PowerTeacherPro gradebook.
- Communicating Content Recovery opportunities, expectations, deadlines, and outcomes to students and parents/guardians in a timely manner.

Student Responsibilities

Students participating in Content Recovery are expected to:

- Attend required intervention or reteaching sessions.
- Complete assigned learning activities and reassessments by the established deadlines.
- Demonstrate academic integrity throughout the Content Recovery process.
- Take an active role in improving their understanding of the identified standards.

Content Recovery is intended to promote student learning and mastery of essential standards while maintaining high academic expectations and equitable grading practices across the district.

Credit Recovery Program Guidelines

The Credit Recovery Program provides eligible students with an opportunity to earn credit for a previously failed high school course while demonstrating mastery of the required course standards.

Eligibility

Students are eligible to participate in Credit Recovery if they meet all of the following requirements:

- Submitted required course assignments.
- Met the district's seat time requirements.
- Earned a final course grade between 50 and 59.

Students must enroll in the same course level as the course previously failed. Students may not enroll in a College Preparatory (CP) Credit Recovery course if they failed an Honors or Advanced-level course. Dual-enrollment courses are not eligible for Credit Recovery.

Students who receive a final grade of FA (Failure due to Seat Time) in a core content course are not eligible to participate in the Credit Recovery Program.

Enrollment and Completion

All Credit Recovery enrollments must be entered and scheduled in PowerSchool. Students may be enrolled in a maximum of two (2) Credit Recovery courses at one time and no more than three (3) Credit Recovery courses in one school year. Credit Recovery must be initiated and completed within one academic year of the original course failure. However, students are expected to complete each Credit Recovery course during the semester or term in which it is assigned. Students may not remain enrolled in a Credit Recovery course for an entire academic year.

Grade Reporting and GPA

Credit Recovery enables students to earn course credit only; it does not replace the original course grade or improve the student's grade point average (GPA).

Upon successful completion of a Credit Recovery course:

- The student will earn the applicable unit of credit.
- The original failing grade will remain on the student's transcript, report card, historical grades, and grade record.
- No additional quality points will be awarded.
- Units attempted for the original course will not be removed.
- The student will receive a grade of P (Pass) for the Credit Recovery course.

Students who do not successfully complete a Credit Recovery course will receive a grade of NP (No Pass). Students seeking to improve their GPA must repeat the entire course for credit rather than participate in the Credit Recovery Program.

Teacher of Record

Each Credit Recovery course must have a certified, content-specific teacher of record assigned as the instructor. The teacher of record will provide instructional support and serve as a resource for both the student and the Lab Manager throughout the Credit Recovery process.

Recording and Communicating Progress

During each nine-week grading period:

Online Record: PowerSchool Gradebook Portal

- Teachers will publish updated grades weekly to the portal (minimum of two grades per subject area) to keep students and parents informed of ongoing progress.
- The principal or designee will monitor gradebooks weekly.
- Parents/guardians may also access student progress information through the student/parent PowerSchool Parent portal.
 - Appendix C: PowerSchool Parent Acceptable Use Policy
 - Appendix D: Public Portal Parent Access Request Form
 - Parents may access the portal by logging on to <https://powerschool.sumterschools.net/public/home.html>
 - Parents/guardians may contact the school for additional access information.
- Individual Student Reports will be printed from the portal and sent home to parents:
 - Progress report at 2¼ week mark (minimum of 4 grades including 1 major grade)
 - Interim report at 4½ week mark (minimum of 8 grades including 2 major grades)
 - Progress report at 6¾ week mark (minimum of 12 grades including 3 major grades)
 - Report card at 9-week mark (minimum of 18 grades including 4 major grades)
- Individual Progress Reporting Calendar
- Send D/F letters to parents at the end of each quarter.

Appendix A: Board Policy: GRADING/ASSESSMENT SYSTEMS

Purpose: To establish the board's vision for grading and assessment of student academic progress.

Students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Statewide Uniform Grading Scale

The school will follow the statewide uniform grading scale as approved by the State Board of Education. This uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

The uniform grading scale is as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Cf. IKAB, IKC, IKF.

Adopted 9/26/11; Revised 6/13/16

Appendix B: AR IKA-R: Grading/Assessment Systems

Grading Scales

Kindergarten through Grade 2

Student progress in kindergarten and grade one is reported for all subjects and all support areas (physical education, art, music, and computer) as follows:

M = met

P = progressing

N = not met

/ = not introduced

Kindergarten through grade 2 teachers may recommend retention of students who are not developmentally ready to matriculate to the next grade. The principal and teacher will meet with the parent/legal guardian to discuss the retention and provide documentation of the student's progress.

Grades three through five

Student progress in grades three through five is reported for all subjects as follows:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Grades 6 through 12

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

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

State Uniform Grading Scale (Grades Nine through 12)

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

South Carolina Uniform Grading Scale Conversions				
Numerical Grade	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Enrollment Weighting
100	A	5.00	5.50	6.00
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	2.100
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

South Carolina Uniform Grading Scale Conversions				
Numerical Grade	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Enrollment Weighting
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

South Carolina Uniform Grading Scale Conversions				
Numerical Grade	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Enrollment Weighting
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	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

Conversion Process

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

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than 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 an “NP” 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 60 or above, the grade will be recorded as a “P” 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 district will consider a student’s transcript, along with additional supporting evidence of work such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources or assessments based on board-approved options to validate course credits from home schools, private schools, out-of-state non-public schools, and non-accredited schools. The district will have the right to evaluate evidence provided by the parent/legal guardian or student before transcribing the credit. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state.

For international students, the district will attempt to gather as much course information as possible 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.

End-of-Course Testing

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

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

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

Transfer Courses

Students transferring from schools not accredited under the regulations of the appropriate board of education of a state, regional accrediting agency, or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public charter 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 use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

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

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

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

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those particular courses. One 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.

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

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

The board will establish the criteria for determining honor graduates, to include valedictorian or salutatorian, 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 (with the earned numerical value) and the WF will be calculated in the student's overall GPA.

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, dual credit, and virtual 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 and will be factored into the student's GPA as the numerical value earned by the student.

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 the numerical value earned by the student.

Credit Recovery

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.

Retaking Courses

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

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

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

Issued 7/1/13; Revised 6/13/16, 6/5/17, 7/22/19, 10/25/21, 8/12/24

Appendix C: District Policies: IKB Homework Policy

Purpose: To establish the basic structure for the assignment of homework to students.

Homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge. Additionally, because homework can be used as a tool to aid in the development of positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners and link applications of content to student interests.

Students should be assigned homework on a regular basis to reflect the following purposes.

- Reinforce and supplement classroom learning experiences.
- Encourage accountability and responsibility.
- Foster student initiative and independence.
- Enable the successful completion of more curricular material.
- Reinforce home-school interaction.
- Extend the learning environment into the reality of the outside world.
- Homework should not be assigned for disciplinary reasons.

Adopted 9/26/11

Appendix D: District Policies: IKE: Promotion and Retention of Students

The district affirms academic excellence for students. This promotion and retention policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individualized Educational Programs (IEPs). The district will administer this policy fairly, equitably, and consistently in schools.

Promotion

Students in Kindergarten through grade two are assessed each quarter based on mastery of the South Carolina College- and Career-Ready Standards for English Language Art and Mathematics and South Carolina Academic Standards for Science and Social Studies, as well as all support areas (physical education, art, and music). In order to be promoted to the next grade, a student must receive a “P” (progressing) or “M” (met).

Students in grades three through five must earn a grade of at least 60 to be considered for promotion to the next grade.

Students in grades six through eight must earn a grade of at least 60 to be considered for promotion to the next grade. Middle school students taking high school credit courses will be graded on high school procedures for categories and weights, with promotion dependent on the standards for the grade in which the course is normally taken.

Students in grades nine through 12 will be awarded units of credit for courses that have been approved by the South Carolina Department of Education (SCDE). Requirements for promotion to each grade level are as follows:

- promotion from grade nine to grade 10: a total of six units of credit, including English I and a unit of mathematics
- promotion from grade 10 to grade 11: a total of 12 units of credit, including English I and II; two units of mathematics
- promotion from grade 11 to grade 12: a total of 18 units of credit, including English I, II, and III; three credits of mathematics; and two credits of science
- high school graduation: a total of 24 total units of credit, including English I, II, III, and IV; four units of mathematics; three units of science, including one in which an end-of-course test is administered; one unit of U.S. History; one-half unit of Economics; one-half unit of Government; one additional unit of social studies; one unit of physical education, junior ROTC, or marching band with physical education; one unit of computer science; one unit of foreign language or career and technology education; and one-half unit of personal finance, and six and half units of electives.

Academic Assistance

When a student is not progressing in core subjects, he/she will be provided appropriate interventions to help the student perform on grade level in identified subjects.

Students who are not substantially demonstrating proficiency in reading will be provided intensive in-class and supplemental reading interventions in accordance with state law and the district reading plan. A literacy assessment portfolio will be developed for each student who is not demonstrating grade-level reading proficiency to provide evidence of a student's progress in the area of literacy and to indicate the intensive instruction and interventions the student has been provided.

Retention; Grades One and Two; Grades Four through Eight

Any decision to retain a student in the same grade level will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies. The action of retention will be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel, with the ultimate decision made by the principal.

Read to Succeed State-Mandated Retention for Grade Three

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement may enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parents/Legal guardians may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child.

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to, those:

- who are classified as English learners and have less than two years of instruction in an English program
- with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency
- who demonstrate third-grade reading proficiency on an alternative assessment approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading

- who have received two years of reading intervention and were previously retained
- who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio
- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student's mastery of the state standards is above the lowest level on the state reading assessment

Acceleration of Students in Grades One Through Eight

Any student who warrants consideration for acceleration and/or adjustment either in subject instructional level or in grade placement for all subjects will be carefully evaluated in order to determine the education program in his/her best interests. A district exam will be given to determine readiness and the following criteria will be used for decision making:

- achievement level;
- cognitive development;
- background experiences;
- emotional and social development;
- maturity level; and
- rigor of the newly proposed curricular programs.

A school-based committee will review any program adjustments and make a recommendation to the superintendent or his/her designee. Once approved, the school-based committee will meet with the parents/legal guardians, who must approve any educational program change. A parent/legal guardian who requests acceleration of his/her child must do so in writing to the school principal, who in turn will convene a committee to review the request. The committee will meet with the parent/legal guardian to review his/her recommendation and then forward said recommendation to the superintendent or his/her designee for review and final approval.

Information to Parents/Legal Guardians

The district will distribute this promotion/retention/acceleration policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students of this policy as prescribed in policy IKE-R.

Adopted 9/26/11; Revised 6/5/17, 8/12/24

Legal References:

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

[Section 59-155-160](#) - South Carolina Read to Succeed Act; Mandatory retention.

S.C. State Board of Education Regulations:

[R43-234](#) – Defined program grades 9-12 and graduation requirements.

[R43-240](#) - Summer programs.

S.C. Department of Education:

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

Read to Succeed Third Grade Retention Guidance Document, Fall 2020 (2020).

Appendix E: District Administrative Rule: AR IKE-R Promotion, Retention and Acceleration of Students

Philosophy

We believe each student will be provided with maximum opportunities to achieve at least one grade-level competency in reading, mathematics, science, and social studies.

The curriculum will enable all students to make continuous progress at each grade level. When the retention of a student is necessary, the decision will be made on the basis of achievement and grade-level competency as measured by state-identified tests, attendance records, and the judgment of educators.

The philosophy of this policy applies to all students who are in the regular school program. Students functioning in special education programs are governed by their individual education plans (IEP). This policy will be administered fairly, equitably, and consistently in the schools. The policy will establish grade-level mastery of skills as mandated by the State Board of Education (SCDE) and as identified in the South Carolina standards.

Promotion

Kindergarten through grade two

All kindergarten through grade two students are expected to learn the South Carolina state standards. Students must be recommended for promotion by the classroom teacher based on proficient classroom performance. To ensure early intervention, the retention of students in kindergarten through second grade who are not demonstrating grade-level reading proficiency is encouraged. The teacher will confer with the principal on the retention. A conference must be held with the teacher, principal, and parent/legal guardian of the student to discuss the retention. Decisions will be made on a case-by-case basis involving parent/legal guardian, teacher, principal, and district administrator as needed or indicated.

Elementary level (grades three to five)

Mastery of reading/language arts and mathematics will be based on teacher-made tests, samples of assigned work, and grade-level comprehensive tests. In grades three to five, district and/or state-identified grade-level tests will be considered in determining promotion, academic probation, or retention. In order to be promoted to the next grade level, a student must meet the following criteria.

Reading

Completion and mastery of grade-level reading/language arts standards and a yearly passing average of 60 percent including teacher-made assessments, culminating assessments, and grade-level comprehensive tests.

Mathematics

Completion and mastery of grade-level mathematics standards and a yearly passing average of 60 percent including teacher-made assessments, culminating assessments, and grade-level comprehensive tests.

Additional promotion requirements

In addition to mastery of reading and mathematics grade-level standards, students must also maintain an overall passing average in grades three through five science and social studies and meet attendance requirements to be considered for promotion.

Read to Succeed State-Mandated Retention

Early in the school year and/or when a third grade student transfers into a district or school, parents/legal guardians will be given a general notice regarding the requirements for promotion and retention.

Retention conference

By the end of second grading period of the third grade, parents/legal guardians of students that are not demonstrating third-grade reading proficiency will be notified in writing that their child is being considered for retention. A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's individualized reading plan. Within two weeks following the parent/teacher conference, copies of conference forms and summary statements will be provided to the principal, parent/legal guardian, teacher, and other school personnel who are working with the child on literacy.

If a parent/legal guardian is unable to attend the conference after two varied attempts at contact, the parent/legal guardian should be mailed a copy of the student's individualized reading plan.

An additional parent/teacher conference will be held during the third nine-week grading period for students still being considered for retention.

Retention determination

The principal, classroom teacher, and other school personnel who are working with the child on literacy will review the recommendation for retention and provide suggestions for supplemental instruction.

Recommendations and observations of the principal, teacher, parent/legal guardian, and other school personnel who are working with the student on literacy will be considered when determining whether to retain the student.

If it is determined that retention is appropriate, the student may be eligible to enroll in a summer reading camp provided by the district. District summer reading camps will be operated in accordance with the guidelines provided by the SCDE. Parents/Legal guardians may elect to opt their child out of participation in summer reading camp, with the understanding that the child will be unable to qualify for a good cause exemption on that ground. Information regarding the summer camp will be provided by the school or can be requested from the district office.

Good cause exemption determinations

To request an exemption for good cause, the teacher of a student identified as potentially meeting one of the state-approved exemptions will submit documentation to the principal on the proposed exemption and include evidence that promotion of the student is appropriate based on the student's academic record. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level.

Good cause exemptions include students:

- (1) with limited English proficiency and less than two years of instruction in English as a Second Language program;
- (2) with disabilities whose Individualized Education Program indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individualized Education Program or Section 504 Plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
- (3) who successfully participate in a summer reading camp at the conclusion of third grade and demonstrate reading proficiency by achieving Approaches Expectations or at least a level above the lowest level, on the state summative reading assessment;
- (4) who demonstrate third-grade reading proficiency by scoring the equivalent of Approaches Expectations, or the level above the lowest level, on the statewide summative assessment on a norm-referenced alternative assessment approved by the board for use in summer reading camps; or
- (5) who have received two years of reading intervention and were previously retained.

The principal will review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal will submit a written recommendation for promotion to the superintendent for final determination. The written recommendation must include an individualized reading plan providing additional supports to be offered to the student to ensure reading proficiency is achieved.

The superintendent will determine whether a student may be exempted from the mandatory retention policy. The superintendent's acceptance or rejection of the principal's recommendation and the individualized reading plan will be in writing and a copy will be provided to the child's parent/legal guardian.

Appeal of a retention determination

A parent/legal guardian may appeal the decision to retain a student to the district superintendent if there is a compelling reason why the student should not be retained. To initiate an appeal, the parent/legal guardian must notify the superintendent in writing within two weeks after receiving the notification of the retention decision. The letter must be addressed to the superintendent and must include the reasons why the student should not be retained. The superintendent will render a final, written decision and provide copies to the parent/legal guardian and the principal.

Appointment of an education advocate

Parents/Legal guardians are permitted to designate another person as an education advocate to act on their behalf to receive notification of their child's level of reading proficiency and to assume the responsibility of promoting the reading success of the child. Parents/Legal guardians interested in appointing such an advocate should contact the principal in writing to make their request.

Middle Level (Grades Six to Eight)

In grades six to eight, performance on the state-identified standards will be used to determine promotion, academic probation, or retention. Classroom performance will be the major criterion for promotion, although performance on state-mandated tests will be considered each year.

In order to be promoted to the next grade level, a student must meet the following criteria.

Reading

Completion and mastery of reading/language arts grade-level standards and a yearly passing average of 60.

Mathematics

Completion and mastery of grade-level standards and a yearly passing average of 60.

Science and social studies

Completion and mastery of social studies grade-level standards and completion and mastery of science grade-level standards and a yearly passing average of 60 of each course separately.

Other Considerations for Promotion/Placement (Grades Three to Eight)

When overriding the academic standards and the state testing standards for promotion and retention, evidence must be cited and documented. The teachers, parents/legal guardians, and other appropriate school-related personnel will make the recommendation for the promotion/retention placement when the following factors take precedence over academic and state testing program standards. The principal will make the retention decision. The district promotion/retention committee must review and approve all retention decisions.

Health factors

Students who experience injury, illness, and/or other traumatic experiences will be considered on a case-by-case basis for promotion/retention.

Social and emotional maturity

A student's self-control, self-acceptance, and the ability to cope with interpersonal relationships may be considered in the promotion/retention process on a case-by-case basis for promotion/retention.

Chronological age and physical factors

Physical maturation and chronological age are factors which may be considered in the promotion/retention process on a case-by-case basis for promotion/retention.

Mental maturity

A student's inability to achieve at grade-level must be considered in determining promotion/retention.

Disabled students

Identified disabled students will be governed by the student's IEP. Retention will be determined on a case-by-case basis by the principal and the IEP staffing committee.

Consideration for Other Retention

The teacher of a student being considered for retention must discuss the retention with the principal. They will examine formal and informal evidence of skills and document their findings.

Transfer Students

When a student transfers into the district during the school year, information from the student's cumulative record should be considered in conjunction with his/her classroom performance. Additional testing will be conducted if deemed necessary. If the student's achievement level and other standards do not meet the minimum standards, the district will consider retention.

Communication with Parents/Legal Guardians

Kindergarten, elementary, and middle levels

The implementation of this policy will require the cooperation of the total school staff. All personnel must understand the policy and establish an open line of communication between the schools and the parents/legal guardians. If a student is encountering difficulty, the teacher will contact the parent/legal guardian and hold a conference. This procedure will assist parents/legal guardians, students, and teaching staff to achieve quality education.

The following procedures will be the formal manner in which teachers will notify parents/legal guardians:

- Interim reports will be issued by teachers.
- All students will receive report cards at the end of each marking period.
- Promotion standards progress reports will be mailed to parents/legal guardians of students failing to meet the minimum academic and attendance requirements. Teachers should prepare this form three days prior to the issuance of the second and third-quarter report card and give it signed to the principal after making a copy to be kept on file by the teacher. The principal should sign it and mail it to the parents/legal guardians. Since this report requests parents/legal guardians to set up a conference, the teacher's file copy will serve as documentation. When a conference is held, a brief conference summary will be signed by all persons to document the conference.
- Report card comments should indicate to parents/legal guardians any problems students are experiencing in their work and should coincide with the comments made on interims and the promotion standards progress report.

Conference requests

When parents/legal guardians request a conference, the school will schedule the conference. When a conference is held, a brief conference summary will be signed by all persons to document the conference.

Parental notification of retention

A retention letter and the final report card to parents/legal guardians will be the formal procedure to notify parents/legal guardians that their child will be retained. Parents/legal guardians should have received this information throughout the year via the above procedures and informal contacts.

Appeal procedures

Within three days of notification, parents/legal guardians may appeal the retention decision to the principal if there is a compelling reason why the student should not be retained.

If there is no resolution with the principal, an additional appeal may be made in writing within seven days of the notification of retention. This letter should be addressed to the executive director of academics and should specify the reasons for disagreement with the retention decision. The executive director of academics will render a decision. Copies of the decision will be sent to the parents/legal guardians and the principal.

Parents/Legal guardians of identified disabled students who are enrolled in special education have specific due process rights under federal and state laws for appealing any disputed matter regarding the student's education placement. The appeal must be made in accordance with those laws.

Grades Nine through 12 Promotion

High school students must earn 24 units of credit within their four years in high school before receiving a South Carolina high school diploma.

To be promoted to grade nine, students must meet the eighth-grade requirements.

Promotion to 10th grade means a student earned at least six units of credit, with at least one credit in English and one credit in mathematics.

Promotion to 11th grade means a student earned at least 12 units of credit, with two units in English and two units in mathematics.

Promotion to 12th grade means a student earned at least 18 units of credit, with at least three units of English and three units of math to be in a position to complete a minimum of 24 units required for graduation by the end of second semester of his/her senior year. Seniors must demonstrate proficiency in keyboarding and computer literacy before graduation. End of course assessments are state mandated for core subjects as part of the regular high school program for all students.

Twelfth grade

No student will be admitted to twelfth grade without meeting the following criteria:

- Successfully completed a minimum of 18 units to include three units of English, three units of math, two units of science, two units of social studies and one unit of another state required course.
- Completed three years of high school attendance.
- Eligible to graduate at the end of the second semester of his/her senior year.

Issued 9/26/11; Revised 1/08/13, 7/15/14, 6/5/17, 8/24/21, 8/12/24, 9/18/24

Appendix F: IKF-R Graduation Requirements

Purpose: To establish the basic structure for high school graduation.

The South Carolina State Board of Education regulates the South Carolina State High School Diploma. A State High School Diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IKF-R.

Honors Diploma

The Sumter School District Honors Diploma Program recognizes and rewards students who complete a rigorous, challenging curriculum program and demonstrate good character. This course of study exceeds the minimal requirements established by the South Carolina Department of Education for a regular high school diploma. Honor Graduate Criteria: A. have a GPA of 3.750 or above; B. complete 28 Carnegie Units in CP or Honors courses; C. must have a minimum of 4 AP, IB or Dual Enrollment courses; D. must demonstrate good character as evidenced by behavior both in school and in the community.

The additional required units may be electives chosen from the high school campus offerings or electives offered on the high school campus by an approved post-secondary institution.

Valedictorian/Salutatorian Criteria

The Valedictorian must have the highest GPA in the class by completion of the 175th day of the senior year, must be consistently enrolled in Honors, AP, or dual credit classes through graduation, and must meet the Honor Graduate criteria.

The Salutatorian must have the second highest GPA in the class by completion of the 175th day of the senior year, be consistently enrolled in Honors, AP, or dual credit classes through graduation, and must meet the Honor Graduate criteria.

If more than one student has the highest or second highest grade point average, multiple valedictorians or salutatorians will be declared, and no attempt will be made to break ties. If there are multiple valedictorians, then all commencement speeches will be given by the valedictorians. In addition to having the highest GPA of the graduating class, the Valedictorian and Salutatorian must meet the Honor Graduate criteria.

Adopted 9/26/11; Revised 7/22/19

Appendix G: AR IKF-R Graduation Requirements

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

The unit requirements are distributed as follows:

Requirements for a State High School Diploma		District Promotion Standards
To receive a state high school diploma, the student shall earn a minimum of 24 Units as follows:		High School students must earn 24 units of credit within their four years in high school before receiving a South Carolina high school diploma. Promotion to 10th Grade: A student earned at least six units of credit, with at least one credit in English and one credit in mathematics. Promotion to 11th Grade: A student earned at least 12 units of credit, with two units in English and two units in mathematics. Promotion to 12th Grade: A student earned at least 18 units of credit, with at least three units of English and 3 units of math and is in a position to complete a minimum of 24 units required for graduation by the end of the second semester of his/her senior year. Seniors must demonstrate proficiency in keyboarding and computer literacy before graduation. End of course assessments are state mandated for core subjects as part of the regular high school program for all students. No student will be admitted to twelfth grade without meeting the following criteria: ● Successfully completed a minimum of 18 units to include three units of English, three units of mathematics, two units of science, two units of social studies, and one unit of another state required course. ● Completed three years of high school attendance. ● Eligible to graduate at the end of the second semester of his/her senior ● year.
Subject	Units Required	
English	4.0	
Mathematics	4.0	
Science	3.0	
U.S. History and Constitution	1.0	
Economics	0.5	
American Government	0.5	
Other Social Studies	1.0	
PE or Junior ROTC	1.0	
Computer science	1.0	
World language or Career and Technology Education	1.0	
Electives	6.5	
Personal Finance	0.5	
Total	24	

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

The student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers. This instruction must be given for a period of at least one (1) year or its equivalent, either within the required course in U.S. History and Constitution or within another course.

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

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

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

The student must earn the required number of prescribed units.

Awarding of High School Credit

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

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

Adult Education

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

Subject	Credit Units
English/Language Arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
Computer Science (including keyboarding)	1
Electives	9
Total	24

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

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

High School Credit for College Work

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

The following conditions apply:

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One (1) quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by the board of education of that state or the appropriate regional accrediting agency [the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (COGNIA/SACS CASI), North Central Association of Colleges and Schools, Western Association of Colleges

and Schools, or Northwest Association of Colleges and Schools] qualify. (Note: District may specify number of units here.)

- Tuition costs and any other fees will be the responsibility of the parent/legal guardian.

Issued 9/26/11; Revised 6/5/17, 10/25/21

Policy JH Student Absences and Excuses

Purpose: To establish the basic structure for allowing and excusing student absences.

The board believes that regular attendance is a key factor in school engagement, social adjustment, and student achievement. Any absence from school represents an educational loss to the student. Further, regular attendance establishes a pattern of responsibility and commitment that will serve students throughout their lives, including post-secondary education and in the workplace.

According to state law, it is the obligation of every parent/legal guardian to ensure that every child under their care and supervision, if of compulsory attendance age, attends school. However, the board recognizes that some absences are unavoidable. The board will take all reasonable, educationally sound, and corrective actions prior to resorting to the juvenile justice system.

The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Each building principal is responsible for overseeing attendance procedures and for ensuring that:

- Attendance is accurately checked, recorded, and reported each day for class.
- All excuses for student absences, both lawful and unlawful, are recorded for each absence.
- Medical homebound instruction for students experiencing a prolonged illness or injury requiring them to be absent from school is expeditiously initiated and consistently provided.
- When excessive absences and/or tardies become a pattern, the principal or his/her designee oversees the development and implementation of a written intervention plan designed to improve student attendance habits and to link students and their families to all appropriate school and community resources in furtherance of this goal.
- When truancy and/or repeated tardies continue following implementation of a written intervention plan, students are referred to the family court, and parents/legal guardians to the Department of Social Services, to address truancy issues as outlined in the administrative rule accompanying this policy.

In order to receive credit for a high school course, a student must be in attendance at least 120 hours, per course, regardless of the number of days missed. The board may grant approval of excessive absences in accordance with board policy.

The state of South Carolina defines truancy as three or more consecutive unexcused absences or five unexcused absences overall for a student ages six through seventeen.

Any student who misses school must present a written excuse, signed by his/her parent/legal guardian, to school attendance upon his/her return to school. The excuse will contain such other information as directed by the administration. The school administration will keep all excuses confidential.

If a student fails to bring a valid excuse to school, he/she will automatically receive an unexcused absence. If a student brings a false (or forged) excuse, the teacher will refer the student to the school administration for appropriate action.

The district will consider students **lawfully** absent under the following circumstances:

- They are ill and their attendance in school would endanger their health or the health of others. The district may excuse these students from attendance as documented by appropriate excuse.
- They are absent for medical/dental appointments as documented by a doctor's excuse.
- There is a death or serious illness in their immediate family as documented by appropriate excuse.
- They are absent for recognized religious holidays of their faith as documented by appropriate excuse.
- They are absent in order to participate in or attend school-sponsored or school-approved activities or functions that have received prior approval from the board or its designee.
- Absences not to exceed ten days to participate in Career and Technical Student Organization experiences.
- They are absent for unusual or mitigating circumstances as determined by the school principal.
- A child in foster care may be absent due to a certified court appearance or related court-ordered activity including, but not limited to, court-ordered treatment services.

In addition, a student whose parent or legal guardian (a) is an active-duty member of the uniformed services, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will, upon presentation of appropriate military orders, be granted up to five additional excused absences upon approval by the superintendent or designee to visit with his/her parent or legal guardian.

- The district will consider students unlawfully absent under the following circumstances:
- They are willfully absent from school without the knowledge of their parent/legal guardian.
- They are absent without acceptable cause with the knowledge of their parent/legal guardian.
- Their reasons for being absent are not within the described provisions of this policy.
- They have presented more than 10 parent notes.

Suspension is not to be counted as an unlawful absence for truancy purposes. Only when determining whether to award academic credit may the district consider out of school suspensions as unlawful.

The principal or his/her designee will make any decision relative to the marking of an absence as lawful or unlawful. The district recognizes that there may be some extenuating circumstances, such as doctor or dental appointments that cannot otherwise be scheduled. These generally will be marked as excused and no penalty will be assessed other than such absences as are counted among the total absences allowed for the year.

Should repeated appointments of this nature result in absences greater than allowed to gain credit, an appeal may be made through the principal to the superintendent for an exception to the general rule.

Absences as a result of participation in a school activity out of district. It is recognized that many students participate in school-sponsored organizations or activities which may lead to absences for school related purposes such as competitions, senior trips, band trips, athletic events, ROTC field trips, conventions, etc. There is also the reality of a need/desire to visit an institution of higher education to consider future enrollment.

While such absences may be for worthwhile causes, they nevertheless result in missed instruction, etc. Each principal will have authority to approve allowable absences in this category.

Absences as a Result of Non-Enrollment

Some students are late in enrolling in the fall and others may miss one or more days in transferring from one school to another. This can be significant if the transferring student enrolls from another country and a week or more of absence occurs.

The days of non-enrollment will count as days missed for instruction purposes. Should the number of absences due to non-enrollment plus other absences after enrollment total more than allowable days to receive credit, an appeal may be made as is outlined in this policy.

High School Credit

High school students, or students in the middle school taking courses for graduation credit, who are unlawfully absent from a one-half credit course for five or more times or from a full-credit course eight or more times may not be eligible to receive credit unless the board grants approval in accordance with this policy.

Medical Homebound Instruction

The principal will be responsible for implementing and expediting medical homebound instruction for students experiencing a prolonged or intermittent illness or injury requiring them to be absent from school.

Adopted 9/26/11; Revised 1/27/14, 9/22/25

Appendix H: IJNDB Student Acceptable Use and Internet Safety Policy

Purpose: To establish the board's vision and the basic structure for acceptable use of technology resources, the Internet and the technology network system by students in the Sumter School District.

Sumter School District will provide for the education of minors about inappropriate online behavior including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

Acceptable Use

The Internet and technology network system in the Sumter School District has been established for a limited educational purpose. The term "educational purpose" includes the following.

- classroom activities
- career development
- limited, high-quality, independent student activities

The technology network system has not been established as a public access service or a public forum. The district has the right to place reasonable restrictions on the materials students access or post through the system. Students are also expected to follow the rules set forth in the Acceptable Use Policy (AUP), the district's disciplinary code and the law in their use of the district's network system.

This policy applies to computers installed in the school, district laptops provided to students either temporarily or permanently, and any personal equipment brought onto campus capable of Internet access.

Students may not use the district network system for commercial purposes. This means that students may not offer, provide or purchase products or services through the system.

Students may not use the district network system for lobbying. Students may use the system to communicate with elected representatives to express opinions on political issues under the guidance of instructional personnel.

Privileges

The use of the Internet is a privilege, not a right. Inappropriate use will result in a cancellation of that privilege and possible disciplinary action. Each student licensed to access the Internet on district-owned computers or district laptops provided to students will receive training from a staff member on appropriate general Internet policy and, where appropriate, will receive additional specific guidance on projects or work being assigned. In circumstances not covered by the general guidance outlined in this agreement, the staff will deem what is inappropriate use and their decisions are final. District laptops provided to students should not be used in the gym, at lunch or in the hallways. Use in the classroom is at the sole discretion of the teacher. Use of the computer on campus for entertainment purposes (watching DVD movies, listening to MP3 music, playing games, etc.) is prohibited.

Student Internet Access

All students will have access to online digital information resources through their classroom, library or school computer lab. Parents/Legal guardians must sign and return an Internet access agreement (IJNDB-E) prior to individual student's use of the Internet until the student's 18th birthday. Only those students with signed AUPs may sit next to other students accessing the Internet.

Secondary students may obtain an individual e-mail account with the approval of their parents/legal guardians until age 18.

Students and their parents/legal guardians must sign an account agreement to be granted an individual e-mail account. This agreement must be renewed on an annual basis. Parents/legal guardians can withdraw their approval at any time, until the student's 18th birthday.

If approved by their building principal, students may create a personal web page on the district's network system. All material placed on their web page must be preapproved in a manner specified by the school. Material placed on their web pages must relate to the school and career preparation activities.

Unacceptable Uses

The following uses of the district's network systems are considered unacceptable.

Personal safety

Students will not post personal contact information about themselves or other people. Personal contact information includes home addresses, telephone numbers, work addresses, etc.

Students will agree not to meet with someone they corresponded with online without their parents/legal guardians' approval.

Students will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

Illegal activities

Students will not attempt to gain unauthorized access to the district's network system or to any other computer system through the district or go beyond their authorized access. This includes attempting to log in through another person's account or to access another person's files.

Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Students will not use the district network system to engage in any other illegal act, such as arranging for a drug sale or purchasing of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

Students will not participate in chats, instant messaging services or social networking, or play computer games on school computers unless authorized by a district staff member for legitimate educational purposes.

Students will not make changes to or tamper with the setting on computers, CD-ROMS or any attached equipment on the network.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy hardware or the data of another user or other network (school, Internet or Google Apps for Education account). The intentional uploading, distribution or creation of computer viruses is also considered acts of vandalism. Vandalism will result in immediate cancellation of all computer privileges. Discipline will be assessed in accordance with the current grade-level discipline code. Students will be responsible for payment of any damages to any hardware or software.

System security

Students are responsible for their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should students provide their password to another person.

Students will immediately notify a teacher or the system administrator if they have identified a possible security problem.

Students will not set or reset passwords without approval from district staff.

Students will avoid the inadvertent spread of computer viruses by following the district virus protection procedures. Any removable media (thumb/flash drives, CD-R/RWs, etc.) brought from outside the school must be checked by a district staff member for viruses prior to use in district computers and/or laptops.

Inappropriate language

Restrictions against inappropriate language apply to public messages, private messages and material posted on web pages.

Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.

Students will not engage in personal attacks, including prejudicial or discriminatory attacks.

Students will not harass or cyberbully another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, the student must stop.

Students will not knowingly or recklessly post false or defamatory information about a person or organization that could cause damage or pose a danger of disruption.

Respecting resource limits

Students will use the system only for educational and career development activities and limited, high-quality, independent student activities. There is no limit on use for education and career development activities. The limit on activities is no more than five hours per week. Students will strictly observe time limits.

Students will not download large files unless absolutely necessary and approved by a district staff member. If necessary, students will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to a personal computer.

Students will obtain permission from a staff member before printing pages.

Students will not post chain letters or engage in "spamming." Spamming is defined as sending an annoying or unnecessary message to a large number of people.

Students will check their e-mail frequently, delete unwanted messages promptly and stay within their e-mail quota.

Students will subscribe only to high quality discussion group mail lists that are relevant to their education or career development.

While on campus, students will not use private e-mail. Students at schools use Google Apps for Education G Suite for email, electronic filing and class pages in accordance with published guidelines provided the following is adhered to.

- Parents/legal guardians have approved such access on the appropriate form (IJNDB-E).
- Students have completed CIPA Compliance training at their school.
- Students successfully have signed on with Google Apps for Education to access G Suite.

Plagiarism and copyright infringement

Students will not plagiarize works found on the Internet. Plagiarism is defined as taking the ideas or writings of others and presenting them as if they were the writer's.

Students will respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure whether or not they can use a work, they should request permission from the copyright owner. Proper citation for all work used is required.

Reporting

District and school system technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Inappropriate access to material

Students will not use the district's network system to access material that is profane or obscene (pornography or child pornography), that advocates illegal acts or that advocates violence or discrimination towards other people (hate literature). If a student mistakenly accesses inappropriate information, he/she should immediately tell the teacher or another district employee. This will protect students against a claim that they have intentionally violated this policy.

Students' parents/legal guardians should inform district staff if there is additional material that they think would be inappropriate for their children to access. The district fully expects that students will follow their parents/legal guardians' instructions in this matter.

Off-campus conduct

Students, parents/legal guardians, teachers, and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

Student Rights

Free speech

Students' right to free speech, as set forth in the disciplinary code, applies also to their communication on the Internet. The district network system is considered a forum, similar to the school newspaper; therefore, the district may restrict student speech for valid educational reasons. The district will not restrict student speech on the basis of a disagreement with the opinions.

Search and seizure

Students should expect only limited privacy in the contents of their personal files on the district system. This situation is similar to the rights students have in the privacy of their lockers.

Routine maintenance and monitoring of the district network system may lead to discovery that the students have violated this policy, the disciplinary code or the law.

An individual search will be conducted if there is reasonable suspicion that a student has violated this policy, the disciplinary code or the law. The investigation will be reasonable and related to the suspected violation.

Parents/legal guardians have the right at any time to request to see the contents of their child's e-mail files, until the student's 18th birthday.

Due process

The district will cooperate fully with local, state and federal officials in any investigation related to any illegal activities conducted through the district's network system.

In the event there is a claim that a student violated this policy or disciplinary code in their use of the district network system, the student will be provided with a written notice of the suspected violation and given the opportunity to present an explanation before an administrator. If the violation also involves a violation of other provisions of the disciplinary code, it will be handled in a manner described in the disciplinary code. Additional restrictions may be placed on the student's use of an Internet account.

Limitation of Liability

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears, and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage students may suffer including, but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Adopted 6/13/11; Revised 11/26/12, 6/5/17

Appendix I: Sumter School District PowerSchool Public Portal Parent Access Request Form

**Please fill out this form completely.*

By signing this agreement, you acknowledge that you have read and agree to comply with the PowerSchool Acceptable Use Policy.

I wish to be granted electronic access to my students' grades and attendance through the PowerSchool Public Portal. I have read the PowerSchool Acceptable Use Policy. I agree to adhere to these guidelines. I understand that any violation of these guidelines will result in suspension and/or termination of my access.

Student(s) Name (Print)

Year of Graduation: _____

Year of Graduation: _____

Year of Graduation: _____

Parent Signature: _____ Date: _____

Parent Name (Print): _____

Staff Verification (Initial): _____

Appendix J: Redo/Retake Plan of Study Student Form

Student Name: _____

Date: _____

I understand that I must successfully complete my Plan of Study form prior to completing a redo/retake of a major assessment. The requirements outlined in this Plan of Study must be completed by the deadline assigned by my teacher.

Assessment Completion Date: _____

Student Signature:

Parent Signature: _____

Major Assessment Title: _____

Major Assessment Grade: _____

Indicator(s)/Standard(s) Assessed:

Student Reflection

Based on your performance, you have not yet mastered the content/skill. What are some steps you need to take to improve your understanding of the content/skill?

Teacher Section

The teacher will complete this section after the student section has been completed.

Tutoring/Intervention Times Available

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Student Conference Date: _____

Parent Contact Date: _____

Scheduled Retest Date: _____

Redo/Retest Grade: _____

Appendix K: Refusal To Do Assigned Work Form

I _____ am choosing to refuse completing the assignment(s) that the teacher has asked me to do today. I understand that this choice will result in negative consequences. These consequences will include earning a zero on the assignment and forfeiting the opportunity to complete the assignment at a later date. Refusal to participate in class assignments may result in referral to the guidance counselor and referral to administration.

I also understand that my parents/legal guardians will be notified of my choice today.

Today's Date: _____ Period/Block: _____

Assignment: _____

Student Name (printed): _____

Student Signature: _____

Teacher Name (printed): _____

Teacher Signature: _____

Appendix L: Plagiarism Letters

Plagiarism Letter #1

Date: _____

Dear _____,

This letter is to inform you that _____ plagiarized their _____ assignment and earned a grade of zero (0). The Academic Honor Code was explained in class prior to this assignment. Your student copied a paragraph/section/entire essay from this source: _____. Following the reteach and retest procedures outlined in the Sumter School District Grading Manual, your student has been assigned an Academic Honesty Tutorial to complete before the assignment can be rewritten. Your student has been granted five (5) school days to complete the tutorial and rewrite this assignment in his/her own words. Full credit will be awarded when this procedure is completed. If your student does not complete the tutorial, rewrite, and resubmit the assignment within five (5) school days, a grade of zero (0) will remain in the gradebook. If you have any questions or concerns, please call me at _____ or email me at _____. Thank you for supporting your student in achieving his/her full potential and understanding the importance of academic integrity.

Sincerely,

Plagiarism Letter #2

Date: _____

Dear _____:

This letter is to inform you that _____ did not successfully complete the reteach and retest process explained in the previous letter. Your student did not complete the following:

Academic Honesty Tutorial

Rewrite essay in original words

As a result, a grade of zero (0) will remain in the gradebook for this assignment. I hope that in the future your student will adhere to the Academic Honor Code explained in the course syllabus. Thank you for supporting your student in achieving his/her full potential and understanding the importance of academic integrity.

Sincerely,

Appendix M: Edmentum or VirtualSC Credit Recovery Agreement

Edmentum

Edmentum Courseware is a digital curriculum that provides schools the ability to offer flexible scheduling options for students. Edmentum Courseware offers opportunities for students to increase achievement levels and graduation rates while helping to ensure that more students are college and career-ready. Students are expected to log a minimum of 5 hours in each course per week. Students keep a portfolio of written work, study sheets, and assignments. Students who do not access their Edmentum course for ten consecutive days without prior approval will be automatically withdrawn from the course. Failure to log required hours and/or complete assignments may result in removal from the program. Courses must be completed within the assigned semester (90 days).

Credit Recovery (CR)

Edmentum Courseware offers students who have failed a course a self-paced option to work toward graduation. Students complete assignments in school-based labs or at home. Students who have failed a course with a grade of 50 or higher are eligible for Credit Recovery. These courses are facilitated by a lab manager at each high school and Sumter Academy (SASI) and are supported by a highly qualified teacher. Prescriptive courses will be used for CR when available, and students may recover two (2) courses a semester, but no more than three (3) in a school year. Instruction is delivered primarily online with tutoring support as needed. Students will be scheduled during a class period (90 minutes) during school hours. Students may also be scheduled before or after school and may work from home. Completion requires 60% mastery of all objectives; pretests and unit tests are proctored. Please note that successful completion of credit recovery is recorded as “P” in PowerSchool.

VirtualSC

As a supplemental program, VirtualSC works with schools to provide online courses for high school credit. VirtualSC is a separate entity. Students must obtain approval from school administrators or counselors to enroll in courses. Once a student's request to take courses with VirtualSC is approved, it is the student's responsibility to enroll through VirtualSC. Final exams must be proctored at the student's home school by a certified staff member. Upon completion of the course, VirtualSC provides Sumter School District with the grades to be added to a student's transcript.

NCAA Eligibility

The National Collegiate Athletic Association (NCAA) has policies regarding athletic eligibility for Division I and Division II schools. The CORE GPA/Test Score indices are available online. Visit the following websites for more information: <http://www.eligibilitycenter.org> or <http://www.ncaa.org>.

Edmentum or VirtualSC Credit Recovery Request

Date Submitted:

Student Name:	School:
Class Name:	Grade Level:

Reason for request:

(Attach any supporting document: Edmentum or VirtualSC report, summer school report, Power Teacher grade report, etc.)

(*) Attach a copy of the transcript with the failing grade or to document support of the request

Student's Name (print)

Student's Signature/Date

Parent's Name (print)

Parent's Signature/Date

Teacher's Name (print)

Teacher's Signature/Date

School Counselor's Name (print)

School Counselor's Signature/Date

School Administrator's Name (print)

School Administrator's Signature/Date

District CR Coordinator Name/Date

District CR Coordinator Signature/Date

Appendix N: Edmentum or VirtualSC Initial Credit Agreement

Edmentum

Edmentum Courseware is a digital curriculum that provides schools the ability to offer flexible scheduling options for students. Edmentum Courseware offers opportunities for students to increase achievement levels and graduation rates while helping to ensure that more students are college and career-ready. Students are expected to log a minimum of 5 hours in each course per week. Students keep a portfolio of written work, study sheets, and assignments. Students who do not access their Edmentum course for ten consecutive days without prior approval will be automatically withdrawn from the course. Failure to log required hours and/or complete assignments may result in removal from the program. Courses must be completed within the assigned semester (90 days).

Initial Credit (IC)

IC offers flexible scheduling for transfer students and students whose course needs conflict with the master schedule. Initial Credit courses must be approved on an individual basis by the school's administration. These courses require a highly qualified teacher and may be facilitated by a lab manager. Core and honors classes, if approved, may be offered through initial credit. These classes are delivered primarily online, with tutoring support as needed. Students may be scheduled in IC courses during the school day. A portfolio of written work, study sheets, and assignments must be maintained throughout the course and must be reviewed prior to the facilitator/teacher opening unit assessments. Students are required to complete all assignments (i.e., journals, practice, test yourself, etc.) within each course.

VirtualSC

As a supplemental program, VirtualSC works with schools to provide online courses for high school credit. VirtualSC is a separate entity. Students must obtain approval from school administrators or counselors to enroll in courses. Once a student's request to take courses with VirtualSC is approved, it is the student's responsibility to enroll through VirtualSC. Final exams must be proctored at the student's home school by a certified staff member. Upon completion of the course, VirtualSC provides Sumter School District with the grades to be added to a student's transcript.

NCAA Eligibility

The National Collegiate Athletic Association (NCAA) has policies regarding athletic eligibility for Division I and Division II schools. The CORE GPA/Test Score indices are available online. Visit the following websites for more information: <http://www.eligibilitycenter.org> or <http://www.ncaa.org>.

Edmentum or VirtualSC Initial Credit Request

Date Submitted:

Student Name:	School:
Class Name:	Grade Level:

Reason for request:

(Attach any supporting document: APEX or VirtualSC report, summer school report, Power Teacher grade report, etc.)

(*) Attach a copy of the transcript with the failing grade or to document support of the request

Student's Name (print)

Student's Signature/Date

Parent's Name (print)

Parent's Signature/Date

Teacher's Name (print)

Teacher's Signature/Date

School Counselor's Name (print)

School Counselor's Signature/Date

School Administrator's Name (print)

School Administrator's Signature/Date

District IC Coordinator Name/Date

District IC Coordinator Signature/Date

Appendix O: Teacher Acknowledgement Sumter School District Grading Guidelines and Teacher Acknowledgement Form

My signature acknowledges receipt of my personal copy of the Instructional, Grading, and Reporting Guidelines. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Guidelines manual is available to me online at the district's website located at www.sumterschools.net. I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name

Signature

School/Department

Date