

SUMMER SCHOOL

Code **IHCA** Issued **9/17**

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

The district will offer a summer school program whenever there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with state board of education regulations and standards required by the state department of education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (Advanced/SACS CASI).

For students in grades nine through 12, a school may award credit only for courses in summer school programs, either districtwide or school-site, that meet all regulatory requirements.

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

Summer Reading Camp

Students who are significantly below third-grade reading proficiency at the end of third grade will be subject to mandatory retention under state law. These students will be provided the opportunity to attend a district-wide summer reading camp to receive intensive instructional services and support. The summer reading camp will offer students 96 additional hours of reading instruction, progress monitoring, and ongoing access to a school library/media center. Transportation will be provided at no cost. The district may elect to invite students in other grade levels who are not progressing towards grade-level proficiency in reading to attend summer reading camp. Parents/Legal guardians of eligible students will make the final decision on whether their child will participate.

Students who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student's mastery of the state standards is above the lowest level on the state reading assessment, may be eligible for a good cause exemption from state-mandated third grade retention.

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

Adopted 1975; Revised 4/25/94, 1/28/13, 9/25/17

Legal references:

- A. S.C. Code of Laws, 1976 as amended:
1. Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.
 2. Section 59-155-110, et seq. – South Carolina Read to Succeed Act of 2014.

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B. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
2. R43-231 – Defined program K-5.
3. R43-234 - Defined program, grades 9-12.
4. R43-240 - Summer programs.

C. South Carolina Department of Education:

1. Intervention Guidance Document, Kindergarten through Grade Five (2017).
2. Read to Succeed Third Grade Retention Guidance Document, Fall 2016 (2016).

GRADING/ASSESSMENT SYSTEMS

Code **IKA-R** Issued **9/17**

The primary purpose of grading is to keep parents/legal guardians and students fully informed of a student's progress and to provide continuous and accurate records of each student's achievement for use in instruction. Grading is not to be influenced by pressure from parents/legal guardians. It is not to be used as a weapon for disciplinary purposes.

Grading Scales

Elementary/Intermediate/Middle schools (grades kindergarten through eight)

Letter, number and standards based assessments will be used for report cards in the elementary, intermediate, and middle school grades based on the following scale:

Kindergarten (four and five-year-old) and first grade will use standards-based progress reports.

Second grade will use a combination of letter/number grades and standards-based progress reports.

Grade three through six will use the following:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
U	59 and below
I	Incomplete

Grades seven and eight will use the following:

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

Where alternative assessments are being utilized, special administrative permission may be given for alternative forms of reporting to parents/legal guardians.

Those students placed in below grade level groups will receive actual grade earned. However, the fact that the child is performing below grade level **MUST** be clearly stated during each reporting period. This information must be communicated to the parents/legal guardians on all report cards, interim reports and during all conferences.

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High school (grades nine through 12)

Student progress in grades nine 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	59 and below

State Uniform Grading Scale (Grades Nine through 12)

Carnegie-bearing courses

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follow:

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

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South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
WF 50	F WF	0.000	0.000	0.000
WP 50	- FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000

Conversion Process

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

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

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

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a 65 numerical grade.

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

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If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P."

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

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

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 and the Credit Recovery Option

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

Honors Courses

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

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

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

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

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

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

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one quality point credit with the quality point above the CP weighting.
- A standard-level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, or associate degrees, 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 not be rounded to a higher number. All diploma candidates are included in the ranking.

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

The board will determine 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 and the F (as a 50) will be calculated in the student's overall grade point average.

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

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

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

If a student fails a course due to excessive absences, the school will may record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's ~~record~~ transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

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

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the retake grade will be used in figuring the student's GPA. ~~and only the retake~~

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Spartanburg County Scholar's Academy/Spartanburg County Early College High School/ Spartanburg County Virtual School

*Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School graduates will be included in the overall class rank at Byrnes High School, but will not be eligible to be recognized as Byrnes High School valedictorian, salutatorian, marshals, or ushers. They may be recognized as Scholar's Academy/Spartanburg County Early College High School/ Spartanburg County Virtual School honor graduates and receive all other appropriate rights and privileges due to their class rank.

The college credit hours earned in the Scholar's Academy/Spartanburg County Early College High School/Spartanburg County Virtual School may or may not transfer to other institutions of higher education. Applicants should research institutions of higher education to determine acceptance of these hours of credit.

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9/25/17

PROMOTION AND RETENTION OF STUDENTS

Code **IKE** Issued **9/17**

Purpose: To establish the basic structure for the promotion and retention of students.

School District Five affirms academic excellence for students. This policy establishes the basic structure for promotion and retention. It is intended for use as a foundation in making decisions regarding assignment of students to the next grade level.

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

District students in kindergarten who meet the minimum standards as stated in the administrative rule may be promoted at the end of the school year.

District students in grades one through twelve who meet the minimum standards as stated in the administrative rule will be promoted at the end of the school year.

Read to Succeed State-Mandated Retention

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 mid-year 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

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- 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

Information to Parents/Legal Guardians

The district will distribute this promotion/retention 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 through newsletters, student handbooks, PTO meetings, letter to 3rd grade parents, and/or parent nights.

The Spartanburg County School District Five administrative rule is consistent with all state and local laws, including the South Carolina Accountability Act of 1998 (see IHE-R).

Adopted 10/27/86; Revised 2/24/92, 1/25/99, 10/27/08, 5/23/11, 2/25/13, 9/25/17

Legal References:

- A. S.C. Code, 1976, as amended:
 1. Section 59-155-160 - South Carolina Read to Succeed Act, Mandatory retention.
- B. State Board of Education Regulations:
 1. R43-240 - Summer programs.
- C. South Carolina Department of Education:
 1. *Intervention Guidance Document, Kindergarten through Grade Five* (2017).
 2. *Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).

PROMOTION AND RETENTION OF STUDENTS

Code **IKE-R** Issued **9/17**

PROMOTION AND RETENTION

Kindergarten:

The following criteria will determine promotion to first grade:

- maturity level
- mastery of kindergarten skills to include state standards
- ability to function independently
- regular attendance

If a parent/legal guardian's wishes conflict with the recommended action of the school with regard to promotion/retention, a letter of appeal should be submitted to the principal. The principal should consult with district administrators before granting the promotion/retention request. If the child is promoted/retained based upon the parents/legal guardian's wishes, a statement to that effect will be signed by the parent/legal guardian and placed in the child's permanent record.

Grades one through six:

Each school examines students' progress in these grades on an individual basis. Promotion is the goal for every child, but it is recognized that retention may allow some students the necessary additional instructional time at a grade level to be successful. Retention decisions may be made by utilizing the following criteria:

- progress toward mastery of the grade level academic standards defined by the state of South Carolina
- age, social/emotional/physical maturity
- assessment Data (State and District)
- attendance (see Attendance Policy)
- academic history

Read to Succeed State-Mandated Third Grade Retention

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

Retention conference

Mid-year 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.

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A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's intensive instruction and intervention plan. Within two weeks following the parent/teacher conference, copies of the plan 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 intensive instruction and intervention plan.

An additional parent/teacher conference may 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 South Carolina Department of Education. 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. This evidence will be limited to the student's Individualized Education Program (IEP), alternative assessments, or student reading portfolio.

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 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 will be in writing and a copy will be provided to the child's parent/legal guardian.

Good cause exemption determinations for students with disabilities

A third grade student with disabilities will be exempt from the mandatory retention policy if the student is eligible to take a South Carolina alternative assessment and receives instruction aligned to the state's alternative achievement standards, or the student has received intensive remediation in reading for more than two years.

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To demonstrate intensive remediation in reading, there must be:

- documentation that the student's present levels of academic achievement and functional performance have resulted in one or more annual goals and that the student received specialized instruction and/or related services in the area of reading for two or more years
- documentation of intensive general education interventions in the area of reading for two or more years
- a combination of special education services and intensive general education intervention in the area of reading for two or more years

Any evidence submitted to document intensive remediation or evidence-based interventions will be in addition to the student's 90 minutes of daily reading and writing instruction as required by law.

Appeal of a retention determination

A parent/legal guardian may appeal the decision to retain a student to the 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 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.

Grades seven through eight:

Decisions regarding promotion/retention of students in grades seven and eight will be based on the above criteria in addition to the following requirements:

- Students must pass English and/or Math to be promoted to the next grade.
- Students must earn a minimum number of points, as defined by the administration, to be promoted to the next grade.
- Students who fail three or fewer core subjects in grade seven or two or fewer core subjects in grade eight may attend summer school and, upon successful completion, be promoted to the next grade.
- Students who fail four core subjects (Language Arts, Math, Science and Social Studies) in grade seven or three core subjects in grade eight will be retained and not allowed to attend summer school for the purpose of promotion.

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Appeal Procedures for Grades One through Eight:

If a parent/legal guardian's wishes conflict with the recommended action of the school with regard to promotion/retention, the parent/legal guardian should submit a letter of appeal to the district administration by July 1.

The appeal will be considered by a committee consisting of the assistant superintendent of instruction, director of elementary education, and a school psychologist. The district committee will render a promotion/retention decision in writing to the parent/legal guardian.

Should the parent/legal guardian wish to appeal the decision of the district committee to the district board of trustees, they should submit a letter of appeal to the superintendent. The superintendent will submit the request for promotion/retention to the board of trustees. The board will make a final determination regarding the appeal.

Grades nine through twelve:

To be promoted to the next grade students must earn the following units required for graduation.

- 10th Grade: 1 English, 1 Math, and 3 other units for a total of 5.
- 11th Grade: 2 English, 2 Math, 1 Science, 1 Social Studies and 5 other units of a total of 11.
- 12th Grade: 16 units and enrolled in all courses needed to graduate in May.

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ADMISSION OF HOMELESS STUDENTS

Code JFABD-R Issued 9/17

Definitions

Enrollment - attending classes and participating fully in school activities.

School of origin - the school that the student attended when permanently housed or the school where last enrolled, including a preschool, and the designated receiving school at the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

Homeless student - individual who lacks a fixed, regular and adequate nighttime residence and includes the following.

- Student who is sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; is living in a motel, hotel, trailer park or camping ground due to lack of alternative adequate accommodations; is living in emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster placement.
- Student who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for a human being.
- Student who is living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.
- Migratory student who qualifies as homeless because the student is living in circumstances described above.

Unaccompanied student - includes a student not in the physical custody of a parent/guardian.

Assignment to school

The district will, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness, or enroll the student in a school in the attendance area in which the homeless student is actually living on the same basis as other students.

In determining the best interest of the student, the district will do the following.

- To the extent feasible, keep a homeless student in the school of origin, unless doing so is contrary to the wishes of the student's parent/guardian.
- Provide a written explanation, including a statement regarding the right to appeal and to request a state-level review, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent/guardian.
- In the case of an unaccompanied student, ensure that the district's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal and to request a state-level review.

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- Give priority to the request of the parent/guardian or unaccompanied student.
- Operate under the presumption that placement in the school of origin is in the student's best interest and, to the extent feasible, keep a homeless student in the school of origin, unless doing so is contrary to the wishes of the student's parent/guardian.
- Consider student-centered factors in making its determination, including, but not limited to, the effect of mobility on the achievement, education, health, and safety of homeless students and the placement of the student's siblings.

When a student obtains permanent housing, transportation to the school of origin will be provided until the end of the academic year if it is in the best interest of the student to remain in that school.

Enrollment

The district will immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment such as academic records, medical records, proof of residency, proof of guardianship, birth certificates, or other documentation.

The district will immediately contact the school last attended to obtain relevant academic and other records.

If the student needs to obtain immunizations or immunization or medical records, the district will immediately refer the parent/guardian to the district's liaison who will help in obtaining necessary immunizations or records.

As appropriate, the district will ensure homeless students have access to academic and extracurricular activities for which they meet eligibility criteria.

Records

Any records ordinarily maintained by the district including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs will be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or district, consistent with state and federal law.

Enrollment disputes

If a dispute arises over school selection or enrollment, the student will be immediately admitted to the school requested pending resolution of the dispute.

The parent/guardian of the student will be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent/guardian or student to appeal the decision. At a minimum, the explanation will include the following:

- the justification of how the school reached its decision regarding eligibility, school selection, or enrollment, including:
 - a description of the action proposed or refused by the district
 - an explanation of why the action is proposed or refused
 - a description of any other options the school considered
 - the reasons why any other options were rejected

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- a description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination, including the facts, witnesses, and evidence relied upon and their sources
- appropriate timelines to ensure any relevant deadlines are not missed
- contact information for the local liaison and state coordinator and a brief description of their roles

The student or parent/guardian will be referred to the district's liaison who will ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison will ensure the student is immediately enrolled in school pending the resolution of the dispute. That is, during the pendency of any administrative or judicial proceeding regarding an enrollment dispute, the student must continuously be enrolled in school, be provided all relevant services and be allowed to participate fully in all school activities.

When it is determined that a dispute cannot be settled at the district level, the district will do the following in a timely manner.

- Inform the unaccompanied youth or parent/guardian of a homeless child of his/her right to request a South Carolina State Department of Education (SDE) review of the district decision. This request must be made either on the district-supplied request-for-review form or by a telephone interview with the appropriate SDE contact.
- Give the individual a copy of the appropriate form and the SDE contact information.
- Inform the individual that he/she may seek the assistance of advocates or attorneys for the review.

Upon receipt of the submitted request form and any relevant documentation back from the SDE, the district will then send a written response to the SDE and the individual filing the state review request within five business days from receipt of the request-for review form.

See JFABD- E (1-3) for further information regarding the settlement of enrollment disputes.

Services

Each homeless student will be provided services comparable to services offered to other students, including the following.

- transportation services
- education services for which the student is eligible, such as the following.
 - Title 1
 - special education
 - programs for students with limited English proficiency
 - ~~professional technical programs~~ Career and technical education programs
 - talented and gifted programs
 - advanced placement courses
 - online learning
- school nutrition programs
- extracurricular activities

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Coordination

The district will coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation or transfer of school records, to ensure that homeless students have access to available education and related services.

District liaison

The district's liaison will ensure the following.

- Homeless students are identified.
- Homeless students enroll in and have a full and equal opportunity to succeed in district schools.
- Homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state law and regulations as well as district policies.
- Homeless families and students receive educational services for which they are eligible and referrals to healthcare services, dental services, mental health services and other appropriate services.
- The parent/guardian of a homeless student is informed of the educational and related opportunities available to the student and is provided with meaningful opportunities to participate in the education of his/her child.
- Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, family shelters and soup kitchens).
- Enrollment disputes are mediated.
- The parent/guardian of a homeless student or any unaccompanied student is informed about and assisted in requesting a state-level review of the district's final enrollment decision.
- The parent/guardian of a homeless student, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.
- School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.
- Unaccompanied students are enrolled in school, have opportunities to meet the same challenging academic standards as other students, and are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status from the local liaison for purposes of determining their eligibility for aid for post-secondary program enrollment.
- The parent/guardian has access to the resources of the district for preparation of an appeal of an enrollment decision (e.g., copying, mailing, or obtaining records).

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The district's liaison will coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Issued 10/17/07; Revised 3/25/13, 9/25/17

DISPUTE RESOLUTION PROCEDURES

Responsibilities of the school district

When it is determined that a dispute cannot be settled at the district level, the school district must carry out the following responsibilities in a timely manner.

- Inform the unaccompanied youth or the parent/guardian of the homeless child concerning his/her right to request that the state department of education review the decision of the school district.
- Inform the unaccompanied youth or the parent/guardian of the homeless child that this request must be made either on the district-supplied request-for-review form or by a telephone interview with the coordinator in the State Department of Education's Office of Coordinator for Education of Homeless Children and Youth (1-888-565-7261).
- Give the unaccompanied youth or the parent/guardian of the homeless child a copy of the state department of education's request-for-review form and the contact information for the Office of Coordinator for Education of Homeless Children and Youth.
- Inform the unaccompanied youth or the parent/guardian of the homeless child that he/she may seek the assistance of advocates or attorneys for the review.

Once the Office of Coordinator for Education of Homeless Children and Youth has received either the completed request-for-review form or has conducted a full telephone interview with the youth or the parent/guardian, the coordinator will send a copy of the completed form and any other relevant material to the school district.

The school district must send a written response to the state and to the person filing the state review request within five business days from the date it receives the request-for-review form.

Responsibilities of the youth or the parent/guardian

The unaccompanied youth or the parent/guardian of the homeless child must complete and return the request-for-review form to the address designated on the form or must telephone the state department of education coordinator in the Office of Coordinator for Education of Homeless Children and Youth and make an oral report on the circumstances surrounding the request for review (1-888-565-7261).

The youth or the parent/guardian either may attach to the form any additional information he/she thinks is relevant or may telephone the coordinator and provide the information ~~orally~~ verbally.

Responsibilities of the state department of education coordinator

The coordinator will conduct all state reviews requested by unaccompanied youths or the parents/guardians of the homeless children.

The coordinator will review all written documents submitted concerning the particular dispute. The coordinator may request additional information from the parties in making his/her determination.

The coordinator will make a final decision within 10 business days of receiving the written response from the school district. The decision of the coordinator is binding and will be effective immediately.

**WRITTEN NOTIFICATION OF ENROLLMENT DECISION
(Denial of Enrollment Request)**

To be completed by the receiving school when an enrollment request is denied.

Date: _____ School: _____

Person completing form: _____ Title: _____

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Education Assistance Act of 2001, this written notification is provided to the following:

Student: _____

Placement requested: _____

After reviewing your request to enroll the student as listed above, the enrollment request is denied. This determination was made to serve the best interest of the student and is based upon the following factors:

Additional options considered (*if applicable*): _____

These additional placement options were rejected for the following reasons:

You have the right to appeal this decision by completing form JFABD-E(3) or by contacting the school district's local homeless education coordinator.

Liaison's name: _____ Title: _____

Phone number: _____

In addition:

- The student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute.
- You may provide written or verbal documentation to support your position. You may use form JFABD-E(3) attached to this notification.

STUDENTS IN FOSTER CARE

Code **JFABF** Issued **9/17**

The board believes that students in foster care are best served through a collaborative relationship between the district and the South Carolina Department of Social Services (DSS). Every effort will be made to ensure that these students experience limited educational disruption during their placement in foster care and that they remain in their school of origin whenever possible.

Students in foster care will have equal access to the same free, appropriate public education as provided to other students in the district. They will also be provided the services and have access to the programs and activities that are offered to other students attending district schools, including educational services for which the students meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

Definitions

Foster care - 24-hour substitute care for students placed away from their parents/ legal guardians and for whom DSS has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, student care institutions, and preadoptive homes. To the extent required under applicable law, this also includes students who an appropriate student welfare agency indicates are awaiting a foster care placement.

School of origin - the school in which a student is enrolled at the time of placement in foster care.

Additional costs – the difference between what the district would otherwise spend to transport a student to his/her assigned school and the cost of transporting a student in foster care to his/her school of origin.

District Point of Contact

The superintendent will designate a district foster care point of contact who will be the primary liaison between the district and DSS and will be responsible for the following:

- coordinating with DSS to develop a process for implementing federal and state laws and regulations related to students in foster care
- leading the development of the best interest determination process
- facilitating the transfer of records and immediate enrollment and data sharing with DSS
- developing and coordinating local transportation procedures

Placement Process

DSS will notify the district when a student is being moved to a new residence for purposes of entering foster care. Within three school days of this notification, DSS and the district point of contact will jointly determine the student's best interest for school placement, in consultation with the student, if appropriate, and other key stakeholders who can provide meaningful input as to the student's academic, social, and emotional well-being (e.g. teachers, coaches, counselors). If the student is served by an Individualized Educational Program (IEP) or 504 Plan or receives services as an English learner, the associated staff members must be included in this determination process. The student will stay in his/her current school of enrollment until this determination is made.

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Factors that will be considered when making the best interest determination include:

- preferences of the student
- student's attachment at the school, including meaningful relationships with staff and peers
- placement of the student's siblings
- influence of the school climate on the student, including safety
- availability and quality of services in the school to meet the student's education and socioemotional needs
- history of school transfers and how they have impacted the student
- how the length of the commute would impact the student, based on the student's age or developmental stage
- whether the student has a disability and is served under the Individuals with Disabilities in Education Act or Section 504 and availability of all associated services
- whether the student is an English learner and will have continued access to language services

If it is determined that the best interest of the student is for him/her to transfer to the school of residence, the student will immediately (i.e., the next school day) be enrolled therein. The receiving school must enroll the student, and the school of origin should expedite the transfer of school records, which should be completed within three school days.

At the end of the student's foster care placement, he/she will be permitted to remain enrolled in the receiving school until the end of the academic year, if appropriate.

Placement dispute resolution

If the district foster care point of contact and the DSS representative do not agree on the student's best interest for school placement, the student will remain enrolled at the school in which he/she was enrolled at the time he/she entered foster care. Within five school days of the best interest determination meeting, the district foster care point of contact and the DSS representative will meet together to review the best interest determination documentation and resolve any dispute. If these two individuals are unable to agree on placement, they will obtain guidance and consultation from their respective state-level agencies (SCDE and DSS).

To initiate this consultation at the state agency level, an email will be sent to the designated foster care point of contact at each agency via email within 10 days following the local representative meeting and will include the Best Interest Determination for Foster Care Placement Form [JFABF-E(1)]. SCDE and DSS will then work together to provide guidance and assistance to both the district and the DSS representative.

If no decision regarding placement can be agreed upon, federal guidance indicates that DSS will be the final decision maker.

Transportation

Transportation costs will not be considered when determining the student's best interest.

The district foster care point of contact and DSS representative will collaborate to develop transportation requirements that detail the handling of disputes over which entity or entities will pay any additional costs incurred in providing transportation to students in foster care and which agency or agencies will pay the costs until any dispute is settled. As appropriate, input from other federal programs staff, including special education and McKinney-Vento staff, and the transportation director will be obtained in developing this plan. Input may also be obtained from the superintendent and the board, if needed.

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When a transportation dispute arises between the district and DSS over paying the costs of transportation, every effort will be made to reach a resolution at the local level prior to initiating the state-level dispute resolution process.

Recordkeeping

Evidence of compliance with this policy will be maintained by the district. Such evidence includes, but is not limited to, the best interest determination, the student's immediate enrollment, and the collaboration between entities regarding transportation.

Adopted 9/25/17

Legal References:

A. Federal Law:

1. Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802.
2. Fostering Connections to Success and Increasing Adoptions Act of 2008, Pub. L. 110-351, 122 Stat. 3949.
3. Social Security Act, 42 U.S.C.A. §671(a)(10) and § 675(1)(G) - Student welfare agency requirements related to supporting normalcy for students in foster care and ensuring the educational stability of students in foster care.

B. Other:

South Carolina Department of Education & South Carolina Department of Social Services Joint Guidance, *Fostering Connections: Joint Guidance for Ensuing School Stability of Students in Foster Care*, December 2016.



**Best Interest Determination for
Foster Care School Placement Form**



Student's Name: _____

School of Current Attendance: _____

Student's Current Grade: _____

Date of Best Interest Determination Meeting: _____

Determination:

- The student shall remain in the school in which the child was enrolled at the time of placement.

Name of School: _____

- Based on the best interest determination, a change in school placement is needed. The student will be enrolled in the school of current residence.

Name of School: _____

Note: If a change in educational placement is needed, enrollment should take place immediately at the new school with all educational records provided to the new school.

Was the child or youth informed of the benefits in inviting a significant person to attend the meeting?

Yes No

If a person was identified, who did the child invite? _____

What school does the child prefer? _____

Why? _____

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

**Best Interest Determination for
Foster Care School Placement Form**

Signature Page

The following individuals participated in determining the school placement that is in the student's best interest:

Participants	Printed name, Title, and/or relationship with child	Signature	Agree with determination? (circle)
Child or youth in care			Yes No
DSS service worker or supervisor			Yes No
Foster Parent or Placement Provider			Yes No
School representative from child's school at time of placement			Yes No
IEP team for special education purposes, if applicable			Yes No
Birth parent(s) or prior custodian(s)			Yes No
The child's guardian ad litem			Yes No
Other significant person(s) the child or youth wishes to attend (if attending)			Yes No
Other _____			Yes No
Other _____			Yes No

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for Foster Care School Placement Form

The student remains in the school at time of placement unless the answers to the following questions suggest a change of placement is in the child's best interest.

1. What is the child's permanency goal and plan?

2. What is the expected date for achieving the permanency goal?

3. How many schools has the child attended? How many schools has the child attended this year? How have the school transfers affected the child emotionally, socially, academically, and physically?

4. What are the safety considerations related to school placement?

5. Which school does the student prefer? Why? How was this information obtained?

6. How does the child feel about any upcoming moves?

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for Foster Care School Placement Form

7. Which school do the birth parents or prior custodians as appropriate, and the child's current placement provider prefer? Why?

8. What school(s) do the child's siblings attend?

9. How is the child performing academically?

10. Does the child have a current IEP or a 504 Plan?

11. If the student has a current IEP, is specialized transportation identified as a related service?

12. Does the child participate in other specialized instruction? (e.g., gifted program, career and technical program)

13. What are the child's academic/career goals? Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

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Best Interest Determination for Foster Care School Placement Form

14. Describe the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities?
15. Would changing schools affect the student's ability to earn full academic credit, participate in sports or other extra-curricular activities, proceed to the next grade, or graduate on time? If so, how?
16. Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the child or at the end of the school year?
17. How would the length of the commute to school impact the child?

Attach any supporting documentation used in making this determination of best interest.
(The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- Report cards
- Progress reports
- Achievement data (test scores)
- Attendance data
- IEP or 504 Plan
- E-mails or correspondence from individuals consulted
- Disciplinary referrals
- Health reports/records

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

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Immediate Enrollment of Child in Foster Care Form



Student Information		
Date of Joint DSS/School Best Interest Determination for School Placement:	Date Student Presented for Enrollment:	Date Placed with Agency:
Name & Phone # for School of Origin LEA POC:	Receiving School/District:	
Student Name:		
Age:	DOB:	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Foster Parent/Placement Name:	Phone:	
Foster Parent/Placement Address:		
DSS/Child-Placing Agency Name:		
Agency Contact Name/Case Worker:	Phone:	
Last School Attended/School District:	Current Grade:	
Information on status of parental rights:		
Does student have IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Does student have 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

The local department of social services (DSS) shall coordinate with the school district representative to ensure that the child in foster care is immediately and appropriately enrolled with all educational records provided to the new school ([Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#); [Social Security Act, Title IV, § 475 \(1\) \(G\) \[42 USC 675\]](#)). The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all required school records, including confidential records, are transferred from the sending to the receiving school within three working days (Proviso 1.8).

This document provides all information required for the DSS to notify the school principal and school district superintendent and for the school to immediately enroll the child in compliance with ESSA (P.L. 114-95, Sec.1111(c)).

"Immediate" means no later than the beginning of the next school day after the presentment for enrollment.

"Presentment" means the person enrolling the child has appeared at the school and presented best interest determination documentation and certifications (see next page). "Enrollment" means the child is attending classes and participating fully in school activities.

**Immediate Enrollment
of Child in Foster Care Form**

**** Enrollment Certifications**

I am a representative of the agency to whom the court has committed or the parent has entrusted the child's care through a voluntary entrustment or noncustodial agreement of the above-named child. This child meets the definition of a child placed in foster care in South Carolina; therefore, I am certifying the child is eligible for *immediate* enrollment.

To the best of my knowledge, _____ has/has not (circle one) been expelled from school attendance at a private school or public school district in South Carolina, or in another state, for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person.

To the best of my knowledge, _____ is in good health and is free from communicable or contagious disease. If documentation of a physical exam, birth certificate, social security number, and/or immunization record is unavailable at time of enrollment, they must be provided to the school within 30 days of enrollment.

DSS or Licensed Child Placing Agency Signature _____ Date _____

Release of Information

I, _____,
as legal custodian/guardian of _____,
hereby authorize schools, their agents and employees in possession of this student's educational records to release such information as necessary for the purposes of his/her educational enrollment at _____ (school of enrollment).

Legal Custodian/Guardian Signature _____ Date _____