

# PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code **GCB** Issued **9/14**

**Purpose:** To establish the basic structure for professional staff contracts and compensation.

## **Compensation**

The board will attempt to pay its professional employees at a level that will attract and hold personnel dedicated to education.

The compensation of certificated personnel is based on the state salary schedule with local supplements as approved by the board. The schedule takes into consideration the levels of professional training and years of service in the district. The district may negotiate salaries below the salary schedule for non-TERI retired teachers.

The effective date for annual salary changes as determined by the salary schedule or by action of the board is July 1.

## **Contracts**

~~Upon recommendation of the superintendent, the board awards teacher contracts on or before April 15<sup>th</sup> of each year. Teachers must give written acceptance of their contracts to the superintendent on or before April 25th. Failure to give such notification constitutes contract rejection.~~

Upon recommendation of the superintendent, the board will notify teachers in writing of their employment status before May 1 for the following school year. This includes both the issuance of employment contracts and notice of decisions of the superintendent's recommendation not to renew employment contracts. Teachers must give written acceptance of their contracts to the superintendent before May 11. Failure to give such notification constitutes contract rejection.

The board will award administrative contracts on the recommendation of the superintendent.

An administrator employed by the district on a contract will retain his/her rights as a teacher under state law. However, state law does not grant these rights to the position or salary of an administrator (for example, if he/she is returned to the classroom).

## **Teacher and Employee Retention Incentive Program (TERI) participants**

Should a mid-year vacancy occur in a contract position held by a TERI employee, the board authorizes the superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.

When issuing contracts, the district will offer TERI employees working under TERI agreements that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.

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## *Contract releases*

For release of teachers from contracts, see policy GCQC/GCQD.

Adopted 8/28/75; Revised 9/27/93, 11/24/08, 9/22/14

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### **Legal references:**

#### **A. S. C. Code, 1976, as amended:**

1. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.
2. Section 59-19-80 - Requirements as to purchases and teacher employment (teacher contracts to be awarded in public).
3. Section 59-19-290 - Contracts in excess of apportioned funds void.
4. Section 59-20-50 - Minimum salary schedule.
5. Section 59-21-20 - Teacher contracts to be based on school term of 190 days.
6. Section 59-25-57 - Salaries negotiable below schedule for non-TERI retired teachers.
7. Section 59-25-410 - Notice to teacher of employment status.
8. Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.
9. Section 59-25-710 - Salary complaints.

#### **B. State Board of Education Regulations:**

1. R-43-205.1 - Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

## **DISCIPLINE, SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF**

Code **GCQF-R** Issued **11/12**

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Evident unfitness for teaching is manifested by conduct such as, but not limited to, the following.

- incompetence
- persistent neglect of duty
- willful violation of rules and regulations of the state board of education
- unprofessional conduct
- drunkenness
- cruelty
- crime against the laws of this state or the United States
- immorality
- any conduct involving moral turpitude
- dishonesty
- evident unfitness for the position for which one is employed
- illegal use, sale or possession of drugs or narcotics
- obtaining or attempting to obtain a certificate through fraudulent means or through misrepresentation of material facts
- failure to comply with the provisions of a contract without the written consent of the board
- test security violation
- failure to comply with a court order for child support
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher

Whenever a principal or designated school administrator charged with the supervision of a teacher finds it necessary to reprimand a teacher for a reason that he/she believes may lead to dismissal or cause the teacher not to be re-employed, he/she will generally take the following steps in consultation with the superintendent or his/her designee.

### **Performance concerns**

If the issue involves a performance problem, the principal or designated school administrator will discuss the concern(s) with the teacher and provide the teacher with an opportunity to respond to the concerns. The administrator should, where appropriate, follow up such a conference in writing.

If an informal discussion does not resolve the matter, the principal or designated school administrator will bring the concerns, in writing, to the attention of the teacher involved and make a reasonable effort to assist the teacher to correct whatever appears to be the cause of potential dismissal or failure to be re-employed. Such efforts may include formally evaluating the teacher, placing the teacher on an improvement plan and/or some other acceptable means of notice and assistance. Except in those cases warranting immediate suspension and recommendation for termination, the administration should allow reasonable time for improvement.

### **Misconduct concerns**

If the issue involves misconduct, the principal or designated school administrator will immediately confer with the superintendent or his/her designee. The superintendent or his/her

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designee will advise the principal regarding appropriate actions to take. The superintendent or his/her designee is authorized to place an employee on administrative leave, with pay, while an investigation is conducted.

Disciplinary action, up to and including a recommendation of termination, may be taken against any certified employee who is determined to have engaged in unprofessional or inappropriate conduct towards students, parents or staff members.

Such conduct may include, but is not limited to, any of the following.

- violating district policies or procedures
- engaging in criminal conduct
- engaging in inappropriate conduct of a sexual nature towards other employees or students
- harassment, intimidation or bullying
- making inappropriate comments to students

This includes any action or conduct communicated or performed in person, in writing or electronically through such means as a telephone, cell phone, computer, Blackberry or other telecommunication device, and includes text messaging and instant messaging. Disciplinary action, including a recommendation of termination, may also be taken against any employee whose conduct the administration has determined has impaired the employee's ability to be an effective teacher.

### Dismissal Process

#### Written Notice of Dismissal

Any teacher whom the superintendent recommends to the board for dismissal or non-renewal is entitled to written notice from the superintendent of that recommendation that includes, at minimum, the following:

- the cause of dismissal
- the teacher's right to an evidentiary hearing if he/she requests one in writing to the superintendent or the chairman of the board within 15 days of his/her receipt of the notice of dismissal

If the teacher fails to make a hearing request, the board will take action on the superintendent's recommendation as it deems lawful and appropriate.

#### Hearing rights

Should a teacher request a hearing within 15 days of his/her receipt of the notice of dismissal, the hearing will be held within 45 days after the request is served. The teacher will be provided with notice of the time and place of the hearing not less than five days before the date of the hearing. The hearing will be public unless the teacher requests in writing that it be held privately.

At the hearing, the teacher may do the following:

- be present with counsel at the hearing
- cross-examine witnesses
- offer evidence and witness
- present defenses to the charges

The board will issue subpoenas to require the attendance of witnesses at the hearing at the

**District Five Schools of Spartanburg County**



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teacher's request; however, it may limit the number of witnesses to no more than 10. A member of the board will administer oaths to witnesses.

The board will hire a stenographer to create a formal record of the hearing. The fees for this stenographer's attendance and services will be paid by the board if the decision is favorable to the teacher; the teacher will pay one half of the costs if the decision is unfavorable. Should the teacher desire, he/she may pay for a copy of the transcript.

The board will issue a written decision on whether the evidence presented at the hearing shows good and just cause for dismissal, including findings of facts and conclusions of law, within 30 days after the hearing.

### *Appeals*

The decision of the board is final unless within 30 days after it is issued, the decision is appealed to the court of common pleas of any court in which the major portion of the district lies. Notice of the appeal and the grounds for appeal must be filed with the board.

### *Alternative resolution*

Prior to issuing a notice of dismissal, the superintendent or his/her designee may meet with the teacher, and his/her representative, to discuss alternative resolutions. The superintendent's decision to enter into these discussions in no way indicates that there are insufficient grounds to unilaterally dismiss the teacher in accordance with the Teacher Employment and Dismissal Act.

### **Reporting expectations**

The board directs the superintendent to report to the state board of education the name and certificate number of any certified educator who is dismissed, resigns or is otherwise separated from employment with this district based on allegations of misconduct set forth in state board of education Regulation 43-58.

Issued 11/26/12

## SUPPORT STAFF SUPPLEMENTARY PAY/OVERTIME

Code **GDBC-R** Issued **11/12**

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### **Minimum wage**

The **minimum** wage paid on an hour-by-hour basis to all employees either full or part time, permanent or temporary will be at the approved rate as determined by the federal government, except under designated training and apprenticeship programs exempt under special U.S. Department of Labor certification.

### **Workweek**

A workweek will be a continuous period of 168 hours in the form of seven consecutive 24-hour periods. The district workweek begins at 12:01 a.m. each Monday for all employees and runs for seven consecutive days. Each workweek stands alone for the purpose of determining overtime pay for non-exempt employees.

### **Hours worked**

Hours worked means all hours during which the individual is required to be on duty - generally from the required starting time to normal quitting time. Meal periods do not count as hours worked unless the individual is required to perform work duties during the meal period. Break periods of 20 minutes or longer do not count as work time.

### *Travel*

Ordinary travel time from home to a base location or vice versa is not work time. Official travel that occurs during an individual's regular working hours will be considered hours worked.

### *Leave*

Time taken for annual leave, sick leave, leave without pay or other leave taken for the purpose of jury duty, military assignment or because of death in the family will not be counted as time worked and is therefore not counted as compensable time for the purpose of overtime pay.

### *Part time in different capacity*

If individuals are employed in one capacity but voluntarily work part time in a different capacity on an occasional or sporadic basis, the hours logged in the secondary capacity will not be counted as hours worked for overtime purposes.

### *Substitution in same capacity*

Employees, at their own option but with the approval of the employer, may substitute during scheduled hours for other employees employed in the same capacity. In the case of such substitution, the hours involved are credited to the scheduled employee and not to the substitute employee. The employer need not maintain a record that the substitution has taken place.

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### **Overtime hours**

Overtime hours will be held to a minimum consistent with the needs and requirements of sound and orderly administration. All overtime hours worked by non-exempt employees must be scheduled and duly authorized. With respect to the payment of overtime in money, or in compensatory time, the district will have the discretion to determine which method of payment to choose. The district reserves the right to require employees taking compensatory time to schedule comp time in minimal increments of four hours. This requirement is subject to change by the district upon written notification to all affected employees.

Where an employee in a single workweek works at two or more different types of work for which different straight-time rates have been established, the employee's regular rate for that week is the weighted average of such rates. (That is, the earnings from all such rates are added together.) This total is then divided by the total number of hours worked at all jobs.

### *Compensatory time off*

Non-exempt employees who work more than 40 hours during any workweek may be awarded compensatory time off ("comp time"). Comp time will be awarded at the rate of one and one-half hours for each hour of overtime worked.

- Comp time may be accrued up until 240 hours (160 overtime hours). Overtime work beyond this maximum accrual will be monetarily compensated at the rate of one and one-half times the individual's normal hourly rate of pay.
- Supervisors should ensure all comp time is used by June 30.
- Every effort will be made to permit the use of comp time at the time mutually agreed upon by the individual and his/her supervisor. However, where the individual's absence would unduly disrupt the district's operations, the district retains the right to postpone comp time usage.
- Time off later for working on an official holiday will not be considered compensatory time off but as a delayed holiday. Employees who are required to work on an announced holiday must be given equal time off within the same fiscal year.

### *Monetary compensation*

Non-exempt employees who work in excess of 40 hours per workweek will be paid at one-and-one-half times their "regular rate."

### *Termination*

Individuals with unused comp time who are terminated or who terminate their employment will be paid for unused comp time at one and one-half times their final regular rate of pay or for the average regular rate of pay for the final three years of employment, whichever is higher.

### **Volunteers**

A volunteer is defined as an individual who receives no compensation or who is paid expenses, reasonable benefits, or a nominal fee to perform the services for which the individual volunteered and such services are not the same type of services which the individual is employed to perform for the district.

## **Students**

Career and technology students performing work as part of a curriculum are students and not workers. Students helping in office capacities for short periods of time are volunteers and not employees.

## **Exclusions**

Executive, administrative and professional employees will be considered exempt if they meet all of the following respective duties tests for exemption from coverage under the law.

### *Highly compensated employees*

Employees who perform office or non-manual work and earn a salary of at least ~~\$100,000~~ \$134,004 per year will be completely exempt from coverage in that they regularly and customarily perform at least one of the duties of an exempt executive, administrative or professional employee. The ~~\$100,000~~ \$134,004 compensation can include bonuses and commissions, but not benefits.

### *Executive*

The employee's primary duty consists of the following.

- Management of the enterprise or of a customarily recognized department or subdivision.
- The employee must customarily and regularly direct the work of at least two or more other employees.
- The employee must have the authority to hire or fire other employees; or whose suggestions and recommendations the hiring, firing, advancement, promotion or any other change of status of other employees are given particular weight.

The employee must devote no more than 20 percent of his/her hours worked to activities not directly and closely related to the managerial duties.

The employee must be paid on a salary basis at a rate of at least ~~\$455~~ \$913 a week exclusive of board, lodging or other facilities.

### *Administrative*

The employee's primary duty consists of the following.

- performance of office or non-manual work directly related to the management or general business operations of the employer or the employer's customers
- includes the exercise of discretion and independent judgment with respect to matters of significance

The employee must not spend more than 20 percent of the time worked in the workweek on work that is not directly and closely related to the administrative duties discussed above.

The employee must be paid on a salary or fee basis at a rate of not less than ~~\$455~~ \$913 a week exclusive of board, lodging or other facilities.

### *Professional*

The employee's primary duty consists of the following.

## **District Five Schools of Spartanburg County**



- work requiring advance knowledge (defined as work which is predominately intellectual in character, and which includes work requiring consistent exercise of discretion and judgment) in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study
- work requiring invention, imagination, originality or talent in a recognized field of artistic or creative endeavor

The employee must do work that is predominately intellectual and varied as distinguished from routine mental, manual, mechanical or physical duties.

The employee must not spend more than 20 percent of the time worked in the workweek on activities not essentially a part of and necessarily incident to the professional duties.

The employee must be paid on a salary or fee basis at a rate of not less than ~~\$455~~ \$913 a week exclusive of board, lodging or other facilities.

### **Permissible deductions**

The district can take deductions from an exempt employee's salary for violations of workplace conduct rules without risking the loss of the exempt employee's status.

### **Improper Deductions**

The board prohibits improper pay deductions. Employees who believe that improper pay deductions have been taken should immediately report the concern to the superintendent. Employees will be reimbursed for improper deductions. If an employee's request for reimbursement is denied, the employee may appeal that decision by following the grievance procedure set forth in board policy.

Nothing in the policy will prevent the district from properly charging absences against sick leave, personal leave, or other such leave or from making deductions from pay for unapproved or unpaid absences, as established in board policy.

### **Safe harbor rule**

The district will lose overtime exemptions if and when it has an actual practice of making improper deductions from an employee's salary. The district may utilize a "safe harbor" to reduce the risk that improper deductions will destroy an exemption by ensuring the following.

- has a clearly communicated policy prohibiting improper deductions and includes a complaint mechanism
- reimburses employees for any improper deductions
- makes a good faith commitment to comply with FLSA regulations in the future

The district will lose the protection of the "safe harbor" if it willfully violates the above provisions and continues to make improper deductions.

### **Record-keeping**

#### *Exempt employees*

The following records must be kept for each employee.

- name and identifying number
- home address

## **District Five Schools of Spartanburg County**

- birth date if the employee is under 19
- sex and occupation in which employed
- time and day of week when employee's workweek begins
- basis on which wages are paid, ensuring sufficient detail to permit calculation for each pay period of the employee's total remuneration for employment

#### *Non-exempt employees*

The following records must be kept for each employee.

- name and identifying number
- home address
- sex and occupation in which employed
- time and day on which his/her workweek or work period begins and length of the work period
- regular rate of pay for any workweek or work period
- hours worked each day and each workweek or work period
- total daily, weekly or work period straight-time earnings (includes one time, but not time and one-half pay for overtime)
- overtime excess compensation (the "half time" or more extra compensation for overtime)
- total additions to or deductions from wages paid each pay period
- total wages paid each pay period
- date of payment and the pay period covered by the payment
- basis on which employee's wages are paid (ex. "\$9.00 per hour" or "\$440 a week")
- regular hourly pay rate
- total overtime earnings for the workweek

#### *Retention of records*

##### Preserved for three years

- payroll records
- certificates, agreements, plans, notices, etc. (e.g. contracts, written agreements or memoranda summarizing the terms of oral agreements)
- sales and purchase records

##### Preserved for two years

- supplementary basic records such as basic employment and earnings records, wage rate tables and work time schedules
- order, shipping and billing records
- records of additions to or deductions from wages paid
- records which explain the basis for payment of any wage differential to employees of the opposite sex in the same establishment (29 C.F.R. Sec 516.6)

Issued 9/27/93; Revised 6/05, 11/26/12

## SOCIAL STUDIES EDUCATION

Code **IHAC** Issued **1/13**

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

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

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

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

### **Constitution and Citizenship Day**

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

### **Veteran's Day**

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

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

Adopted 4/02, Revised 1/28/13

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### **Legal references:**

#### **A. Federal statute:**

1. 36 USC Section 106 (2004) - Constitution Day and Citizenship Day.

## **PAGE 2 - IHAC - SOCIAL STUDIES EDUCATION**

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

1. Section 59-29-120 - Instruction required; attendance at Veteran activities.
2. Section 59-29-55 - Instruction on Black history.
3. Section 59-29-165 - Instruction in personal finance.
4. Sections 59-29-410 through 430 - Financial literacy instruction.
5. Sections 59-29-440 through 570 - South Carolina Financial Literacy Initiative.

**C. State Board of Education Regulations:**

1. R43-234 - Defined program, grades 9-12.



# HEALTH EDUCATION

Code **IHAM** Issued **9/15**

**Purpose:** To establish the board's vision for health education.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades kindergarten through 12.

Comprehensive health education includes instruction that maintains, reinforces, or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Health education will consist of appropriate, sequential instruction in health that is delivered as part of existing courses or as a separate course. Instruction will promote knowledge and skills that promote wellness, health maintenance, and disease prevention. Instruction will be consistent with the *South Carolina Academic Standards for Health and Safety Education*, and will cover the following:

- community health
- consumer health
- environmental health
- growth and development
- nutritional health
- personal health
- prevention and control of diseases and disorders
- safety and accident prevention
- substance use and abuse
- dental health
- mental and emotional health
- reproductive health education
- instruction on sexual abuse and assault awareness and prevention
- domestic violence
- [lifesaving technique](#)

Reproductive health education, pregnancy prevention education and family life education will be delivered in accordance with state law.

The administration will develop a method whereby principals notify parents/legal guardians of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases (if this is a separate component), and pregnancy prevention. The notice will inform parents/legal guardians of their option to exempt their child from this instruction.

Teachers who provide instruction in health education will have professional preparation in the subject area, either at the pre-service or in-service level.

## **Teaching About Drugs, Alcohol, and Tobacco**

All schools in the district will teach the nature of alcohol, narcotics, and tobacco and their effects upon the human system. Schools should help students develop an awareness of the consequences of the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related

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to their use, pharmacological aspects, physiological effects, and the impact upon the total community. Schools will present drug education as thoroughly, and in the same manner, as all other required subjects.

### Teaching About HIV/AIDS and Sexually Transmitted Diseases

The district will provide professional development opportunities for teachers responsible for teaching students about the dangers of the Human Immunodeficiency Virus infection (HIV) and its prevention. The district will develop an HIV/AIDS prevention education program in consultation with teachers, students, administrators, parents/legal guardians, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies.

The curriculum for HIV/AIDS prevention education will be designed to teach students not only about behaviors that put people at risk for HIV and other sexually transmitted diseases, but also about the methods and skills needed to avoid the risk of infection.

### CPR/AED Instruction

The district will include an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) as part of the physical or health education curriculum in grades nine through 12, including hands-only CPR. The curriculum will incorporate into the instruction the psychomotor skills necessary to perform CPR and utilize an AED as developed by the American Heart Association, the American Red Cross, or an instructional program that is nationally recognized and based on the most current national evidence-based emergency cardiovascular care guidelines for CPR and awareness in the use of an AED. CPR certification is not required, but when seeking certification, the training must be taught by an authorized CPR/AED instructor.

This requirement will be waived for the following:

- students absent on the day or days this instruction occurs
- students with disabilities whose individualized education program (IEP) indicates that the student is unable to complete all or a portion of the hands-only CPR requirement
- students whose parent/legal guardian completes an opt-out form

Cf. EBBA, GBGA, JLCC

Adopted 4/25/94; Revised 11/25/96, 5/7/02, 1/28/13, 9/22/14, 9/28/15

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#### Legal references:

##### A. S. C. Code, 1976, as amended:

1. Section 59-10-10, et seq. - Students Health and Fitness Act of 2005.
2. Sections 59-29-20, 59-29-30, 59-29-40 - Instruction required regarding the effects of alcohol and narcotics.
3. Section 59-32-10, et seq. - Comprehensive Health Education Act.

##### B. State Board of Education Regulations:

1. R43-231 - Defined program, grades K-5.
2. R43-232 - Defined program, grades 6-8.
3. R43-234 - Defined program, grades 9-12.

**OPT-OUT FORM  
CARDIOPULMONARY RESUSCITATION (CPR)/  
AUTOMATED EXTERNAL DEFIBRILLATOR (AED) INSTRUCTION**

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Beginning with the 2017-2018 school year, all students in public schools will receive instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) at least once between ninth and 12th grades, as required by Ronald Rouse's Law (S.C. Code Ann. § 59-32-30).

As required by the Act, the instruction in CPR/AED provided will be based upon curriculum developed by the American Heart Association, the American Red Cross, or an instructional program that is nationally recognized and based on the most current national evidence-based emergency cardiovascular care guidelines for CPR and awareness in the use of an AED.

If you desire for your child to "opt out" of the CPR instruction provided by the district, it must be documented in writing and will be kept on file by the district.

By signing this, I state that I have read the above statement and understand that I am opting my student out of the CPR/AED instruction provided by the district.

\_\_\_\_\_  
Parent/Legal Guardian Signature Date

*Policy*

# GRADING/ASSESSMENT SYSTEMS

Code **IKA** Issued **2/13**

**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 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	<del>93—100</del>	<u>90 - 100</u>
B	<del>85—92</del>	<u>80 - 89</u>
C	<del>77—84</del>	<u>70 - 79</u>
D	<del>70—76</del>	<u>60 - 69</u>
F	<del>69 and below</del>	<u>59 - below</u>

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

Cf. IKAB, IKC, IKF

Adopted 10/24/88; Revised 4/25/94, 3/26/07, 2/25/13

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### **Legal references:**

#### **A. S.C. Code of Laws, 1976, as amended:**

1. Section 59-18-310(B) - Development or adoption of statewide assessment program to measure student performance.
2. Section 59-18-320 - Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.
3. Section 59-5-68 - Uniform grading scale.
4. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.

#### **B. State Board of Education Regulations:**

1. R43-262 - Assessment program.
2. R43-262.4 - End of course tests.
3. R43-274 - Student attendance.
4. R43-234 - Defined program, grades 9-12.



# GRADING/ASSESSMENT SYSTEMS

Code **IKA-R** Issued **2/12**

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-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 (4 and 5 year old) and Grade One:** will use standards based progress reports.

**Grade Two:** will use a combination of letter/number grades and standards based progress reports.

### **Grades Three – Six**

<b>Letter grade</b>	<b>Numerical average</b>
A	<del>93—100</del> 90 - 100
B	<del>85—92</del> 80 - 89
C	<del>77—84</del> 70 - 79
D	<del>70—76</del> 60 - 69
U	Below <del>70</del> 59
I	Incomplete

### **Grades Seven-Eight**

<b>Letter grade</b>	<b>Numerical average</b>
A	<del>93—100</del> 90 - 100
B	<del>85—92</del> 80 - 89
C	<del>77—84</del> 70 - 79
D	<del>70—76</del> 60 - 69
F	Below <del>70</del> 59

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.

### *High school (grades nine - 12)*

Student progress in grades nine through 12 is reported for all subjects as follows.

<b>Letter grade</b>	<b>Numerical average</b>
A	<del>93—100</del> 90 - 100
B	<del>85—92</del> 80 - 89
C	<del>77—84</del> 70 - 79
D	<del>70—76</del> 60 - 69
F	Below <del>70</del> 59

## 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
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

**District Five Schools of Spartanburg County**

South Carolina Uniform Grading Scale Conversions				
Numerical average	Letter grade	College Prep	Honors	AP/IB/ Dual credit
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
WF	F	0.000	0.000	0.000
WP	-	0.000	0.000	0.000

### Conversion process

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

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

A = 96	<u>95</u>
B = 88	<u>85</u>
C = 80	<u>75</u>
D = 73	<u>65</u>
F = 64	<u>50</u>

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than ~~70~~ 60, the average will be converted to a ~~73~~ 65 numerical grade.

If the transcript shows that the student has earned a grade of "P" (passing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P." If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P."

### End-of-course testing and the credit recovery option

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

### Honors courses

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

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

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

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency.

### **Advanced Placement (AP) and International Baccalaureate (IB) courses**

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

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

### **Dual credit courses**

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees or associate degrees offered by accredited institutions.

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

### **Grade point averages (GPA)**

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

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

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in



class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

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

The board will determine the criteria for determining honor graduates, 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 ~~6+~~ 50) will be calculated in the student's overall grade point average.

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

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

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a ~~6+~~ 50.

If a student fails a course due to excessive absences, the school will record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a ~~6+~~ 50.

### **Retaking courses**

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

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

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. In this case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade previously earned by the student.

### **Academic honors\***

Students graduating early will be ranked as members of the senior class.

Byrnes High School will identify a valedictorian, a salutatorian, marshals, honor graduates and highest rank in each class as follows.

- *Valedictorian* - The student who has the highest class rank in the graduation class after the interim of the eighth semester.
- *Salutatorian* - The student who has the second highest class rank in the graduation class after the interim of the eighth semester.
- *Marshals* - The 20 juniors who have the highest class rank at the interim of the sixth semester.
- *Honor graduates* - The top 10 percent of the senior class at the interim of the eighth semester.
- *Highest rank in each class (for recognition at graduation)* - These are the highest ranking students in 9th, 10th and 11th grades at the interim of the current semester. (The interim grades will be used as the projected end-of-course grades.)

In order to be ranked for honors, students must have been in attendance at the high school a designated number of semesters (including the semester in which rank was projected). These will be as follows.

- 9th grade two semesters
- 10th, 11th and 12th grades three semesters

### **Transfer students**

Students transferring into a high school in this district from a school accredited by the state or regional association of colleges and schools will be eligible to receive extra quality points for upper level courses as long as the transferring courses are clearly labeled.

Students transferring into the high school from a school not accredited by the state or regional association of colleges and schools will not be eligible to receive extra quality points for upper level courses.

In the event of a situation not covered by this procedure, the administration will determine the proper procedure.

**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.*

Issued 10/24/88; Revised 4/25/94, 11/25/96, 6/12/00, 9/25/00, 11/03, 3/26/07, 2/25/13

# STATE PROGRAM ASSESSMENTS

Code **ILBB-R** Issued **2/13**

## Statewide assessment program

### *Administration of test*

The district's assessment program will include continuous assessment of the individual student's performance in relation to the state standards of student achievement for kindergarten through 12<sup>th</sup> grade. As required by state law, the yearly statewide summative assessment must be administered to students in a computer-based format except for students with disabilities as specified in a student's individualized education program (IEP) or 504 plan and unless the use of a computer is prohibited due to the vendor's restrictions on computer-based test security, in which case the paper version must be made available.

Valid assessment accommodations must be provided according to a student's IEP or 504 plan. If a student plans to use the results of a college readiness assessment for post-secondary admission or placement, the student, or his/her parent/legal guardian, must indicate that choice in compliance with the testing vendor's deadline to ensure the student may receive allowable accommodations consistent with the IEP or 504 plan that may yield a college reportable score.

Beginning in the 2017-2018 school year, the statewide summative assessment, with the exception of alternative assessments, for grades three through eight will be administered during the last 20 days of school as determined by the district's regular instructional calendar, not including make-up days unless an extension is approved by the State Board of Education. The deadline to submit a waiver request is December 1 of the school year for which the waiver is requested.

### *Inservice training*

The district will provide appropriate in-service training for staff, including newly employed certified personnel, involved in implementing the statewide assessment program. This training will help to ensure efficient and effective methods of instruction.

### *Notice of deficiencies*

The schools will send written notice to the parent/legal guardian of any student who does not meet the required standards set for any test prescribed by the statewide assessment program. The school will file a copy of the notice in the scholastic record of the student concerned. The school will also provide suggestions for appropriate assistance that the parent/legal guardian may give to the child.

If any parent/legal guardian requests test result information, the school will provide the information in writing.

### *Assistance to the student*

The schools will use the results of the test administered under the statewide assessment program in the diagnosis of student deficiencies. When test results indicate a deficiency, the schools will provide basic instruction to aid the student in bringing his/her performance up to the statewide standards. The program will be specific to the individual student's needs (see policy IKE, Promotion and Retention of Students).

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### *Make-up tests*

Any student who is unable to take any of the statewide assessments on the prescribed day will take the missed test on the scheduled make-up date.

Issued 9/22/08, 2/25/13



## PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** Issued **5/13**

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**Purpose:** To establish the board's vision for the rights and responsibilities of the parents of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent has the following **rights**.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

### *Special education*

- to be informed of all programs in special education
- to appeal the placement, in accordance with established guidelines, of his/her child in a special education class
- to be designated as the educational representative for an adult student with a disability by the adult student once the student reaches the age of 18 and is accorded all rights to make his/her educational decisions or to be designated as the educational representative by the district if the adult student is incapable of communicating in accordance with state law.

### *Receiving information*

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents receive important school news and messages
- to be informed of education and cultural programs available to public school children

### *Conferences*

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

## PAGE 2 - KBB- PARENT RIGHTS AND RESPONSIBILITIES

### *Records*

- to inspect his/her child's education record in conformity with current guidelines established by state and federal governments

Every parent has the following **responsibilities**.

- to make reasonable efforts to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the school teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

(Cf. KB)

Adopted 5/20/13

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### Legal references:

#### A. United States Code, Annotated:

1. Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [20 U.S.C. 1232 (g)].

#### B. South Carolina Code of Laws, 1976, as amended:

1. Section 63-5-30 - Rights and duties of parents regarding minor children.
2. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
3. Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.