

## ORGANIZATION OF INSTRUCTION

Code **IE** Issued **5/24**

Purpose: To establish the basic structure for instruction in the district.

The board is legally responsible for meeting the needs of persons of all ages for elementary and secondary education.

In establishing an educational structure to provide the required programs, the board chose the following organizational pattern.

- elementary school - grades pre K- ~~4~~ 5
- ~~intermediate school - grades 5-6~~
- middle school - grades ~~7~~ 6-8
- high school - grades 9-12

The district also maintains/shares a technical center that serves students in high school interested in career and technology training.

The district also maintains/shares an alternative school that serves students in grades six through twelve.

The district will provide preschool, child development and adult/community programs structured to meet the needs of the citizens of the district.

Adopted 1/1/74; Revised 1/25/93, 2/7/02, 11/26/07, 1/28/13, **5/20/24**

## GRADING/ASSESSMENT SYSTEMS

Code **AR IKA-R** Issued **5/24**

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/and 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~~ **five** will use the following:

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

Grades ~~seven and six~~ **through** eight will use the following:

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

## PAGE 2 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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 through 12)*

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

<b>Letter Grade</b>	<b>Numerical Average</b>
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.

<b>South Carolina Uniform Grading Scale Conversions</b>				
<b>Numerical Average</b>	<b>Letter Grade</b>	<b>College Prep</b>	<b>Honors</b>	<b>AP/IB/Dual Credit</b>
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

# PAGE 3 - IKA-R - GRADING/ASSESSMENT SYSTEMS

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
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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# PAGE 4 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

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

### 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

## PAGE 5 - IKA-R - GRADING/ASSESSMENT SYSTEMS

be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

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

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

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

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

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

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

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

## PAGE 6 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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

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

One-half of a quality point (.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.

### *Transfer courses*

Home school, private school, or out-of-state non-public school students will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

### **Advanced 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 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**

## PAGE 7 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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

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

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

### Grade Point Averages (GPA)

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

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

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

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

The board will 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.



## **PAGE 8 - IKA-R - GRADING/ASSESSMENT SYSTEMS**

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 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 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).

## PAGE 9 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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.

### 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)* - the highest ranking students in ninth, tenth, and eleventh 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:

- ninth grade two semesters
- tenth, eleventh, and twelfth grades three semesters

### Transfer Students

Students transferring into a high school in this district from a school accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools will be eligible to receive extra quality points for Honors Level, Advanced Placement, and International Baccalaureate courses as long as the transferring courses are clearly labeled.

Students transferring into the high school from a school not accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the North Central Association of

## **PAGE 10 - IKA-R - GRADING/ASSESSMENT SYSTEMS**

Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools will not be eligible to receive extra quality points.

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.

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## PROMOTION AND RETENTION OF STUDENTS

Code **AR IKE-R** Issued **5/24**

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### 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~~ five*

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. 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

## **PAGE 2 - IKE-R - PROMOTION AND RETENTION OF STUDENTS**

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.

## PAGE 3 - IKE-R - PROMOTION AND RETENTION OF STUDENTS

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~~six 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.

## PAGE 4 - IKE-R - PROMOTION AND RETENTION OF STUDENTS

### *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.

- Tenth Grade: one English, one math, and ~~three~~four other units for a total of ~~five~~six.
- Eleventh Grade: two English, two math, one science, one social studies, and ~~five~~six other units of a total of ~~11~~12.
- Twelfth Grade: ~~16~~18 units and enrolled in all courses needed to graduate in May.

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# GRADUATION REQUIREMENTS

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

The unit requirements are distributed as follows:

Subject	Credit Units
English/Language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
PE, Junior ROTC, or Marching Band	1
Computer science	1
World language or Career and technology education	1
Personal Finance	1/2
Electives	6 1/2
<b>Total</b>	<b>24</b>

\*Beginning in the 2023-24 school year, incoming freshman will be required to earn one half credit in Personal Finance.

The student must complete a study of and pass a final examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist papers, ~~and American institutions and ideals~~. This instruction must be given for a period of at least one year or its equivalent, either within the required course in U.S. History and Constitution or within another course.

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

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

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

The student must earn the required number of prescribed units.



## PAGE 2 - IKF-R - GRADUATION REQUIREMENTS

### Awarding of High School Credit

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

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

### Adult Education

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

Subject	Credit Units
English/Language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
U.S. Government	1/2
Other social studies	1
Computer science	1
Personal Finance	1/2
Electives	8 1/2
<b>Total</b>	<b>24</b>

A student may transfer credit earned in the adult education program to a secondary school to count towards the units of credit required for a state high school diploma if, for each unit being transferred,

## PAGE 4 - IKF-R - GRADUATION REQUIREMENTS

- approval by a certified guidance professional and the student's parent/legal guardian
- review each year by parent/legal guardian and the school
- flexibility to allow change in the course of study but be sufficiently structure to meet graduation requirements and admission to post-secondary education based on the student's selected cluster of study
- alignment of career goals with the student's course of study
- indication of required high school courses with a recommended sequence
- indication of required courses in that field of interest (cluster of study) for a concentration in that field
- strongly recommended courses related to that field of interest (cluster of study)
- incorporation in individual education plans, as appropriate
- extended learning options related to that field of interest (cluster of study) that include career oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning
- plan for a minimum of two years of transition beyond high school to post secondary (two or four year), military, private sector training, or work

Issued 4/25/94; Revised 11/25/96, 5/21/01, 5/7/02, 1/28/05, 10/26/09, 2/25/13, 9/23/13, 9/22/14, 9/28/15, 9/24/18, 10/23/23, 5/20/24

## RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB** Issued **5/24**

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Purpose: To establish the basic structure for released time for students for religious instruction.

The board will release a student in grades ~~seven~~ six through eight from school, at the written request of his/her parent/legal guardian, for the purpose of religious instruction for no more than one class period per week. The student will attend school at least the legal minimum school day

The board will only allow the student to miss instructional time from a non-Carnegie unit exploratory class for the purpose of religious instruction.

When approving the release of a student for religious instruction, the board assumes no responsibility for the program or liability for the students involved. Its attitude will be one of cooperation with the various sponsoring groups of the school district.

The sponsoring group or the student's parent/legal guardian is completely responsible for transportation to and from the place of instruction. The district assumes no responsibility or liability for such transportation.

Religious instruction must take place away from school property and at a regularly designated location.

District officials will ensure that no public funds will be expended to support a released-time program and that district staff and faculty will not promote or discourage participation by district students in a released-time program.

### **Transfer Credit**

The district may accept released-time transfer of credits without individually assessing the quality or subject matter of the class when the transfer is from an accredited private school.

Adopted 4/24/07; Revised 3/25/13, 9/24/18, **5/20/24**

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### Legal References:

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

1. Section 59-1-460 - South Carolina Released Time for Religious Education Act.
2. Section 59-39-112 - South Carolina Released Time Credit Act.

B. Federal Cases:

1. *Moss v. Spartanburg County School District Seven*, 683 F.3d 599 (4th Cir. 2012).

# PURCHASING CARD USE

Code **DGD** Issued **5/24**

The district may obtain bank-issued purchasing cards solely for the purpose of conducting business on behalf of the district and its students.

The Finance Office is authorized to issue district purchasing cards to schools and/or individuals/positions that are approved by the superintendent and the chief financial officer. The district will instruct staff members regarding the use of district credit cards prior to issuance.

Staff members in possession of a district purchasing card must take reasonable precautions against loss, theft, or damage. If a staff member loses a district issued purchasing card, the staff member must immediately report the loss or theft of the credit card to the finance department.

Staff members will return district issued purchasing cards to the district upon separation of employment. If the purchasing card was issued to a staff member for a prescribed time period then the staff member will return the purchasing card to the district at the end of the time period. If the purchasing card was issued to a staff member for a specific purchase then the staff member will return the card once the purchase is made.

The use of district issued purchasing cards is not intended to circumvent the district's policy on purchasing. All transactions are subject to the district's procurement code.

## ***Review of credit card transactions***

The superintendent and/or his designee will establish a process consistent with board policy to regulate the use of purchasing cards and purchasing card accounts. This process will include procedures for the recovery of district funds for any unauthorized purchases.

Personal purchases on district/school credit cards are prohibited. Unauthorized charges made by employees to district/school purchasing cards may result in disciplinary action.

## ***Discipline***

Staff members in violation of this policy will be subject to disciplinary action, up to and including termination, and may be referred to law enforcement officials, as appropriate, consistent with policy GBEB, Staff Conduct.

Issued 5/20/24

*Policy*

## **PERSONNEL RECORDS AND FILES**

*Code GBJ Issued 5/24*

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Purpose: To establish the basic structure for maintenance of and access to personnel files.

### **Maintenance of records**

The superintendent or his/her designee will maintain a personnel file on each employee.

The personnel file will include all records and documents collected by the district concerning the employee. It will include, but not be limited to, any of the following records that are retained by the district.

- performance evaluations
- commendations for, and complaints against, the employee made by the administration
- written suggestions for corrections and improvements made by the administration
- teaching credentials
- transcripts
- application records
- contracts
- all other personnel records kept about an employee

~~The personnel file will be kept in the office of the superintendent. The superintendent or his/her designee will maintain a personnel file for each employee.~~ The district will maintain health records and medical records in a separate file to protect confidentiality.

~~Pre-employment records, such as pre-employment references or comments from interviews, are confidential and access to this information is limited to the superintendent or his/her designee. Preemployment records will be kept in the office of the superintendent.~~

### **Additions to the personnel file**

~~Commendations and concerns regarding an employee as expressed by his/her principal or supervisor will be provided to the employee and then placed in the employee's personnel file, with the employee's immediate knowledge. The employee's consent and/or signature is not required prior to placing the aforementioned in his/her file. An employee may submit a written rebuttal to an administrator's concern or suggestion for improvement that will be placed in his/her personnel file.~~

~~No performance evaluation, complaint or suggestion for improvement may be placed in the personnel file unless it meets the following requirements:~~

- ~~The document must be signed and dated by the administrator making the performance~~

## PAGE 2 – GBJ – PERSONNEL RECORDS AND FILES

~~evaluation, complaint or suggestion for improvement.~~

- ~~● The employee must have an opportunity to review the information or receive a copy of the performance evaluation, complaint or suggestion prior to placement in the employee's personnel file.~~
- ~~● The employee will be given an opportunity to sign or initial the performance evaluation, complaint or suggestion.~~

~~The employee may offer a written denial of the communication and any such denial or explanation will become a part of his/her personnel file.~~

### General access to a personnel file

The district will permit access to an employee's personnel file to the following persons ~~on a routine basis~~ without consent of the employee about whom the file is maintained:

- superintendent or his/her designee
- director of personnel or his/her designee
- employee's school principal/immediate supervisor
- those school officials involved in the evaluation process of the individual
- those with a "need to know" as determined by the superintendent or the director of personnel
- school board if its examination of the file relates to the duties and responsibilities of the board regarding promotion, demotion, suspension or dismissal of the employee

~~No other person may have access to a personnel file except under the following circumstances:~~

- ~~● when the employee gives written consent to the release of his/her personnel file. (The written consent must specify the records to be released and to whom they are to be released. Each request for consent must be handled separately; blanket permission for release of information will not be accepted.)~~
- ~~● when lawfully subpoenaed or under court order~~

Generally, no other individuals may have access to a personnel file except when the employee gives written consent to the release of his/her personnel file, in which case the release must be specific. Access may further be warranted when lawfully subpoenaed, requested pursuant to a court order, or requested pursuant to State law, subject to exemptions or redactions as set forth in law.

### Responsibility for the personnel files

The superintendent or his/her designee will have the overall responsibility for maintaining and preserving the confidentiality of an employee's personnel file. The superintendent or his/her designee may, however, designate another school official to perform these duties for him/her.

The superintendent or his/her designee is responsible for granting or denying access to records on the basis of this policy.

## PAGE 3 – GBJ – PERSONNEL RECORDS AND FILES

### **Employee's access to personnel file**

Each employee has the right to review the contents of his/her personnel file upon written request. The employee does not have the right to review references and recommendations provided to the district on a confidential basis.

### **Personnel records/information for payroll purposes**

The district keeps information, records and documents collected by the district to handle an employee's payroll account in a file separate from records noted above. The district limits access to this information to those persons involved in the payroll process.

### **Use of personal information for commercial solicitation**

The district will provide notice to all persons who request employee records that obtaining or using public records for commercial solicitation is illegal.

### **Required immigration form**

The Immigration Reform and Control Act of 1986 prohibits employers from hiring aliens not legally eligible to work in the United States. The district will comply with the provisions of the Immigration and Naturalization Service (INS) Regulations under the Act by requiring employees of the district to complete an INS Form I-9. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. All newly hired employees must complete the form no later than three business days following their first working day. If an individual is unable to provide the required document or documents to complete the Form I-9 within the three-day period, the individual must present a receipt for the application of the document or documents within three days of the hire and present the required document or documents within 21 days of the hire.

The district will maintain completed Form I-9 in a file separate from other personnel records in order to prevent unauthorized review of personnel files.

The district requires three days' notice prior to inspection of Form I-9 by an authorized service officer.

~~The district will retain Form I-9 for three years after the date of hire or one year after the date the individual's employment is terminated, whichever is later.~~

### **Health Insurance Portability and Accountability Act (HIPAA)**

The district qualifies as a health plan, a hybrid entity under the Health Insurance Portability and Accountability Act of 1996, and is therefore subject to HIPAA privacy laws and regulations. The district will maintain all protected health information in accordance with law. Protected health information does not include individually identifiable health information in employment records

PAGE 4 – GBJ – PERSONNEL RECORDS AND FILES

held by the district in its role as an employer.

Protected health information will only be available to designated employees who need to have access to those records in their employment capacity with the district and with other authorized entities. The district will train its employees who may have contact with protected health information on the law and the district's procedures as necessary and appropriate for the employee's position. Any employee failing to comply with the law or district procedures may be subject to disciplinary action.

Adopted 9/27/93; Revised 1/7/02, 10/22/12, 5/20/24

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Legal references:

A. Code of Federal Regulations:

1. Final regulations issued by INS in response to passage of the Immigration Reform and Control Act of 1986 (P.L. 99-603) [Federal Register, May 1, 1987].
2. P.L. 104-191 - Health Insurance Portability and Accountability Act, 45 C.F.R. Sections 160.101-.312, 164.102-.534.
3. Public Law 99-603 - Immigration Reform and Control Act of 1986.
4. Public Law 104-208 - Illegal Immigration Reform and Immigrant Responsibility Act of 1996.

B. S.C. Code, 1976, as amended:

1. Section 30-4-10, *et seq.* - Freedom of Information Act, especially Sections 30-4-20 and 30-4-40.
2. Section 30-2-10, *et seq.* - Family Privacy Protection Act of 2002.



*Policy*

## **WEAPONS**

*Code* **GBGBA** *Issued* **5/24**

Purpose: To establish the basic structure for the board's prohibition of employee possession of weapons.

The board believes that the possession, handling, storage or use of a weapon by employees is detrimental to the safety and welfare of other staff members, students and the general public.

The term "weapon" includes, but is not limited to, all firearms, knives having blades longer than two inches, knives of which the blades are opened by the flick of a button or pressure on the handle, blackjack, metal pipe or pole, other devices having sharp points or edges, explosive or incendiary devices of any kind, or any other type of weapon, device or object which may be used to inflict bodily injury or death. The term "weapon" does not include any tools or equipment properly used in the legitimate course of school business.

Possession, handling, storage or use of any weapon on school or District Office grounds, in school buildings, at school functions, and in all vehicles parked on school or District Office grounds is prohibited at all times.

The Board authorizes the Superintendent to grant express permission to safety officers and law enforcement personnel employed by the District to possess a firearm on District property. Such individuals are prohibited from displaying, brandishing or threatening others with a firearm.

The possession or use of a weapon in violation of this policy will result in disciplinary action ranging from reprimand to discharge depending on the nature of the violation. Further, the District will notify the appropriate law enforcement authorities to the extent required by South Carolina law.

Adopted 5/20/24

Legal references:

- A. United States Code:
  - 1. 20 U.S.C. 7151 – Gun-Free Schools.
- B. U.S. Supreme Court Cases:
  - 1. *New Jersey v. T.L.O.*, 469 U.S. 325 (1985.)
- C. S.C. Code, 1976, as amended:
  - 1. Section 59-19-90(3), (5) - General powers and duties of trustees.