

NEW CODE	HEADING	OLD CODE	NOTES
IJK	Supplementary Materials Selection and Adoption	New policy	This is model.
IJKA	Technology Resource Selection and Adoption	New policy	This is model.
IJL	Library Materials Selection and Adoption	IFBD (you don't have)	This is model.
IJNDAA, -R	Distance, Online and Virtual Education	New policy and rule	These are models.
IJNDB	Use of Technology Resources in Instruction	IFBG	This is your information with revised "inappropriate access to material" language. Added reporting, online behavior and off-campus conduct language from model. Updated legal references.
IJOA, -R, -E	Field Trips	IFCB, -R, -E	Added criminal records check language to policy and updated legal references. Rule is your language. Is there another form (page three of your rule mentions health form)? Also under medications (page three in rule), there is a mention of "three day or longer" field trip, yet elsewhere it is always a three-day maximum and the policy says only three days. Please clarify.
IJOB/IJOC, -R, -E	Resource Persons/School Volunteers	IFCC, IFCD, -R, -E	This is our model policy (with your "just cause" statement added) which combines resource persons and volunteers. The rule is your information with the term "resource persons" added as appropriate.

District Five Schools of Spartanburg County

NEW CODE	HEADING	OLD CODE	NOTES
IKA, -R	Grading/Assessment Systems	IHA, -R	Updated legal references in policy. Changed GPR to GPA under grade point averages. This is your rule.
IKAA	Tests and Examinations	IHAA (you don't have)	This is model.
IKAB	Report Cards/Progress Reports	IHAB	This is model with your information added.
IKACA	Parent Conferences	IHAD	This is model (more information).
IKB	Homework	IHB	This is model (wanted you to see a different approach). May use yours if you prefer.
IKD	Honor Rolls	IHD	Updated terminology.
IKE, -R	Promotion, Retention and Acceleration of Students	IHE	This is your policy with model retention and information paragraphs added. Rule is your information.
IKF, -R, -E	Graduation Requirements	IHF, -R, IED-E	This is model policy to include option and updated legal references. Rule is model with your individualized graduation plan language with components. The form is your information (we thought it was appropriate here).
IL	Evaluation of Instructional Programs	IJ	This is model.
ILB, -R	Test/Assessment Administration	II, ILB (new code)	This is model policy and rule.
ILBB, -R	State Program Assessments	ILBB, -R (new code)	Updated policy to include writing. Added sentence to "assistance to the student" section in rule.

NEW CODE	HEADING	OLD CODE	NOTES
IMB	Teaching about Controversial/ Sensitive Issues	IKB	This is model; the part about student rights in your policy will be in the J section.
IMD	School Ceremonies and Observations	IKD (part of it)	This is model. Your section on prayer at extracurricular activities should be covered by student-led messages (optional). Your information on prayer seems outdated and is also covered generally in IMDC.
IMDB	Flag Displays	IKDA (you don't have)	This is model.
IMDC	Religious Observances and Displays	IKD (part of it)	This is model.
IMG	Service Animals	New policy.	This is model.

Leftover (old code)

IDE - Will be in new JJ.

IDF - Will be in new JJ.

IDFA, -R - Will be in new JJI.

IG - Will be in new JLD.

IHEA - Will be in new JH-R

IKH, -R - Substitute teachers are covered in GCG, -R; added IKH-R information to GCG-R.

CHILDCARE PROGRAMS

Code **IHCF** Issued **DRAFT/12**

Purpose: To establish the board's vision for childcare programs.

Extended day experiences may be provided for children in the district. These services may include before-school care in the morning and after-school care in the evening. The program may include educational, developmental, nutritional and recreational services. The final decision regarding the implementation and continuation of these programs rests with the board of trustees.

The district will comply with state regulations in regards to childcare programs.

Adopted 4/25/94

Adopted 4/25/94; Revised ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 59-19-90(11) - General powers and duties of trustees.
 2. Section 59-19-125 - Leasing school property for particular purposes.

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

Code **IJK** Issued **DRAFT/12**

Purpose: To establish the board's vision for the selection and adoption of supplementary materials.

For the purpose of this policy, supplementary materials are any instructional materials other than textbooks including, but not limited to, the following.

- books
- periodicals
- newspapers
- press cuttings
- pictures
- diagrams
- maps
- charts
- photocopies
- slides
- audiotapes
- computer hardware
- computer software
- electronic media

The board believes that the availability of a carefully selected and widely varied collection of supplementary materials enhances students' opportunity to acquire knowledge, to learn how to learn, to learn for self-knowledge and to learn for self-cultivation.

The principal ~~must approve~~ is responsible for supplementary materials provided within schools.

Adopted ^

TECHNOLOGY RESOURCE SELECTION AND ADOPTION

Code **IJKA** Issued **DRAFT/12**

Purpose: To establish the basic structure for the selection and adoption of all computer-related hardware, software and electronic materials.

The district will select and purchase computer hardware, software and electronic materials in accordance with district policies on selection of instructional materials and equipment and purchasing.

Software

The district will select educational computer software or electronic materials that are aligned to the instructional program in the same manner in which other instructional material is selected, giving care to avoid sexual, ethnic, racial or religious stereotypes or biases. All software and hardware under consideration for purchase must be approved by the technology director to ensure compatibility with the current system.

All software or electronic materials purchased by the district or any of its schools will remain the official property of the district.

All software or electronic materials will be subject to systematic and on-going evaluation with respect to quality, appropriateness and contribution to curricular objectives.

Hardware

The purchase of computer hardware will be in keeping with state bidding regulations and with the district's best analysis of the suitability of specific equipment.

Adopted ^

LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION

Code **IJL** Issued **DRAFT/12**

Purpose: To establish the board's vision and the basic structure for the selection and adoption of library/media center materials.

The function of the school library/media center is to support and enrich the instructional program of the school. The library/media center must provide a broad range of materials with a diversity of viewpoints, abilities and interests.

The board has the legal responsibility for the purchase of all instructional materials. The selection and ordering of library books, audiovisuals and other materials for the library/media centers are the responsibility of the school library/media specialists in accordance with this adopted policy.

Library/Media specialists will identify, order and organize materials that will implement, enrich and support the educational program of the school district. Principals, teachers, supervisors and other school personnel will give suggestions, recommendations and other assistance.

The library/media specialist will evaluate the existing collection and consult reputable, unbiased professionally prepared selection aides such as the following.

- Children's Catalog
- List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers
- Elementary Library Collection
- Good Books for Children
- List of Books - S.C. Elementary Libraries
- School Library Journal
- The Horn Book
- Bulletin of the Center for Children's Books

Materials selection criteria

The basic selection criterion is the appropriateness of the materials for use at the grade levels served. In addition, the library/media specialist will judge the materials using the following criteria.

- needs of the school and value to the collection
- validity, accuracy, objectivity, currency and appropriateness of text
- organization and presentation of contents
- clarity, adequacy and scope of text
- representative of many viewpoints
- high artistic quality and/or literary style
- high degree of readability and/or comprehensibility
- reputation and significance of author and producer
- value commensurate with cost

Adopted ^

DISTANCE, ONLINE AND VIRTUAL EDUCATION

Code **IJNDAA** Issued **DRAFT/12**

Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

District courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K-12.

Grades nine through 12

~~Students in grades nine through 12 may earn a maximum of ***** units of academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies/universities approved by the board.~~

A student may earn credit for a distance, online or virtual learning course under the following circumstances.

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended medical homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.
- The student must be enrolled in a school in the district and, if applicable, will take the course during the regular school day at the school site.
- The student may be required to cover the costs of courses depending on reasons for enrollment, such as acceleration of graduation.

The school must receive an official record of the final grade before awarding credit toward graduation.

Application for courses

Students applying for permission to take a technology-delivered course must do the following.

PAGE 2 - IJNDAA - DISTANCE, ONLINE AND VIRTUAL EDUCATION

- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations and signed student agreements. (*District may want to add consequences to JICDA, Student Behavior Code*).
- Adhere to attendance requirements of the district.
- Adhere to all procedures for participation in Spartanburg / District Five Virtual School.

District review committee

The superintendent will establish a committee to review all technology-delivered courses prior to use by the district.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards as well as student satisfaction. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

~~The school will pay the tuition fee for the course for students enrolled full time. The board will pay the fee~~ The district will establish guidelines for fees/tuition for students who are permitted to take technology-delivered courses in alternative settings.

Students will have access to sufficient library media resources such as a “virtual library” available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in technology-delivered courses.

~~The district will not use distance, online or virtual education courses as the sole medium for instruction in any required subject area for students in grades K through eight.~~

South Carolina Virtual School Program

Under this state-run program offering technology-driven courses, students enrolled in the district’s high school may be awarded a maximum of three online initial credits in a school year and no more than 12 online initial credits throughout high school. The board, however, may grant a waiver to exceed this limit through an appeal to the state board of education.

The district will transcribe the student’s final numeric grade to the student’s permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

PAGE 3 - IJNDAA - DISTANCE, ONLINE AND VIRTUAL EDUCATION

Cf. IHBG, IHBH

Adopted ^

Legal references:

- A. South Carolina Code of Laws 1976, as amended:
 - 1. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** Issued **DRAFT/12**

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

Acceptable use policy

The district is providing employees and students with the privilege of access to the district's electronic communication system which includes Internet access.

The district system has a limited educational purpose. The purpose of the district system is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people from throughout the world. Additionally, the system will be used to increase district intra-communication, enhance productivity and assist district employees in upgrading their skills through greater exchange of information with their peers. The district system will also assist the district in sharing information with the local community including parents/legal guardians, social service agencies, government agencies and businesses.

Users may not use the district system for commercial purposes, defined as offering or providing goods or services. District acquisition policies will be followed for district purchase of goods or services through the district system.

Users may not use the system for political lobbying. District employees and students may use the system to communicate with their elected representatives and to express their opinions on political issues.

The term "educational purpose" includes use of the system for classroom activities, professional or career development and limited high-quality self-discovery activities.

District responsibilities

The district technology coordinator will serve as the coordinator to oversee the district system and will work with other regional or state organizations as necessary.

The technology specialist will serve as the building-level coordinator for the district system, will approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements and be responsible for interpreting the district acceptable use policy at the building level.

Technical services provided through district system

District network

Users will have access to servers connected through local area networks (LAN) at the individual schools and a wide area network (WAN) which connect schools to the district office. The system will provide for file storage and sharing, access to programs and applications and access to printing services.

PAGE 2 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Email

Email will allow employees and students to communicate with people from throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.

Internet access

Users will be provided access to Internet resources, including the World Wide Web (WWW), Telnet, File Transfer Protocol (FTP), newsgroups and Internet Relay Chat (IRC), and distance learning resources such as video and audio conferencing. Access to these Internet resources may be restricted as deemed necessary.

Blocking software

The district will acquire software designed to block access to certain sites.

Access to the system

The district's acceptable use policy will govern all use of the district system. Student use of the system will also be governed by the school's disciplinary code. Employee use will also be governed by district policy.

World wide web

After the acceptable use policy has been signed, district employees and students will have access to the web through the district's networked computers. Parents/Legal guardians may specifically request that their child not be provided such access by notifying the district in writing.

Classroom accounts

Elementary age students will be granted email access only through a classroom account. Elementary students may be provided with an individual account under special circumstances at the request of their teacher and with the approval of their parent/legal guardian. An agreement will only be required for an individual account which must be signed by the student and his/her parent/legal guardian. Parents/Legal guardians may specifically request that their child not be provided access through the classroom account by notifying the district in writing (or whatever procedure the district uses for other permissions).

Individual email accounts for students

Secondary students may be provided with individual email accounts. An agreement will be required for an individual email account. This agreement must be signed by the student and his/her parent/legal guardian.

Individual email accounts for district employees

District employees will be provided with an individual network account which will include email. A signed employee agreement will be required for access to the system.

PAGE 3 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Guest accounts

Guests may receive an individual account with the approval of a district administrator if there is a specific, district-related purpose requiring such access. Use of the system by a guest must be specifically limited to the district-related purpose. An agreement will be required and parental signature will be required if the guest is a minor.

Parental notification and responsibility

The district will notify the parents/legal guardians about the district network and the policies governing its use. Parents/Legal guardians must sign an agreement to allow their student to have an individual account. Parents/Legal guardians may request alternative activities for their child which do not require Internet access.

Parents/Legal guardians have the right at any time to investigate the contents of their child's email files. Parents/Legal guardians have the right to request the termination of their child's individual account at any time.

The district acceptable use policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents/legal guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/legal guardians to specify to their child what material is and is not acceptable for their child to access through the district system.

The district will provide students and parents/legal guardians with guidelines for student safety while using the Internet.

District limitation of liability

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

Due process

The district will cooperate fully with local, state or federal officials in any investigation concerning or relating to any illegal activities conducted through the district system.

In the event there is an allegation that a student has violated the district acceptable use policy, the student will be provided with a written notice of the alleged violation and an opportunity to present an explanation before a neutral administrator or will be provided with notice and opportunity to be heard in the manner set forth in the school's disciplinary code.

Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the school's disciplinary code, the violation will be handled in accord with the applicable provision of the school's disciplinary code.

PAGE 4 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Employee violations of the district acceptable use policy will be handled in accord with district policy.

Any district administrator may terminate the account privileges of a guest user by providing notice to the user. Guest accounts not active for more than 30 days may be removed, along with the user's files without notice to the user.

Search and seizure

System users have a limited privacy expectation in the contents of their personal files on the district system.

Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the district acceptable use policy, the school's disciplinary code or the law.

An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the school's disciplinary code. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

District employees should be aware that their personal files are discoverable under the state public records laws.

Copyright and plagiarism

District policies on copyright will govern the use of material accessed through the district system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

District policies on plagiarism will govern use of material accessed through the district system. Teachers will instruct students in appropriate research and citation practices.

Academic freedom, selection of material, student rights to free speech

Board policies on academic freedom and free speech will govern the use of the Internet.

When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend student access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

District website

The district will establish a website and will develop web pages that will present information about the district. The district technology coordinator will be designated the webmaster, responsible for maintaining the district website.

PAGE 5 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

School or class web pages

Schools and classes may establish web pages that present information about the school or class activities. The school technology specialist or his/her designee, with approval of the technology coordinator, will be responsible for managing the school website. Teachers will be responsible for maintaining their class site.

Student web pages

With the approval of the technology coordinator, students may establish personal web pages. The district technology coordinator will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented in the student's website must be related to the student's educational and career preparation activities. Student web pages must include the following notice: "This is a student web page. Opinions expressed on this page will not be attributed to the district."

Extracurricular organization web pages

With the approval of the technology coordinator, extracurricular organizations may establish web pages. The district technology coordinator will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material. Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page will not be attributed to the district."

District acceptable use policy

The following uses of the district system are considered unacceptable.

Personal safety

- Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, financial information, etc.
- Users will not agree to meet with someone they have met online without their parent/legal guardian's approval and participation.
- Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

Illegal activities

- Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

PAGE 6 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

- Vandalism of computer hardware will result in disciplinary action. Vandalism includes, but is not limited to, removing mouse ball and/or mouse, deliberately erasing data and/or files, placing foreign objects in disk or CD-ROM drives, and removing or altering placement of keyboard keys.
- Users will not use the district system to engage in any other illegal act such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of other person(s), etc.

System security

- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his/her password to another user.
- Users will immediately notify the technology specialist if they have identified a possible security problem. Users will not go looking for security problems because this may be construed as an illegal attempt to gain access.
- Users will avoid the inadvertent spread of computer viruses by following the district virus protection procedures if they download software.

Inappropriate language

- Restrictions against inappropriate language apply to public messages, private messages and material posted on web pages.
- Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.
- Users will not post information that, if acted upon, could cause damage or a danger of disruption.
- Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for privacy

- Users will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Users will not post private information about another person.

Respecting resource limits

- Users will use the system only for educational and professional or career development activities (no time limit) and limited, high quality, self-discovery activities.

PAGE 7 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

- Users will not download files without specific permission from their technology specialist. If permitted, users will download the file at a time when the system is not being heavily used and will delete the file when no longer needed.
- Users will not install software on district computers without specific approval from the school technology specialist or the district technology coordinator. The district reserves the right to remove software, regardless of approval status, from computers owned by the district.
- Users will not connect hardware or peripherals that do not belong to the district to district computers or to the district network without specific approval from the school technology specialist or district technology coordinator. The district reserves the right to remove equipment, regardless of approval status, from district computers and the district network.
- Users will not post chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people.
- Users will check their email frequently, delete unwanted messages promptly and stay within their email quota.
- Users will subscribe only to high quality discussion group mail lists that are relevant to their education or professional/career development.

Plagiarism and copyright infringement

- Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the users should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Inappropriate access to material

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors, that advocates illegal acts or that advocates violence or discrimination towards other people (hate literature). For students, a special exception may be made for hate literature if the purpose of such access is to conduct research and access is approved by both the teacher and the parent/legal guardian. District employees may access the above material only in the context of legitimate research.

The district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

If a user inadvertently accesses such information, he/she should immediately disclose the inadvertent access in a manner specified by his/her school. This will protect users against an allegation that they have intentionally violated the acceptable use policy.

PAGE 8 - IJNDB - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Reporting

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

~~Add other internal district reporting procedures here such as a report to the superintendent and the board and disciplinary procedures.~~

Online behavior

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The superintendent or his/her designee will develop a program to educate students on these issues.

Off-campus conduct

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

Adopted 8/25/97; Revised 5/7/02, 2/27/06, ^

Legal references:

A. Federal law:

1. 47 USC Section 254(h) - Children's Internet Protection Act.
2. The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

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

1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.
4. Section 59-19-90 - General powers and duties of school trustees.

C. Court cases:

1. Purdham v. Fairfax Co. Sch. Bd., 637 F.3d 421, 427 (4th Cir. 2011).

FIELD TRIPS

Code **IJOA** Issued **DRAFT/12**

Purpose: To establish the board's vision and the basic structure for conducting student field trips.

The board defines a field trip as any learning activity which a school sponsors, approves and supervises and which requires the student(s) to leave the school grounds. Regularly scheduled academic, athletic, ROTC and band events do not follow the procedures outlined in this policy. The principal will approve schedules for all athletic and band events.

Instructional staff may request that field trips which directly relate to concepts and objectives of the approved curriculum for the particular subject area, club or grade level be scheduled as part of the instructional day. Field trips, like any other instructional activity, must be wisely chosen, thoroughly planned and carefully conducted. Sponsors of field trips must give special attention to clarifying the purposes and objectives of a field trip and to providing meaningful follow-up discussion and activities after the trip.

Regulations

- The school principal must approve all field trips. Trips to destinations outside of South Carolina also will be approved by the superintendent or his/her designee.
- The school board must approve foreign travel.
- The principal will recommend and the superintendent must approve all out of state and overnight trips. He/She will seek the recommendation of the principal of the school involved. Sponsors must submit a request for such overnight or out of state trips in advance to permit enough time for study prior to final action. The board will not permit overnight group trips, in-state or out-of state, for more than three consecutive school days.
- Each student who goes on a field trip must have written parental permission on the district approval form.
- Sponsors may ask students to pay all or part of the expenses of field trips provided arrangements can be made for the payment of trip expenses for those unable to do so.
- Students must be in good standing at their respective school in order to participate in the activity.
- Field trip participants will follow the board approved administrative rule IJOA-R in all cases.

No employee may use his/her position or the name of the school to promote trips other than those approved by the superintendent. This prohibition also applies to trips during vacation periods or during the summer months.

For required criminal record checks on individuals serving as chaperones, see policy GBEBDA, Criminal Record Checks and the administrative rule that accompanies this policy.

Cf. GBEBDA

Adopted 3/1/65; Revised 4/25/94, 9/27/04, ^

PAGE 2 - IJOA - FIELD TRIPS

Legal references:

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

1. Section 59-67-510 - Use of transportation equipment for special events, office of Adjutant General and armed services reserve component functions and other educational purposes.
2. Section 16-1-60 - Violent crimes defined.
3. Section 23-3-115 - Fees for criminal record searches conducted for charitable organizations.
4. Section 23-3-130 - Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations.
5. Section 23-3-430 - Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration.
6. Section 59-19-117 - Background checks.

B. State Board of Education Regulations:

1. R-43-80 - Operation of public pupil transportation services.

FIELD TRIPS

Code **IJOA-R** Issued **DRAFT/12**

The board provides the following guidelines to outline responsibilities and procedures involved in planning and conducting field trips.

Supervision of field trips

A field trip will be under the direct supervision of a school certificated employee. The employee may ask parents/legal guardians to serve as chaperones. The employee will brief chaperones before each trip as to their responsibilities.

School to work activities will be governed by procedures established through state regulation rather than field trip procedures.

The number of chaperones must be adequate for the type of group and the nature of the activity.

- All discipline problems or other concerns should be referred to district personnel for handling.
- For groups of male and female students, the board recommends both male and female chaperones.
- A minimum of one adult will ride in each vehicle.
- Trips that are long, overnight or of an unusual nature may require more than the usual number of chaperones. The building principal will determine this number.
- The district will perform a National Sex Offender Registry check on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all volunteers who work in a school on an interim or regular basis as mentors, coaches, chaperones or any other capacity resulting in direct interaction or contact with students. The district will not permit individuals whose names appear in the National Sex Offender Registry or individuals who have been required to register as sex offenders pursuant to state law to work or serve in the district in any capacity. If an individual is denied employment in the district as a result of information appearing on the name-based background check, the person may be given an opportunity to respond to the reasons.
- Volunteers involved in activities taking place in a public setting where there is no solitary time with a student, and where volunteers are within unobstructed view of school staff or multiple adults, are not required to undergo a SLED check. These may include resource speakers, chaperones for daytime field trips, clerical assistants, PTO workers, concession stand workers, outdoor projects (landscaping), reading volunteers, lunch buddies in a large group/ cafeteria setting, field day supervision, school fairs, etc. Mentoring situations that occur off school campus and/or school time must have the written consent of the parents/legal guardians.
- Volunteers involved in activities that entail some times in which they may be outside of view of school staff or multiple adults, or have solitary time with students, will be screened through SLED and DSS. These include situations illustrated by the following examples: athletic coach, volunteers working in small group sessions, individual tutoring, chaperone for overnight field trips, health room assistants, mentors, etc.

PAGE 2 - IJOA-R - FIELD TRIPS

Principal's responsibility

The teacher will not discuss a field trip with students and/or parents/legal guardians until it has been approved by the principal. Overnight trips or trips that are outside South Carolina must also be approved by the superintendent.

The principal must assume responsibility for a field trip as he/she would for any other aspect of the instructional program.

The principal will thoroughly screen each field trip request to determine that the learning objectives of the trip directly relate to the concepts and objectives of the subject area.

Request forms

All field trip request forms should be completed no less than three weeks before the possible trip date. A separate request must be submitted for each trip. The trip must be approved by the principal then sent to the transportation department. If the trip is out of state or overnight, the superintendent must also approve it. All requests must be in writing. Trips should not be discussed with students until the request is approved with all signatures and returned to the school. No field trip using school buses will leave before 8:30 a.m. or return after 1:30 p.m.

The principal will submit to the superintendent on the proper form any request for trips that require his/her approval.

The principal will take care to assure that the number of teachers to be away from school will not substantially disrupt the instructional programs for those students who remain at school.

Permission slips

A permission slip signed by the parent/legal guardian is required for each student to attend a field trip [see IJOA-E(1)]. A copy of this form is to stay at the school with the original going with the teacher or nurse on the trip in case of an emergency. Each school must use the provided permission slip run on school stationary. No medication will be given without the authorization of the school nurse.

For seasonal activities with regular schedules, athletes, cheerleaders, ROTC and band members may obtain one standard seasonal permission form covering these events. (The form required by the South Carolina High School League will meet the requirements of this provision.) Teachers utilizing the SCALE site should use the SCALE permission form.

Parents/Legal guardians must provide the nurse with medication to be administered one week prior to overnight field trips.

Teacher's responsibility

The teacher must be thoroughly familiar with the policies and regulations governing field trips.

The teacher should plan and discuss with the principal, well in advance, his/her interest in providing a field trip.

The teacher must submit the formal request for a trip to the principal on the proper form with sufficient time for study and discussion. As a routine, this should be no less than three weeks prior to the trip date.

PAGE 3 - IJOA-R - FIELD TRIPS

After the principal approves the request, the teacher will make a list of all participants and their parent/legal guardians' telephone numbers. The teacher will submit completed permission forms and a copy of the list of participants to the principal and attendance clerk who will file them for a reasonable time.

The teacher will be sure that a student who does not participate (whether by parent or school decision) has appropriate activities and supervision at school during the absence of the group from school.

The teacher requiring a substitute teacher will submit a professional leave form.

The teacher will provide supervision to assure proper conduct and safety of the students.

In the event of any unusual circumstances occurring on the trip, the teacher should submit to the principal a written report stating all pertinent facts as soon as possible.

Bus drivers

The teaching assistants are our bus drivers. Alternate drivers who are not teaching assistants will be used on a first come first serve basis. When an alternate driver is used, the school should include the bus driver per hour pay as part of the cost of the trip. All expenses (food, etc.) incurred by bus drivers must be covered by the school.

Student identification

Every student must wear some type of visible identification at all times while on a field trip to identify him/her as part of the group. However, personal identifiable information should not be visible to the public.

Student standing

Student good standing is as follows.

- Student has no suspensions during the year.
- Student has no excessive absences.
- Student must meet the same academic requirements as for competitive events under the EIA.

The principal may approve exceptions for subject related trips when the principal feels the trip is in the best interest of the child academically.

Transportation

The board encourages groups to use district activity buses or state-owned vehicles when possible. If not possible, groups should use commercial carriers approved by the district. Groups must not use private vehicles without special permission. Students will not drive private vehicles.

Vans are not available for student transportation. Students are not allowed on any van with a capacity of 10 or more.

Sponsors must submit requests for district activity buses promptly and on the approved forms.

Sponsors must submit requests for state-owned buses to the district bus supervisor.

PAGE 4 - IJOA-R - FIELD TRIPS

Persons licensed to drive state-owned buses or activity buses must be on the district drug test roster.

The teacher will assist the bus driver in enforcing all rules and regulations pertaining to safe use of school buses.

Cost factors

Whenever entrance fees, food, lodging or other costs are involved, these costs will be assumed by the student unless otherwise stipulated by the school board.

Overnight trips

Student health forms

A student health form IJOA-E(2) must be completed and signed by the parent/legal guardian for all overnight trips. A copy of this form will remain at the school with the original going with the nurse on the trip in case of an emergency.

Adult health forms

Anyone going on an overnight trip as a part of a school function must complete a medical health form. A copy of this form will remain at the school with the original going with the nurse or administrator on the trip.

Medications

Any medications to be given by district employees while on a field trip must be to the nurse one week prior to leaving on the field trip. When more than 30 medications are required to be administered on any three-day or longer overnight field trip, at least two nurses will need to go on these trips.

Standing orders must be followed for all non-prescription medications to be administered on field trips.

Field trips for medically needy students

When medically needy students are planning to participate in overnight field trips and a nurse is needed to assist these students, these procedures will be followed.

- At the principal's request for their school, the school nurse may accompany the student(s) on the three-day maximum overnight field trip at the regular nurse's salary.
- Expenses of the school nurse (motels, food, etc.) will be paid by the school or students.
- The school is to pay for the sub-nurse that fills in at the school while the regular nurse is on the field trip.
- If a school nurse goes on more than one of the overnight field trips or the trip lasts longer than three days, the nurse is to be compensated by the school with a stipend determined by the district.
- If personal hygiene assistance is needed for any special needs child, one person will be assigned to assist this student with any of these needs.

Issued 4/25/94; Revised 5/7/02, 8/18/04, 9/27/04, 6/25/07, 3/22/10, 8/23/10, ^

District Five Schools of Spartanburg County

**DISTRICT FIVE SCHOOLS OF SPARTANBURG COUTY
SCHOOL-SPONSORED TRIP REQUEST FORM**

Requests should be made not less than three weeks before a trip. Trips must be approved by the principal, superintendent or his/her designee, and the transportation director before being discussed with students and parents/legal guardians.

Request date: _____ Trip date: _____ School: _____

Staff member making the request: _____

Staff members to accompany group: _____

Other persons to accompany group: _____

Number of students: _____ Expenses to be paid by: _____

Cost per child: _____ (if children are paying)

Transportation provided by: _____

Time of departure: _____ Estimated time of return to school: _____

Destination: _____ Estimated mileage: _____

Purpose: _____

Standard addressed: _____

Parent/legal guardian permission slips must be obtained for each student before he/she may take any school-sponsored trip.

Trip approved by:

Principal Date

Superintendent Date

Transportation Date

Bus driver assigned

Bus type assigned

RESOURCE PERSONS/SCHOOL VOLUNTEERS

Code **IJOB/IJOC** Issued **DRAFT/12**

Purpose: To establish the board's vision for the use of resource persons and school volunteers in the district's programs.

The board supports resource persons and volunteer programs which are professionally organized and promote increased student achievement. The board believes in using resource persons in the community to provide enrichment opportunities and give more individual attention to students. The board also believes that the appropriate use of volunteers will increase the effective utilization of staff time and skills as well as promote greater community involvement.

A professionally run resource persons and volunteer program serves as a means of coordinating all volunteer activity in the schools. The resource persons and volunteer program is school-oriented, meaning that all projects and requests originate within the school and are supervised by the professional staff. The board encourages teachers to use resource persons and volunteers, but that use is optional. Resource persons and volunteers will work with students under the immediate supervision and direction of a certificated person.

The resource persons and volunteer program will be decentralized. Each principal or teacher plans for resource person or volunteer help in areas that fulfill a different need in each school. At the district level, the superintendent or his/her designee serves as a consultant in areas of implementation, coordination, training, placement, evaluation and recognition. The resource persons or volunteers, though unpaid, have been and will continue to be professional and dependable in the donation of their time.

The superintendent will establish procedures for securing and screening resource persons or volunteers. A principal with just cause may prevent or refuse to allow a resource person/volunteer to serve.

For required criminal record checks on individuals serving as resource persons/volunteers, see policy GBEBDA Criminal Record Checks.

Cf. GBEBDA

Adopted 4/25/94; Revised ^

Legal references:

- A. South Carolina Code of Laws, 1976, as amended:
1. Section 16-3-655 - Criminal sexual conduct with a minor; aggravating and mitigating circumstances; penalties; repeat offenders.
 2. Section 16-1-60 - Violent crimes defined.
 3. Section 23-3-115 - Fees for criminal record searches conducted for charitable organizations.
 4. Section 23-3-130 - Determination of information to be supplied and methods of evaluation and dissemination; promulgation of rules and regulations.
 5. Section 23-3-430 - Sex offender registry; convictions and not guilty by reason of insanity findings requiring registration.
 6. Section 59-19-117 - Background checks.

RESOURCE PERSONS/SCHOOL VOLUNTEERS

Code **IJOB/IJOC-R** Issued **DRAFT/12**

Definition

Resource persons/Volunteers are parents or other adults who are willing to donate their services to the schools by assisting with many phases of school operation.

Regulations

If resource persons/volunteers are properly selected and handled, they can be an asset to a school. Schools will follow these regulations.

- The schools will thoroughly orient resource persons/volunteers to the duties they are to perform. District consultants and supervisors may help with this whenever applicable.
- The school will give all resource persons/volunteers some acquaintance with the overall operation of the school, including what the school expects of all persons who work with it. The orientation must include words of caution to the resource persons/volunteers concerning confidentiality requirements.
- All resource persons/volunteers are to be under the direct supervision of, and accountable to, the principal or his/her designee.
- No one should give resource persons/volunteers the authority to have access to student records. Resource persons/Volunteers may only see those records which pertain to their own children in compliance with policy JRS and administrative rule JRA-R.
- All resource persons/volunteers working in schools during the school day must sign in and out and wear identification badges provided by the school.
- The district will perform a National Sex Offender Registry check on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all resource persons/volunteers who work in a school on an interim or regular basis as mentors, coaches, chaperones or any other capacity resulting in direct interaction or contact with students. The district will not permit individuals whose names appear in the National Sex Offender Registry or individuals who have been required to register as sex offenders pursuant to state law to work or serve in the district in any capacity. If an individual is denied employment in the district as a result of information appearing on the name-based background check, the person may be given an opportunity to respond to the reasons.
- Resource persons/Volunteers involved in activities taking place in a public setting where there is no solitary time with a student, and where resource persons/volunteers are within unobstructed view of school staff or multiple adults, are not required to undergo a SLED check. These may include resource speakers, chaperones for daytime field trips, clerical assistants, PTO workers, concession stand workers, outdoor projects (landscaping), reading volunteers, lunch buddies in a large group/ cafeteria setting, field day supervision, school fairs, etc. Mentoring situations that occur off school campus and/or school time must have the written consent of the parents/legal guardians.

PAGE 2 - IJOB/IJOC-R - RESOURCE PERSONS/SCHOOL VOLUNTEERS

- Resource persons/Volunteers involved in activities that entail some times in which they may be outside of view of school staff or multiple adults, or have solitary time with students, will be screened through SLED and DSS. These include situations illustrated by the following examples: athletic coach, volunteers working in small group sessions, individual tutoring, chaperone for overnight field trips, health room assistants, mentors, etc.

To assist the district's screening process, all resource persons/volunteers who are subject to screening will be required to provide their full name, address, Social Security number, date of birth and gender on a district supplied form

Issued 4/25/94; Revised 5/7/02, 9/23/06, 8/23/10, ^



SPARTANBURG SCHOOL DISTRICT FIVE VOLUNTEER FORM

School _____
Teacher / Group Name _____
Student name _____

VOLUNTEER NAME _____
Male/Female *First* *Middle* *Last* *Maiden (if applicable)*

ADDRESS _____

CITY _____ **STATE** _____ **ZIP** _____

DATE OF BIRTH _____ **SOCIAL SECURITY #** _____

PHONE home # _____ Cell # _____

All volunteers will be checked through National Sex Offender Registry.

Please circle all that apply.

Activities ^{EXEMPTED} NOT requiring SLED checks: (Activities that take place in public setting requiring no solitary time with students, or activities where volunteers are in unbroken view of school staff or multiple adults.)

- classroom speaker chaperone daytime field trip concession stand work
- PTO fundraising activities lunch buddies in large group setting school fairs
- field day supervision landscaping
- outdoor projects, such as Walk to School, SCALE

other activity _____

Activities that require SLED checks: (Activities in which volunteers may be outside view of school staff or multiple adults, have solitary time with students.) (PRINCIPAL'S INITIALS) _____

athletic coach small group sessions individual tutoring chaperone for **overnight** field trip (DSS checked)

mentor chaperone for **day trip** where adult will be alone with small group of students

other activity _____

Have you ever been arrested: Yes _____ NO _____

If Yes, explain: _____

Signature

Date

GRADING/ASSESSMENT SYSTEMS

Code **IKA** Issued **DRAFT/12**

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	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
F	69 and below

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, ^

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.

District Five Schools of Spartanburg County

GRADING/ASSESSMENT SYSTEMS

Code **IKA-R** Issued **DRAFT/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 ~~one~~ kindergarten-eight)

~~Letter and number grades will be used~~ 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 Two-Three – Six

<u>Letter grade</u>	<u>Numerical average</u>
A	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
U	Below 70
I	Incomplete

Grades Seven-Eight

<u>Letter grade</u>	<u>Numerical average</u>
A	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
F	Below 70

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.

<u>Letter grade</u>	<u>Numerical average</u>
A	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
F	Below 70

PAGE 2 - IKA-R - GRADING/ASSESSMENT SYSTEMS

State uniform grading scale

Grades nine through 12

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

South Carolina Uniform Grading Scale Conversions				
Numerical average	Letter grade	College Prep	Honors	AP/IB/ Dual credit
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

PAGE 3 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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
B	=	88
C	=	80
D	=	73
F	=	61

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

PAGE 4 - IKA-R - GRADING/ASSESSMENT SYSTEMS

- 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.

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

PAGE 5 - IKA-R - GRADING/ASSESSMENT SYSTEMS

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 61) 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 61.

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 not Carnegie units but will be factored into the student's GPA as a 61.

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 GPR 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.

PAGE 6 - IKA-R - GRADING/ASSESSMENT SYSTEMS

- *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

**Scholar's Academy 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 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 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, ^

TESTS AND EXAMINATIONS

Code **IKAA** *Issued* **DRAFT/12**

Purpose: To establish the board's vision and the basic structure for evaluating students in the district's schools.

Student evaluation is an integral part of the teaching-learning process. Teacher communication with the parent/legal guardian regarding individual student achievement is a central part of the evaluative process. The classroom teacher is responsible for student evaluation, subject to the supervision of the school principal. All current applicable state laws and regulations will be implemented.

Adopted ^

REPORT CARDS/PROGRESS REPORTS

Code **IKAB** Issued **DRAFT/12**

Purpose: To establish the board's vision and the basic structure for issuing report cards for students.

The district recognizes that regularly issued report cards, combined with scheduled parent-teacher conferences, interim reports and other means of communication serve to promote a process of continuous evaluation of student performance. At all levels, the information provided on report cards should give the parent/legal guardian insight into the student's achievement.

Schools issue progress reports each nine weeks. Schools will not give progress reports to students before the last day of school.

Students will receive mid-term reports. The mid-term reports will inform parents/legal guardians of student progress in major subject areas. These reports give parents/legal guardians a chance to call the school and arrange conferences if they wish to discuss their child's progress.

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. These grades will be based on the uniform grading scale as established by the state board of education (see policy IKA).

Adopted 1974; Revised 4/25/94, ^

Legal references:

- A. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

PARENT CONFERENCES

Code **IKACA** Issued **DRAFT/12**

Purpose: To establish the board's vision of the importance of conferences.

Close communication between home and school is an important factor in establishing a highly effective school program. Planned conferences between parents/legal guardians and teachers is an important way to bring about understanding and close cooperation between the home and school. Teachers should maintain close communication with all parents/legal guardians, not just with those where academic or other problems suggest the need for closer communication.

Personal conferences between parents/legal guardians and teachers supplement the formal reporting system. These conferences are one way of creating better understanding between the home and school. They also provide an opportunity for open communication regarding the following.

- administrative procedures
- instructional programs
- goals and objectives
- pertinent information regarding student progress

The board encourages parent/legal guardian conferences involving teacher, student and principal as appropriate.

For parent conferences as required by federal and state legislation, see policy KB, Parent Involvement in Education.

Adopted 4/25/94; Revised 5/07/02, 9/22/08, ^

HOMework

Code **IKB** Issued **DRAFT/12**

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

Homework is an integral part of the students' educational program. Research in the last decade has greatly strengthened the need to assign homework by focusing on the relationship between homework and improved student achievement. Homework develops students' initiative and responsibility and fulfills the expectations of students, parents and the public.

Assigning homework meets various educational needs. It serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be covered in class and supplements and reinforces work done in school. In addition, it fosters student initiative, independence and responsibility and brings home and school closer together.

Purposes

- An opportunity to practice a skill or concept that has been taught
- An opportunity to tie in school learning with real world experiences
- Means of communicating with the home on student progress
- Open-ended activities that allow for success
- Student preparation for in-school activities
- Ways to involve the family in the students' education

Roles for teachers

- Be aware of the parental involvement and/or the resources that are, or are not, available to students in order to complete the assignment.
- Give feedback and acknowledgement on completion of homework.
- Communicate homework policy to students and parents/guardians.
- Hold students responsible for completion of homework, but be sensitive to outside obligations.
- Make sure students know objectives of the assignments.
- Encourage the use of assignments that are motivational for learning rather than a requirement for excessive copying or "busy work."

According to statements by the National PTA, the National Education Association (NEA) and the educational leaders in School District Five, the following amounts of homework are recommended:

- From kindergarten to first grade – no more than 10 minutes per day
- From second to sixth grade – 20 to 40 minutes per day
 - Grade two – no more than 20 minutes
 - Grade three – no more than 30 minutes
 - Grade four to grade six – no more than 40 minutes
- From seventh to twelfth grade - recommended amount of time varies according to the type and number of subjects a student is taking

Adopted 5/22/00; Revised 2/07/02

HONOR ROLLS

Code **IKD** *Issued* **DRAFT/12**

Purpose: To establish the board's vision for publication of student honor rolls.

The board wants to encourage and foster the development of intellectual student ability, desirable traits of character and qualities of leadership. The board will support programs which recognize outstanding student achievement far in excess of minimum requirements in these areas. These programs may include honor rolls, honor societies, special awards or special recognition at honors programs and/or commencement exercises.

The board directs the certified staff to develop criteria and procedures for these recognition programs in honor of scholarship or distinguished service by students in any school activity. The criteria and procedures will make clear the relationship between the honor and the relevant goal or goals of the schools.

Adopted 4/25/94; Revised ^

PROMOTION AND RETENTION OF STUDENTS

Code **IKE** Issued **DRAFT/12**

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

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

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

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

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

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

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

Legal references:

- A. S.C. Code of Laws, 1976 as amended:
 - 1. Section 59-18-1310 – Reports consolidated; submission dates.
- B. State Board of Education Regulations:
 - 1. R43-240 – Summer programs.
 - 2. R43-262 – Assessment program.

PROMOTION AND RETENTION OF STUDENTS

Code **IKE-R** Issued **DRAFT/12**

PROMOTION AND RETENTION

Kindergarten:

The following criteria will determine promotion to first grade:

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

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

Grades one through six:

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

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

Grades seven through eight:

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

- Students must pass English and/or Math to be promoted to the next grade.
- Students must earn a minimum number of points, as defined by the administration, to be promoted to the next grade.
- Students who fail three or fewer core subjects in grade seven or two or fewer core subjects in grade eight may attend summer school and, upon successful completion, be promoted to the next grade.

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

- 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.

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.

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

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

Grades nine through twelve:

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

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

Issued 10/27/86; Revised 2/24/92, 5/21/01, 10/27/08, 5/23/11

GRADUATION REQUIREMENTS

Code **IKF** Issued **DRAFT/12**

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

The South Carolina State Board of Education regulates the South Carolina State High School Diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit earned when the student satisfactorily completes 120 hours of instruction in a given subject area.

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

~~*Option: Include local honors diploma, additional local requirements, other special diplomas and/or special requirements for participation in graduation ceremonies here.*~~

Adopted 6/24/84; Revised 8/27/84, 4/25/94, 5/7/02, ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-18-310(B) - Statewide assessment program.
 - 2. Section 59-26-70 - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.
 - 3. Section 59-39-100 - Diplomas to be uniform in every respect; units required to earn a diploma.
 - 4. Section 50-29-110 - Accelerated program of study.
 - 5. Section 59-29-80 - Courses in physical education; ROTC program.
 - 6. Section 59-29-190 - Advanced placement courses for academically talented students.
 - 7. Section 59-17-130 - American sign language as world language credit.
 - 8. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.

- B. State Board of Education Regulations:
 - 1. R43-259 - Graduation requirements.
 - 2. R43-262 - Assessment program.
 - 3. R43-234 - Defined program, grades 9-12.

GRADUATION REQUIREMENTS

Code **IKF-R** Issued **DRAFT/12**

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

The unit requirements are distributed as follows.

<u>Subject</u>	<u>Credit units</u>
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
PE or junior ROTC	1
Computer science (including keyboarding)	1
Foreign language or Career and technology education	1
Electives	7
Total	24

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 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 U.S. History and Constitution or within another course.

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 case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.

The student must pass both parts of the South Carolina high school exit examination in addition to earning the required number of prescribed units.

Awarding of high school credit

A school also may 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 state department of education in a proficiency-based system

PAGE 2 - IKF-R - GRADUATION REQUIREMENTS

- 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 regulation
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the one-half unit of credit carried by the keyboarding course for half the required computer science unit
- the American Sign language course as the required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement

Adult education

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

<u>Subject</u>	<u>Credit units</u>
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
Computer science (including keyboarding)	1
Electives	9
Total	24

Exit examination

For purposes of state testing requirements for the exit examination, high school will be considered to include grades nine through 12. Students will initially take the exit examination in the second spring after their initial enrollment in high school. For purposes of meeting the state testing requirements, these students will be considered as tenth graders. The exit examination will consist of tests in English language arts and mathematics based on state curriculum standards. Passage of the exit examination is a condition for the receipt of a state high school diploma. This requirement also applies to students in an adult education program who are seeking a diploma.

PAGE 3 - IKF-R - GRADUATION REQUIREMENTS

Students who do not pass the exit examination must receive academic assistance in the area(s) not passed.

A student who is enrolled in the public school for the entire tenth-grade, eleventh-grade and twelfth-grade years and remains actively enrolled and in good standing until graduation will have a minimum of five opportunities to pass the examination.

Any student who fails to pass the exit examination and who is actively enrolled in school will take an equivalent form of only the parts on which he/she did not meet the minimum performance standard(s) at the next designated administration. Students will have two opportunities per year (spring and fall) to take the failed part or parts.

An administration of the exit examination may be available during the summer after the twelfth grade for students who have met all other requirements for graduation and who were actively enrolled in school.

The district will award an appropriate state certificate to those students who must pass the exit examination to receive a diploma, but fail to do so. The certificate will indicate the number of credits earned and grades completed. A student who has earned the required number of units but who fails to pass the exit exam may enroll in adult education to continue with academic assistance and to re-take the exit exam. If the student is under the age of 21, he/she may continue in school until he/she passes the exit exam and receives a diploma or until he/she reaches 21, whichever occurs first.

The district will do the following.

- Implement administration and security measures established by the state board of education for the purpose of the exit examination.
- Establish a procedure for written notification of students and parents/legal guardians by the seventh grade or upon entry into the district schools, whichever comes first.
- Publicize the exit examination schedules.
- Recommend for a South Carolina State High School Diploma only those students who pass all parts of the exit examination.
- Provide academic assistance related to the parts not passed.
- Advise students who have met all other requirements for graduation but have not passed the exit examination of other alternatives.

Districts will identify students who meet the participation criteria for alternative assessment. Students with an IEP may take the exit exam with accommodations and/or modifications determined to be appropriate by the IEP team and allowable by state and federal statutes and regulations.

High school credit for college work

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

PAGE 4 - IKF-R - GRADUATION REQUIREMENTS

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by the board of education of that state or the appropriate regional accrediting agency (the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SCACS CASI), North Central Association of Colleges and Schools, Western Association of Colleges and Schools or Northwest Association of Colleges and Schools) qualify.
- Tuition costs and any other fees will be at the expense of the student or his/her parent/legal guardian.

Individualized graduation plan (IGP)

An individual graduation plan (IGP) is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or other post-secondary educational experiences. The IGP is designed to assist students in making intelligent choices to meet their own future educational and career goals by guiding students in the following areas.

- attaining their educational achievement and performance levels needed to reach their personal and career goals
- creating and managing a career plan that meets their career goals
- accurately using current and unbiased career information during career planning and management
- mastering academic, occupational and general employability skills in order to obtain employment
- integrating changing employment trends, societal needs and economic conditions into their career plans

Components

Each student will begin the development of his/her IGP during his/her 8th grade year. Each IGP will be complete prior to the end of the student's 10th grade year. The IGP will be individualized for each student with a concentration on his/her general field of interest, as identified by clusters of study, and will include the following.

- approval by a certified guidance professional and the student's parent/legal guardian
- review each year by parent/legal guardian and the school
- be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to post-secondary education based on the student's selected cluster of study

PAGE 5 - IKF-R - GRADUATION REQUIREMENTS

- align career goals with the student's course of study
- indicate required high school courses with a recommended sequence
- indicate 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)
- be incorporated 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, 5/07/02, 1/28/05, 10/26/09, ^

EVALUATION OF INSTRUCTIONAL PROGRAMS

Code **IL** Issued **DRAFT/12**

Purpose: To establish the board's vision regarding the evaluation of the district's instructional programs.

Effective classroom instruction rests on continuous evaluation of the instructional program.

The district will design its evaluation program to compare student progress with the aims and objectives established by the district's strategic plan. The administration may consider a variety of evaluation instruments and techniques when selecting the means of evaluating different district programs and activities. The methods will utilize state and district mandated tests to generate a performance index for schools.

The superintendent may submit an annual report to the board stating the strengths and weaknesses of the school program. Plans for correcting the weaknesses may be a part of the report.

When evaluation data pertaining to individual students, teachers, principals and schools are used for decision making or any other professional purpose, the district will treat the data with the utmost confidentiality. The district will preserve the anonymity of individual students, teachers, principals and schools when system wide data are made public.

Adopted 4/25/94; Revised ^

TEST/ASSESSMENT ADMINISTRATION

Code **ILB** Issued **DRAFT/12**

Purpose: To establish the basic structure for test/assessment administration in the district.

All mandatory tests administered by or through the state board of education to the students of the district will be administered in accordance with state law and regulations. Violation of any state law or regulation or any of the guidelines in this policy will subject the individual to liability and may lead to criminal proceedings (resulting in fines and/or imprisonment), termination, suspension or revocation of administrative and/or teaching credentials.

Individuals will adhere to all procedures specified in all operating manuals governing the mandated assessment programs. The board and state regulation specifically prohibit the use of current tests as instructional tools.

Adopted 1974; Revised 4/28/75, 4/25/94, 5/7/02, 11/03, ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-1-445 - Violations of mandatory testing security; penalties; investigations.
 - 2. Section 59-1-447 - Regulations for mandatory test security procedures.

- B. State Board of Education Regulations:
 - 1. R43-100 - Test security.
 - 2. R43-262 - Assessment program.
 - 3. R43-262.4 - End of course tests.

TEST/ASSESSMENT ADMINISTRATION

Code **ILB-R** Issued **DRAFT/12**

Tests administered by this district or through the state board of education will include, but are not limited to, the following.

- Measures of Academic Progress (MAP)
- statewide assessment program tests [Palmetto Assessment of State Standards (PASS); South Carolina Alternative Assessment (SC-Alt); exit examination; end-of-course tests]
- statewide testing program tests mandated by the Education Accountability Act of 1998 and current applicable laws and regulations related to students with disabilities and special needs
- examinations for admission to programs such as gifted and talented
- high school equivalency program test (GED)

The district will not use any state-owned test materials or district-owned materials which are the same as those used in any state-mandated testing program for census testing in the grades included in the state-mandated program(s) except on testing dates specified by the state department of education.

The district must provide for the security of state and district testing materials during testing and the storage of all secure tests and test materials before, during and after testing. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities. All mandated state testing security procedures will be followed.

Each school year, the superintendent will appoint one individual in the district who will be solely responsible for obtaining test instruments (including commercial tests) used in testing programs administered by or through the state board of education. The superintendent will submit the name of the designated individual so appointed to the state department of education in writing on an annual basis.

No employee of the district will knowingly or willfully commit security violations as outlined in state regulation.

Adopted 1974; Revised 4/28/75, 4/25/94, 5/7/02, ^

STATE PROGRAM ASSESSMENTS

Code **ILBB** Issued **DRAFT/12**

Purpose: To establish the basic structure for implementation of the statewide assessment program.

Statewide assessment program

All students attending district schools will participate in the statewide assessment program as mandated by current applicable laws and regulations. This program will promote student learning and continuously assess each individual student's performance in relation to the statewide academic standards and guidelines for English/language arts, writing, mathematics, and social studies and/or science.

In addition, the National Assessment of Education Progress (NAEP) will be administered each every two years to obtain an indication of student and school performance relative to national performance levels.

The district will comply with administrative rules prepared by the administration as well as federal and state laws and regulations in the implementation of the statewide assessment program.

Students with disabilities will be included in the assessment program in compliance with the provisions of state and federal laws and regulations.

Adopted 1974; Revised 4/28/75, 4/25/94, 9/22/08, 10/26/09, ^

Legal references:

A. Federal law:

1. 20 U.S.C. Sections 6310, et. seq. - No Child Left Behind Act of 2001.
2. Education of the Handicapped Act, Public Law 93-380, amended by Public Law 94-142, Education of All Handicapped Children Act.
3. 20 USCA Sections 1400-1485 - The Individuals with Disabilities Education Act.
4. The Individuals with Disabilities Education Improvement Act of 2004.

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

1. Sections 59-18-100, et. seq. - Education Accountability Act of 1998.

C. State Board of Education Regulations:

1. R43-262 - Assessment programs.
2. R43-262.4 - End of course tests.

STATE PROGRAM ASSESSMENTS

Code **ILBB-R** Issued **DRAFT/12**

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 K-12.

Inservice training

The district will provide appropriate inservice 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).

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, ^

TEACHING ABOUT CONTROVERSIAL/ SENSITIVE ISSUES

Code **IMB** *Issued* **DRAFT/12**

Purpose: To establish the board's vision for teaching about controversial/sensitive issues in district schools.

Education for effective citizenship is a major goal of the district. To achieve this purpose, students should have an opportunity to examine controversial issues within the context of their formal education experiences.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and will not be tolerated. Teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues. The teacher's attitude should be that of the true scholar.

Before introducing a controversial topic, a teacher will discuss it with the principal as to these conditions.

- appropriateness to the course
- appropriateness for the maturity of the students
- approach to instruction
- teaching materials to be used

The principal must approve all aspects of the instruction in line with the statements in this policy.

Adopted 4/25/94; Revised ^

SCHOOL CEREMONIES AND OBSERVATIONS

Code **IMD** Issued **DRAFT/12**

Purpose: To establish the board's vision for school ceremonies and observances.

Pledge of Allegiance

State law requires that all students say the Pledge of Allegiance at a specific time during each school day. Each school will designate this time.

Any person who does not wish to say the Pledge of Allegiance does not have to participate. The district will not penalize him/her for failing to participate.

Any person who does not wish to participate may leave the classroom or remain in his/her seat. The person may express his/her non-participation in any form that does not materially infringe upon the rights of others or disrupt school activities.

~~*Option: The following language is for districts wishing to adopt a policy on student-led messages.*~~

Student-led messages

The district will permit student-led messages at graduation and athletic events according to the following.

- The ~~school senior class~~ will choose ~~a student~~ to deliver a message at graduation based on academic standing and/or student office or position. ~~(district may add additional objective criteria here).~~
- For high school athletic events, only the captain of an athletic team or his/her student designee or a student designated by the members of a particular athletic team may deliver the message.
- The message may be an opening or closing message or both and will be two minutes in length or less.
- The student will prepare or select the content of the message.
- Neither the board nor any employee of the district will recommend, review, monitor or censor the student-led message.
- The district will not discipline or reprimand any student for the content of any message unless it is obscene, profane and/or vulgar.

The above provisions do not apply to board or school policies that relate specifically to more lengthy, extensive or featured graduation speeches by students such as the valedictorian or salutatorian or other students selected on a basis such as academic standing or position in student government.

Adopted 8/26/91; Revised 4/25/94, ^

PAGE 2 - IMD - SCHOOL CEREMONIES AND OBSERVANCES

Legal references:

- A. S. C. Code of Laws, 1976, as amended:
 - 1. Section 59-1-455 - Time for Pledge of Allegiance required.
 - 2. Section 59-1-320 - Head of public school to display U.S. and S.C. Flags.
 - 3. Sections 59-1-441 and 59-1442 - South Carolina Student-Led Messages Act.
 - 4. Section 59-1-443 - Schools shall provide minute of mandatory silence at beginning of each school day.

- B. United States Supreme Court:
 - 1. West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943).
 - 2. Elk Grove Unified School District v. Newdow 124 S. Ct. 2301 (2004).
 - 3. Morse v. Frederick, 127 S. Ct. 2618 (2007).

- C. Court cases:
 - 1. Myers v. Loudoun County Public Schools, 418 F.3d 395 (4th Cir. 2005).

FLAG DISPLAYS

Code **IMDB** Issued **DRAFT/12**

Purpose: To establish the basic structure for the display of the United States flag and the flag of the State of South Carolina.

The schools will fly a United States flag and a flag of the state of South Carolina on the grounds of each public school every day that school is in session.

The schools will display a South Carolina flag and a flag of the United States inside every public school building.

Adopted ^

Legal references:

A. Federal law:

1. 4 U.S.C. Section 1, et. seq. - The flag.

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

1. Section 59-1-320 - Head of public school to display U.S and S.C. flags.

C. State Board of Education Regulations:

1. R43-188 - Displaying the flag.

RELIGIOUS OBSERVANCES AND DISPLAYS

Code **IMDC** Issued **DRAFT/12**

Purpose: To establish the board's vision for the recognition of religious beliefs and customs.

The board recognizes that one of the district's educational goals is to advance students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

No religious belief or non-belief should be promoted by the school district or its employees and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and be tolerant of each other's religious views.

Observance of religious holidays

The district will practice the following in the observance of religious holidays.

- The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.
- The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- The district will permit music, art, literature and drama having religious themes or basis as part of the curriculum for school-sponsored activities and programs if they are presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
- The district will permit use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions or other symbols that are a part of a religious holiday as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays may include Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day and Thanksgiving.
- The district will prepare its calendar so as to minimize conflicts with religious holidays of all faiths.

Adopted 8/26/91; Revised 4/25/94, ^

Legal references:

A. Court cases:

1. Wynne v. Town of Great Falls - 375 F. 3d 292 (4th Cir. 2004).

SERVICE ANIMALS

Code **IMG** Issued **DRAFT/12**

Purpose: To establish the basic structure for the presence and accommodation of service animals on district property.

To ensure that individuals with disabilities (students, staff and visitors) are permitted to participate in and benefit from district programs, activities and services, and to ensure that the district does not discriminate on the basis of disability, the board will permit individuals with disabilities to use service animals in district buildings, on district property and on vehicles that are owned, leased or controlled by the district in accordance with this policy and procedures and applicable state and federal laws and regulations.

Service animal means any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability.

The work or tasks performed by a service animal will be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, the following.

- assisting an individual who is visually impaired with navigation and other tasks
- alerting an individual who is deaf or hard of hearing to the presence of people or sounds
- pulling a wheelchair
- assisting an individual during a seizure
- alerting an individual to the presence of allergens
- retrieving items such as medicine or the telephone
- providing physical support and assistance with balance and stability to an individual with mobility disabilities
- helping a person with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors

The provision of emotional support, well-being, comfort or companionship does not constitute work or tasks for the purpose of this definition.

School administrators may inquire of the owner or handler of a service animal whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform, but will not ask questions about the nature or extent of an individual's disability or require medial documentation, a special ID card or training documentation for the animal or ask that the animal demonstrate its ability to perform the work or task.

The service animal must be under the control of its handler at all times. The district may ask the individual to remove his/her animal from the premises if the animal is out of control and the handler does not take effective action to control it or if the animal is not housebroken. Additionally, if the presence of the animal poses a direct threat to the health or safety of others or would require a fundamental alteration to the service, program or activity of the district, the district may be able to exclude the service animal. The district is not responsible for the care and/or supervision of the service animal.

PAGE 2 - IMG - SERVICE ANIMALS

The superintendent or his/her designee will develop and disseminate procedures to implement this policy and accommodate individuals with disabilities requesting use of a service animal in district buildings and on district property and vehicles. A designated administrator will ensure that all individuals involved in a situation where a service animal will regularly accompany an individual with disabilities are informed of this policy and the procedures governing this issue.

Adopted ^

Legal references:

A. Federal statutes:

1. Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400, et seq.
2. Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 21-794.
3. Title II of the American with Disabilities Act, 42 U.S.C.A. Sections 12131-12165 - Prohibits discrimination on the basis of disability by public entities.
4. Education of the Handicapped Act, Public Law 93-380, amended by Public Law 94-142, Education of All Handicapped Children Act.
5. The Individuals with Disabilities Education Improvement Act of 2004.