

BOARD AGENDA ITEM

July 16, 2024

SUBJECT:

Removal of administrative rules and files.

BACKGROUND INFORMATION:

Administration cyclically reviews policies, administrative rules, and files in the Policy Manual. As part of the cyclical review process, the attached administrative rules and file were reviewed and determined that the District no longer is required to follow the guidance.

ADMINISTRATIVE CONSIDERATION:

Administration reviewed the following: Administrative Rule CBI-R Evaluation of the District Superintendent and File IKE-E Guidelines for Academic Plans for Students Grades Three through Eight. For Administrative Rule CBI-R Evaluation of the District Superintendent, the Board utilizes a different approach in the evaluation of the District Superintendent, which makes the CBI-R unnecessary. File IKE-E Guidelines for Academic Plans for Students Grades Three through Eight is no longer required by South Carolina State Regulation.

RECOMMENDATIONS:

Remove the following from the Policy Manual:

Administrative Rule CBI-R Evaluation of the District Superintendent
File IKE-E Guidelines for Academic Plans for Students Grades Three through Eight.

ATTACHMENT:

Administrative Rule CBI-R Evaluation of the District Superintendent
File IKE-E Guidelines for Academic Plans for Students Grades Three through Eight.

PREPARED BY:

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EVALUATION OF THE DISTRICT SUPERINTENDENT

Code **CBI-R** Issued **9/01**

Procedures

Each board member will evaluate the superintendent on a separate evaluation form during the month of January.

Each board member will turn in the completed evaluation to the board chairman at a designated time. The board chairman and the board vice-chairman will meet to complete a composite evaluation. The composite scores will average the group scores to one decimal point.

The board and the superintendent will meet together no later than the fourth Tuesday in February to discuss the composite assessment which will be given in writing to the superintendent.

The superintendent and the board chairman will sign the composite evaluation. The superintendent's signature does not necessarily denote concurrence. One copy of the composite evaluation will be retained by each board member. One copy will be retained by the superintendent. The original will be sealed and filed in the superintendent's personnel file. The superintendent may submit a written response to the evaluation and have it included in the superintendent's personnel file.

Issued 3/27/84; Revised 5/14/85, 8/15/89, 12/10/91, 3/24/98, 9/11/01

GUIDELINES FOR ACADEMIC PLANS FOR STUDENTS GRADES THREE THROUGH EIGHT

Intent of guidelines

The purpose of this provision is to add one component to the many strategies which are to be combined by the district to meet the intent of the Education Accountability Act to improve teaching and learning so that students are equipped with a strong academic foundation.

The Education Accountability Act requires that schools must develop individual academic plans for students in grades 3 through 8 who do not meet grade level. The intent in requiring the development of academic plans for students not currently at grade level is to provide those students with the tools and assistance to allow them to achieve at or above grade level. Schools, parents/legal guardians and students need to work together to accomplish this goal.

District responsibilities

Pursuant to S.C. Code 59-18-500, beginning in the 1998-99 school year and annually thereafter, schools must develop academic plans for students lacking the skills to perform at current grade level. The school must notify the parents/legal guardians of students in grades 3 through 8 of the need for a conference if the student lacks the skills to perform at current grade level.

The administration must review policies on academic conferences, individual student academic plans and district level reviews to ensure compliance with the EAA and these guidelines and give a copy of these policies to every student and parents/legal guardians.

Students with disabilities who have Individual Education Plans (IEP) and qualify for academic plans may have their academic plan conference during their annual IEP meeting. However, if the student only receives services for speech and is eligible for a student academic plan, the plan may be developed by the school conference participants.

Students with limited English proficiency who are not on grade level are eligible for student academic plans. A student academic plan should be used to meet both the academic and language needs of a limited English proficient student. However, a limited English proficient student may not be retained due to his/her limited language proficiency.

The administration must monitor the implementation of academic plans as part of the local accountability plan and may use ACT 135 academic assistance funds to carry out academic plans, including using funds to support summer school attendance.

Beginning of school year plan

Identification of students

The administration must set policies on identifying students in grades 3 through 8 eligible for academic plans based on assessment results, school work and teacher judgment (see school-based accountability plan). At a minimum, a student must receive an academic plan if the student meets any of the following.

- The student was retained for the current year for academic reasons.
- The student did not score at the basic performance level on any PACT test.

If a student with an academic plan transfers from one South Carolina school district to another within a scholastic year, the receiving district will schedule a conference within 10 days with

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appropriate participants to review the plan and determine what provisions will be made to address the academic needs of the student.

Conference

Once a student is identified as eligible for a plan, the school must notify the parents/legal guardians of the need for a conference. Notification must be made and documented at least 10 days prior to the conference date. Schools must follow up if a response is not received prior to the conference date. This conference must take place within the first 30 days of the school year.

The student, parents/legal guardians and appropriate school personnel as determined by the school will participate in this conference. The purpose of this conference is to address the area(s) of academic difficulty and to identify measures to assist the student in performing at or above grade level. Conference participants must also take into consideration any 504 plan, student transition plan, and student career plan, if applicable, that has been developed for the student.

Academic plan

During the conference, a written academic plan will be developed by conference participants that includes additional services to be provided by the school and/or district and actions the student and parents/legal guardians will undertake. The plan should focus on area(s) in which the student is having difficulty. Schools should provide for a method of evaluating the student's progress throughout the school year (at least once a quarter).

Examples of additional services may include (contingent upon availability of resources), but are not limited to, the following.

- extended day/weekend programs (e.g. homework centers)
- reduction in student/teacher ratio, teachers assigned to more than one class for targeted assistance
- additional classes
- tutoring
- additional study aids/tools
- focused study in a particular area
- peer tutoring
- intense targeted academic assistance
- labs
- summer school
- individual assistance
- computer assisted instruction
- on grade instruction and volunteer assistance

Examples of actions taken by parents/legal guardians include, but are not limited to, the following.

- commit to monitor student's school/academic progress
- respond to teacher's and school's requests
- provide homework assistance to students
- attend conferences and open houses
- encourage and expect good behavior from students
- have high expectations
- volunteer

Examples of actions taken by students include, but are not limited to, the following.

- agree to behave appropriately
- improve attendance
- reduce tardiness

- increase classroom participation
- complete homework

Conference participants must sign off on the plan. If parents/legal guardians refuse to sign the plan, the school should document the refusal.

The parents/legal guardians must be given a copy of the plan.

Failure of ~~parents~~ parents/legal guardians to attend conference

The school must appoint a school mentor (teacher or adult volunteer) to work with the student and advocate for services for the student if the parents/legal guardians fail to attend the conference. The mentor's role should be to represent the academic interests of the student at the initial conference. The school must take reasonable efforts to schedule the conference at a time convenient to the parents/legal guardians and only after those attempts have been made and documented, should a mentor be assigned. For a student with a disability, the IEP team will function as the mentor.

A copy of the academic plan developed with a school mentor must be sent to the parents/legal guardians by certified mail.

Maintenance of records

A copy of the academic plan, the conference notification letter(s) and other documentation should be maintained in the student's permanent record.

End of school year review

School review progress

Review by school personnel

At the end of the school year, appropriate school personnel, as determined by the school, must review the progress of each student who has an academic plan. It is recommended that the school personnel who participated in the development of the plan take part in the end of year review. The determination of whether a student is at grade level should be based on, but not limited to, the following.

- student's class performance
- teacher evaluation

Student's progress

If the student's work is not at grade level or if the terms of the academic plan have not been met, the student may either be retained or be required to attend summer school or a comprehensive remediation program during the next school year as a condition of promotion. These are offered without charge.

Summer school programs and comprehensive remediation programs for academic assistance may be structured both in time and number of days to accommodate individual academic needs. At a minimum, EAA summer school must be no less than 30 instructional hours. Students must have sufficient time to receive instruction in each area of academic deficiency. Students attending summer school pursuant to this section will attend without charge as funds are available.

If, at the end of the year review, a student is considered at grade level under the provision of this section, but the PACT data later show the student is not meeting the required standard(s), the school must require that the student be given an academic plan for the next school year. The student will not be considered on probation.

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Right to appeal

The parents/legal guardians may appeal the decision to retain a student or require summer school attendance, to a district review panel. The review panel, the make up of which will be recommended by the division of instructional services, should consider compelling reasons not to retain a student or require that student to attend summer school or a comprehensive remediation program. The decision of the review panel should be final.

End of summer school review

District panel review

A district panel, the make up of which is to be determined by the division of instructional services, will review the academic progress of those students who attended summer school after the end of the summer session. The panel must report to the parents/legal guardians, in writing, the student's academic progress. (This section will be implemented at the school level. Student reports will be sent to the school for review. The recommendation for promotion will be received from the summer school teacher.)

Academic probation

If the student is not at grade level, or the student's assessment results show standards are not met, the student must be placed on academic probation (year two APS).

This section does not limit the ability of the administration from considering factors other than PACT data in placing a student with an academic plan on probationary status.

Conference

If a student is placed on academic probation following summer school, a conference with the student, parents/legal guardians and appropriate school personnel, as determined by the school, must take place to revise the academic plan. This conference should take place following summer school. Districts must follow the same requirements for notice, participants and assignment of mentors as described above (beginning of school year, conference plan).

Retention after probationary year (year two)

Retention

If a student does not meet standards after the probationary year, the student must be retained. The school must make an effort to meet with the parents/legal guardians to discuss the student's academic progress and the determination of the need to retain. For a student with a disability, the IEP team will make the decision as to how the probation and retention policies are applied. If, after the probationary year, the student is still not performing at grade level and the student is retained, the school must call another conference and review and/or revise the academic plan. If, after the retention year, the student is not performing at grade level, an APS must be developed for the following year.

District appeals process

Appeals are made to the principal and the assistant superintendent for the area. The division of instructional services will address any appeals beyond the area assistant superintendent.

Reporting of data

Districts must provide annual reports of students with academic plans to the state department of education. The report must include the following.

- number of students who had an academic plan developed
- number of students on academic plans who were retained at each grade level
- number of students on academic plans who were promoted at grade level without summer school or year-long comprehensive remediation
- number of students on academic plans who were required to attend summer school
- number of students on academic plans who were required to attend year-long comprehensive remediation
- number of students on academic plans who attended summer school and were promoted without consequence at grade level
- number of students on academic plans who attended required summer school and who were promoted on academic probation with revised academic plans
- number of students on academic plans who attended year-long comprehensive remediation and were promoted at grade level
- number of students on academic plan probation
- number of students retained after being on academic plan probation
- number of students removed from academic plan probation and promoted at grade level

This data must be disaggregated by gender, race, free and reduced price lunch and students on IEPs.

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