

BOARD AGENDA ITEM

August 10, 2021

SUBJECT:

Review of the following policies and administrative rules in the Instruction section of the Board Policies from Policy IA through Policy IJNDB:
IA Instructional Goals and Learning Objectives (Philosophy of Education)
IC School Year
IG-R Curriculum Development, Adoption and Review
IHAA English/Reading/Writing/Language Arts Education
IHAB Mathematics Education
IHAD Science Education
IHAF Arts Education
IHAI Computer/Technology Literacy
IHAK Character Education
IHCF Childcare Programs
IHD Adult/Community Education
IIA Grouping for Instruction
IJJ Textbook Selection and Adoption
IJJ-R Textbook Selection and Adoption

BACKGROUND INFORMATION:

Aiken County Public School District Board Policy BG School Board Policy Process states, "The board will continually study and evaluate the written policies and the reports concerning the execution of its written policies to determine the adequacy and effectiveness of those policies." On Tuesday, June 22, 2021, at a special called Board Meeting, the Board reviewed the polices and administrative rules in the Instruction section of the Board Policies from Policy IA through Policy IJNDB.

ADMINISTRATIVE CONSIDERATION:

The Board and administration reviewed the policies and administrative rules listed and determined no revisions were needed.

RECOMMENDATION:

Confirm the review of the following policies and administrative rules with no recommended revisions:
IA Instructional Goals and Learning Objectives (Philosophy of Education)
IC School Year
IG-R Curriculum Development, Adoption and Review
IHAA English/Reading/Writing/Language Arts Education
IHAB Mathematics Education
IHAD Science Education
IHAF Arts Education
IHAI Computer/Technology Literacy
IHAK Character Education
IHCF Childcare Programs

IHD Adult/Community Education
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ATTACHMENTS:

IA Instructional Goals and Learning Objectives (Philosophy of Education)
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Policy

INSTRUCTIONAL GOALS AND LEARNING OBJECTIVES (PHILOSOPHY OF EDUCATION)

Code **IA** Issued **1/028/21**

Purpose: to establish the board's vision and philosophy of education in the district, and to support to the extent feasible the academic standards set out in the state adopted curricula, as well as rules and regulations in the defined program.

The district will provide the best possible education to meet the needs of all students by providing the best personnel, physical environment, materials, curriculum, instruction and motivation possible for the children, youth and adults served by the school district.

Specifically, the district will implement the following goals.

Ensure that students are provided with meaningful learning experiences and that their innate potential for learning is developed.

Ensure that students have the opportunity to acquire basic skills for a broad education with specific emphases on reading, writing and mathematics, and that they are proficient in the use of technology.

Ensure the opportunity for students to develop responsible behavior as individuals and groups within a democratic society.

Expose as many students as practical to rigorous and challenging curricula or programs of study to facilitate the acquisition of critical thinking and problem solving skills.

Expose students to studies that present the perspectives of cultural heritage so that an appreciation and understanding of a given heritage may be acquired.

Prepare students to enter postsecondary institutions, the armed services or the workforce after exiting high school.

Ensure that students, where applicable, have an opportunity to benefit from district, state and federal rules and regulations that govern programs in areas such as, but not necessarily limited to, academic assistance, educational requirements related to physical and mental health practices, character education and academic standards in general.

Provide facilities that support educationally focused learning environments and that provide for student activities.

PAGE 2 – IA – INSTRUCTIONAL GOALS AND LEARNING OBJECTIVES

Finance facility improvements in order to achieve a reduction in the pupil/teacher ratio to enhance student achievement.

Offer opportunities for instructional improvement through the use of professional development for teachers and the use of technology.

Offer working conditions and competitive salaries to certified and classified personnel in an effort to attract the most outstanding employees to the district.

Develop and implement a comprehensive strategic and educational accountability plan which will include community involvement and will encourage support for the school, the students and the staff as strategies are implemented to enhance the quality of education.

Adopted 11/1971; Revised 2/8/83, 1/10/84, 1/8/02, 8/10/21

Policy

SCHOOL YEAR

Code **IC** Issued **1/028/21**

Purpose: to establish the basic structure for the length of the school year.

The school year will consist of a minimum of 190 days. The district will use a minimum of 180 days for student instruction.

The district will use five of the ten non-instructional days for staff development. The other five days may be used for the opening and closing of school, teacher-parent conferences and teacher preparation and planning.

The superintendent, in consultation with the staff, will prepare the school calendar. The calendar will set forth days of attendance for students; days of inservice and organizational meetings for teachers; holidays and vacation periods; days of reports to parents; and other schedules of importance to the staff and the public. The superintendent will present the proposed calendar to the board for approval by the spring of each year.

The district will make up all days lost due to weather or other conditions unless forgiven by the state board of education. The board will designate make-up days on the superintendent's recommendation.

Adopted 10/8/84; Revised 9/14/93, 1/8/02, 8/10/21

Legal references:

- A. S.C. Code, 1976, as amended:
1. [Section 59-1-370](#) - General Election Day.
 2. [Section 59-1-420](#) - Provides for length of school year.
 3. [Section 59-1-430](#) - Provides that all missed school days must be made up.
 4. [Section 59-1-440](#) - Maximum hours and use of school day.
 5. [Section 59-29-30](#) - Alcohol and Narcotics Week.

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Code **IG-R** Issued **10/168/21**

Whenever the district or an individual school proposes to explore or develop new or unproven methods and techniques, or change existing instructional programs, the district superintendent, facilitated through the division of instructional services, will review all program proposals or initiatives and make a recommendation to the board for approval prior to implementation. All grant or program proposal opportunities offered through the state or community agencies will be coordinated through the division of instructional services.

The following procedures will be utilized:

- The school principal will notify the district superintendent, through the division of instructional services in writing, of any program initiative that will constitute the development of a new program or a change in an existing program. The written notification will be signed by the appropriate executive director, indicating approval of the school initiative. All district and school-sponsored programs will be reviewed and preliminarily approved by the chief instructional officer in preparation for the district superintendent's approval.
- State or community agencies seeking to engage schools in grant writing activities or seeking to award grants that may alter the philosophy or the curriculum goals of the instructional program will be referred by the school to the division of instructional services for processing. Committees, which may include an appropriate executive director, a principal, a teacher, and relevant others, may be formed to review what educational impact the grant or program may have on the overall instructional program. Grants and awards from outside agencies that do not influence a change, but enhance instruction and student learning, will be processed through already-existing procedures. These grants are usually not more than \$5,000 and are used to purchase books, computer hardware, software, training, and other instructional materials and equipment.
- The chief instructional officer will review all relevant research or data as it relates to student achievement or other expressed benefits and make a recommendation to the district superintendent.
- If necessary, the district superintendent will prepare a recommendation to the board for approval prior to program development or implementation.
- The school or district sponsor will collaborate with the director of accountability and assessment to outline a comprehensive plan to evaluate the program's success and report

PAGE 2 – IG-R – CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

the results of such evaluation. The results of the initial evaluation will determine whether the program will continue during the next school year.

Parents/legal guardians desiring to review the material to be used in experimental educational programs must make their request to their school's principal.

Adopted 6/10/75; Revised 1/28/97, 1/8/02, 2/7/12/10/25/16 8/10/21

Policy

ENGLISH/READING/WRITING/LANGUAGE ARTS EDUCATION

Code **IHAA** Issued **1/028/21**

Purpose: to establish the board's adherence to English/language arts academic standards as adopted by the state board of education.

It is essential that all students acquire and develop the content and skills of English/language arts as specified in the state standards. The district will develop curriculum guides to present learning opportunities to students so such skills and content knowledge may be acquired. Accordingly, the district will teach skills and content in all elementary school classrooms and secondary English/ language arts classrooms in accordance with the state standards, as well as standards that are set out in the district strategic and accountability plan.

Adopted 1/8/02; Revised 8/10/21

Policy

MATHEMATICS EDUCATION

Code **IHAB** Issued **1/028/21**

Purpose: to establish the board's adherence to English/language arts academic standards as adopted by the state board of education.

It is essential that all students acquire and develop the content and skills of English/language arts as specified in the state standards. The district will develop curriculum guides to present learning opportunities to students so such skills and content knowledge may be acquired. Accordingly, the district will teach skills and content in all elementary school classrooms and secondary English/ language arts classrooms in accordance with the state standards, as well as standards that are set out in the district strategic and accountability plan.

Adopted 1/25/83; Revised 9/13/88, 1/8/02, 8/10/21

Policy

SCIENCE EDUCATION

Code **IHAD** Issued **1/028/21**

Purpose: to establish the board's adherence to science academic standards as adopted by the state board of education.

Science education is a general educational activity for all pupils. The primary goal of the district's science program is to develop a scientifically literate citizen. The science program is designed to promote the development of skills, concepts and attitudes which will help students discover, interpret and control natural phenomena as well as the products of technology which confront them daily. The district will develop curriculum guides to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address kindergarten through twelfth grade.

Adopted 1/8/02 Revised 8/10/21

Policy

ARTS EDUCATION

Code **IHAF** Issued **4/028/21**

Purpose: to establish the board's adherence to arts education as adopted by the state board of education where feasible and appropriate.

The study of the arts is an integral curriculum requirement for all pupils in grades pre-kindergarten through six. The arts program for the elementary school is child-centered to develop intellectual, creative, and aesthetic growth through curriculum experiences in the arts, the history of the arts, art criticism, and an understanding of his/her cultural heritage. The district will offer an arts program composed of elective courses in grades nine through twelve. The program will reflect to the extent feasible the state curriculum for arts education.

Adopted 1/8/02 Revised 8/10/21

Policy

COMPUTER/TECHNOLOGY LITERACY

Code **IHAJ** Issued **1/028/21**

Purpose: to establish the board's adherence to the computer/technology literacy requirement for the district's students.

The primary goal of computer/technology studies is to develop technologically literate citizens. However, these studies do not exist in a vacuum -- the district must use educational technology to support curriculum and instruction. The board believes that students, teachers, media specialists, counselors, administrators, managers and others should have access to technological resources and should have the ability to use those resources at the time and place of need.

The board of education will ensure that students enroll in computer science to acquire a unit prior to graduation, as required by state regulations.

***NOTE:** See policies IJKA - Technology Resource Selection and Adoption and IJNDB - Use of Technology Resources in Instruction for policy on resources, Internet, acceptable use, user responsibility, etc.*

Adopted 1/8/02 Revised 8/10/21

CHARACTER EDUCATION

Code **IHAK** Issued **1/028/21**

Purpose: to establish the board's vision for and the basic structure of character education in the schools.

The board is committed to the ideals of good character and citizenship through character education as part of the district's mission of effective teaching and learning. Developing positive character traits contributes to a positive learning environment, increased student achievement, a reduction of disciplinary problems and the development of civic-minded students. In close cooperation with parents, schools are encouraged to instill the highest character and academic excellence in each student.

Each school will infuse character education into its school climate and program. The following traits must be incorporated into the school's curriculum where appropriate.

- respect for self, others and property
- honesty
- self-control
- cleanliness
- courtesy
- good manners
- cooperation
- citizenship
- patriotism
- courage
- fairness
- kindness
- compassion
- diligence
- generosity
- punctuality
- cheerfulness
- patience
- sportsmanship
- loyalty
- responsibility
- virtue
- attentiveness

PAGE 2 – IHAK – CHARACTER EDUCATION

- accountability

A list of recommended programs and materials will be available from the division for instructional services. Each school will submit a yearly, written summary of at least one paragraph to indicate how the school infuses character education into its curriculum.

Adopted 2/27/01; Revised 1/8/02, 8/10/21

Legal references:

- A. S.C. Code, 1976, as amended:
 1. [Section 59-17-135](#) - Character education policy; respectful behavior encouraged.

ADULT/COMMUNITY EDUCATION

Code **IHD** Issued **9/178/21**

Purpose: To establish the basic structure for adult/community education.

In order to establish uniformity and to provide guidelines for the operation of the adult education program in Aiken County, the following policies and procedures are set forth.

Objectives

The adult education program, operating under the auspices of the School District of Aiken County and the district superintendent, will be responsible for the implementation, promotion, and operation of an educational program for adults 17 years or older in need of basic, English as a Second Language (ESL), high school, or continuing education. The objective of the program will be to raise the educational level of adults, address their career pathways, teach soft skills, and focus on digital literacy, thereby making them better able to meet their adult responsibilities for employment and as parents and citizens.

Curriculum

The curriculum of the adult education program will include instruction on two levels.

- Level I (Literacy, English as a Second Language, and Basic Education - grades one through eight)
- Level II (grades nine through 12 - High School Diploma Program, General Educational Development, and Continuing Education)

Each program will include organized and systematic instruction in the communication and computational skills of reading, writing, speaking, listening, and arithmetic, using as content for teaching these skills materials that contain information on such adult experiences as consumer buying practices, health habits, relations with other members of the family and community, homemaking, citizenship responsibilities, and other applicable areas.

Quality and Scope of Work

Persons enrolled in adult education will be expected to perform and do academic work comparable with the district's standards. The grading system will be comparable with the district's method of awarding credit.

PAGE 2 – IHD – ADULT/COMMUNITY EDUCATION

To receive a state high school diploma through adult education, students must earn the units required for a regular state high school diploma and pass the exit examination as set forth in the regulations and statutes for South Carolina school districts.

Admittance and Graduation of Students

Enrollment will be limited to individuals over 18 years of age. Exceptions to the 18-year old requirement will be made on an individual basis by decision of the adult education director and his/her immediate supervisor after consultation with the high school principal and/or guidance counselor and with a written request from the individual using forms provided. Students under 18 may be admitted to the program with a letter of approval from the office of the director of adult education and with the completion of the exception form. No student under 16 will be considered for adult education. Students under expulsion or suspension from the regular high school program are not normally considered for the adult education program.

No student will be graduated from the adult education program prior to the time he/she would normally have graduated if he/she had remained in regular high school. A minimum of one semester will be completed in residence (through actual attendance in the adult education program) as a prerequisite to being eligible for the state high school diploma.

Graduation will be on a districtwide basis. Requests for diplomas must be submitted at least one month prior to graduation. Records of adult education high school diploma graduates are to be filed with the local high school that issued the diploma.

Out-of-district residents may be admitted to the adult education program under the provisions of Policy JFAB. Special contracts by industry may be approved by the board.

Time of Operation

Operation of the adult education program will be according to the published Adult Education Yearly Calendar. In emergency weather and disaster conditions, the adult program will follow the lead of the regular school.

Classes are scheduled to meet the needs of the enrollees. Meeting hours will be scheduled by the local adult center coordinator with approval of the director.

Awarding of Credits

According to the state regulations and statutes, students may earn the following types and number of units.

- Regular high school unit credit for courses successfully completed through attendance in the adult program: attendance requirements are determined by state regulations and statutes.

PAGE 3 – IHD – ADULT/COMMUNITY EDUCATION

- Occupational training and experience units (maximum of six units): the request for units is submitted to the office of adult and community education of the state department of education.
- Online courses credits: credits must be approved by the office of adult and community education of the state department of education.
- Testing (maximum of six units): passing a state approved test.

A student may not earn more than eight units through each or a combination of the following methods.

- credit earned by successfully passing an approved standardized test
- credit earned for occupational training and experience
- credit earned through approved online courses

Center Personnel

A lead instructor will be designated at each adult center. Lead instructors will be named by the adult education director after consultation with the associate superintendent for instructional services.

Administrative personnel are determined by need (the number of actively attending students) and funding considerations.

Responsibilities of the lead instructor will include, but are not limited to, the following.

- scheduling of classes and selection of teachers (with the approval of the director of adult education)
- maintaining records
- testing and counseling
- liaison between the school principal and the adult education program
- requesting materials
- inventory of supplies
- promoting the recruitment of students
- filing the monthly attendance report by designated deadline
- security of building
- annual report
- issuing of texts, materials, and equipment

Teachers

Normally teachers in the adult education program are employed on a part-time basis and are paid on a prevailing hourly rate. Only teachers who work 30 hours or more are considered full time and are contracted on an annual salary basis. Teacher duties and responsibilities will be outlined by the director of adult education. Teachers will be recommended through the normal recruitment and hiring process.

Charges and Fees

If a student is in good standing, there are no fees. The Adult Education Program incurs all costs, including assessments.

Adopted 1/24/84; Revised 4/9/85, 4/18/00, 1/8/02, 9/26/17, 8/10/21

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. [Section 59-43-10, et seq.](#) - Adult education generally.
 - 2. [Section 59-44-10, et seq.](#) - Community education.
- B. State Board of Education Regulations:
 - 1. [R43-237.1](#) - Adult education program.
 - 2. [R43-259](#) - Adult education.

GROUPING FOR INSTRUCTION

Code **IIA** Issued **1/028/21**

Purpose: to establish a basic structure for grouping students for the most effective instruction.

Students learn different content at different rates. Grouping of students should be flexible enough and fluid enough to accommodate the highs, lows and plateaus of the individual's learning process. Any system of grouping which tends to restrict a student's progress in a given subject or activity is contrary to the philosophy of this district. Grouping will never create or support a system of discrimination on the basis of race, religion, sex or socioeconomic status.

Students within an individual school should be grouped in such a way that the maximum opportunity for learning to occur on a daily basis is facilitated.

Grouping for the most effective instruction must be guided by the following.

- student's best opportunity for success
- educational achievement level of the student as shown on various tests
- most effective educational climate for learning
- availability of space
- welfare of the student
- goal of advancing the student academically by systematically and effectively addressing basic academic needs

The goal is to build class groupings that ensure the best group dynamics possible.

The school will schedule students for instruction to minimize interruptions in the basic educational program and to maximize continuity of educational experiences and the amount of time available for uniquely planned learning activities that match the academic needs of the learner.

Schools considering changes in the method of grouping for instruction must submit a detailed plan to the division of instructional services no later than four months prior to implementation.

Adopted 1/8/02 **Revised 8/10/21**

Policy

TEXTBOOK SELECTION AND ADOPTION

Code **IJJ** Issued **12/168/21**

Purpose: To establish a basic structure for the selection and adoption of textbooks to be used by the district.

All schools of the district are to use textbooks approved and designated for use by the county board of education.

For each subject area, selection committees composed of one teacher from each school will be appointed to review and recommend textbooks/instructional materials to the superintendent. The superintendent will present the recommended lists to the county board of education for approval.

Textbooks/instructional materials must be selected from those on the approved list of the State Department of Education.

The district may request that the State Board of Education add a textbook or series to the approved list under the following circumstances:

- The textbook or series must be one that was reviewed by the State Board of Education, but not adopted.
- The boards of five or more districts may request in writing an addition to the approved State Board list.
- The boards of two or more districts with a combined student population of 25,000 or more may request in writing an addition to the approved State Board list.

The district will set up procedures for principals and teachers to request these additions.

Use of alternate textbooks/instructional materials must be approved by the chief officer of instruction.

Adopted 1974; Revised 9/13/88, 1/8/02, 12/13/16, 8/10/21

Legal references:

- A. S.C. Code, 1976, as amended:
1. Section 59-5-60(7) - General powers of State Board.
 2. Section 59-31-30 - Use of uniform series of textbooks; exceptions.
 3. Section 59-31-40 - Adoption of new books.
 4. Section 59-31-45 - Selection of textbooks.
 5. Section 59-31-70 - Purchase of textbooks.
 6. Section 59-31-75 - Textbooks required.

PAGE 2 – IJJ – TEXTBOOK SELECTION AND ADOPTION

- B. State Board of Education Regulations:
1. [R43-251](#) - Selection and adoption of textbooks.

TEXTBOOK SELECTION ADOPTION

Code **IJJ-R** Issued **19748/21**

Procedures for Textbook Selection

A list of state adopted texts is distributed to each school.

Examination copies are received at the district office and in the schools.

For each subject area considering adoption, the school may send one teacher to the (subject) selection committee, i.e., the language arts selection committee, the biology selection committee, the math 1-5 selection committee.

Hearings or short presentations by the publishers may be scheduled for each committee.

Each committee attends the presentations, examines the texts/instructional materials, and shares his/her knowledge with teachers at his/her school.

Each committee meets to discuss the texts/instructional materials, their suitability for students, and their correlation to the state standards. Each committee recommends to the chief officer of instruction the most appropriate text/instructional materials to be adopted for each subject. Please note: There is no voting at the building level. The representative should gather input from fellow teachers and discuss that with the committee. After careful study, the committee recommends one or more than one publisher as a committee choice.

The chief officer of instruction presents the committee's recommendations to the board.

The board approves the list.

These texts/instructional materials become the adopted texts/instructional materials to be used in the district. Any alternate texts must be approved by the chief officer of instruction. Requests for consideration of alternate materials are submitted by the principal to the chief officer of instruction through the appropriate executive director.

Texts/instructional materials are purchased using the state allocations.

Adopted 1975; Revised 09/13/88, 1/8/02, 12/13/16, 8/10/21
