



Agenda

Board of Trustees

Regular Meeting

Location: Center for Advanced Technical Studies

Video Livestream: <https://www.youtube.com/watch?v=yy9-7XcQWQw>

October 9, 2023

1. Call to order at 5:30 p.m.
2. Approval of the agenda
3. Enter Executive Session to consider the following:
 - a. Selected employment items (Exhibit A) (Action)
 - b. Selected employment items (Exhibit B) (Information Only)
 - c. Legal advice regarding retaining wall at Harbison West Elementary
 - d. Legal advice regarding construction defects at Chapin High School
 - e. Legal advice regarding active lawsuits (Exhibit C)
4. Call to order and convene regular meeting at 7:00 p.m.
5. Welcoming remarks – Rebecca Blackburn Hines, Board Chair
6. Invocation – Rebecca Blackburn Hines, Board of Trustees
7. Pledge of Allegiance – Rebecca Blackburn Hines, Board of Trustees
8. School Board Spotlight
9. Superintendent's Report
 - a. District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027
 - b. National Principals Month
 - c. Magnet/CTE Collaborations Update
 - d. District 5 Foundation Update
10. Approval of the minutes of the September 25, 2023, board meeting
11. Public Participation*

www.lexrich5.org

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

"We Love and Grow Our Students!"

ACTION AGENDA

12. Action as Necessary or Appropriate on Matters Discussed in Executive Session
13. Approval for Bidding by the Pre-Qualified Contractors for new Irmo High School East Wing (Exhibit D)
14. First Reading Approval of Proposed Revisions to Board Policy IKF "Graduation Requirements" (Exhibit E)

DISCUSSION AGENDA

15. Discussion of June 30, 2023, Fund Balance Analysis and Assignment Recommendation (Exhibit F)
16. Discussion of new Board Policy JICFB "Gavin's Law Implementation" (Exhibit G)
17. Discussion of revisions to Board Policy GBEB "Staff Conduct" (Exhibit H)
18. Discussion on Sales Tax Exemption for Capital Projects (Exhibit I)
19. Adjourn

INFORMATION AGENDA

20. 2023-2024 Comprehensive Health Education Board Advisory Committee (CHEBAC) (Exhibit J)
21. The next regular scheduled board meeting will be October 23, 2023, at the Center for Advanced Technical Studies.

* The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes and must remain on either the topic noted on your sign-in form or a listed agenda item. Questions asked during public participation will be handled in accordance with board policy BEDH.



Minutes/September 25, 2023

The Board of Trustees of School District Five of Lexington and Richland Counties met at the Center for Advanced Technical Studies with the following members present:

Mrs. Elizabeth Barnhardt
Mrs. Rebecca Blackburn Hines, Chair
Mr. Matt Hogan, Vice Chair
Mrs. Catherine Huddle
Mike Satterfield
Kevin Scully
Kimberly Snipes, Secretary
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Dr. Michael Harris, Chief Student Services and Planning Officer
Mrs. Tina McCaskill, Chief Academics Officer
Ms. Maddison Paul, Chief Financial Officer
Mrs. Amanda Taylor, Director of Communications
Dr. Tamara Turner, Chief of Human Resources
Mr. Dave Weissman, Executive Director of Operations

A livestream video link was provided to the public as a viewing option for the September 25, 2023, board meeting.

Chair Blackburn Hines called the regular meeting to order and gave welcoming remarks.

Elizabeth Barnhardt, Board of Trustees, gave the Invocation and Pledge of Allegiance.

The Board conducted the School Board Spotlight.

During the Superintendent's Report, Dr. Ross presented updates on District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027 and Parent Advisory Cabinet Update regarding the parent app; Ms. Maddison Paul, Chief Financial Officer presented a Monthly Financial Update (July) (Exhibit E); and Mrs. Paula Wright presented an update on Adult Education,

There was no public participation.

The Board presented for discussion:

- Discussion of Proposed Revisions to Board Policy IKF "Graduation Requirements" (Exhibit H)
- Discussion: Board Retreat – September 15, 2023

The Board presented for information:

- Revisions to Administrative Rule IKF-R "Graduation Requirements" (Exhibit I)

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"We Love and Grow Our Students!"

A = Absent
AB = Abstain
N = No
X = Yes
R = Recuse

Record of Voting

**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of September 25, 2023

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES			B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
1.	M. Huddle	S. Snipes	A	X	A	X	X	X	X
Approve the agenda.									
2.	M. Snipes	S. Scully	A	X	A	X	X	X	X
I make the motion to enter executive session to consider the following: a.) Selected employment items (Exhibit A) (Action); b.) Selected employment items (Exhibit B) (Information Only); c.) Legal advice regarding C.A. No.: 3:23-cv-02156-MGL; d.) Contractual matter regarding Professional Development Services (Exhibit C); Legal advice regarding Social Media Litigation (Exhibit D); Legal advice regarding C.A. No.: 2023-CP-32-03492 (Exhibit J).									
3.	M. Hogan	S. Snipes	X	X	X	X	X	X	X
I move that we approve the minutes of the September 11, 2023, board meeting.									
4.	M. Hogan	S. Snipes	X	X	X	X	X	X	X
I move that we approve the selected employment items as shown in Exhibit A for action.									
5.	M. Snipes	S. Barnhardt	X	X	X	X	X	X	X
I move that the Board retain the services of the firm of Wagstaff & Cartmell and its team to take the actions necessary for the District to join the Social Media Litigation now taking place in federal court.									

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**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of September 25, 2023

	B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
6. M. Huddle S. Hogan I move that the Board approve the Professional Development Services with Kagan (Exhibit C).	X	X	X	X	X	X	X
7. M. Huddle S. Barnhardt I move that we allocate \$140,000 of the contingency funds to replace the grease traps at Harbison West Elementary and CrossRoads Intermediate, and \$90,000 to Oak Pointe Elementary for the foundation repairs.	X	X	X	X	X	X	X
8. M. Huddle S. Hogan I move that we appoint the following delegates for the 2023 Delegate Assembly: Mr. Kevin Scully (1 Vote), Mr. Mike Satterfield (1 Vote), Kimberly Snipes (2 Votes), Rebecca Blackburn Hines (1 Vote), and Mrs. Elizabeth Barnhardt (1 Vote).	X	X	X	X	X	X	X
9. M. Hogan S. Snipes Adjourn at 8:37 p.m.	X	X	X	X	X	X	X

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IRMO HIGH SCHOOL EAST WING REPLACEMENT

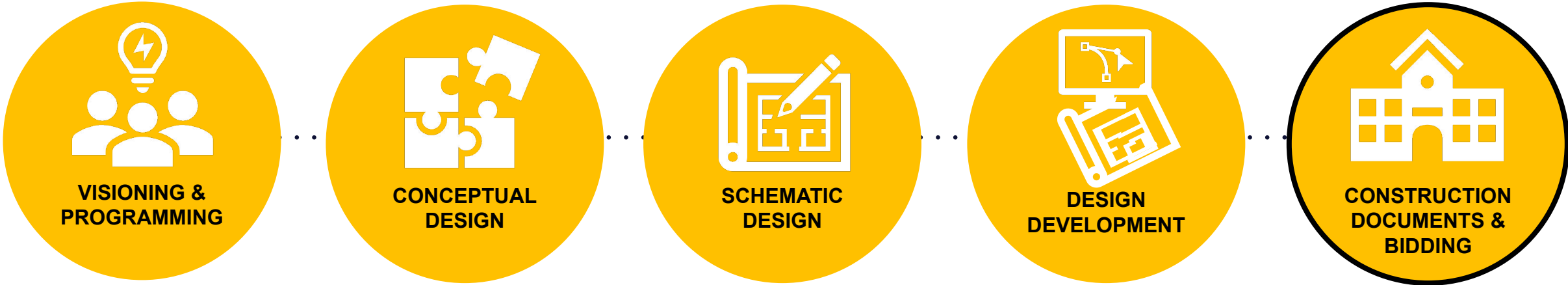
BOARD UPDATE FOR APPROVAL TO BID

OCTOBER 9, 2023




LS3P

DESIGN PROCESS

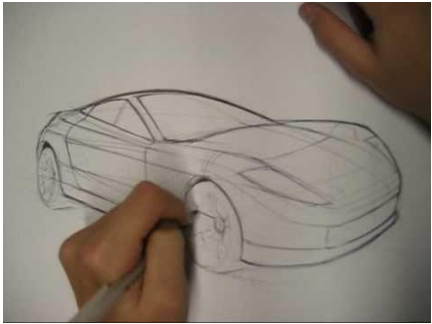


Board Approval to Proceed to Bidding
October 9, 2023 Board Meeting

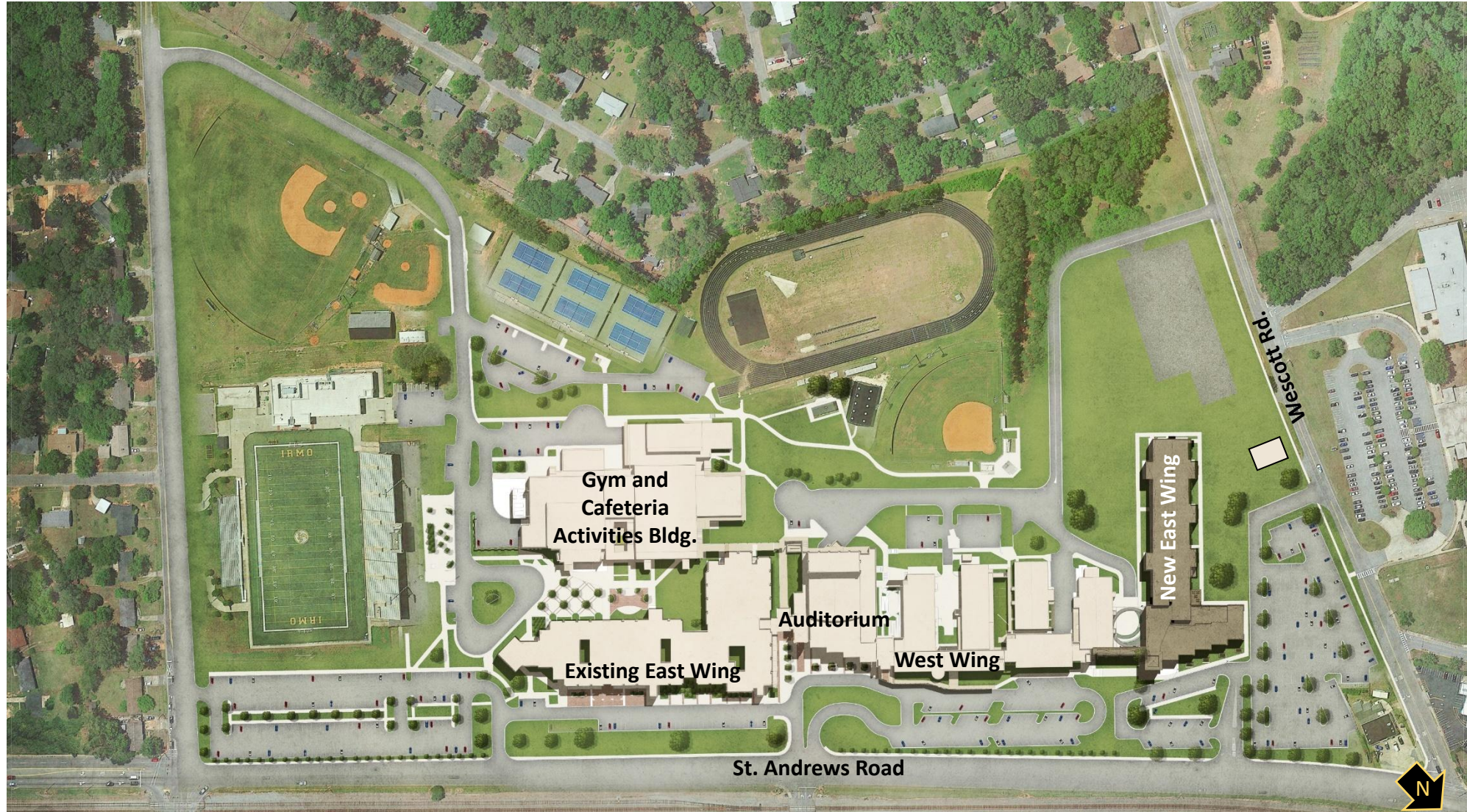


Construction Contract Award:
December 11, 2023 - Board Meeting

Construction & Occupancy:
Year End 2025



NEW SITE PLAN (WITH EAST WING)



FLOOR PLANS

FIRST FLOOR – MAIN ENTRY LEVEL



INTERIOR RENDERINGS



Main Entry Vestibule (From Above Looking Down)



School Counseling



History Wall

FLOOR PLANS

SECOND FLOOR



LEGEND

- ADMINISTRATION
- CIRCULATION
- COMPUTER LABS
- DEPARTMENT STORAGE
- DINING
- FACULTY SUPPORT
- MATH CLASSROOMS
- MEDIA CENTER
- RESOURCE CLASSROOMS
- RESTROOMS
- SOCIAL STUDIES CLASSROOMS
- SUPPORT



INTERIOR RENDERINGS



Second Floor – Dispersed Dining

INTERIOR RENDERINGS



Media Center

FLOOR PLANS

THIRD FLOOR



LEGEND

- ADMINISTRATION
- CIRCULATION
- DEPARTMENT STORAGE
- FACULTY SUPPORT
- MATH CLASSROOMS
- RESOURCE CLASSROOMS
- RESTROOMS
- SCIENCE CLASSROOMS & LABS
- SUPPORT

FRONT ELEVATION ALONG ST. ANDREWS



MAIN ENTRY AND CONNECTOR



CORNER OF ST. ANDREWS AND WESCOTT



WESCOTT ROAD VIEW



CONSTRUCTION DOCUMENTS COST ESTIMATE



Irmo HS Wing Replacement		Notes	Costs		Totals	Notes
Description			GSF	\$/GSF		
ESTIMATED CONSTRUCTION "HARD" COSTS						
Site						
Sitework & Utilities for New East Wing			123,325	\$48	\$5,866,997	Stormwater; retaining walls, parking demo, science labs, etc.
Building						
New East Wing Building			123,325	\$371	\$45,762,630	
ESTIMATED TOTAL CONSTRUCTION COSTS*				\$419	\$51,629,627	Note: Does NOT include demo of East Wing and construction of new parking lot.
ESTIMATED "SOFT COSTS" (Actual Costs to be determined by the District) (These Costs are in addition to the Construction Cost)					\$10,000,000	Fees, surveys, additional site purchase, inspections, furniture, technology, etc. Includes a 2.5% Project Construction Contingency
ESTIMATED TOTAL PROJECT COSTS (Construction Cost + Soft Costs)					\$61,629,627	
DISTRICT'S TOTAL PROJECT BUDGET					\$63,500,000	
ESTIMATED DELTA					\$1,870,373	Below Budget (+-)
Alternates for: Gravel Overflow Parking Lot; Shade Sail; Floor Finish Change to Polished Concrete					\$458,931	Might be able to accept some or all.

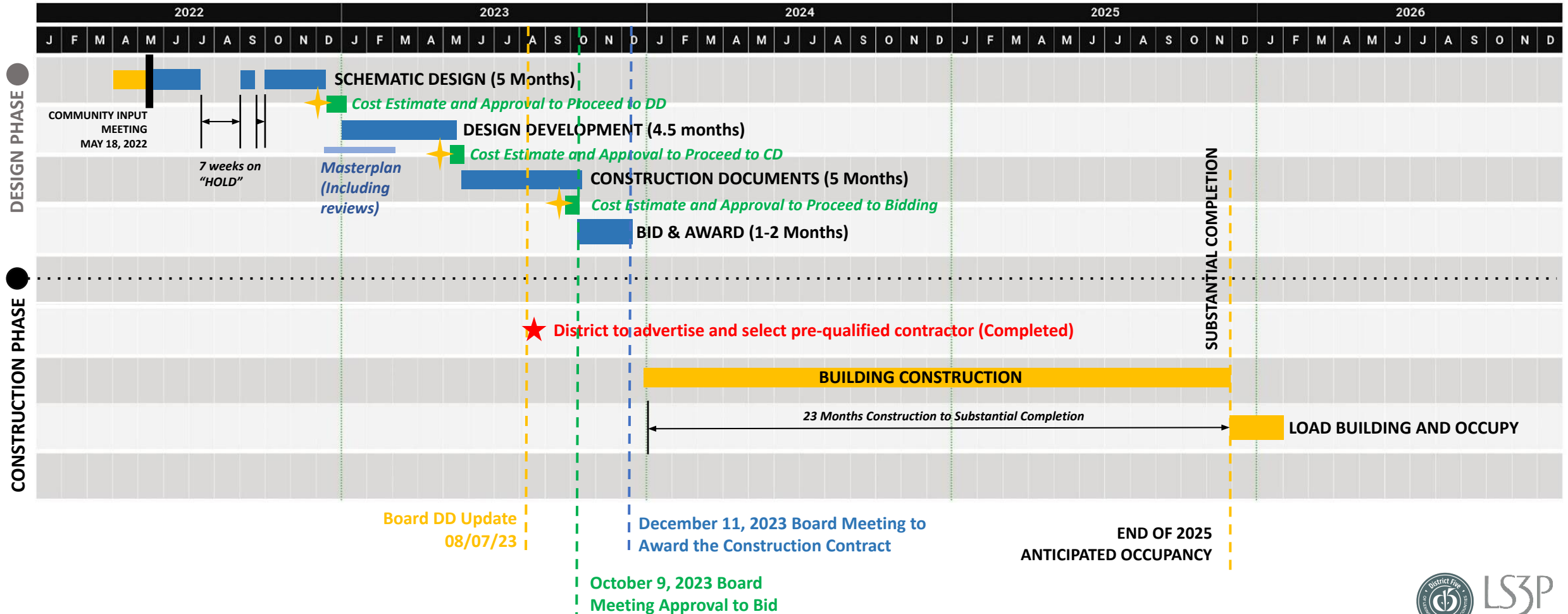
Note: * This Construction Cost Estimate is a summary based on Aiken Cost Consultants' estimate of the Construction Document package of Irmo HS East Wing Replacement. Escalation has been included for the September 2024 mid-point of construction.

PROJECT SCHEDULE UPDATE



IRMO HIGH SCHOOL EAST WING REPLACEMENT PROJECT SCHEDULE UPDATE

October 9, 2023



ADMINISTRATION RECOMMENDATION

Based on the project cost estimate presented by LS3P and their Consultant, Aiken Cost Consultants, whose construction and non-construction project-related costs are under the District's total project budget, the administration recommends the Board make a motion that District Operations personnel be directed to submit the construction documents for actual bidding by the pre-qualified contractors.



Create a Five-Year Master Facilities Plan that provides equity and access for all students in our district.




Guiding Principles for Developing the Five-Year Master Facilities Plan

1. Community Analysis **Completed - Discussion on Sept. 11th**
2. Enrollment and Projections/Forecast **Completed - Discussion on Sept. 11th**
3. Facilities Condition Assessment **In Progress - Discussion on Oct. 23rd**
4. Instructional Plan Review **In Progress - Discussion on Nov. 13th**
5. Finance Plan **In Progress - Discussion on Dec. 11th**

**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: October 3, 2023

Re: October 9, 2023 Board Meeting
Action Item
First Reading of Potential Revisions to Board Policy IKF "Graduation Requirements"

Item: First Reading of Potential Revisions to Board Policy IKF "Graduation Requirements".

Background: The South Carolina School Boards Association recently published the 2023 Policy & Legislative Update Manual. In reviewing the updates in the manual, Board Policy IKF "Graduation Requirements" has the following language which our current policy did not include. "The district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education pathways and endorsements. Coursework must be aligned with the student's personalized diploma pathway. When applicable, students will be offered national industry certifications or credentials." The proposed revision is to align with the SC School Boards Association Model Policy and with State Board Regulation No. R.43-234, Defined Program, Grades 9-12 and Graduation Requirements.

Recommendation: The administration recommends that the Board of Trustees approve the first reading of the potential revisions to Board Policy IKF "Graduation Requirements" and proceed to the second and final reading at the October 23, 2023 board meeting.

Attachments: Current Policy and Potential Revisions to Board Policy IKF "Graduation Requirements" as well as State Board Regulation No. R43-234.

Policy IKF Graduation Requirements

Current Policy

Issued 5/19

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

The South Carolina State Board of Education (SBE) 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.

Endorsements

Students will have the opportunity to earn endorsements within their personalized high school diploma pathway, which will identify a particular area of focus. Endorsements may be in the form of seals added to a student's uniform diploma; however, earning an endorsement is not a requirement for graduation. To earn a graduation endorsement, the student's program of study must meet certain criteria, including SBE-approved pathways, specific courses, and other South Carolina Department of Education (SCDE) guidelines.

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

In order to participate in School District Five graduation exercises, students must have earned one of the following:

- SC High School Diploma
- district certificate

Principals will have the discretion to prohibit a student from participating in graduation exercises in the following circumstances:

- The student has engaged in misconduct on or off school grounds.
- The student has monetary debt to the district.
- The student fails to participate in graduation practice without making prior arrangements with the principal.
- The principal otherwise determines that it would not be in the best interest for the student to participate in graduation exercises. The principal's decision will be final.

Adopted 2/6/89; Revised 4/22/96, 4/13/98, 6/11/01, 5/28/04, 11/19/12, 1/26/15, 5/20/19

Legal References:

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

[Section 59-17-130](#) - American Sign Language counts as world language credit.

[Section 59-26-70](#) - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.

[Section 59-29-80](#) - Courses in physical education; ROTC programs; marching band.

[Section 59-29-190](#) - Advanced placement courses for academically talented students.

[Section 59-39-100](#) - Issuance of uniform diplomas by accredited high school; units required.

[Section 59-39-110](#) - Accelerated program of study. S.C.

State Board of Education Regulations:

[R43-234](#) - Defined program grades 9-12 and graduation requirements.

[R43-235](#) - Employability credential for students with disabilities.

[R43-259](#) - Adult education.

School District Five of Lexington and Richland Counties

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[Section 59-29-80](#) - Courses in physical education; ROTC programs; marching band.

[Section 59-29-190](#) - Advanced placement courses for academically talented students.

[Section 59-29-240](#) - Civics test requirement.

[Section 59-39-100](#) - Issuance of uniform diplomas by accredited high school; units required.

[Section 59-39-110](#) - Accelerated program of study. S.C.

State Board of Education Regulations:

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[R43-259](#) - Adult education.

School District Five of Lexington and Richland Counties

Title of Regulation:

Regulation No.:

R.43-234

**DEFINED PROGRAM, GRADES 9–12
AND GRADUATION REQUIREMENTS**

Effective Date:

05/25/18

Constitutional and Statutory Provisions:

Section(s):

59-1-425(C)	Emergency school closings; makeup days
59-5-60	General powers of [State] Board.
59-18-110	Objectives.
59-18-310	Development or adoption of statewide assessment program to promote student learning and measure student performance.
59-29-10, <i>et seq.</i>	Required subjects.
59-29-200	Pupil-teacher ratios.
59-33-30	Establishment by State Board of Education of program of specialized education for handicapped children; rules and regulations.
59-53-1810	Federal act accepted; State Board of Education designated as State Board of Vocational Training.

Code of Laws of South Carolina, 1976.

20 U.S.C. 1232(g)	Family Education Rights and Privacy Act
Pub. L. No.114-95	Every Student Succeeds Act (ESSA)
<u>U.S. Code of Laws</u>	

State Board Regulation:

43-234. Defined Program, Grades 9–12 and Graduation Requirements.

Each school district board of trustees must ensure quality schooling by providing a rigorous, relevant curriculum for all students.



Each school district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education pathways and endorsements.

I. Requirements for Earning a South Carolina High School Diploma

A. The student must earn a total of twenty-four units of credit as follows:

Unit Requirements

English language arts	4.0
mathematics	4.0
science	3.0
U.S. History and Constitution	1.0
economics	0.5
U.S. Government	0.5
other social studies	1.0
physical education or Junior ROTC	1.0
computer science	1.0

foreign language or career and technology education	1.0
electives	7.0

	24.0 total

B. Students shall have the opportunity to earn endorsements within each high school diploma pathway; however, earning an endorsement is not a requirement for graduation. Endorsements shall identify a particular area of focus, beginning with the freshman class of 2018–19. The earning of a graduation endorsement shall be based upon the following criteria:

1. Students shall meet all requirements for earning a South Carolina high school diploma as set forth above and within this regulation.

2. Students may earn one or more endorsements in pathways approved in guidelines set by the State Board of Education (SBE). School districts may apply to the SBE to have additional endorsements approved.

3. English I, II, III, IV or their course equivalents (customized English I, II, III, IV as approved by the SBE through the locally designed course process as mentioned in II.H.1) or higher level courses (Advanced Placement, International Baccalaureate, Dual Credit, etc.) must be taken to receive an endorsement.

C. The South Carolina Department of Education (SCDE) has the authority to develop guidelines approved by the SBE in accordance with provisions of this regulation.

D. The student must pass a classroom 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. (For specific regulations regarding the end-of-course test for U.S. History and Constitution, see Reg. 43-262, Assessment Program.) As part of the high school curriculum regarding the United States government required credit, students are required to take the civics test as defined as the one hundred questions that officers of the United States Citizenship and Immigration Services use to demonstrate a knowledge and understanding of the fundamentals of United States history and the principles and form of the United States government.

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

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

II. Provisions for Schools in the Awarding of High School Credit

A. A school may award and accept credit in units of one-fourth, one-half, and a whole.

B. A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction.

C. A school may award credit for courses that have been approved by the SCDE in a proficiency-based system. A proficiency-based course may also be offered for one-fourth, one-half, or one unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.

D. A school may award credit for those gateway courses that are a part of the End-of-Course Examination Program only if a student takes the course approved by the school in which he or she is enrolled and meets all the stipulated requirements of the End-of-Course Examination Program. (For specific regulations regarding end-of-course tests, see Reg. 43-262, Assessment Program.)

E. A school may award credit only for courses in summer programs-either district-wide or school-site programs-that meet all the regulatory requirements for courses offered for students in grades nine through twelve. A district-wide summer school program may meet the administrative certification requirement by employing a district supervisor as well as a lead teacher for each school site.

F. A school may award credit for a course that is approved by the district-whether that school offers the particular course or not-if the student receives prior approval.

G. A school may award credit toward the high school diploma for a course that the student takes in an approved adult education program if the course is granted approval by the local superintendent or his or her designee.

H. A school may award credit for locally designed courses under the following conditions:

1. Locally designed core subject-area courses used as graduation units of credit must be aligned with the state academic standards for the particular subject area and must be approved by the local board of trustees and the State Superintendent of Education.

2. Locally designed elective courses must be approved by the local board of trustees. No more than two units may be awarded to a student for released-time classes in religious instruction.

3. Locally designed Career and Technical Education (CATE) courses funded with state or federal CATE monies must be approved by the SCDE's CATE office.

I. A school may award credit for the American Sign Language course as the required unit in a foreign language.

J. A school may award credit for a college course that students in grades nine through twelve take under the district's dual credit arrangement.

K. A student who has earned the one-half credit in Keyboarding by the 2017-18 school year will be awarded one-half unit of credit for Computer Science.

III. Dual Credit Arrangement

A. District boards of trustees may establish a policy allowing students to take college courses for units of credit toward the high school diploma. The district policy may allow for courses to be offered by an institution of higher education through a cooperative agreement.

B. A three-semester-hour college course transfers as one unit of credit.

C. Tuition costs and any other fees are the responsibility of the individual student or his or her parent(s) or legal guardian unless otherwise specified in local school district policy.

D. Students enrolled in a South Carolina public school may take only courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by an appropriate regional accrediting agency recognized by the U.S. Department of Education.

IV. Transfer Students

A transfer student is one who enrolls in a South Carolina public school after having been enrolled in another school in this state or in a school in another state. Credits that he or she earned at the former school may be accepted and applied toward the South Carolina high school diploma. (For specific regulations see Reg. 43-273, Transfers and Withdrawals.)

V. Instructional Program

School districts must organize high school curricula around a minimum of three clusters of study and cluster majors. Such curricula must be designed to provide a well-rounded education that fosters artistic creativity, critical thinking, and self-discipline through the teaching of academic content and skills that students will use in postsecondary study and in the workplace. Students must declare an area of academic focus, also known as a career major, within a cluster of study before the end of the second semester of their tenth-grade year.

Each year, schools must offer a range of required college- and career-ready courses in the core subject areas as listed in the SCDE's *Activity Coding System* to meet the needs of all students in a four-year graduation cohort.

For students whose academic needs are greater than those courses offered by their school, Virtual SC courses, if available, must be offered by the district to the students in order to graduate with the four-year graduation cohort.

A. Career Clusters

School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

Agriculture, Food, and Natural Resources
Architecture and Construction
Arts, Audio-Video Technology, and Communications
Business, Management, and Administration
Education and Training

Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services/Family and Consumer Sciences
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing, Sales, and Service
Science, Technology, Engineering, and Mathematics
Transportation, Distribution, and Logistics

B. Schools must also offer instruction in each of the following areas:

1. Advanced Placement: Schools whose organizational structure includes grades eleven and twelve must offer Advanced Placement courses. (For specific regulations regarding the Advanced Placement program, see Reg. 43-258.1, Advanced Placement.)

2. Alcohol, tobacco, and other drugs: Schools must provide age-appropriate instruction regarding the dangers in the use and abuse of alcohol, tobacco, and other drugs. Instruction must emphasize the negative effects that the use of such substances can have on the total community.

3. Career and technology education: Schools must offer CATE courses. Students who plan to complete a CATE program must earn at least three units in an approved sequence of CATE courses leading to a career goal.

4. Driver education: Schools must provide a complete program of driver education, including classroom and behind-the-wheel phases, each semester on an elective basis for eligible students. (For specific regulations regarding driver education, see Reg. 43-242, Driver Training.)

5. Environmental studies: Schools must include environmental studies as a part of their instructional program.

6. Financial literacy: Schools must include financial literacy as a part of the instructional program.

7. Foreign language (modern and classical languages): Schools must offer levels 1 and 2 of at least one modern or classical language. Most state four-year colleges/universities require at least two units of the same modern or classical language for admission.

8. Health education: Schools must have a program of instruction in comprehensive health education. (For specific requirements regarding health education, see Reg. 43-238, Health Education Requirement.)

At least one time during the entire four years of grades nine through twelve, each student shall receive instruction in cardiopulmonary resuscitation (CPR) which must include, but not be limited to, hands-only CPR and must include awareness in the use of an automated external defibrillator (AED) except that virtual schools may administer the instruction virtually and are exempt from any in-person instructional requirements.

9. Physical education: The required physical education course in secondary schools shall occur over two semesters (year-long schedule) or two nine weeks (semester block schedule) or the equivalent. For

one semester, a personal fitness and wellness component must be taught, and for one semester, a lifetime fitness component must be taught either over the semester or in two nine-week divisions or the equivalent.

10. Visual and performing arts: Schools must offer courses in the visual and performing arts.

VI. Other Program Requirements

A. School Counseling Program

All schools encompassing any combination of grades nine through twelve are required to provide a comprehensive school counseling program that is based on grade-specific standards. The standards must address the academic, personal and social, and the career domains. Specifically, students must be provided school counseling and career awareness programs and activities that assist them in developing and fulfilling their individual graduation plans and prepare them for a seamless transition to relevant employment, further training, or postsecondary study.

B. Library Media Program

Library media programs and technology resources must be available and accessible to all students and staff and must be appropriate for the accomplishment of the strategies and goals in each school renewal or district strategic plan.

C. Length of School Day

1. The instructional day for secondary students must be at least 6 hours, excluding lunch, or the equivalent weekly.

2. Homeroom will not count as part of the instructional day. When no homeroom period is utilized, the administrative time that is used to determine attendance, make announcements, or complete other tasks normally accomplished during homeroom period will not be considered as part of the instructional day.

3. Schools may exercise options and vary the number of minutes in the instructional week, provided that such variation meets statutory requirements and is approved by the local board of trustees.

D. Class Size

1. The teacher load must not exceed the maximum of 150 students daily. Class size must not exceed the maximum of 35 students.

2. The above-stated maximums do not apply in the following circumstances:

a. A maximum of 40 students per period with a total teaching load of 240 students daily is permitted for physical education teachers. If physical education and health are taught on alternate days to the same class, the 40-student maximum and 240-student totals are also permitted for health. When health is taught as a separate subject, the teaching load is a maximum of 35 students per period and a total of 150 students per day.

b. Music teachers may teach a maximum of 240 pupils daily. No class may exceed 40 students in membership. However, when band, chorus, or orchestra require rehearsals of the entire membership, any number of students is acceptable if adequate space is available.

c. When a teacher's daily schedule includes a combination of subjects, the maximum daily teaching load will be calculated on the basis of 30 students per academic class and 40 students for each music or physical education class. (Example, 3 classes of math of 30 each = 90 + 2 classes of physical education of 40 each = 80. In this example, the teacher is not overloaded but teaches maximum allowable.)

d. Maximum teacher load requirements and individual class size limits are the same for mini-courses as for any other classes.

E. Additional Regulatory Requirements

1. Due to federal requirements, all students must take a science course for which an assessment is given.

2. For state accountability purposes, every student must take an end-of-course examination in biology.

3. State Board regulations that contain instructional program requirements are accessible on the SCDE web site on the "State Board of Education Regulations Table of Contents" page.

4. All students must be offered a college entrance assessment that is from a provider secured by the SCDE. In addition, all students entering the eleventh grade for the first time in school year 2017–2018 and subsequent years, must be administered a career readiness assessment. If funds are available, the State shall provide all twelfth grade students the opportunity to take or retake a college readiness assessment, the career readiness assessment, and/or earn industry credentials or certifications at no cost to the students. Therefore, the students may subsequently use the results of those assessments to apply to college or to enter the work force or the military.

5. High schools shall offer state-funded tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and reinforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Furthermore, schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

VII. Reporting Requirements

A. High School Completers

1. Each school issuing the state high school diploma must submit to the State Superintendent of Education on or before May 1 the following data on its previous year's completers:

a. the number of the school's completers who entered the freshman class of a postsecondary institution—either in South Carolina or out of state—and on whom such an institution has sent the school a first-term transcript or summary grade report,

- b. a breakdown of all postsecondary courses that this group of completers passed during their term,
- c. a breakdown of all postsecondary courses that this group failed during their first term,
- d. a breakdown of all postsecondary courses for which this group received a grade of "no credit" during their first term, and
- e. the number of the school's completers who did not enter a postsecondary institution but who instead chose a postsecondary alternative such as employment or military service or for whom no information is available.

2. Each school must use the official form to submit the required data on its previous year's completers.

B. Career and Technology Education Completers

Each district must survey all its high school graduates who are identified as career and technology education completers to determine their placement status with regard to employment, postsecondary education, and military service. A career and technology education completer is a student with an assigned Classification of Instructional Programs (CIP) code who has earned at least three units of credit in CATE courses leading to a career goal.

The district must conduct the survey ten months after graduation each year and must submit the results annually to the SCDE for the purpose of federal and state accountability requirements.

C. Student Records

- 1. Each school must have an appropriate means of reporting academic achievement to parents.
- 2. Each school district must maintain accurate student data according to the pupil accounting system prescribed by the SCDE.
- 3. Each school district must file a record of all dropouts that specifies for every student the name of the school in which he or she was enrolled and gives the following information on the student: his or her name, grade, race, sex, date of birth, free/reduced meals status, English proficiency status, and migrant status.
- 4. Each district superintendent must verify the accuracy of the student enrollment, attendance, membership by category, and dropout reports submitted to the SCDE's Office of Finance.
- 5. Each school must comply with the Family Educational Rights and Privacy Act regarding student records (20 U.S.C. Section 1232(g)).

D. Course Records for Students

- 1. Each district superintendent must verify the accuracy of course records for students.

2. The name and code number of every course that each student takes must be entered into the student data collection system active master scheduler at the time the student takes the course. Courses may not be added to the student's course history (transcript) without first being entered into the scheduler.

3. Courses offered in nontraditional settings such as online courses, courses offered in conjunction with a college or technical college (i.e., dual credit), and courses offered by the school through the district, state, or another type of provider must be included in the active master scheduler.

E. Longitudinal Data System

The Revenue and Fiscal Affairs Office, working with the Office of First Steps to School Readiness, the SCDE, the South Carolina Commission on Higher Education, the Department of Social Services, the South Carolina Technical College System, the Department of Commerce, the Department of Employment and Workforce, and other state agencies or institutions of higher education, shall develop, implement, and maintain a universal identification system that includes, at a minimum, the following information for measuring the continuous improvement of the state public education system and the college and career readiness and success of its graduates:

1. students graduating from public high schools in the State who enter postsecondary education without the need for remediation;

2. working-aged adults in South Carolina by county who possess a postsecondary degree or industry credential;

3. high school graduates who are gainfully employed in the State within five and ten years of graduating from high school; and

4. outcome data regarding student achievement and student growth that will assist colleges of education in achieving accreditation and in improving the quality of teachers in classrooms.

VIII. Emergency Closings

All school days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close must be made up. All school districts shall designate annually at least three days within their school calendars to be used as make-up days in the event of these occurrences. If those designated days have been used or are no longer available, the local school board of trustees may lengthen the hours of school operation by no less than one hour per day for the total number of hours missed, operate schools on Saturday, or may waive up to three days. A waiver granted by the local board of trustees may only be authorized by a majority vote of the local school board, and, after the completion of the 2014–15 school year, may not be granted for a school in the district until the school has made up three full days, or the equivalent number of hours, missed due to snow, extreme weather, or other disruptions requiring the school to close during the same school year in which the waiver is sought. When a district waives a make-up day pursuant to this section, the make-up day also is waived for all charter schools located in the district and for all students participating in a home schooling program approved by the board of trustees of the district in which the student resides. Schools operating on a four-by-four block schedule shall make every effort to make up the time during the semester in which the days are missed. A plan to make up days by lengthening the school day must be approved by the SCDE, Office of Federal and State Accountability before implementation. Tutorial instruction for grades 7 through 12 may be taught on Saturday at the direction of the local school board. If a local school board authorizes make-up days on

Saturdays, tutorial instruction normally offered on Saturday for seventh through twelfth graders must be scheduled at an alternative time.

The SBE may waive the requirements of making up days beyond the three days forgiven by the local school district, not to exceed three additional days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close. Such a waiver only may be considered and granted upon the request of the local board of trustees through a majority vote of that local school board. The SCDE annually before July 1 shall provide the General Assembly with a detailed report of information from each district listing the number of days missed and the reason, regardless of whether any were missed; days made up; and days waived.



MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul,
Chief Financial Officer *Maddison Paul*

Date: October 5, 2023

Re: October 9, 2023 Board Meeting
Discussion Item
Fund Balance Analysis with Assignment Recommendations

Attached is an analysis of the Fund Balance as of June 30, 2023 for discussion. This provides for an Unassigned Fund Balance in the 15% to 18% range as stated in Board Policy DFAB.

Recommendation:

Administration recommends that the Board move this discussion to the action agenda on October 24, 2023 for approval. The motion on October 24, 2023 would include the approval of the assignment of fund balance for the FY2023 general fund as follows:

- | | |
|---|-------------|
| 1. Employee Retention Incentive – November 17, 2023 | \$3,000,000 |
| 2. Target 2030 – 5 Year Master Facilities Plan | \$3,500,000 |

These assignments are in addition to the approved assignments on June 12, 2023 to the following categories:

- | | |
|--|-------------|
| 1. Irmo High School Construction (Carryover from FY2022) | \$2,886,924 |
| 2. 6 Additional Teachers (Critical Needs Areas) | \$543,332 |

Attachments

FY2023 General Fund Balance Assignment Presentation

www.lexrich5.org

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

"We Love and Grow Our Students!"

FY2023 General Fund Assigned Fund Balance Discussion



General Fund - Fund Balance Recap

As of June 30, 2022 audited

Total Fund Balance June 30, 2021		\$51,205,287
Non-Spendable	\$4,313,596	
Assigned	\$9,329,112	
Unassigned	<u>\$38,446,406</u>	
Total Fund Balance June 30, 2022		\$52,089,114

General Fund - Fund Balance Assignment

Assigned Fund Balance Uses FY2023

Assigned Fund Balance June 30,2022		\$9,329,112
Assignment Approved in FY2023		
D5 Snack Program	\$1,300,000	
NEST Program	\$1,529,112	
Employee Appreciation Gift	\$3,000,000	
Irmo High School Construction	<u>\$3,500,000</u>	
Total Assignment	\$9,329,112	
Assignment Used in FY2023 (unaudited)		
D5 Snack Program	(\$620,533)	
NEST Program	(\$428,848)	
Employee Appreciation Gift	(\$2,893,790)	
Irmo High School Construction	<u>(\$613,076)</u>	
Total Assignment Used	(\$4,556,247)	
Assigned Fund Balance Unused by June 30, 2023		\$4,772,865

General Fund - Fund Balance Recap

Revenue Projection (unaudited)

FY2023 Budgeted Revenue	\$213,711,968
Collections over Budget	
Local Revenue	\$1,131,739
Interest Income	\$1,529,834
State Revenue	\$1,730,551
Indirect Cost Transfer	\$505,643
Miscellaneous	<u>\$375,541</u>
	\$5,273,308
FY2023 Projected Revenue	\$218,985,276

General Fund - Fund Balance Projection

Assignment Requests for June 30, 2023

Fund Balance June 30, 2022			\$52,089,114
Assignment Uses in FY2023			(\$4,556,247)
Revenue Over Budget			\$5,273,308
Expenditures Under Budget			<u>\$1,815,349</u>
New Projected Fund Balance June 30, 2023			\$54,621,524
Non-Spendable		\$3,637,217	
Approved Assignments on June 12, 2023			
Irmo High School Construction	\$2,886,924		
6 Additional Teachers (Critical Areas)	\$543,332		
Assignment Recommendations			
Employee Appreciation Gift - paid			
Nov 17, 2023 - American Education Week	\$3,000,000		
Target 2030 - 5 Year Facilities Plan	\$3,500,000		
Recommended Assigned Fund Balance June 30, 2023		\$9,930,256	
Unassigned		\$41,054,051	17.6%
Board Policy DFAB - Reserve Funds			
(recommends 15% - 18% of general fund budgeted expenditures)			



MEMORANDUM

TO: Members of the Board of Trustees

THROUGH: Dr. Akil E. Ross, Sr.
Superintendent

FROM: Dr. Michael R. Harris

DATE: October 3, 2023

RE: October 9, 2023 Board Meeting
Discussion Item
New Board Policy JICFB
"Gavin's Law Implementation"

Item: Discussion of New Board Policy JICFB "Gavin's Law Implementation"

Background: New law governing the state of South Carolina. Model Policy per South Carolina School Boards Association (SCSBA).

Recommendation: The administration recommends that the Board of Trustees approve New Policy JICFB "Gavin's Law Implementation" to proceed to First Reading approval.

Attachment: SCSBA Model Policy JICFB

DISCUSSION OF NEW BOARD POLICY – OCTOBER 9, 2023

Policy JICFB

GAVIN’S LAW IMPLEMENTATION

Code Issued

Gavin's Law (S.C. Code Ann. Section 16-15-430) is legislation that makes sexual extortion, the act of blackmailing someone using sexually explicit images or videos, a felony offense and an aggravated felony if the victim is a minor, vulnerable adult, or if the victim suffers great bodily injury or death directly related to the crime.

Gavin’s Law requires the District to collaborate with the State Department of Education, the South Carolina Law Enforcement Division, and the Attorney General's office, as appropriate, to implement a policy to educate and notify students of the provisions of this law, which includes adequate notice to students, parents or guardians, the public, and school personnel.

In accordance with Gavin’s Law, the District shall notify students of the provisions of this act through providing age-appropriate instruction on the dangers and consequences of sexual extortion. Additionally, notification shall be provided to parents/guardians, the public, and school personnel regarding the law.

Any student who engages in sexual extortion will be subject to disciplinary action consistent with the District’s Student Code of Conduct. Any employee who engages in sexual extortion will be subject to disciplinary action consistent with the District’s policies governing staff conduct. School administrators shall notify law enforcement immediately of any allegations of such conduct, as required by State law and District policy.

Adopted

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. S.C. Code Ann. § 16-15-430 – Gavin’s Law.



Memorandum

To: Members of the Board of Trustees

From: Dr. Tamara Turner *T.T. 10/4/2023*
Chief Human Resources Officer

Date: October 3, 2023

Re: October 9, 2023 Board Meeting
Discussion Item
Revisions to Board Policy GBEB "Staff Conduct" (Exhibit)

Discussion Item: Revisions to Board Policy GBEB "Staff Conduct" (Exhibit)

Background: Attached, for the Board's review and consideration, are recommended revisions to Board policy GBEB (Staff Conduct). The revisions update the Board's policy outlining expectations for staff conduct. The revisions include references to several Board policies directly applicable to staff conduct, as well as some relevant case law.

Recommendation: The administration recommends that the Board of Trustees review these proposed revisions and welcomes any feedback that will assist in refining the policy to best serve organizational and legal requirements.

A copy of the proposed revised policy is attached for your review. If you have any questions or clarifications concerning these proposed revisions, Ms. Kathy Mahoney and I will be available to provide insights and address any questions.

Attachments - Current Policy GBEB
Draft Revisions for Policy GBEB

Policy GBEB Staff Conduct

CURRENT POLICY

Issued 2/09

Purpose: To establish the board's vision for appropriate staff conduct.

The board reaffirms one of the oldest beliefs in education, which is "One of the best methods of instruction is that of setting a good example."

The board expects all staff of the district to strive to set the kind of example for students that will serve them well in their own conduct and behavior and subsequently contribute to an appropriate school atmosphere.

To that end, in dress, conduct and interpersonal relationships, all staff should recognize that they are being continuously observed by students and that their actions and demeanor will be reflected in the conduct of students.

The personal life of an employee will be the concern of and warrant the attention of the board only if the employee's actions or conduct adversely impacts the employee's ability to be effective in his/her position with the district or violates local, state or federal law or contractual agreements.

All employees will maintain appropriate professional relationships with students at all times, both inside and outside of school. No employee may engage in any conduct of a sexual nature with a student, without regard to the student's age or the place or manner of the conduct (personal contact, written contact or electronic contact).

No employee will commit or attempt to induce students or others to commit an act or acts of unlawful or immoral conduct which may be harmful to others or bring discredit to the district. If it appears an employee may have violated the law, the district will report the employee's conduct in accordance with applicable state and federal law and will cooperate with law enforcement agencies in any criminal investigation of the matter.

Employees of the district, while on duty and in the presence of students, will not use profanity, will not use tobacco in any form and will not consume or be under the influence of intoxicating beverages. Employees will not possess, use, transfer or sell illegal drugs and also will not transfer or sell any controlled substance..

Any violation of this policy by employees will be grounds for immediate suspension and possible termination of employment. In such cases, an employee will be informed of his/her right to any hearing or due process procedure that may be applicable under law or district policy.

The following list includes some of the actions or conduct by employees that will be considered misconduct while on duty on or off district premises. The district reserves the right to take employment action regarding other acts of employee misconduct in accordance with applicable laws and regulations.

- possessing, using, selling, manufacturing, distributing or dispensing any illegal drugs or alcohol while on duty on or off district property
- fighting or deliberately harming another person
- being absent without approval
- refusing to follow a supervisor's instructions and directions
- failure to adhere to safety and health rules as established by state law and the district
- destroying school property intentionally
- using profane or offensive language which is unsuitable in the school setting

- engaging in any interaction/activity of a sexual nature or intent with a student
- possessing any type of weapon prohibited under either state law or the district's student code of conduct on school property
- using school property without proper authorization
- behaving in any inappropriate manner to the extent of adversely affecting the employee's ability to perform his/her work
- harassment, intimidation or bullying of a student, another employee or parent
- posting inappropriate personal information and/or pictures on any social networking website which results in a disruption of the school environment or which adversely impacts the employee's credibility or performance

Arrest of an employee

The board delegates specific authority to the superintendent or his/her designee to take appropriate employment action with regard to an employee who has been arrested.

Any employee who is arrested for any offense other than a minor traffic offense is expected to report the arrest to his/her immediate supervisor as soon as possible, and in no case later than three calendar days after the date of the arrest.

- Employees arrested for a misdemeanor offense which would indicate no danger or appearance of danger to students, co-employees or the district will normally not be subject to any employment action pending adjudication.
- Employees arrested for a misdemeanor offense which would indicate a possible danger or appearance of danger to the school district, co-employees or to students will normally be suspended with or without pay, as determined by the superintendent, pending adjudication.
- Employees arrested for a felony offense will normally be suspended with or without pay, as determined by the superintendent, pending adjudication.
- The district reserves the right to take other employment action, including termination, based on the specific circumstances of a situation.

Cf. GBEBB

Adopted 2/9/09

School District Five of Lexington and Richland Counties

DISCUSSION OF PROPOSED REVISIONS – OCTOBER 9, 2023

Policy

STAFF CONDUCT

Code GBEB Issued _____

Purpose: To establish the board's vision for appropriate employee staff conduct.

The board reaffirms one of the oldest beliefs in education, which is "One of the best methods of instruction is that of setting a good example."

The board expects all employees staff of the District to strive to set the kind of example for students that will serve them well in their own conduct and behavior and subsequently contribute to an appropriate school atmosphere. Employees must be familiar with Board policies and act in a manner that is consistent with Board policies.

To that end, in dress, conduct (including conduct communicated or performed in person, in writing and/or electronically) and interpersonal relationships, all employees staff should ~~recognize that they are being continuously observed by students, and that their actions and demeanor ensure that their actions and conduct do not impair their ability to effectively perform their job responsibilities. will be reflected in the conduct of students.~~

The personal life of an employee, including the employee's personal use of District issued and non-District issued electronic equipment, inside and outside of working hours (such as through social networking sites, social media and personal portrayal on the internet), will be the concern of and warrant the attention of the Board if it impairs the employee's ability to effectively perform his/her job responsibilities or if it violates local, State or federal law. The Board expects employees to ensure all their conduct and communications, including those associated with their social media and electronic communications, do not disrupt the school/work environment, or impair the efficiency of the school/workplace. This policy will be applied consistent with legal principles on the issue of employee expression, set forth in, among others, Pickering v. Board of Education, 391 U.S. 563 (1968) and Grutzmacher v. Howard County, 851 F.3d 332 (4th Cir. 2017). Unprofessional conduct may subject the employee to disciplinary actions consistent with State law, federal law, and/or Board policy. ~~only if the employee's actions or conduct adversely impacts the employee's ability to be effective in his/her position with the district or violates local, state or federal law or contractual agreements.~~

All employees must will maintain appropriate professional relationships with students at all times, both inside and outside of school. All employees are expected to exercise good judgment and to maintain professional boundaries with students that are appropriate to an educational setting and consistent with the policies and procedures of the District, including this policy, as well as Board policies GBEBB/GBEBB-R (Staff Conduct with Students), GBAA/GBAA-R (Sexual Discrimination and Harassment), and GBAB (Title IX –

PAGE 2 – GBEB – STAFF CONDUCT

Employees). No employee may engage in any conduct of a sexual nature with a student at any time. This includes any action or conduct communicated or performed in person, in writing, or electronically through any device, system or platform, and includes text messaging and social networking. ~~without regard to the student's age or the place or manner of the conduct (personal contact, written contact or electronic contact).~~

Employees will not engage in criminal conduct or attempt to induce students or others to engage in criminal conduct. ~~No employee will engage in or commit or attempt to induce students or others to commit an act or acts of unlawful or immoral conduct which may be harmful to others or bring discredit to the district.~~ If it appears an employee may have violated the law, the District will report the employee's conduct in accordance with applicable State and federal law and will cooperate with law enforcement agencies in any criminal investigation of the matter.

Employees ~~of the District~~, while on duty and in the presence of students, will not use profanity.

Employees, while on duty, will not use tobacco in any form (including vaping), as provided for in Board Policy GBED/GBED-R (Tobacco-Free Schools/Workplace) and will not possess, consume or be under the influence of alcohol or illicit drugs, as provided for in Board Policy GBEC (Drug-Free and Alcohol-Free Schools/Workplace). ~~intoxicating beverages.~~

Employees will not possess, use, transfer or sell illegal drugs and also will not transfer or sell any controlled substance.

Employees will not possess any type of weapon on District or school property prohibited under either State law or Board Policy GBGBA (Weapons).

Employees will not engage in harassment, intimidation, or bullying (as prohibited by State law and Board policy JICFAA – Harassment, Intimidation or Bullying) of a student, another employee, or a parent/guardian.

Employees will adhere to safety and health rules as established by State law and the District.

Violations of this policy by employees may be grounds for placing an employee on administrative leave, with or without pay, as provided for in Board Policies GCQF (Discipline, Suspension and Dismissal of Professional Staff), and GDQD (Discipline, Suspension and Dismissal of Support Staff), pending an investigation, and possible termination of employment, consistent with Board policy and State law.

~~Any violation of this policy by employees will be grounds for immediate suspension and possible termination of employment. In such cases, an employee will be informed of his/her right to any hearing or due process procedure that may be applicable under law or district policy.~~

~~The following list includes some of the actions or conduct by employees that will be considered misconduct while on duty on or off District premises. The District reserves the right to take employment action regarding other acts of employee misconduct in accordance with applicable laws and regulations.~~

- ~~● possessing, using, selling, manufacturing, distributing or dispensing any illegal drugs or alcohol while on duty on or off district property~~
- ~~● fighting or deliberately harming another person~~
- ~~● being absent from work without approval and in violation of Board policy~~
- ~~● refusing to follow a supervisor's instructions and directions~~
- ~~● failure to adhere to safety and health rules as established by State law and the District~~
- ~~● destroying school property intentionally~~
- ~~● using profane or offensive language which is unsuitable in the school setting~~
- ~~● engaging in any interaction/activity of a sexual nature or intent with a student~~
- ~~● possessing any type of weapon on District or school property prohibited under either State law or the district's student code of conduct on school property~~
- ~~● using school property without proper authorization~~
- ~~● behaving in any inappropriate manner to the extent of adversely affecting the employee's ability to perform his/her work~~
- ~~● harassment, intimidation or bullying of a student, another employee or parent~~
- ~~● posting inappropriate personal information and/or pictures on any social networking website which results in a disruption of the school environment or which adversely impacts the employee's credibility or performance~~

Arrest of an employee

The board delegates specific authority to the superintendent or his/her designee to take appropriate employment action with regard to an employee who has been arrested, consistent with State law and Board policy. Employees who are arrested must notify their supervisor immediately.

~~Any employee who is arrested for any offense other than a minor traffic offense is expected to report the arrest to his/her immediate supervisor as soon as possible, and in no case later than three calendar days after the date of the arrest.~~

- ~~●~~
 - ~~Employees arrested for a misdemeanor offense which would indicate no danger or appearance of danger to students, co-employees or the district will normally not be subject to any employment action pending adjudication.~~
 - ~~● Employees arrested for a misdemeanor offense which would indicate a possible danger or appearance of danger to the school district, co-employees or to students will normally be suspended with or without pay, as determined by the superintendent, pending adjudication.~~
 - ~~● Employees arrested for a felony offense will normally be suspended with or without pay, as determined by the superintendent, pending adjudication.~~

- ~~The district reserves the right to take other employment action, including termination, based on the specific circumstances of a situation.~~

Adopted 2/9/09; Revised __/__/23

Legal References:

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

1. Section 16-3-755 - Sexual battery with a student.
2. Section 16-23-420 and 430 - Concealed weapons; school property exception.
3. Section 59-25-430 - Teacher dismissal; evident unfitness for teaching.
4. Section 59-25-450 - Teacher suspension.



Akil Ross <aross@lexrich5.org>

Fwd: Request for Trustees Consideration

1 message

EXHIBIT I

Rebecca Hines <rhines@lexrich5.org>

Fri, Sep 22, 2023 at 11:10 AM

To: Akil Ross <aross@lexrich5.org>

This was the email I tried to send earlier this week but mis-typed your email. Thanks!

----- Forwarded message -----

From: **Wilson, Terry** <wilsont@mccormick.k12.sc.us>

Date: Mon, Sep 18, 2023 at 2:03 PM

Subject: Request for Trustees Consideration

To: rhines@lexrich5.org <rhines@lexrich5.org>, <aross@lexrich.org>

Dear Chair Hines:

The McCormick County School Board of Trustees is encouraging all other South Carolina School Boards of Trustees to consider advocating modification of current state law to exempt school districts from paying sales tax for all purchased services and materials. We have sent a letter to each of the legislators that represent our district in the South Carolina House of Representatives, the South Carolina Senate and to the Governor (the text of these letters is included below).

“On September 9, 2023, during the regularly scheduled public meeting of the McCormick County School District Board of Trustees, the Trustees voted to authorize the Board Chair to communicate with each South Carolina state legislator representing McCormick County and to the Governor of South Carolina for the purpose of requesting a modification in South Carolina law to exempt South Carolina School Districts from the payment of all sales tax for purchased services and materials. Currently sales tax exemption for school districts is limited (purchase of textbooks, periodicals, some information technology materials, etc.).

Since School Districts receive revenue through taxation (local, state, and federal), it makes little sense for the districts to pay taxes with revenue gained through tax. Expending district revenue for sales tax has the effect causing need to pass onto the local citizens additional tax through added mills on the property tax duplicates. The effect is as follows:

- For the McCormick County School District, during fiscal year 2022/2023, the estimated sales tax paid from the general fund represents 2 to 3 mills collected in personal property tax. Because sales tax has not been an item specifically entered into the district's financial records, the amount mentioned is an estimate.
- In McCormick County eight percent of capital improvement expenditures is used for sales tax payments. Every \$1,000,000 in capital improvement expenditure requires \$80,000 paid for sales tax. This reduces the dollars available for paying for professional services, contractors, materials, supplies, etc. that are needed for improvements. For capital improvements funded by both the issuance of general obligation bonds and grants issued by the South Carolina government this is \$80,000 of revenue lost to sales tax which reduces the positive impact of the revenue provided.

I thank you for your attention to this issue, and the McCormick County School District shall be available to provide additional information you may need.”

Because both the House of Representatives and Senate typically meet in December to establish legislative calendars, we encourage that your Board of Trustees send a similar message to legislators representing your district in the South Carolina House of Representatives, the South Carolina Senate and to the Governor.

Sincerely,

10/3/23, 9:44 AM

Lexington/Richland School Dist. 5 Mail - Fwd: Request for Trustees Consideration


Terry Wilson, Chair
McCormick County School Board of Trustees



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: October 3, 2023

Re: October 9, 2023 Board Meeting
Information: Comprehensive Health Education Board Advisory Committee

Item: Comprehensive Health Education Board Advisory Committee (CHEBAC) for 2023-2024

Background: For your information, attached are the names and pertinent information of individuals who have agreed to serve on the Comprehensive Health Education Board Advisory Committee (CHEBAC) for 2023-2024. These appointments fulfill the requirements outlined in the 1988 Comprehensive Health Education Act for the establishment of a thirteen-member advisory committee. This committee functions to assist in the selection of components and curriculum materials related to reproductive health, family life, and pregnancy prevention education.

Attachment: CHEBAC Committee Members for 2023-2024

CHEBAC Committee 2023-2024
Comprehensive Health Education Board Advisory Committee

Category	Representative	Work/Contact Information	Commitment
Parent (2 required)	Dr. David Stodden	<u>University of South Carolina</u> Work Email: stodden@mailbox.sc.edu Work Phone: 803-777-9882	2023-2024 2024-2025
	Ava Dean	<u>Kidney Foundation</u> Work Email: ava.dean@kidney.org Work Phone: 803-799-3870 ext. 631	2023-2024 2024-2025

Category	Representative	Contact/Work Information	Commitment
Clergy (3 required)	Ray Washington	<u>East Lake Community Church</u> Work Email: ray.washington@eastlakeonline.com Work Phone: (803)749-9298 ext. 7007	2023-2024 2024-2025
	John Dukes	<u>Chapin Christian Community Church</u> Work Email: john@chapinccc.org Work Phone: 803-345-2801	2023-2024 2024-2025
	Joshua Knott*	<u>Cornerstone Presbyterian Church</u> Email: joshua627@gmail.com Work Phone: 803-772-1000	2023-2024 2024-2025

Health Professional (2 required)	Dr. Bill Taylor	Retired pediatrician, Sandhills Pediatrics Experience on the comprehensive health committee Email: billtaylor810@gmail.com	2023-2024 2024-2025
	Dr. Karen Pollock CHEBAC Chairperson	Pediatrician, Ballentine Pediatrics Work Email: kpollockmd@gmail.com Work Phone: 803-732-0920	2023-2024 2024-2025

Other Person Not Employed in District (2 required)	Karen Williams	District volunteer Pediatric Occupational Therapist Email: kcwill28@gmail.com	2023-2024 2024-2025
	April Alsup	District volunteer Real estate broker Email: aprilalsup@gmail.com	2023-2024 2024-2025

Teacher (2 required)	Amber Hege	Middle School Health and PE Teacher (Chapin Middle School) Work Email: ahege@lexrich5.org	2022-2023 2023-2024
	Paula Bartholomew	High School Biology Teacher Worked on Current HS Comprehensive Health Curriculum Work Email: pbarthol@lexrich5.org	2023-2024 2024-2025

****New member to committee 2023-2024***

Student (2 required) Note: Because seniors are selected for this committee, these positions rotate on a yearly basis.	Chapin High School Graham Stewart Thompson* <i>Student Body President</i>	2023-2024
	Dutch Fork High School Sullivan Beckham*	2023-2024

Note:

2019-2020: Chapin High School* and Dutch Fork High School
2020-2021: Irmo High School and ***Spring Hill High School**
2021-2022: Chapin High School and ***Dutch Fork High School**
2022-2023: ***Irmo High School** and Spring Hill High School
2023-2024: Chapin High School* and Dutch Fork High School (current year)
2024-2025: Irmo High School and ***Spring Hill High School**
2025-2026: Chapin High School and ***Dutch Fork High School**
2026-2027: ***Irmo High School** and Spring Hill High School

**Indicates representation by student body president.*